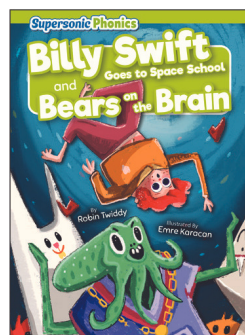
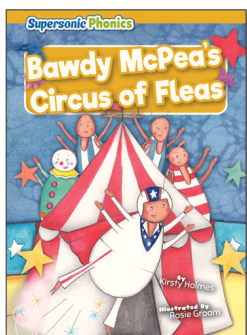
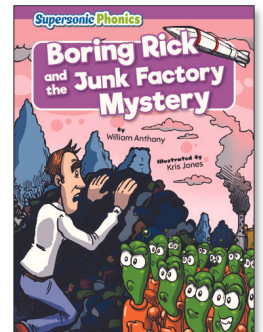
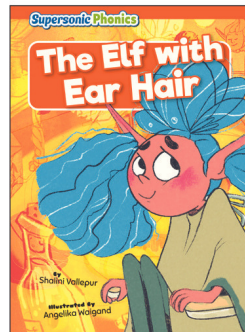
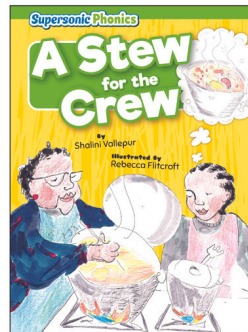
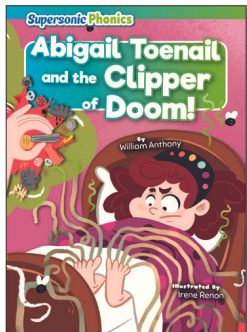
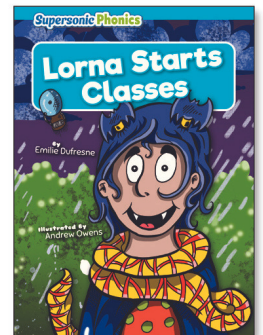
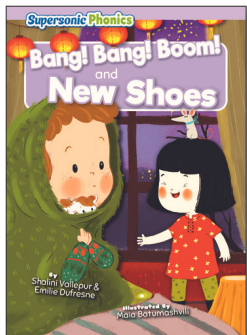


# Supersonic Phonics

## Decodable Leveled Readers

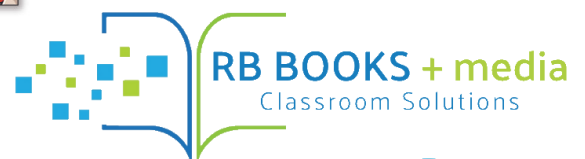
A comprehensive approach to phonetically decodable reading!



Available  
May 2023!



- 166 fiction titles across 13 levels!
- Fun, quirky stories engage young readers
- Includes teaching tips and comprehension questions
- Teacher/Parent Resources available for each book



## The Organization

Supersonic Phonics begins with the very basics of phonetically decodable reading. Starting with the earliest step of CVC words (consonant, vowel, consonant) and building on this combination slowly, the reader follows a prescribed format supported by the science of reading to encourage reading development. This systematic and sequential approach supports most phonics programs.



### LEVEL 0 • LILAC

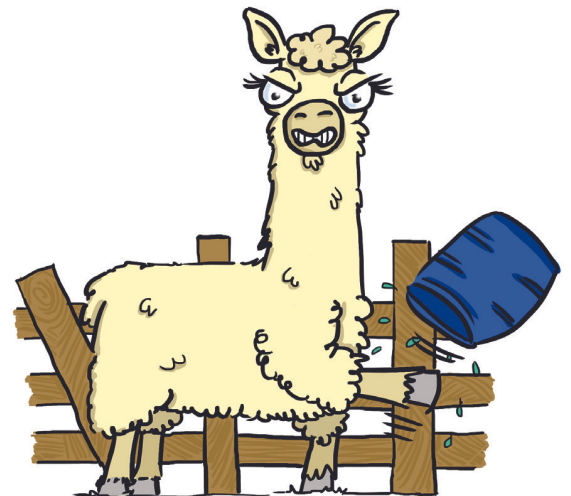
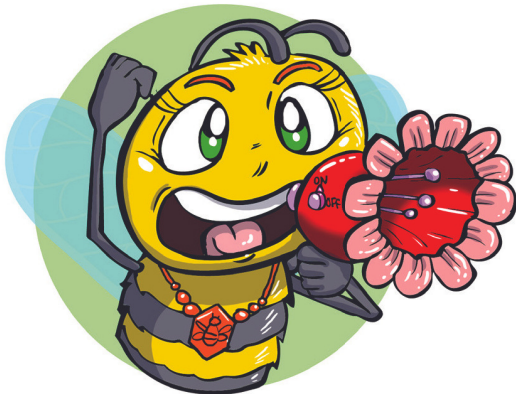
Books support children's developing speaking and listening skills as well as the linking of sounds and letters. Children are encouraged to enjoy books from as early an age as possible. However, the focus of this phase is on listening to and repeating sounds, rather than on directly reading words. In our level 0 books, there are no words.



### LEVEL 1 • PINK

### LEVEL 2 • RED

Books introduce simple letter-sound combinations. As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. For example, they will learn to blend the sounds s-a-t to make the word sat.





**LEVEL 3 • YELLOW**

**LEVEL 4 • BLUE**

Children build on the letter-sound combinations learned in levels 1 and 2. They learn consonant digraphs (sounds made up of two letters together such as 'ch' or 'll') and long vowel sounds (such as 'igh' or 'ai').



**LEVEL 4/5 • BLUE/GREEN**

Children will practice their knowledge in this level, and will learn to read and spell words which have adjacent consonants (for example, trap, strong, milk and crept).



**LEVEL 5 • GREEN**

**LEVEL 6 • ORANGE**

**LEVEL 7 • TURQUOISE**

**LEVEL 8 • PURPLE**

Children will learn new graphemes and alternative pronunciations for known graphemes. For example, they have already learned /ow/ as in 'cow' and will now learn /ow/ as in 'blow'. In addition, they will learn alternative spelling for known phonemes. For example, the sound /igh/ has been taught as the grapheme igh as in 'night', but can also be spelled 'y', 'ie', and 'i-e'.



**LEVEL 9 • GOLD**

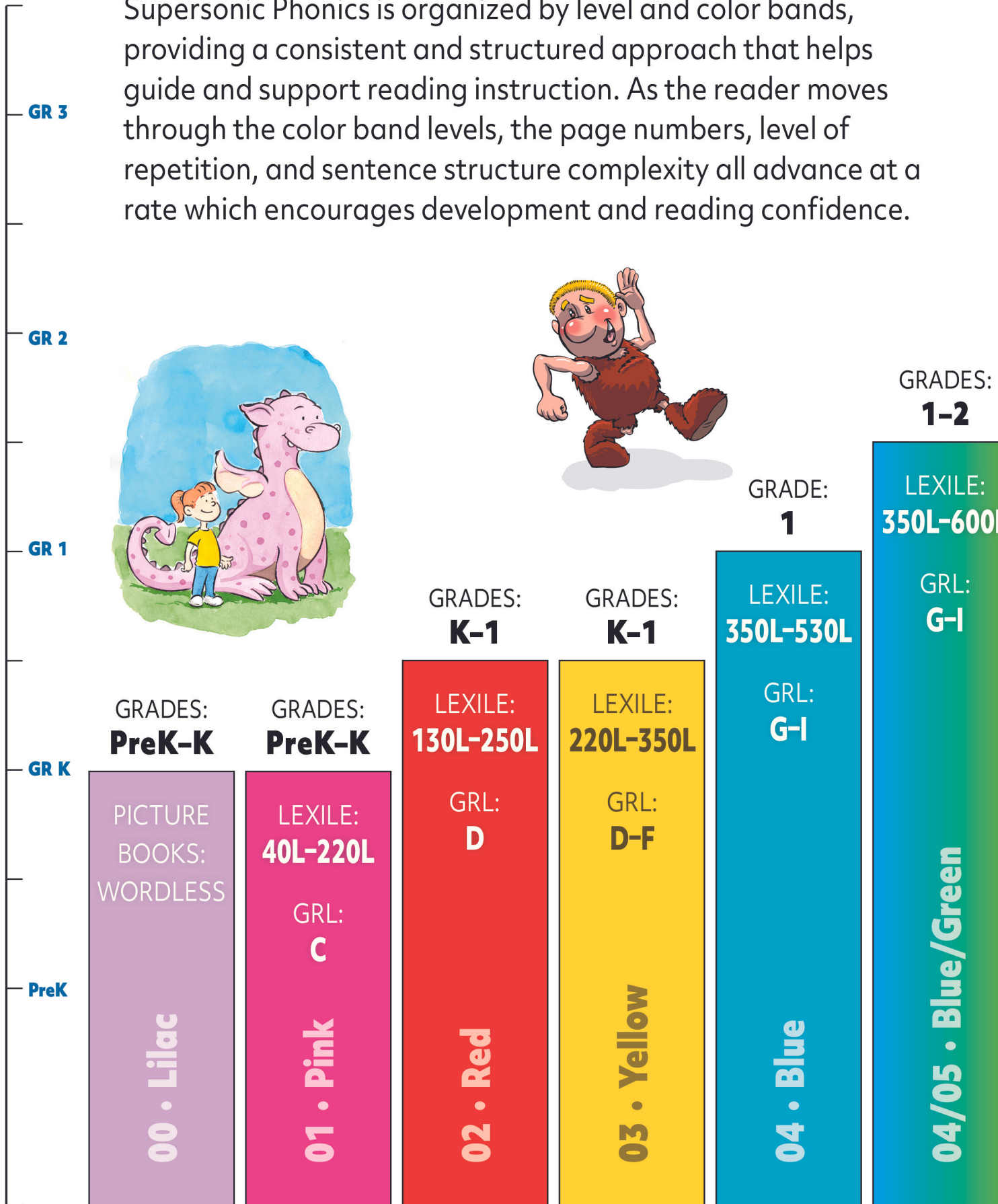
**LEVEL 10 • WHITE**

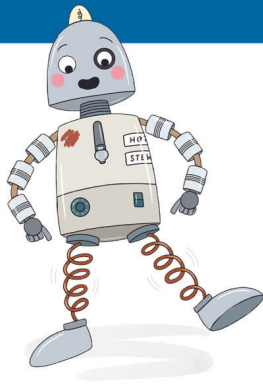
**LEVEL 11 • LIME**

Children read with increasing fluency. They will have learned most of the common letter-sound combinations and can read familiar words automatically without needing to sound out and blend.

## Supersonic Phonics Color Band Levels

Supersonic Phonics is organized by level and color bands, providing a consistent and structured approach that helps guide and support reading instruction. As the reader moves through the color band levels, the page numbers, level of repetition, and sentence structure complexity all advance at a rate which encourages development and reading confidence.





GRADES:  
**3-4**

GRADES:  
**3-4**

GRADE:  
**3**

LEXILE:  
**540L-850L**

LEXILE:  
**590L-850L**

GRADES:  
**2-3**

GRADES:  
**2-3**

GRADES:  
**2-3**

LEXILE:  
**510L-800L**

GRL:  
**0-Q**

GRL:  
**Q**

LEXILE:  
**490L-700L**

LEXILE:  
**480L-700L**

LEXILE:  
**470L-750L**

GRL:  
**N-O**

GRL:  
**J-K**

GRL:  
**L-M**

GRL:  
**L-N**

**06 • Orange**

**07 • Turquoise**

**08 • Purple**

**09 • Gold**


**10 • White**

**11 • Lime**


## Fun, Quirky, Engaging!

As readers move through each color band level, the page numbers, level of repetition and sentence structure complexity all advance at a rate which encourages development without halting enjoyment.

Can you say this sound and draw it with your finger?



By Gemma McMullen



Meg is in the mud.



Ron is a pet pug.




The quail will not get bail.



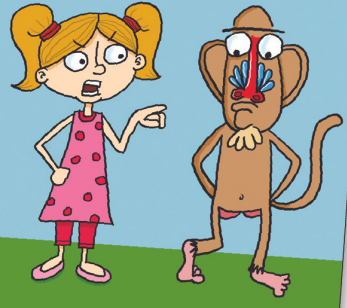
The jail will keep the bad, bad quail.



"But Mom, the baboon did a hop and sent the scoop right onto Sool!" Oona said.



"Look, Baboon, this is not cool. Now I look a fool," said Oona to the baboon.



"Look, Mom! Look, Dad! Socks that *ow* and *oi*"

Dad puts them on, but his feet are too big. *Ow, ow, ow! Oi, oi, oi!*

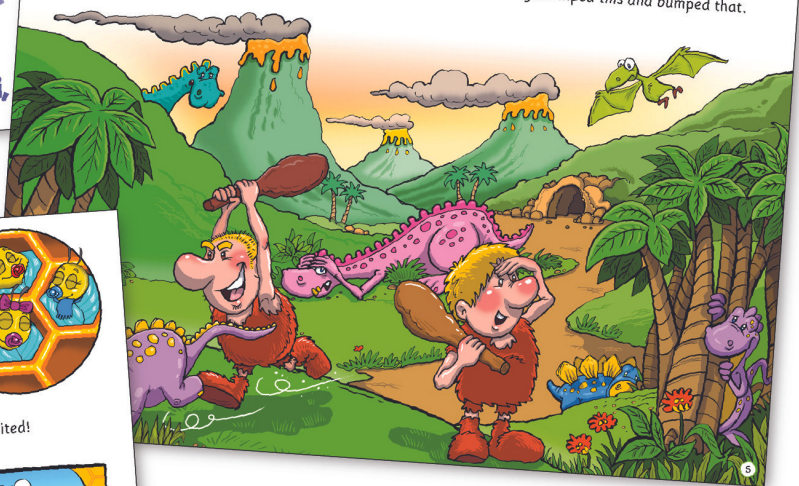


*Ow, ow, ow!*  
*Oi,*



Thump and Bump lived a long time ago. They didn't have laptops. They had clubs.

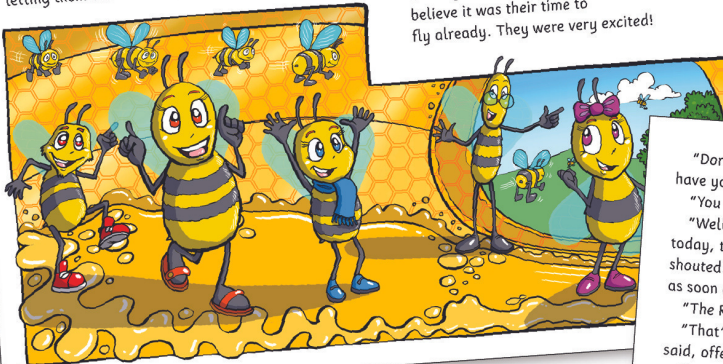
They thumped and bumped things with clubs. They thumped this and bumped that.



Bernie Bee was really excited. Today was the day that all the young bees were finally old enough to try to fly.

Their nurse, Miss Beedle, had gathered everyone by the entrance to the hive and was letting them out in small groups.

Bernie huddled with her best friends, Billy, Bella, and Brenda. The four of them had grown up together, in the hive's nursery. They couldn't believe it was their time to fly already. They were very excited!



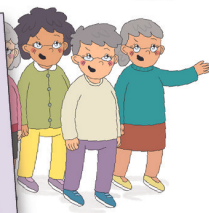
"Doris, Mildred, Gertie, Nora, do you still have your bikes?" Gran asked.  
"You bet!" one of the ladies said.  
"Well, go and get them, girls. Because today, the Rose Ladies ride again!" Gran shouted. "The rest of you, meet us at the park as soon as you can."  
"The Rose Ladies?" I asked.  
"That's what our gang was called," Gran said, offering me a toffee.  
"Forty-four," the bingo caller said, having finally won the battle with the toffee.

We waited outside on Gran's bike. I heard the Rose Ladies coming before I saw them. The four bikes made quite a racket, but over the din I could hear the Rose Ladies whooping and hollering. They were a really wild bunch.



Later that night, we were all watching Papa Tom's favorite program, *That's My Potato*. Ollie had his horrible feet out in the open, and I could get a good look at last. I tried to take a photo, and he growled at me. Could this be more proof?

I knew I had to be very brave for my next task. I got a clothespin, some rubber gloves, and a flashlight. Pickles stood guard at the door. If I was to be sure about the smell, I would need to go where no little sister should ever have to go . . . MY BROTHER'S ROOM!



## Teacher and Parent Resources for Every Book!

Teacher and Parent Resources provide an opportunity for readers to practice the concepts learned in each book. Printed resource pages are available for FREE with every package purchase. They are also all available to download for FREE.

