

El poder de la lectura™

Your Spanish language students will build on their foundational language skills as they move on from reading decodable texts to these engaging, content-rich books.



The program will include seven Collections of student books, each with a comprehensive Teacher Resource Book. The books are ideal for fluency practice and building content knowledge.



Teacher Resource Books

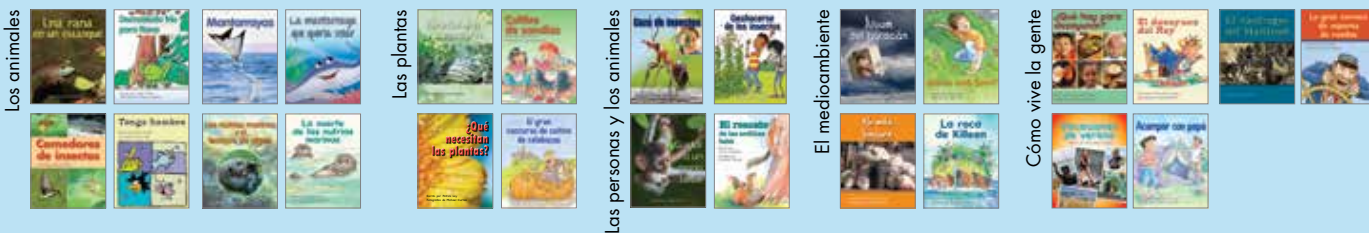
Explicit lessons walk the students through the components of Scarborough's Rope, from foundational skills, vocabulary, oral language to comprehension and writing.

Each volume provides easy-to-use lesson plans, giving educators clear, structured activities to deliver effective instruction.

COLECCIÓN UNO



COLECCIÓN DOS



COLECCIÓN TRES



Assessment

Four assessment tools are provided for each Collection and are available on-line for complimentary downloading. These assessments make it possible for you to measure your students' foundational skills, comprehension, and fluency. They are ideal for placing students within an Intervention Program.

The books in *El poder de la lectura* are ideal for fluency practice and building content knowledge.

- The books are paired texts (one informational and one narrative) and each pair is supported by a Text Study Unit.
- Each Collection of books is organized into topic sets.
- Cross-linguistic connections are included in each Text Study Unit.
- Collection One provides an easy progression for students who are proficient with the phonic code and ready to transition from decodable texts.
- All instructions to the students are in Spanish.

Summary of Text Study Unit Content

Topic	Knowledge building		Letter-sound review		Vocabulary building	Writing	Word building
Animals	Concepts	Content vocabulary	Letter & sound	Focus words			
Insectos Informational Text	• Animals can be classified by their physical characteristics. • All animals that have six legs can be classified as insects. • Some insects have wings and others do not.	hormiga abeja ave mariposa ocho mariquita seis araña gusano dos	ñ /ñ/	araña	insecto(s) mariquita	Sentence combining: connection y	Morphology: Adding suffix s to <i>pata</i>
Dónde están las uvas? Narrative Text	• All animals with six legs can be classified as insects. • Some insects have wings and others do not.	hormiga/s abeja ave mariposa uvas seis gusano	h muda	huella	hormiga huellas	Sentence punctuation	Morphology: Adding suffix s to <i>hormiga</i>
Orugas asombrosas Informational Text	• Caterpillars have many adaptations that enable them to defend themselves.	animales mal orugas esconden hoja a salvo serpiente pinchos saliva/escupir picar/pican sabor	g /g/	oruga	a salvo oruga(s)	Writing a simple sentence: Subject-predicate	Morphology: Adding suffix s to <i>oruga</i>
Orugas para el almuerzo Narrative Text	• Caterpillars have many different ways of preventing other animals from eating them.	feo mal negra oruga ojos verde roja serpiente pica sabe/sabor	h muda	hambre	pica sabor	Sentence punctuation	Morphology: Adding endings <i>er</i> , <i>ida</i> , <i>edor</i> , <i>iendo</i> to <i>com</i>

The structure of the Teaching Units provides the teacher with a range of highly supportive activities that prepare students for reading the texts.

- Activities before reading address any decoding and word recognition issues the students may face.
- Comprehension activities guide the students to discuss and summarize what they have just read.
- Fluency is modeled by the teacher before the students read independently.
- Instructive and supported activities develop writing skills throughout the program.
- Students start writing simple sentences at Grade 1 stage, and by the completion of the program they have moved on to writing informational texts and reading them to others in the class.

Introducing the paired texts

Authentic texts that share the same topic – one is narrative and the other informational.

Phonological awareness

Program emphasis on syllable types and syllable manipulation.

Phonics

Students review known letter–sound correspondences and continue to learn more challenging phonic code.

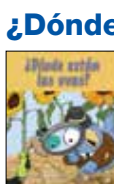
Content knowledge

The more students know about a topic, the easier it is to make meaning when reading a text about that topic. Understanding the structure of a text also helps students read and comprehend the text.



Insectos

¿Dónde están las uvas?



Say: *Hoy vamos a leer un cuento que se llama ¿Dónde están las uvas? Antes de leerlo, vamos a practicar nuestras habilidades para decodificar y aprender algunas palabras nuevas que nos ayudarán a leer el libro.*

Decoding and word recognition

Phonological awareness

Syllables

Have students say and count the syllables in each word.

Say: *La palabra gusano tiene tres sílabas: gu–sa–no.*

Repeat with *abeja* (a–be–ja), *buscaron* (bus–ca–ron), and *siguieron* (si–guie–ron).

Syllable manipulation

Have students repeat a word after you. Ask them to remove a syllable and then say what's left.

word	remove syllable	what's left
abeja	sin la primera sílaba	beja
hormiga	sin la última sílaba	hormi
insectos	sin la última sílaba	insec

★ Phonics

Review

Review the consonant **h**, which is silent in Spanish.

Write the word **huella** on the whiteboard. Have students clap and say the syllables in **huella**: hue–lla. Say: *La letra h es muda. No hace ningún sonido en la palabra huella.*

List other words with this letter–sound correspondence.

For example, **huellas**, **hormiga**, and **hormigas**. Have students write a word with the letter **h**.

Teach

Teach words in the book with letter–sound correspondences that students may not have learned.

• **tiene**: the diphthong **ie** making the /ie/ sound

Teach words from the book that may be challenging for students because they have letters with more than one sound, less common letters, or complex syllables, such as **cabría**, **grieta**, and **nuestra**.

★ Vocabulary

Teach the meaning of words that might be new to students in the context of how they are used in the text.

hormiga (pp. 8, 12, 14, 16) Un insecto con seis patas que no tiene alas.

Example —*La hormiga no tiene alas— dijo Ave.*

huellas (pp. 3, 4, 6, 10) Marcas que dejan los animales al caminar.

Example —*Mira las huellas en el lodo— dijo Ave.*

Text summary

Show the front cover of *¿Dónde están las uvas?* Say: *¿Dónde están las uvas? es un cuento de detectives en el que Ave y Gusano siguen pistas para descubrir qué insecto se llevó las uvas.*

Content knowledge

Build students' content knowledge.

Say: *Todos los insectos tienen en común ciertas características. Los dos personajes principales de este cuento de detectives son Ave y Gusano, que siguen pistas, como huellas en el lodo, para descubrir qué insecto se llevó las uvas. Los animales producen huellas diferentes, porque sus patas son diferentes.*

Ask: *¿Qué insecto piensan que se haya llevado las uvas? ¿Una abeja, una mariposa o una hormiga?*

Encourage students to share their ideas.

Text structure

Explain the text structure of the book.

Say: *Este libro es una narrativa. Es un cuento inventado, con diferentes personajes. En un cuento los personajes enfrentan por lo menos un problema.*

Los cuentos empiezan presentando a los personajes principales y luego el lugar y el momento en que sucede la historia. En la parte central se habla del problema y cómo se resuelve. El cuento termina usualmente hablando de los personajes después de resolver el problema.

Este cuento es un diálogo, es decir que los personajes hablan entre sí. En este cuento, los que hablan son Ave y Gusano.



El poder de la lectura™

Vocabulary

A broad, rich vocabulary is strongly linked to reading comprehension. Each Text Study Unit includes key words to explicitly teach to students.

Fluency

Support is given to students as they read the texts.

Los animales

Fluency

Say: *Voy a leer en voz alta y con fluidez. Cuando encuentre la raya de diálogo voy a cambiar la voz para que suene como el personaje que habla.* Read aloud the first two pages.

Have students read the book independently. Support students where necessary.

Students could then choose a page from the book to practice reading aloud. Have pairs of students take turns reading the page three times, focussing on fluent, smooth reading. Have each student take turns reading their chosen page aloud to the group. Say: *Cuando ustedes lean y vean la raya de diálogo, hagan que su voz suene como el personaje que esté hablando.*

Comprehension

Talk about the text

Use the following questions to check students' understanding of what they have read.

¿Adónde conducen las huellas? (Literal)

¿Quién se comió las uvas? (Inferential)

¿Por qué el autor decidió escribir un libro de misterio? (Critical)

Story structure

Say: *Los personajes principales son Ave y Gusano.* Write this on the whiteboard.

Ask: *¿Qué problemas tuvieron que resolver Ave y Gusano?* Discuss and write the problem on the whiteboard.

Say: *Pensemos ahora cómo resolvieron el problema. Lo primero que hicieron fue seguir las huellas que vieron en el lodo.* Write this on the whiteboard.

Use students' ideas to record the rest of the events in the story in the order that they happened.

Students can complete the Organizador gráfico: Mapa 1 de la historia.

See page 87 for the Organizador gráfico: Mapa 1 de la historia.

Writing

Sentence punctuation

Write a sentence without punctuation marks on the whiteboard.

Dónde están las uvas dijo Ave

Add punctuation marks to the sentence.

—¿Dónde están las uvas? —dijo Ave.

Explain the punctuation as you write. Say: *La raya de diálogo sirve para indicar lo que dice un personaje en la oración.*

Voy a escribir una raya de diálogo para indicar dónde empieza lo que dice el personaje y otra cuando termina. Los signos de interrogación indican que la oración es una pregunta. Escribo un signo de interrogación donde empieza la pregunta y otro después de la palabra uvas porque ahí termina la pregunta de Ave. Escribo un punto después de Ave para indicar el final de la oración.

Write another sentence without punctuation marks.

Los insectos tienen seis patas dijo Gusano

Have students write the sentence with punctuation.

Students can share their sentences in small groups and point out the punctuation they have added.

Word building

Morphology

Use **hormiga** as the base word to demonstrate how to add the suffix **s** to create the plural form of a noun that ends in a vowel.

Write the word **hormiga** on the whiteboard. Say: *Esto quiere decir que hay una sola hormiga. ¿Y si quiero decir que hay muchas hormigas? ¿Qué terminación le tengo que agregar a la palabra?*

Add the suffix **s** to the word **hormiga** to make **hormigas**.

hormiga + s = hormigas

Say: *Esto significa que hay más de una hormiga. Por ejemplo, Las hormigas tienen seis patas.*

Have students find other singular nouns in the book, for example **huella** and **grieta**, and write their plural forms (huellas, grietas).

★ Cross-linguistic connections

Teach content vocabulary in Spanish and English.

huellas → tracks *insectos* → insects

alas → wings *mariquita* → ladybug

Have students complete the sentence frames.

A ladybug has _____. (wings, legs, eyes)

A _____ is an _____. (ladybug / insect)

Writing

Teachers are supported as they explicitly teach students how to write using content they have just read.

Comprehension

For reading comprehension to occur, students must be able to decode the words in the text and they must be able to understand what they are reading about.

Word building

Encourage students to read and write new words with a focus on spelling rules, adding articles, creating diminutives, and contractions.

Cross-linguistic connections

Content-based language instruction connects language development with meaningful academic content. Students expand their vocabulary and enhance comprehension by connecting concepts across Spanish and English.

A unique K-Grade 5 language and literacy program for Spanish language learners!

Pair *Despegando hacia la lectura: Fonética* with *El poder de la lectura* for a seamless transition from phonics and decodable texts to engaging and informative student books.

El poder de la lectura addresses all the components of Scarborough's Rope.

See below for further information.



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FOR THE 2025-26
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