

Phonics at Early Fluent Reading Stage: Guided Reading Levels I (16) & J (18)

Motocicletas Un nuevo trabajo para Tomás	<ul style="list-style-type: none"> Decoding suffixes Identifying the blend "tr"
Cuando los leones cazan El baile de Rory	<ul style="list-style-type: none"> Identifying "hiatos" with the vowel groups <i>eo, ea, ía</i>
¡Ay! Me duele ¡No tiene gracia, Carlitos!	<ul style="list-style-type: none"> Distinguishing between the homophones <i>¡ay!</i> and <i>hay</i> Identifying the hard sound of "g" as in <i>finger</i>, and the soft sound of "g" as in <i>engañar</i>
Flamencos Rubí en el medio	<ul style="list-style-type: none"> Identifying blends: <i>fl, pl, bl, cl</i> as in <i>flamenco</i> Accentuation rules – "Palabras agudas"
Los olores de los animales Ángel hace limpieza	<ul style="list-style-type: none"> Identifying diphthongs "ue" as in <i>huele</i> Spelling rule: <i>Regla ortográfica de "m antes de p" and "m antes de b"</i>
Plantas pegajosas y peligrosas Cuidando a Chispa	<ul style="list-style-type: none"> Identifying the hard sound of "c" – /k/ spelled "ca", "co", "cu" as in <i>cadillo</i>; soft sound /s/ spelled "ce" and "ci" as in <i>cicuta</i> Identifying a silent "h" in initial and middle positions
Serpientes asombrosas Las olimpiadas de serpientes	<ul style="list-style-type: none"> Identifying the diphthongs: "ie" as in <i>serpiente</i>, "ia" as in <i>distancia</i>, and "io" as in <i>exterior</i> Identifying the hard sound of "g" – /X/ as in <i>inteligente</i> and the soft sound of "g" – /g/ as in <i>juguete</i>
Vivir cerca de un volcán ¡Alerta volcánica!	<ul style="list-style-type: none"> Reading and pronouncing the letters "pc" in the word <i>erupción</i> Identifying the syllables in the words <i>volcán</i> and <i>volcánica</i>
La nueva vida de Nadif La manada de Gasari	<ul style="list-style-type: none"> Identifying the /x/ sound as in <i>paja, lejos, juntos, dijeron, dijimos, gente, refugiados</i> Identifying two vowels that form an "hiato"
Mensaje enviado Salvamos a papá	<ul style="list-style-type: none"> Identifying the /X/ sound, spelled with "j" + "a", "o", "e", "i", or "u"; or "g" + "e" or "i" as in <i>mensaje</i> Identifying the hard sound of "g" – /X/ as in <i>agitó</i>; and the soft sound of "g" – /g/ as in <i>conseguir</i>

Phonics at Early Fluent Reading Stage: Guided Reading Levels I (16) –J (18)

<p>Al rescate Supersam</p>	<ul style="list-style-type: none"> • Reglas de acentuación – Palabras esdrújulas • Identifying the hard sound of “c” – /k/ spelled “ca,” “co,” and “cu” as in <i>rescate</i>; and the soft sound of “c” – /s/ spelled “ce” and “ci” as in <i>inundación</i>
<p>Sobrevivir en el bosque helado Cómo Alce aprendió a nadar</p>	<ul style="list-style-type: none"> • Distinguishing between the homophones <i>hasta</i> and <i>asta</i> • Identifying the blends “tr,” “gr,” and “dr”
<p>¡Puedes marcar la diferencia! ¡Salvemos a las nutrias marinas!</p>	<ul style="list-style-type: none"> • Identifying the suffix “-ión” as in <i>contaminación</i> • Identifying “h” in the middle position (“h” <i>intercalada</i>)
<p>Elefantes del desierto Hermano elefante</p>	<ul style="list-style-type: none"> • Identifying the sound of “x” as in <i>extraer</i> • Spelling rule: <i>Regla ortográfica de “m antes de p”</i>
<p>Mi diario de fútbol Los Leones Valientes</p>	<ul style="list-style-type: none"> • Identifying the soft sound of “g” when followed by “ui” or “ue” – /g/ as in <i>juguemos</i> and <i>seguimos</i> • Identifying the /rr/ sound (spelled “rr”) and the /r/ sound (spelled “r”) as in <i>corrieron</i>
<p>Comida divertida para preparar y comer El nuevo cocinero de la reina</p>	<ul style="list-style-type: none"> • Identifying the phoneme /ɔ/ as in <i>galleta</i> • Identifying the hard sound of “c” /k/ as in <i>caramel</i>; and the soft sound /s/ as in <i>cerezas</i>
<p>En lo profundo del mar Una aventura en lo profundo del mar</p>	<ul style="list-style-type: none"> • Identifying the /s/ sound spelled “z” as in <i>pez</i> • Identifying the /rr/ sound spelled “r” at the beginning of a word as in <i>riesgo</i>
<p>La limpieza de nuestro pantano Los polluelos de cisne</p>	<ul style="list-style-type: none"> • Identifying the diphthong “ua” as in <i>acuáticas</i> • Identifying the hard sound of “c” – /k/ spelled “ca,” “co,” “cu” as in <i>blanco</i>; soft sound /s/ spelled “ce” and “ci” as in <i>cisne</i>
<p>Natación en aguas heladas El gorro de pesca de la suerte</p>	<ul style="list-style-type: none"> • Identifying the suffix “-ción” as in <i>natación</i>, correct pronunciation and accentuation of the diphthong • Identifying the diphthong “ue” as in <i>suerte</i>
<p>Robots de hoy, robots del mañana Robots fuera de control</p>	<ul style="list-style-type: none"> • Reading “palabras esdrújulas” correctamente as in <i>robótico</i> • Understanding the spelling rules for “mp” and “mb”