

## Phonics at Early Reading Stage: Guided Reading Levels E (8) & F (10)

<b>El gran concurso de pasteles</b> <b>Un pastel para Mimoso</b>	<ul style="list-style-type: none"> <li>Identifying the different letters used to represent the /s/ sound (s, c, z)</li> <li>Identifying the /s/ sound as in <i>solo, bacer, bizo</i></li> </ul>
<b>Superperros</b> <b>¡Metiche nos salvó!</b>	<ul style="list-style-type: none"> <li>Identifying the sound /rr/ (spelled "rr" ) as in <i>perro</i></li> <li>Identifying the sound /r/ (spelled "r" at the end of a word) as in <i>cavar</i></li> <li>Hearing the difference in pronunciation between /rr/ and /r/ and practicing these two sounds</li> </ul>
<b>Insectos</b> <b>¿Dónde están las uvas?</b>	<ul style="list-style-type: none"> <li>Use of "s" inflection on words as in <i>uvas, insectos</i></li> <li>Identifying the phoneme /ʎ/ as in <i>huella</i></li> </ul>
<b>Calamar</b> <b>Gran Calamar y Pequeño Calamar</b>	<ul style="list-style-type: none"> <li>Identifying the soft /g/ sound as in <i>algo</i></li> <li>Identifying the "qu" consonant digraph as in <i>pequeño</i></li> </ul>
<b>El ciruelo</b> <b>Mi árbol</b>	<ul style="list-style-type: none"> <li>Identifying the soft /s/ sound made by "c" followed by "i" or "e" as in <i>ciruelo, hacen</i></li> </ul>
<b>Charlie y los cocodrilos</b> <b>¡No me comas!</b>	<ul style="list-style-type: none"> <li>Identifying the /s/ sound as in <i>serpiente</i> and <i>zoológico</i></li> <li>Identifying the hard sound of "c" – /k/ spelled "ca", "co", "cu" as in <i>cocodrilo</i>; soft sound of "c" – /s/ spelled "ce" and "ci" as in <i>cena</i></li> </ul>
<b>Grandes casas, animales pequeños</b> <b>¡Tina se va de casa!</b>	<ul style="list-style-type: none"> <li>Identifying the blends "tr", "gr", and "dr"</li> </ul>
<b>Cuando sale el sol</b> <b>Cuando se pone el sol</b>	<ul style="list-style-type: none"> <li>Identifying the /rr/ sound spelled with "rr" or with initial "r"</li> <li>Identifying the digraph "qu" as in <i>estanque</i></li> </ul>
<b>Nuestro lugar</b> <b>¿Dónde podemos jugar?</b>	<ul style="list-style-type: none"> <li>Identifying the hard sound of "c" – /k/ with vowels "a", "o", "u"</li> <li>Identifying the soft sound of "c" – /s/ with vowels "e", "i"</li> </ul>
<b>Cómo cuidar de tus ranas</b> <b>El nuevo estanque de Rana</b>	<ul style="list-style-type: none"> <li>Phonemic awareness – number of sounds in words</li> <li>Identifying words that have a shared sound as in <i>estanque, tanque</i></li> </ul>
<b>Mantenerse a salvo en la playa</b> <b>El rescate de Sara en la playa</b>	<ul style="list-style-type: none"> <li>Recognizing words with the sound /n/ in different positions within the word</li> <li>Identifying the /j/ sound as in <i>playa</i></li> </ul>
<b>Orugas asombrosas</b> <b>Orugas para el almuerzo</b>	<ul style="list-style-type: none"> <li>Breaking words into syllables</li> <li>Identifying silent "h"</li> </ul>
<b>Rescate de murciélagos</b> <b>Sara y los murciélagos</b>	<ul style="list-style-type: none"> <li>Identifying the hard sound of "c" with vowels "a", "o" and "u" /k/ as in <i>casa, comer, cuidar</i></li> <li>Identifying the soft sound of "c" with vowels "e" and "i" /s/ as in <i>ciruelo, hacer</i></li> </ul>

## Phonics at Fluent Plus Reading Stage: Guided Reading Levels E (8) & F (10)

<b>Enséñame cómo hacerlo</b> <b>Pequeño Cachorro</b>	<ul style="list-style-type: none"> <li>• Identifying the “ch” digraph as in <i>chimpancé</i></li> <li>• Identifying the soft /g/ sound as in <i>jugar, algo, and gusta</i></li> </ul>
<b>Cuidar a los polluelos de avestruz</b> <b>Papá Avestruz</b> <b>y los nuevos polluelos</b>	<ul style="list-style-type: none"> <li>• Identifying plural morphemes “-s” and “-es”</li> <li>• Identifying a silent “h” as in <i>hiena</i></li> </ul>
<b>Atracciones para todos</b> <b>En el parque de atracciones</b>	<ul style="list-style-type: none"> <li>• Pronunciation of the double “c” as in <i>atracción</i></li> <li>• Identifying the digraph “qu” as in <i>parque</i></li> </ul>
<b>El equipo para saltar a la cuerda</b> <b>La carrera divertida</b>	<ul style="list-style-type: none"> <li>• Identifying the different spellings of the sound /s/: “s” as in <i>saltar</i>, “c” as in <i>entonces</i>, and “z” as in <i>zoológico</i></li> </ul>
<b>Animales que necesitan lodo</b> <b>¡Lodo, lodo, lodo!</b>	<ul style="list-style-type: none"> <li>• Hearing syllables in words as in <i>hi/po/pó/ta/mo</i></li> <li>• Identifying the number of sounds in words</li> </ul>
<b>Mantenerse a salvo</b> <b>Buscar el almuerzo</b>	<ul style="list-style-type: none"> <li>• Identifying the two sounds of “y” – /i/ as in <i>muy</i>, and /j/ as in <i>ayuda</i></li> <li>• Identifying the soft sound of “g” – /g/, spelled “ga”, “go”, and “gu”</li> </ul>
<b>Los grandes barcos</b> <b>necesitan remolcadores</b> <b>El equipo de remolcadores</b>	<ul style="list-style-type: none"> <li>• Identifying the digraph “ch” – /tʃ/</li> <li>• Identifying the digraph “ll” – /ʎ/</li> </ul>