

## Phonics at Transitional Reading Stage: Guided Reading Levels G (12) & H (14)

<b>Caza de insectos</b> <b>Deshacerse de los insectos</b>	<ul style="list-style-type: none"> <li>Identifying the consonant blend /tr/ as in <i>encontrar</i></li> <li>Identifying the sound represented by the letter “j” as in <i>frijoles</i></li> </ul>
<b>Una rana en un estanque</b> <b>Demasiado frío para Rana</b>	<ul style="list-style-type: none"> <li>Identifying the /pl/ blended sound at the start of words</li> <li>Identifying the /fr/ blend as in <i>frío, fría</i></li> </ul>
<b>¿Qué hay para desayunar?</b> <b>El desayuno del Rey</b>	<ul style="list-style-type: none"> <li>Identifying the sound of “ñ” as in <i>mañana</i></li> <li>Identifying the sound /rr/, spelled “r” (<i>rey</i>) or “rr” (<i>arroz</i>)</li> </ul>
<b>El club de patinaje</b> <b>Ele va a patinar</b>	<ul style="list-style-type: none"> <li>Identifying the diagraph “tr” as in <i>truco</i></li> </ul>
<b>Caminatas</b> <b>Maya y el príncipe</b>	<ul style="list-style-type: none"> <li>Identifying the /f/ sound as in <i>estufa</i></li> <li>Identifying the /s/ sound represented by “ci” as in <i>palacio, principe</i></li> </ul>
<b>Vacaciones de verano</b> <b>Acampar con papá</b>	<ul style="list-style-type: none"> <li>Identifying the /k/ sound, spelled with “c” + “a”, “o”, or “u”; or “qu” + “e” or “i” as in <i>escuela, esquiar</i></li> <li>Spelling rule: <i>Regla ortográfica de “m antes de p”</i></li> </ul>
<b>Mantarrayas</b> <b>La mantarraya que quería volar</b>	<ul style="list-style-type: none"> <li>Identifying the /j/ sound as in <i>mantarraya</i></li> <li>Identifying the /b/ sound represented by “v” as in <i>ave</i></li> </ul>
<b>Colas inteligentes</b> <b>La cola de Mono</b>	<ul style="list-style-type: none"> <li>Identifying the soft /g/ sound spelled “gui” as in <i>aguijón</i></li> <li>Spelling rule: <i>Regla ortográfica de “m antes de b”</i></li> </ul>
<b>Enredaderas y trepadoras</b> <b>Cultivo de sandías</b>	<ul style="list-style-type: none"> <li>Identifying the consonant blend /tr/ as in <i>trepadoras</i></li> <li>Identifying the use of the plural morphemes “-s” and “-es”</li> </ul>
<b>Hacer amigos</b> <b>La grulla azul</b>	<ul style="list-style-type: none"> <li>Identifying the sound of “ñ” as in <i>niño</i></li> <li>Identifying the /ʎ/ sound as in <i>grulla</i></li> </ul>
<b>Puentes fantásticos</b> <b>Juan el explorador y la ciudad oculta</b>	<ul style="list-style-type: none"> <li>Identifying diphthongs – “ue” as in <i>punte</i>, “ua” as in <i>agua</i></li> <li>Identifying “x” as in <i>explorador</i></li> </ul>
<b>Cuidar a un mono bebé</b> <b>El rescate de las ardillas bebé</b>	<ul style="list-style-type: none"> <li>Identifying the “hard” sound of “g” when followed by “e” or “i” – /X/ as in <i>refugio</i></li> <li>Plural morphemes “-s” and “-es”</li> </ul>
<b>Comedores de insectos</b> <b>Tengo hambre</b>	<ul style="list-style-type: none"> <li>Identifying the soft sound of “g” when followed by “ui” – /g/ as in <i>aguijón</i></li> <li>Identifying the letter “ñ” and its sound as in <i>araña</i></li> </ul>
<b>Animales en cuevas</b> <b>Hay oro en esa cueva</b>	<ul style="list-style-type: none"> <li>Identifying the /j/ sound of “y” as in <i>magueyera</i></li> <li>Simple Past inflectional ending “-ó” (third person singular)</li> </ul>

## Phonics at Transitional Reading Stage: Guided Reading Levels G (12) – H (14)

<b>El naufragio del Maitland</b> <b>La gran carrera de vapores de ruedas</b>	<ul style="list-style-type: none"> <li>Identifying words with “r”, “rr”, and “r” blends</li> <li>Identifying “h” in the middle position (“h” <i>intercalada</i>)</li> </ul>
<b>Álbum del huracán</b> <b>¿Dónde está Coco?</b>	<ul style="list-style-type: none"> <li>Identifying the silent “h” as in <i>ahora</i></li> <li>Identifying the “ch” digraph as in <i>noche</i></li> </ul>
<b>¿Qué necesitan las plantas?</b> <b>El gran concurso de cultivo de calabazas</b>	<ul style="list-style-type: none"> <li>Identifying the syllables in words</li> <li>Identifying the two sounds of the letter “c”</li> </ul>
<b>Las nutrias marinas y el bosque de algas</b> <b>La suerte de las nutrias marinas</b>	<ul style="list-style-type: none"> <li>Identifying the soft sound of “g” – /g/ as in <i>algo</i>; and the hard sound /X/ as in <i>sumergen</i></li> <li>Identifying the different spellings of the sound /s/</li> </ul>
<b>Lluvia monzónica</b> <b>El ave sabia</b>	<ul style="list-style-type: none"> <li>Identifying the /ʃ/ as in <i>grulla</i></li> <li>Future tense inflectional ending “-á”</li> </ul>
<b>No más basura</b> <b>La roca de Killeen</b>	<ul style="list-style-type: none"> <li>Identifying the hard sound of “c” – /k/ spelled “ca”, “co”, “cu” as in <i>caja</i>; and the soft sound spelled “ce”, “ci” as in <i>hace</i></li> </ul>