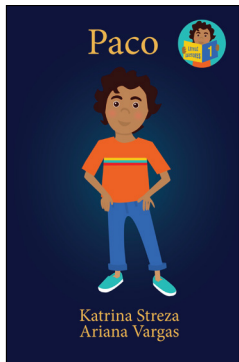


Little Lectores

Authentic Spanish Decodables for Beginning Readers



32 Books to Inspire Discovery & Delight while teaching Reading in Spanish

Little Lectores is a 32-book series of Spanish decodable readers that is specifically designed for children who are learning to read in Spanish. These books use a systematic approach to guide readers through the Spanish vowel system, starting with very short sentences and simple words that students can sound out on their own. As the series progresses, the books become more complex, with longer sentences and more complex vocabulary.

The series features reoccurring characters of Paco, his dog, Coco, and his neighbor and best friend, Zita.



Phonemic Awareness
builds
Fluency
builds
Comprehension



xist Publishing 
INSPIRING DISCOVERY & DELIGHT

Meet the Creators

Katrina Streza

Katrina Streza, MA, loves reading and helping kids learn to love to read. During her years working with elementary students, she decided that beginning readers need fun books that blend both decodable and predictable text, building phonetic skills and confidence at the same time. She is currently using her CA teaching credentials of Multiple Subjects, English, and Social Studies in the high school setting, serving as an AVID Coordinator and AP Psychology teacher. After being named the Dana Hills High School Teacher of the Year in 2020, she helped her campus adjust to new digital learning management systems and built an English Support and Study Skills curriculum to address pandemic learning loss. In working with Ariana Vargas to write the Little Lectores series, the authors developed a scope and sequence and list of 100 sight words, and then wrote the texts. They have chosen to prioritize introducing phonemes, diagraphs, and sight words in a way that will keep kids reading and loving it.

Ariana Vargas

Ariana Vargas earned her bachelor's degrees in Spanish and Education with a minor in bilingual education from the University of California at Irvine after years in Miss Streza's AVID classroom, first as a student and then as a hired tutor. She is passionate about equity and diversity. Ariana currently serves as a bilingual coordinator and educator for Laura's House, teaching domestic violence prevention in schools and community events.

Me. Vargas comes from Oaxaca, Mexico. While writing the Little Lectores series she noted that although several Latin American and European dialects could differ in grammatical structure or word choice, she chose simple sentences to do the job of building phonemic awareness, fluency, and comprehension.

Brenda Ponnay

Brenda Ponnay is the illustrator of over one hundred books for children. Her specialty is in capturing big emotions in simple illustrations and communicating story through color, humor, and whimsy. Her books have been read more than 10 million times on Epic and have been featured on Good Morning America, The Pioneer Woman and in many other trade and entertainment journals.

Little Lectores

CCSS Scope & Sequence



Spanish is often taught by combining the 5 vowels with consonants to form syllables. For instance, the syllable “co” will always sound the same, whether a student is reading “Paco” or “Coco” or “come.” Students can develop phonemic awareness by decoding CV (consonant-vowel) syllables alongside high frequency and sight words that move along engaging storylines.

		Common Core ELA standards	High Frequency/Sight Words
Books 1-8	Introduce Alphabet- one-to-one letter sounds Introduce repetitive syllables	CCSS ELA.K.RF.3.a	y, no,con, amigos,este, un, Está, quien, de, sobre, la,Adonde, fue, ahí, debajo, al,fueron, todo,donde,le, a, va
Books 9-15	Introduce 2 consecutive consonants Introduce vowel syllable breaks	CCSS ELA.K.RF.4	Qué, eso, del, detrás, Donde, quieres, me, los, tambien, el, mi, yo, en, les muchas gracias, si, estan, con, una Te, ellos, otros, quiere, buenas noches,para, ir mucha, vas
Books 16-21	Introduce diphthongs in syllables	CCSS ELA.1.RF.3.a	por favor, encanta, hacer, tengo, siente, Hoy,tenemos, pequeño, otra vez Nueva, ayudame, pero
Books 22-26	Introduce 3 consecutive consonants	CCSS ELA.1.RF.3.d	podemos/poder, tener que Dos triste padre hijos feliz les gusta, primero,lejos, detras frio caliente, nos, Primer, cuando
Books 27-32	Develop fluency by introducing paragraphs	CCSS ELA.1.RF.4.c	toma, quiero, unos pronto, dentro, fuera, chistosa, calor,despues Como alli, vino,Cuatro, debajo, papa, nuestras, esos

Little Lectores Scope & Sequence

Book #	Title	Phonemes	Diagraphs	New Sight Words	New Verbs	New Other Words
1	Paco	/p/ /a/ /k/ /ō/ /ē/ /m/ /ā/ /n/		y, no	come	Paco, Coco
2	Paco y Coco	/o/ /g/ /s/ /i/		con, amigos	son	pan
3	Este es	/t/ /u/ /r/ /l/	ie, rr	este, un, está	es	perro, niño bien
4	¿Quien es?	/t/ /qu/ /z/ /g/		quien, de		Zita, amiga
5	¡Mira! Un Gato		br	sobre, la	tiene	amigo, mira, gato, mesa
6	¡Ahí está!	j= /h/	ue	Adonde, fue, ahi, debajo		
7	Paco y Zita		rq	al,fueron, todo		cine, banco, parque
8	La Casa	/ā/ /v/ /ōō/ /r/ /oy/ /b/	ue	donde,le, a, va	se, va, te	casa, mama, amo, bueno, hola
9	¿Qué es eso?		gr, rb, bl, tr, qu	Qué, eso, del, detrás		árbol, blanco, negro, marron, gatos
10	Coco está sucio		io	donde	lava, están, estará	sucio, sucios
11	La tienda			quieres, me, los, tambien, el, mi, yo	van, gustan, tengo	tienda, helados, jugo, dinero, tampoco, adios
12	Paco tiene hambre		mbr, ch	en, les, muchas gracias, si	tienes, vamos, hacer, puede, darnos, voy	hambre, sándwiches, dar, tambien, sándwich
13	Jugar con Zita		nd	estan, con, una, te	jugando	parque, haciendo, pelota azul, divertido, te perdono
14	La playa		tr, rc	ellos, otros, quiere	van, ven, juegan, nadando, nadan, ser	playa, arena
15	Buenas noches Paco			buenas noches,para, ir, mucha, vas	necesita, quiero, tenga	cenar, tampoco
16	Preparar la cena		ae	por favor, encanta, hacer	ayúdame, preparar, dame	arroz, paella
17	¡Duérmete Paco!		ué, ua	tengo, siente	tengo, siente, estoy	cama, cansado, luna, suave, sueño, duérmete
18	Hora de levantarse		rs, rm, ue		levantarse, escucha, huele, levántate	hora, temprano, cielo, hermoso aves, flores, dia
19	Tiempo para la escuela		ch, rz, rt	hoy, tenemos	camina, crees, tenemos	escuela, mochila, almuerzo, música

Book #	Title	Phonemes	Diagraphs	New Sight Words	New Verbs	New Other Words
20	Clase de música		ió ui	pequeño, otra, vez, nueva	toca, cantar	tambor, flauta, canción
21	¡Organiza tu pupitre!		tr	ayudame, pero	organiza, tirar, doy, eres	papel, pupitre, basura
22	Recreo		io	podemos/ poder, tener, que	jugar	Linea, turnos, columpios, rato, larga, durante, mañana
23	Un Cuento Triste		ae, ij	dos, triste, padre, hijos, feliz, les, gusts	lee, muere, cree, tiene	hijas, maestra, cuento, amable mala, sola
24	Escribe Paco		ci, ye	primero	escriben, hice /hiciste, recuerdas, fui	Otras, cuaderno, deberia, demasiado, ayer
25	Nos Encanta el Zoológico		oo, ej, nt	lejos, detras, frio, caliente, nos	estuvimos, encanta	zoológico, carro, horas, elefantito, arbol cotarra, volando, programa, hábitat, pinguinos, aliento
26	Un Buen Juego		ae	primer, cuando	Corre, pasan, dale, levántate, tuve	Equipped, juego, la pelota, duro, caes, divirtiend, fútbol, cayo
27	Una merienda		rf, mbr	toma, quiero, unos		Merienda, agua, espera, minutos, seria, orgullosa, leche error
28	La Piscina		sc	pronto, dentro, fuera, chistosa, calor	brinca	piscina, sentirás, divertirás, esperando
29	Regalos		zc	despues, como	decir, gustar, buscar, conozco, sabes	regalos Navidad, envuelves, nochebuena, Esperanto, paciente
30	Ayudar una planta		nt, rl	alli, vino	tenia, podemos	Planta, caja, muriendo, problema, eschando, darle, salvar, pon
31	Esconderme			Cuatro, debajo, Benitez	Dojo, ayúdo, gane, encontrar, contó, busco	esconderme, contendo culpa, ningún, cortinas
32	¡Mayor que las bicis!		nc	papa, nuestras, esos	Ponte, montar, creo, será	Bicís, mayor, casco, entonces, divertido

Little Lectores Sight Words

As students build phonemic awareness, simple decodable words are paired with high-frequency words to create sentences with meaning. Little Lectores books feature high-frequency Spanish words pegged to the 100 most common English sight words to help readers develop fluency and comprehension in both languages. The Little Readers series' equivalent titles, while not featuring the same decodability of the Little Lectores Spanish readers, offer a paired text with English sight words.

New Little Lectores Sight Words are called out in the back of each book, along with new phonemes, verbs, and other new words introduced in the text.



English	Spanish	Book Number
eat	comer	1
no	no	1
and	y	1
friend	amigo/a	2
are	son	2
is	es	3
not	no es	3
dog	perro	3
an	un/una	3
from	de	4
who	quien	4
she	ella	5
a	la	5
look	mirar	5
under	sobre	5
where is	adonde	6
there	ahi	6
under	debajo	6
cat	gato	6
to go	/fue	6
at the	at	7
all	todos	7
at	a	8
good	bueno	8
where is	donde	8
well	entonces/ bueno	8
I (indirect)	le	8
mother	madre/ mama	8
will	Va	8
white	blanco	9
of the/ at the	del	9
behind	detrás	9
that	eso	9
brown	marron	9
black	negro	9

English	Spanish	Book Number
what	que	9
wash	lavarse	10
he	el	11
the (plural)	los	11
I	me	11
me	mi	11
too	tambien	11
I	yo	11
me	yo	11
in	en	12
you (plural)	les	12
thank you	muchas gracias	12
yes	si	12
blue	azul	13
one	una	13
they	ellos/ellas	14
at	en/la	14
others	otros	14
be	ser	14
come	ven	14
go	ir	15
get	irse	15
night	noche	15
for	para	15
good night	buenas noches	15
going	vas	15
help	ayudar	16
do	hacer	16
please	por favor	16
love	encanta	16
help me	ayudame	16
have	tener	17
feels	siente/sentir	17
day	día	18
today	hoy	19
now	ahora	20
new	nuevo	20
again	otra vez	20

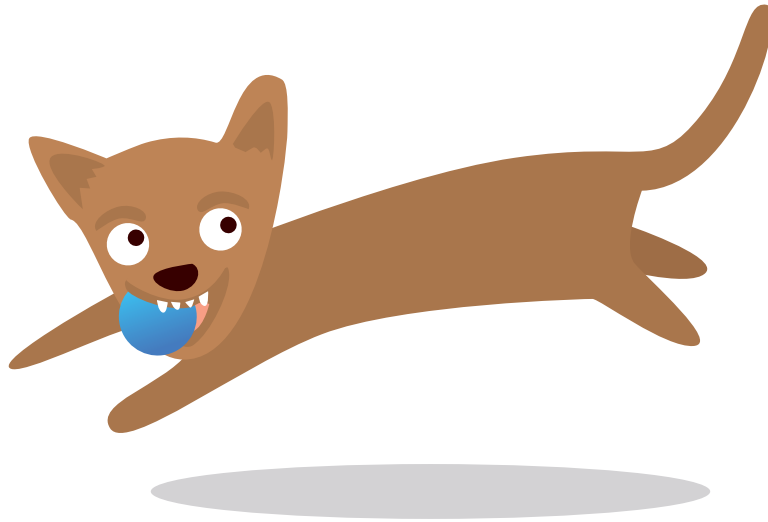
English	Spanish	Book Number
little	pequeno	20
but	pero	21
can	poder	22
must	tener que	22
take	tomar	22
two	dos	23
write	escribir	24
first	primero	24
hot	caliente	25
cold	frio	25
away	lejos	25
away	retirado/lejos	25
drink	tomar	27
into	adentro	28
out	afuera	28
jump	brincar	28
hot	calor	28
funny	chistoso	28
in	dentro	28
soon	pronto	28
find	buscar	29
say	decir	29
then	despues/	29
like	gustar	29
because	porque	29
there	alli	30
big	grande	30
came	vino	30
four	cuatro	31
our	nuestro	32
father	papa	32
with	con	2/13
this	esto(a)	3/13
want	querer	11/14
was	era/fue	6/31

Reading Standards for Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Kindergarten

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
 - f. Blend two to three phonemes into recognizable words.
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ
4. Read emergent-reader texts with purpose and understanding.



1st

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Little Lectores

Phonemic Awareness

Little Lectores builds phonemic skills in beginning and Dual Language Learners (DLL's) by ensuring that readers are gradually introduced to the sounds of consonants and vowels. We focus on CV (consonant-vowel) skills before we blend consonants or vowels. Below is a chart of blends in the Little Lectores series that adults can use with new readers. Teachers and parents can work on helping students see the patterns of vowel sounds as they develop awareness and reading skills to match syllables to chant or sing vowel sounds and play with syllable matching.

A	E	I	O	U	UE
pa	me	mi	co	bu	bue
ta	te	ni	so	su	que
ga	pe	zi	go	gu	cue
ra	de	hi	ro	mu	nue
ma	re	ci	no	cu	pue
ba	ne	di	to	yu	mue
la	le	ti	do	lu	
lla	he	pi	jo	tu	
sa	ve	si	ho		
va	ce	li	mo		
da	se	vi	po		
ha	fe	fi	vo		
ya	ye	chi	yo		
na	cre	pri	lo		
cha	bre	bri	cho		
ca	che	sci	tro		
bla		gri			
tra					
pla					
cla					