

Experience **The Power of the Pair**[®]



Despegando hacia la lectura[®]

The Award-Winning K–5 Spanish Literacy Resource

Comprehensive Catalog



The Award-Winning K–5 Spanish Literacy Resource

Despegando hacia la lectura® is an award-winning, highly flexible classroom resource that scaffolds students from shared reading to small group reading and ultimately to independence through best teaching practice and a solid grounding in reading research.

Despegando hacia la lectura® supports the systematic development of reading strategies and skills in students. At its early stages, it focuses on the key interrelated elements of beginning reading texts which scaffold early literacy success: key vocabulary, high-frequency words, text complexity, phonics, fluency and comprehension, the links between reading and writing, and assessment for instruction.

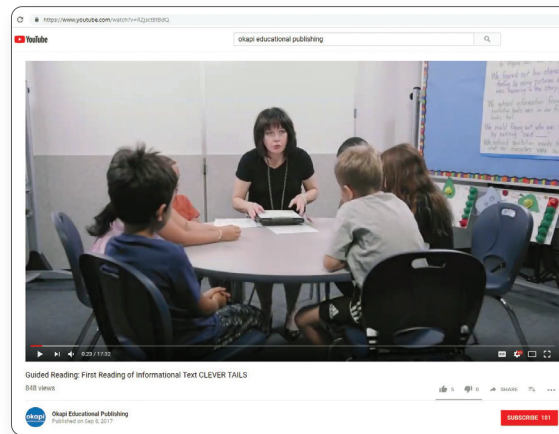
Despegando's paired narrative and informational texts, which are linked by tightly connected ideas, work as paired texts should; reading one text enhances understanding of the other. Experience the difference that the **Power of the Pair**® can make in your students' reading achievements!



Despegando hacia la lectura's compelling paired-text structure provides countless opportunities for students to make connections while thinking and talking their way purposefully through texts.



Shown: Transitional Reading Stage



To watch real teaching in classrooms, subscribe to our **YouTube Channel** today!

Search "Okapi Educational Publishing" on YouTube, or scan the QRC at left.

Table of Contents

Introduction	1
Program Components	2
Okapi Digital Literacy	4
Instructional Sequence	6
Shared Reading	8
Leveled Sets	10
Stages of Reading Development	32
Research Base	34
Packages	38

Why **Despegando hacia la lectura**[®] Should Be Your Choice for Small Group Instruction

- ★ **Despegando's** text pairs work together as paired texts are meant to work—building knowledge around the same big idea—resulting in greater understanding of each topic.
- ★ **Despegando** pairs informational texts with narrative texts, laying the groundwork early for success in the upper grades.
- ★ **Despegando's** variety of text types require students to develop a range of reading strategies, while increasing the authenticity of their writing.
- ★ **Despegando** books are never written to a template, and the strength of the authorship shines through in every title.
- ★ **Despegando's** emphasis on **high-frequency words and academic vocabulary** (each pair introduces and/or reinforces the same set of words) ensures your students are encountering vocabulary in different sentence structures and contexts.
- ★ **Despegando** offers unmatched teaching support, with a laminated lesson plan for every pair, plus extensive other tools—including a Running Record for every pair—available at no cost online.
- ★ **Despegando** provides **National Learning Standards** on every lesson plan card, assuring your teaching is tied to outcomes.
- ★ **Despegando's** readability measurements are available for every title, providing you with reliable guided reading levels, DRA levels, and Lexiles.
- ★ **Despegando's** boxed classroom sets include **Take-Home Books**, providing avenues for parental involvement and an extension of small-group learning.
- ★ **Despegando** is matched title-for-title by its sister program, **Flying Start to Literacy**[™], ensuring equity for dual-language instruction.
- ★ **Despegando** augments Tier 1 instruction through differentiated small-group learning, but can also be used effectively for Tier 2 RtI, Reading Recovery, Title I, and supplemental services.
- ★ **Despegando** is manufactured to the highest specifications; the paper, binding, and lamination will hold up through repeated use.
- ★ **Despegando** is teacher-developed and field tested with real students prior to publication.



Program Components

Paired Books | Levels A–V

Paired Books connect meaningful information and appealing narratives, and engage learners with content-rich reading.

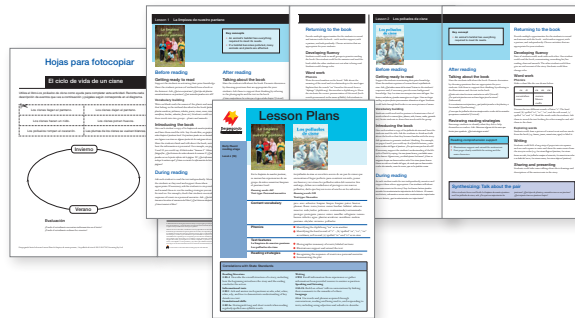
- ★ Same concepts, vocabulary, and high-frequency words in each pair
- ★ Balance of illustrated fiction and photographic informational texts
- ★ Wide range of text types: narratives, personal narratives (recounts), procedures, explanations, and reports



Lesson Plan Cards | Shared Reading + Levels A–V

Lesson Plan Cards deliver explicit, systematic instruction with diagnostic support built in.

- ★ Before-, During-, and After-Reading activities
- ★ Full spectrum of foundational instruction with ongoing assessment
- ★ Synthesizing activities to reinforce key concepts in each pair of texts



Perspectivas | Levels N–V

Perspectivas - point of view texts - are teamed with the paired books to create a dynamic, three-book concept set.

Lesson Plans are provided for each *Perspectivas* title, setting the stage for exciting classroom conversations and writing.



Vocabulary Starters | Shared Reading + Levels A–B

Vocabulary Starters provide direct reading support at the Early Emergent Stage.

- ★ Sturdy, laminated cards with seven folding panels
- ★ Unambiguous, full-color photographs introduce key vocabulary words
- ★ Reverse side of each card provides a variety of suggestions for introducing and reusing new words



Take-Home Books | Levels A–P

Take-Home Books build fluency with opportunities for repeated reading and family engagement.

- ★ Six copies each of affordable black-and-white versions of 146 of the Student Titles
- ★ Additional reading and writing activities for home
- ★ An easy-to-implement opportunity for parental involvement



Teacher Support

- **Pacing Guide** charts provide pacing plans that divide lessons into 30-minute sessions, ideal for the whole class, small group, or individual interventions.
- **Scope and Sequence** charts identify reading strategies and new high-frequency and content words in each title.
- **Phonics and Phonemic Awareness** charts show the systematic and explicit sequence, by title, at each of the reading stages.
- **Reading Across the Curriculum** sheets detail the text type, text features, curriculum links, and key concepts.

Assessment Materials

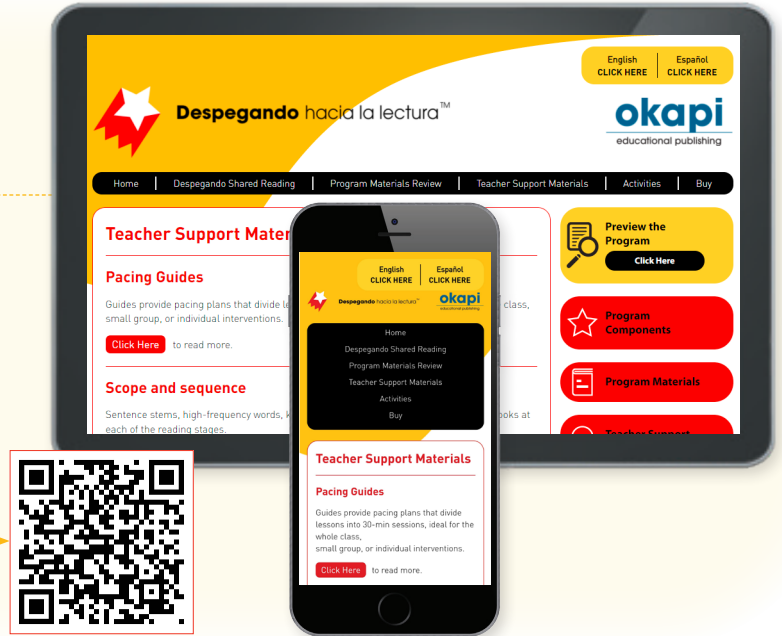
- **Records of Reading Behaviors** for one of each of the paired texts at each reading stage.
- **Assessment Checklists** inform instruction and gauge student mastery of reading behaviors.

Access your teacher support

All of the *Despegando hacia la lectura*® support can be accessed from despegando.myokapi.com/program-support-materials

Once you've opened the page for the resource type you want, select the relevant reading stage to open its downloadable files.

Scan the QR code with your smart phone to go directly to the Teacher Resources Page!



Access your assessment materials

Use the assessment materials continually to inform your instruction and examine reading strategy mastery.

Records of Reading Behaviors

Record of Reading Behaviors analysis sheet
Un nuevo trabajo para Tomás Guided reading level I (16)

Name: _____ Date: _____

Information sources used

Errors — What did the student use?

Meaning Fluency

Structure Uses appropriate phrasing

Visual cues Reads appropriately

Attempts to punctuation

Self-corrections —

What did the student use?

Meaning Comprehension

Structure After the student has finished reading, talk about the book. If appropriate, probe by using the questions below.

Visual cues Fluency

¿Cuál era el trabajo original de Tomás?

¿Cuál es su nuevo trabajo? (Literal)

¿Por qué Tomás no estaba feliz? ¿Por qué dejó el circo? (Inferential)

¿Todos los circos, tienen un acto con motocicletas? (Critical)

Accuracy rate

Errors	%	Level of difficulty
1	99	Easy
2	98	
3	97	
4	96	
5	95	Instructional
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	Hard

Planning

Focus: _____ What the student needs to learn next

Problem-solving strategies: _____

Assessment Checklists

Title	Reading strategy	Observed behavior of student	Assessment Checklist			
			Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
STUDENT NAME: _____						
STUDENT LEVEL: _____						
Conceptos básicos de baloncesto	Integrating visual and textual information	Did the student use the information from the photographs and the diagrams to help understand the text?				
Alicia con la cabeza en alto	Making inferences about characters' relationships	Can the student talk about the relationships between the characters?				
Animales que tratan de impresionar	Integrating information from fact boxes	Does the student use the information from the fact boxes to better understand the text?				
El tú tu ajustado	Making inferences about characters' motives	Can the student make inferences about a character's motives?				
Sobrevivir a la inundación	Asking questions	Does the student ask questions about the text?				
La gran inundación de Valle Polvoriento	Reading fluently, attending to punctuation and line breaks	Does the student attend to line breaks so that his/her oral reading sounds fluent and smooth?				
Un largo día en el río	Using headings and sub-headings to predict content	Does the student use the headings to predict what will happen in the text?				
La cocodrilo y la chorlito	Decoding multisyllabic words	Does the student use multiple sources of information to decode words?				
Jardines asombrosos	Using multiple sources of information	Does the student use meaning, structure, and visual cues when reading?				
El jardín del gigante	Reading dialogue with fluency and expression	Does the student know when she/he is reading direct speech?				

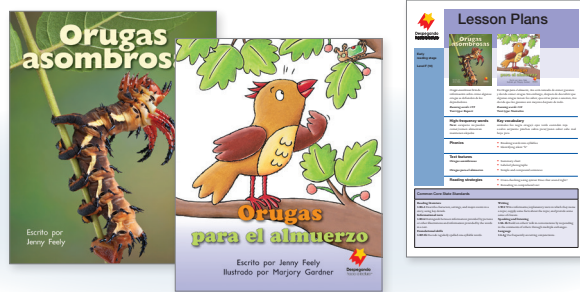
higher level questioning

planning section for responsive teaching

Digital access to over 1200 books with teaching support for every title!

Okapi Digital Literacy™ is a digital book platform that enables teachers to view and share Okapi's resources with students. In addition, teachers can access and download Lesson Plans for every title or paired-book duo.

Your Remote or Blended Learning Solution features content from **Flying Start to Literacy: PHONICS™**, **Flying Start to Literacy™**, **Despegando hacia la lectura®**, **WorldWide: Content-based Learning™**, and **ExploraMundos™**.



Okapi Digital Literacy™ is the resource you need for exceptional remote or blended instruction. Consider the difference these exciting features will make to your in-person teaching or virtual classroom:

- Access the bank of titles from any device.
- View the paired text, lesson plan, Vocabulary Starter, related *Perspectivas* volume, or alternate language title with one simple click from each selected book.
- Share books with students through links you generate.
- Use the tools provided to annotate and save your marked-up texts.
- Download every lesson plan for easy printing (or PDF-creation) of the formative assessments and follow-up activities.

Okapi Digital Literacy™ has been developed with responsive design to facilitate your viewing from Windows PCs, Macs, Chromebooks, iPads, iPhones, Androids, or other mobile devices.



What Your Students Can Do

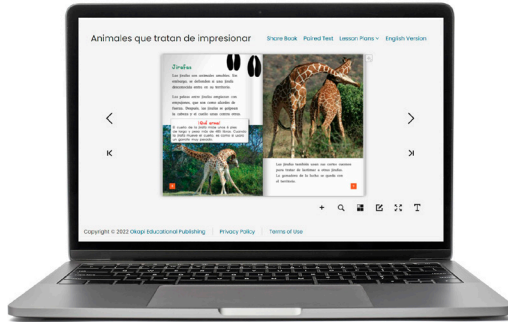
Using the links provided by their teacher, students can utilize many of the same features of the platform that are available to you:

- Access their books from any electronic device
- Continue to enjoy this access for 30 days after receiving the link
- Use the search function to locate vocabulary and topics within the text
- Select and copy text to their clipboards
- Use annotation tools to create, erase, and save notes

Okapi Digital Literacy™ is fully compatible with and can be accessed through Clever, Schoology®, Seesaw, and most other learning management systems.

You Guide the Learning!

Your students will have access only to the books you decide to share with them, allowing you to determine the focus of each whole-class or small group reading session. (This access will continue to be available to the students for 30 days.) Using the “Share Book” feature for each title, generate a link for each book and send it to each student in your classroom; or, selectively send it to each participant of your small group.



Alternatively, you can simply share your screen during instruction. Easy-to-use directionals allow for forward/backward page-turning and for returning to the beginning or end of the book.

An **Annotations Menu** is available to you with every book you select, offering you countless ways of adapting texts for vibrant and interactive instruction.

Underline, enclose, or circle selected portions of the text.

Create notes in a variety of colors.

Highlight and copy text to your clipboard.

okapi digital literacy Subscription Options



Okapi Digital Literacy™ is offered to schools and districts through licenses for entire school buildings based on a twelve-month (July–June) year, with prorating available and multi-year licenses available upon request. These licenses are contingent upon purchase of printed materials. As such, you will see an option below for combining print and digital at a bundled price.

Purchase options include the following:

- **Unrestricted Platform Access** (more than 1100 student texts with all instructional support)
- **Selected Programs** (for example, only *Despegando hacia la lectura™*)
- **Targeted Developmental Reading Stages** (for example, Levels A through M)

Package	Levels	No. of Titles	Print	Blended Print and Digital
Complete Program	A–V	382	\$17,100	\$20,250
Early Emergent	A–B	48	\$2,195	\$2,545
Emergent	C–D	40	\$1,685	\$2,035
Early	E–F	40	\$1,685	\$2,035
Transitional	G–H	40	\$1,685	\$2,035
Early Fluent	I–J	40	\$1,950	\$2,300
Fluent	K–M	48	\$2,325	\$2,675
Fluent Plus	N–P	54	\$2,770	\$3,120
Advanced Fluent	Q–S	36	\$1,975	\$2,325
Advanced Fluent	T–V	36	\$1,975	\$2,325

View the platform!

Check out the demonstration site at bit.ly/ODLDemoSite and get access to over 100 sample books and lesson plans.

Get Free 30 day trial!


This special license arrangement grants you access to the entire resource with all its features and functionality. Contact your local Okapi representative for more details. bit.ly/okapifindarep

Purchase cost-effective license!

Contact your local Okapi representative to complement your recent print purchase with the addition of a cost-effective license for Okapi Digital Literacy™! bit.ly/okapifindarep

Despegando hacia la lectura® Lesson Plan Cards:

- provide practical, systematic, and easy-to-implement instructional plans
- integrate (at the beginning reading stage) oral language, comprehension, phonemic awareness, phonics, vocabulary development, fluency, and writing
- include ongoing assessment and follow-up activities
- offer assurance that instructional goals are being met, with standards links on the front of every card.



Lesson Plans

Sorprenentes partes de animales
Este libro compara y hace una correlación entre los animales que tienen diferentes partes del cuerpo.
Running words: 101
Text type: Report

La tortuga está atascada
Cuando la tortuga se queda atascada en un hoyo, el mono la ayuda a salir. Pero luego el mono se queda atascado también.
Running words: 100
Text type: Narrative

Vocabulary
High-frequency words
a algunos con del dentro dijo el entonces esta este gusta hacer la mi mis muchos no pero puedes puedo qué sacaré sacó salir tiene tienen un voy yo

Key vocabulary
abajo animales babosa cara carav cebra elefante gran manos mono nido ojos pata patas perro pez pie rodillas saltaré tigre tortuga

Phonics
Identifying the /m/ sound as in *mano, mono, muchos* and the /n/ sound as in *tiene, nariz, no*
Identifying the /n/ sound in the initial, middle, and final positions

Text features
Sorprenentes partes de animales
• Photographic summary
La tortuga está atascada
• Illustrations support and extend the story

Reading strategies
Locating known and unknown words
Using pictures to solve unknown words

Correlations with State Standards

Reading literature
K.RI.4 Ask and answer questions about unknown words in a text.
Informational texts
K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.
Foundational skills
K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Writing
K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Speaking and listening
K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Language
K.L.2a Capitalize the first word in a sentence and the pronoun I.

Reading Strategies

Tarjeta de actividades

Hojas para fotocopiar

Partes del cuerpo de los animales


con las partes del cuerpo que desees (por ejemplo: nariz, patitas, cola, etc.).
de animales elegirás para tu creación animal?
¿Qué partes del cuerpo tiene tu animal?

Tarjeta de actividades

Creación de un animal sorprendente

con las partes del cuerpo que desees (por ejemplo: nariz, patitas, cola, etc.).
de animales elegirás para tu creación animal?
¿Qué partes del cuerpo tiene tu animal?

Lesson 1 Sorprenentes partes de animales



Key concepts

- All animals have body parts.
- Different animals have different body parts.

Before reading

Getting ready to read
Encourage students to activate their prior knowledge. Draw a simple picture of a known animal such as a cat. Ask: ¿Qué partes tiene el cuerpo de este animal? Use the students' ideas to label the picture. Ask students to think of another animal. Have students work with a partner and take turns saying what the animal is and the body parts it has.

Vocabulary building
As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **El cuerpo**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book
Show the students a copy of the book *Sorprenentes partes de animales*. Say: *Este libro se llama Sorprenentes partes de animales. Trata sobre animales que tienen determinadas partes en su cuerpo y otros que no las tienen.* Turn to pages 2 and 3. Say: *En esta página se habla de patas. ¿Cuáles animales aquí tienen patas? ¿Cuáles animales no tienen? Respond using the structure of the sentences in the text. Say: Si, esta es una tortuga, pero hay animales que no tienen. Continue turning the pages and talking about the photographs, using the structure of the sentences in the book.*

During reading
Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Check that students can locate known words in the text. Ask: ¿Puedes señalar la palabra esta? ¿Cómo sabes que dice esta? Check that they can locate unknown words. Ask: ¿Dónde está la palabra cebra? ¿Cómo sabes que dice cebra? If students are having difficulty, encourage them to reread and point to each word as they say it.

After reading

Talking about the book
Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. ¿Qué animal tiene manos? ¿Qué animales no tienen nariz? ¿Litteral? ¿Por qué los animales tienen diferentes partes en sus cuerpos? (Inferential) ¿Qué otros animales y partes del cuerpo deberían haberse incluido en este libro? (Synthesizing) ¿Qué necesitas saber el autor para escribir este libro? (Critical)

Reviewing reading strategies
Give positive feedback on the problem-solving strategies the students used as they read the book. Say: Me gustó la forma en que concentraste en el texto las palabras que yo sabía. Buen trabajo.

Vocabulary support: Sorprenentes partes de animales/ La tortuga está atascada
Use the teacher notes on the back of the Vocabulary Starter **Mascotas, Animales del zoológico, y El cuerpo** to support students' vocabulary.

Lesson 2 La tortuga está atascada



Returning to the book
Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner, and independently. Choose activities that are appropriate for your students.

Developing fluency
Have students work with a partner and take turns reading a page aloud. Encourage students to read fluently. Say: *Traten de leer con fluidez, como si estuvieran hablando.*

Word work

Phonemic awareness and phonics
With a partner, have students find words in the book that have the /m/ sound (*mano, mono, muchos*) and the /n/ sound (*tiene, nariz, no*) or both. Make a chart with three sections: words with the /m/ sound, words with the /n/ sound, and words with both. Work with the students to sort the words they have found.

Exploring words
Ask students to turn to the word bank on page 16. Ask them to work with a partner and take turns to give clues about a word in the word bank. For example: *Esta parte del cuerpo ayuda a los animales a agarrar cosas. Está al final del brazo.* Their partner tries to guess the word.

Writing

Modeled writing
Ask: ¿Qué animales tienen partes del cuerpo interesantes? Make a list of the students' ideas. Say: *Voy a escribir sobre un animal que tiene una parte del cuerpo asombrosa. Model this writing.* For example: *Este cocodrilo tiene dientes asombrosos. Sus dientes son grandes y afilados.*

Independent writing
Have students refer to the list of amazing animal parts compiled during the Modeled writing section. Have them write about an animal they think has an amazing body part and say why they think the body part is amazing. Have them illustrate their writing to show the amazing body part.

Sharing and presenting
Display students' writing and let the students time to walk by and look at each piece. Ask: ¿Qué nueva información han aprendido?

Before reading
Encourage students to activate their prior knowledge. Draw a picture of a monkey and a picture of a turtle on a chart. (Alternatively, you could show the students a picture of each animal.) Ask: ¿Qué partes del cuerpo tiene una tortuga? ¿Qué partes del cuerpo tiene un mono? ¿Qué partes del cuerpo tienen ambos? ¿Qué parte del cuerpo tiene sólo uno de los animales?

Vocabulary building
As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **El cuerpo**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book
Show the students a copy of the book *La tortuga está atascada*. Say: *Este libro se llama La tortuga está atascada. El sobre una tortuga que quedó atascada en un hoyo y un mono que la ayuda a salir.* Turn to pages 2 and 3. Ask: ¿Qué está haciendo la tortuga? ¿Qué ha ocurrido ahora? Respond by saying: *Si, la tortuga dice: "No puedo salir." ¡Ayuda!* Continue turning the pages and talking about the illustrations, using the structure of the sentences in the book.

Monitoring reading strategies

Vocabulary development

Close reading of texts

Writing using evidence from the text

Vocabulary development

Order today! **866.652.7436** or fax **800.481.5499**

6

INSTRUCTIONAL SEQUENCE

Before Reading

- ★ Activate prior knowledge through a variety of engaging suggestions
- ★ Introduce challenging or unfamiliar vocabulary
- ★ Focus on reading strategies specific to the book

Returning to the Book

- ★ Develop fluency with modeling, paired practice, and independent re-reading
- ★ Work with words through a variety of suggestions for building phonemic awareness and reinforcing phonics
- ★ Connect reading and writing with teacher modeling and prompts for student practice

During Reading

- ★ Monitor and support each student's reading
- ★ Revisit specific reading strategies as needed
- ★ Guide students as they apply these strategies

Synthesizing the Pair

- ★ Discussion prompts encourage students to consider the pair's "big idea"
- ★ Reproducible Activity Cards offer creative suggestions for exploring the topic further
- ★ Blackline Masters provide opportunities for ongoing assessment

After Reading

- ★ Use discussion prompts to encourage collaborative conversations about the book
- ★ Ask students to return to the text for evidence to support their responses
- ★ Provide positive feedback on students' use of the lesson's reading strategies

Key concepts

- Different animals have different body parts.
- Animals use their body parts to do different things.

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner, and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students work in groups of three. One student reads the story, while the other two act it out. Students then swap roles. Encourage the students to read with expression.

Word work

Phonemic awareness and phonics

Ask students to find words in the text that have the /h/ sound. List these words in groups according to the position of the sound. For example: initial position (*hacer*), middle position (*hacer*), final position (*hacer*).

Exploring words

Write the following on a chart: *Me gusta cantar – dijo la Tortuga.* Ask: *¿Qué palabra describe lo que le gusta hacer a la tortuga?* Draw out that *cantar* is an action word. Ask: *¿Qué otras palabras describen cosas que los tortugas pueden hacer? (nadar, caminar, comer, dormir).* Ask students to work with a partner to choose an animal and list five action words that the animal can do.

Writing

Modeled writing

Say: *Voy a escribir una versión diferente de esta historia. En lugar de que el mono ayude a la tortuga a salir del nido, voy a usar otro animal. En su lugar, voy a escribir sobre un elefante. Model this writing. For example: –Tengo una trompa –dijo el elefante. –Voy a sacarte del nido con mi trompa.*

Independent writing

Ask students to innovate on the text by choosing a different animal to get Turtle out of the nest. Encourage them to draw a picture that shows how the animal helps Turtle.

Sharing and presenting

Show each student's writing and drawing to the group.

Synthesizing: Talk about the pair

After students have read both books, have them work in small groups to make a list of as many animal body parts as they can. Ask: *¿Qué saben de las partes del cuerpo de los animales?* Have each group share their list. Have students complete the activity card.

Monitoring reading strategies

Writing using evidence from the text

Close reading of texts

BIG BOOKS

Provide the perfect foundation for *Despegando Shared Reading* by:

- Allowing for purposeful readings and re-readings of each text
- Establishing concepts of print
- Preparing students developmentally for the first stage of guided/small-group reading
- Capturing readers' attention and ensuring group participation and engagement
- Introducing early literacy skills
- Using rhyme, rhythm and repetition in the narrative titles
- Incorporating science and mathematics concepts in the informational texts
- Linking to the Vocabulary Starters.



Develop early literacy skills through rhyme, rhythm, repetition, and highly predictable texts!

Your students will:

- ★ enjoy reading together and revisiting familiar books again and again
 - ★ begin to recognize and read high-frequency words
 - ★ build knowledge of key vocabulary
 - ★ understand conventions of print.
- ★ See more at: despegando-hacia-la-lectura.com



Watch our Shared Reading Webinar Series!
<https://bit.ly/3pCCJpG>

Vocabulary Starters...

- ★ relate to the topic of each book
- ★ use full-color photographs to introduce key vocabulary words
- ★ provide a variety of suggestions for developing oral language



Small Books...

- ★ extend the shared reading experience
- ★ provide opportunities for students to follow along, or
- ★ use with the Reading Pen for audio support as they listen independently



Reading Pens...

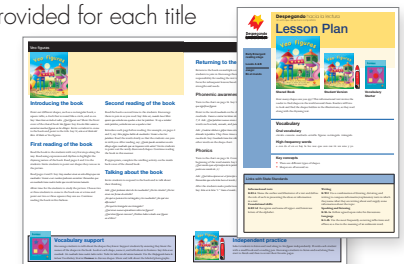
- ★ are durable, safe and easy to use
- ★ arrive preloaded with recordings of all 18 titles
- ★ encourage listening and reading enjoyment, and provide support for emerging bilinguals



Scan the QR code with your smart phone to watch our Reading Pen demonstration video!

Lesson Plan Cards...

- ★ are easy to follow, and are provided for each title
- ★ include explicit instructions for guiding teachers through multiple readings
- ★ provide suggestions for modeling and teaching specific foundational skills, including phonemic awareness, phonics, oral language, fluency, print concepts, and modeled writing



Set 1: Mi familia y yo

René el ronchoso • Mi perro Ciclón • Las cosas favoritas de la abuela • La tienda de campaña • Compartimos la fruta • ¡Ay caramba!

Includes: ★ 6 Big Books ★ 6 Lesson Plan Cards ★ 4 Reading Pens
★ 36 Small Books ★ 6 Vocabulary Starters ★ 1 Program Guide



OK DHSR1000
\$778 / \$525

Set 2: En el mundo

¡Qué alboroto! • Veo figuras • En el bosque de los cuentos • El pequeño Mariano • LA GRAN aventura de Ramona • La carretera

Includes: ★ 6 Big Books ★ 6 Lesson Plan Cards ★ 4 Reading Pens
★ 36 Small Books ★ 6 Vocabulary Starters ★ 1 Program Guide



OK DHSR2000
\$778 / \$525

Set 3: Seres vivos

El oso goloso • Leti Lechuga y su oruga • ¿Qué hacen los animales en el zoológico? • ¿Qué animal vive aquí? • ¿Cuál es la mejor mascota? • Un espantapájaros divertido

Includes: ★ 6 Big Books ★ 6 Lesson Plan Cards ★ 4 Reading Pens
★ 36 Small Books ★ 6 Vocabulary Starters ★ 1 Program Guide



OK DHSR3000
\$778 / \$525

Despegando Shared Reading® Complete Package

Three Complete Topic Sets:

Mi familia y yo • En el mundo • Seres vivos

INCLUDES:

- ★ **18 Big Books**
(1 each of 18 titles)
- ★ **108 Matching Small Books**
(6 each of 18 titles)
- ★ **18 Lesson Plan Cards**
(1 for each title)
- ★ **18 Vocabulary Starters**
(1 for each title)
- ★ **12 Reading Pens**
- ★ **3 Program Overview Guides**
- ★ **3 Classroom Storage Boxes**

OK DHSR1300
List Price ~~\$2,363~~ | Your Price **\$1,550**

“This product is comprehensive, current, and rooted in research.

It is clearly created for and focused on the teaching of reading. It is well designed and organized, [and] uses good practices, such as shared reading and audio-facilitated reading. It is learner-centered and aligned to the standards.”

Judges Panel, Revere Awards
Association of American Publishers
PreK–12 Learning

Scan the QR code with your smart phone to watch our Reading Pen demonstration video!

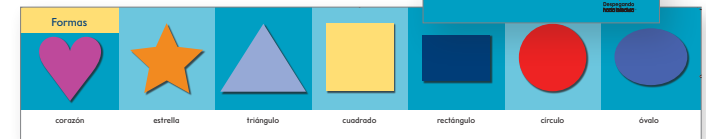
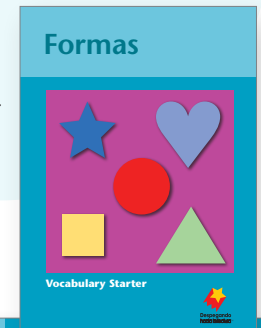


Paired, Connected Texts at This Stage:

- Establish a full range of concepts about print
- Introduce common stems and vocabulary
- Introduce the first 26 high-frequency words
- Focus on phonemic awareness and phonics
- Build comprehension and fluency through a range of reading strategies.

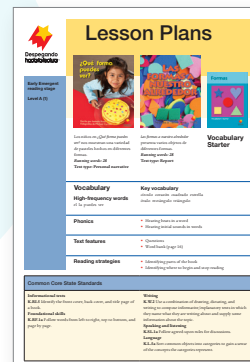


Unique to the Early Emergent Stage—a **Vocabulary Starter** is provided for each pair of titles. It introduces the written form of key vocabulary through unambiguous, labeled photographs. Suggestions for introducing and reusing vocabulary words are included on the back of each Vocabulary Starter.



Lesson Plan Cards

include Before-, During-, and After-Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.



See more at: despegando.myokapi.com



Guided Reading Levels A–B / DRA Levels 1–2

See next page for Level B titles included in this package.

COMPLETE STAGE

OK DHEE1018 **\$2,195**
List Price: ~~\$2,373~~

- 288 Student Books (6 copies each of 48 titles)
- 24 Lesson Plan Cards (1 for each pair of titles)
- 24 Vocabulary Starters (1 for each pair of titles)
- 144 Take-Home Books (6 copies each of 24 titles)
- 2 Storage Boxes

COMPLETE PRINT + DIGITAL STAGE

OD DHEE1018 **\$2,545**

TWELVE-PACKS

(Six copies of each Paired Text plus Lesson Plan Card and Vocabulary Starter)

Guided Reading Level A / DRA Level 1

Mi cuerpo / ¡Aquí estoy! / El cuerpo Vocabulary Starter	OK DHEE1250-12	\$86
¿Qué forma puedes ver? / Las formas a nuestro alrededor / Formas Vocabulary Starter	OK DHEE1270-12	\$86
Miro las frutas / Comer fruta / Frutas Vocabulary Starter	OK DHEE1290-12	\$86
¿Qué hay en la playa? / Un día en la playa / En la playa Vocabulary Starter	OK DHEE1370-12	\$86
Mascotas en casa / Mi mascota / Mascotas Vocabulary Starter	OK DHEE1010-12	\$86
Escondite / Mi cumpleaños / Mi familia Vocabulary Starter	OK DHEE1030-12	\$86
Yo / Perros / Hacer cosas Vocabulary Starter	OK DHEE1050-12	\$86
En mi vecindario / Las personas que me ayudan / Las personas que nos ayudan Vocabulary Starter	OK DHEE1390-12	\$86
En el jardín / ¡Vaya! Mira eso / Animales en miniatura Vocabulary Starter	OK DHEE1070-12	\$86
Mis juguetes / Ir por todas partes / Transporte Vocabulary Starter	OK DHEE1090-12	\$86
¿Dónde están los animales? / Animales en el zoológico / Animales del zoológico Vocabulary Starter	OK DHEE1110-12	\$86
Las crías de los animales / ¿Qué puedes ver? / Los animales jóvenes Vocabulary Starter	OK DHEE1410-12	\$86

OTHER PACKAGES

See next page for Level B titles included in these packages.

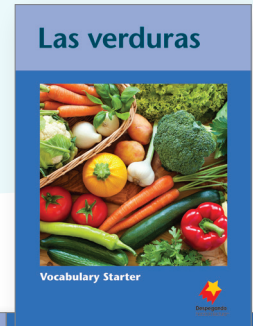
Early Emergent Library (one copy of each title)	OK DHEE1018-AOS	\$288
Early Emergent Lesson Plan Set (one copy of each lesson plan)	OK DHEE1018-AOLP	\$192
Early Emergent Vocabulary Starter Set (one copy of each vocabulary starter)	OK DHEE1018-AOV5	\$192
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK DHEE1000-ST	\$475

Paired, Connected Texts at This Stage:

- Establish a full range of concepts about print
- Introduce common stems and vocabulary
- Introduce the first 26 high-frequency words
- Focus on phonemic awareness and phonics
- Build comprehension and fluency through a range of reading strategies.



Unique to the Early Emergent Stage—a **Vocabulary Starter** is provided for each pair of titles. It introduces the written form of key vocabulary through unambiguous, labeled photographs. Suggestions for introducing and reusing vocabulary words are included on the back of each Vocabulary Starter.



Lesson Plan Cards

include Before-, During-, and After-Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.



See more at: despegando.myokapi.com



Guided Reading Levels A–B / DRA Levels 1–2

See previous page for Level A titles included in this package.

COMPLETE STAGE OK DHEE1018 **\$2,195**
List Price: ~~\$2,373~~

- 288 Student Books (6 copies each of 48 titles)
- 24 Lesson Plan Cards (1 for each pair of titles)
- 24 Vocabulary Starters (1 for each pair of titles)
- 144 Take-Home Books (6 copies each of 24 titles)
- 2 Storage Boxes

COMPLETE PRINT + DIGITAL STAGE OD DHEE1018 **\$2,545**

TWELVE-PACKS
(Six copies of each Paired Text plus Lesson Plan Card and Vocabulary Starter)

Guided Reading Level B / DRA Level 2

En mi bicicleta / ¿Puedes llegar hasta aquí? / Posición Vocabulary Starter	OK DHEE1310-12	\$86
En la casa del abuelo / Pasteles para vender / En la escuela Vocabulary Starter	OK DHEE1330-12	\$86
La caja de disfraces / Ir de compras / Ropa Vocabulary Starter	OK DHEE1350-12	\$86
¿Cómo está el tiempo hoy? / Me gusta el tiempo que hace / El estado del tiempo Vocabulary Starter	OK DHEE1430-12	\$86
Te miro / Animales de la granja / Animales de granja Vocabulary Starter	OK DHEE1130-12	\$86
Mírame jugar / El patio de juegos /Patio de juegos Vocabulary Starter	OK DHEE1150-12	\$86
En la tienda / Cosas que me gustan / Compras Vocabulary Starter	OK DHEE1170-12	\$86
Un día en el zoológico / Mira mi perro / Las emociones Vocabulary Starter	OK DHEE1450-12	\$86
Peces / ¡Ven a ver! / Colores Vocabulary Starter	OK DHEE1190-12	\$86
Mi familia y yo / ¿Puedes hacer esto? / Me gusta . . . Vocabulary Starter	OK DHEE1210-12	\$86
¿Qué hiciste? / Ir a lugares / Lugares a los que voy Vocabulary Starter	OK DHEE1230-12	\$86
Hacemos sopa / El huerto / Las verduras Vocabulary Starter	OK DHEE1470-12	\$86

OTHER PACKAGES

See previous page for Level A titles included in these packages.

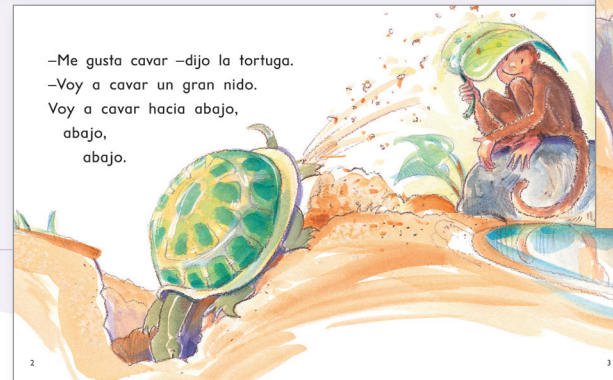
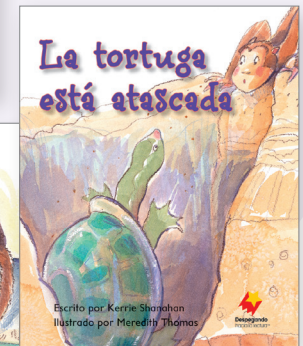
Early Emergent Library (one copy of each title)	OK DHEE1018-AOS	\$288
Early Emergent Lesson Plan Set (one copy of each lesson plan)	OK DHEE1018-AOLP	\$192
Early Emergent Vocabulary Starter Set (one copy of each vocabulary starter)	OK DHEE1018-AOVS	\$192
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK DHEE1000-ST	\$475

Paired, Connected Texts at This Stage:

- Revisit key vocabulary
- Revisit and extend high-frequency words
- Build comprehension and fluency through a range of reading strategies
- Introduce phonologically regular vocabulary (all words with short vowels).

Muchos animales tienen patas.
Esta cebra tiene patas.

Pero algunos animales
no tienen patas.



Lesson Plans

Sorprendentes partes de animales

La tortuga está atascada

Vocabulary

High-frequency words

Key vocabulary

Phonics

Text features

Reading strategies

Connections with State Standards

Reading fluency

Writing

Language

Before reading

During reading

After reading

Connections with State Standards

Reading fluency

Writing

Language

Tarjeta de actividades

Objetivo de un nivel emergente

Actividad

Lesson Plan Cards include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.



See more at: despegando.myokapi.com



Guided Reading Levels C–D / DRA Levels 3, 4, 6

COMPLETE STAGE OK DHEM2000 **\$1,685**

List Price: ~~\$1,817~~

- 240 Student Books (6 copies each of 40 titles)
- 20 Lesson Plan Cards (1 for each pair of titles)
- 120 Take-Home Books (6 copies each of 20 titles)
- 2 Storage Boxes

COMPLETE PRINT + DIGITAL STAGE OD DHEM2000 **\$2,035**

TWELVE-PACKS (Six copies of each Paired Text plus Lesson Plan Card)

Guided Reading Level C / DRA Level 3

Mi caballo / La carrera de autos	OK DHEM2250-12	\$78
La frutería / Las bananas son lo mejor	OK DHEM2270-12	\$78
Ganadores / El conejo y el zorro	OK DHEM2010-12	\$78
En el bosque / Encontrar alimento	OK DHEM2030-12	\$78
Los hermanos mayores / El gato y el ratón	OK DHEM2050-12	\$78

Guided Reading Level C / DRA Level 4

Buscar animales / ¿Dónde está Rana?	OK DHEM2290-12	\$78
Sorprendentes partes de animales / La tortuga está atascada	OK DHEM2310-12	\$78
La gran caja / El pirata Sam	OK DHEM2070-12	\$78
Llegó la niebla / Perdidos en la niebla	OK DHEM2090-12	\$78
En la granja del abuelo / Una nueva granja para Vaca	OK DHEM2110-12	\$78

Guided Reading Level D / DRA Level 6

Mira mi ropa / ¿Dónde está mi madre?	OK DHEM2330-12	\$78
¿Qué comen los murciélagos? / El almuerzo del gran murciélago	OK DHEM2350-12	\$78
Nidos de hormigas / ¿Dónde está mi nido?	OK DHEM2130-12	\$78
Muchas patas / Las mejores patas	OK DHEM2150-12	\$78
Mi diario de campamento / Un mono en el campamento	OK DHEM2170-12	\$78
Tortugas / Un hogar para la tortuga	OK DHEM2370-12	\$78
Hagamos el baile del mono / La danza del monito	OK DHEM2390-12	\$78
¿Qué soy? / Rena crece	OK DHEM2190-12	\$78
Arañas / Una buena trampa	OK DHEM2210-12	\$78
En movimiento / El auto del abuelo	OK DHEM2230-12	\$78

OTHER PACKAGES

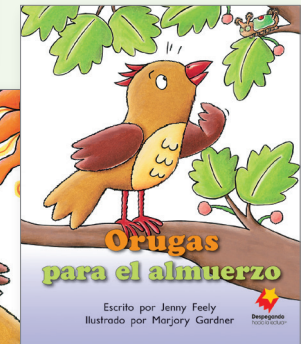
Emergent Library (one copy of each title)	OK DHEM2000-AOS	\$240
Emergent Lesson Plan Set (one copy of each lesson plan)	OK DHEM2000-AOLP	\$160
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK DHEM2000-ST	\$435

Paired, Connected Texts at This Stage:

- Revisit key vocabulary
- Revisit and extend high-frequency words
- Carefully introduce new, phonologically regular vocabulary
- Build comprehension and fluency through a range of reading strategies.



Muchos animales comen orugas.
La mayoría de las orugas no pueden escaparse de los animales que se alimentan de ellas.
Pero las orugas tienen muchas maneras para mantenerse a salvo.



Ave tenía hambre,
pero estaba harto de comer gusanos.
—No voy a comer gusanos hoy—
dijo Ave.



Lesson Plans

Orugas asombrosas

Orugas para el almuerzo

High-frequency words

Key vocabulary

Phonics

Text Features

Reading Strategies

Common Core State Standards

Reading

Writing

Speaking and Listening

Language

Tarjeta de actividades

¡Hay un cartel!

¡Hay un cartel!

¡Hay un cartel!

Lesson Plan Cards include Before-, During-, and After-Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

See more at: despegando.myokapi.com



Guided Reading Levels E-F / DRA Levels 8, 10

COMPLETE STAGE OK DHEA3000 **\$1,685**

List Price: ~~\$1,817~~

- 240 Student Books (6 copies each of 40 titles)
- 20 Lesson Plan Cards (1 for each pair of titles)
- 120 Take-Home Books (6 copies each of 20 titles)
- 2 Storage Boxes

COMPLETE PRINT + DIGITAL STAGE OD DHEA3000 **\$2,035**

TWELVE-PACKS (Six copies of each Paired Text plus Lesson Plan Card)

Guided Reading Level E / DRA Level 8

Insectos / ¿Dónde están las uvas?	OK DHEA3010-12	\$78
Calamar / Gran Calamar y Pequeño Calamar	OK DHEA3030-12	\$78
El gran concurso de pasteles / Un pastel para Mimoso	OK DHEA3250-12	\$78
Superperros / ¡Metiche nos salvó!	OK DHEA3270-12	\$78
El ciruelo / Mi árbol	OK DHEA3050-12	\$78
Cuando sale el sol / Cuando se pone el sol	OK DHEA3070-12	\$78
Nuestro lugar / ¿Dónde podemos jugar?	OK DHEA3090-12	\$78
Cómo cuidar de tus ranas / El nuevo estanque de Rana	OK DHEA3110-12	\$78
Charlie y los cocodrilos / ¡No me comas!	OK DHEA3290-12	\$78
Grandes casas, animales pequeños / ¡Tina se va de casa!	OK DHEA3310-12	\$78

Guided Reading Level F / DRA Level 10

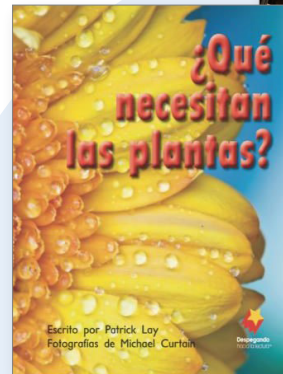
Rescate de murciélagos / Sara y los murciélagos	OK DHEA3130-12	\$78
Enseñame cómo hacerlo / Pequeño Cachorro	OK DHEA3150-12	\$78
Mantenerse a salvo en la playa / El rescate de Sara en la playa	OK DHEA3330-12	\$78
Orugas asombrosas / Orugas para el almuerzo	OK DHEA3350-12	\$78
El equipo para saltar a la cuerda / La carrera divertida	OK DHEA3170-12	\$78
Animales que necesitan lodo / ¡Lodo, lodo, lodo!	OK DHEA3190-12	\$78
Mantenerse a salvo / Buscar el almuerzo	OK DHEA3210-12	\$78
Los grandes barcos necesitan remolcadores / El equipo de remolcadores	OK DHEA3230-12	\$78
Cuidar a los polluelos de avestruz / Papá Avestruz y los nuevos polluelos	OK DHEA3370-12	\$78
Atracciones para todos / En el parque de atracciones	OK DHEA3390-12	\$78

OTHER PACKAGES

Early Library (one copy of each title)	OK DHEA3000-AOS	\$240
Early Lesson Plan Set (one copy of each lesson plan)	OK DHEA3000-AOLP	\$160
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK DHEA3000-ST	\$435

Paired, Connected Texts at This Stage:

- Increase the complexity of language structures
- Revisit and extend high-frequency words
- Carefully introduce new, phonologically regular vocabulary
- Further develop comprehension and fluency through a range of reading strategies.



3. Colocamos el papel negro para cubrir una hoja de la planta para que dejara de recibir luz solar.

4. Pusimos clips en el papel para mantenerlo en su lugar.

5. Pusimos cinta adhesiva al papel para que no pudiera entrar nada de luz.

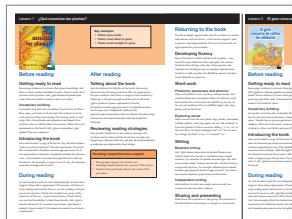
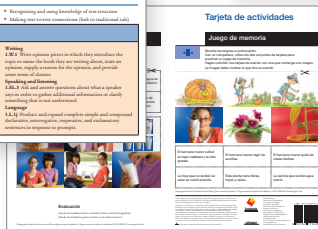


Las calabazas crecieron más y más.

—Le llevaré la calabaza más grande al rey —dijo el hermano menor.

El rey vio cada una de las calabazas. Y entonces vio la calabaza del hermano menor.

—¿Quién cultivó esta calabaza? —preguntó el rey.

Lesson Plan Cards include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

See more at: despegando.myokapi.com



Guided Reading Levels G–H / DRA Levels 12–14

COMPLETE STAGE OK DHTR4000 **\$1,685**
List Price: ~~\$1,817~~

- 240 Student Books (6 copies each of 40 titles)
- 20 Lesson Plan Cards (1 for each pair of titles)
- 120 Take-Home Books (6 copies each of 20 titles)
- 2 Storage Boxes

COMPLETE PRINT + DIGITAL STAGE OD DHTR4000 **\$2,035**

TWELVE-PACKS (Six copies of each Paired Text plus Lesson Plan Card)

Guided Reading Level G / DRA Level 12

¿Qué hay para desayunar? / El desayuno del Rey	OK DHTR4010-12	\$78
El club de patinaje / Ele va a patinar	OK DHTR4030-12	\$78
Caza de insectos / Deshacerse de los insectos	OK DHTR4250-12	\$78
Una rana en un estanque / Demasiado frío para Rana	OK DHTR4270-12	\$78
Caminatas / Maya y el príncipe	OK DHTR4050-12	\$78
Colas inteligentes / La cola del mono	OK DHTR4070-12	\$78
Enredaderas y trepadoras / Cultivo de sandías	OK DHTR4090-12	\$78
Hacer amigos / La grulla azul	OK DHTR4110-12	\$78
Vacaciones de verano / Acampar con papá	OK DHTR4290-12	\$78
Mantarrayas / La mantarraya que quería volar	OK DHTR4310-12	\$78

Guided Reading Level H / DRA Level 14

Comedores de insectos / Tengo hambre	OK DHTR4130-12	\$78
Animales en cuevas / Hay oro en esa cueva	OK DHTR4150-12	\$78
Puentes fantásticos / Juan el explorador y la ciudad oculta	OK DHTR4330-12	\$78
Cuidar a un mono bebé / El rescate de las ardillas bebé	OK DHTR4350-12	\$78
El naufragio del Maitland / La gran carrera de vapores de ruedas	OK DHTR4170-12	\$78
Las nutrias marinas y el bosque de algas / La suerte de las nutrias marinas	OK DHTR4190-12	\$78
Lluvia monzónica / El ave sabia	OK DHTR4210-12	\$78
No más basura / La roca de Killeen	OK DHTR4230-12	\$78
Álbum del huracán / ¿Dónde está Coco?	OK DHTR4370-12	\$78
¿Qué necesitan las plantas? / El gran concurso de cultivo de calabazas	OK DHTR4390-12	\$78

OTHER PACKAGES

Transitional Library (one copy of each title)	OK DHTR4000-AOS	\$240
Transitional Lesson Plan Set (one copy of each lesson plan)	OK DHTR4000-AOLP	\$160
Intra-Pack (6 sets of paired-text six-packs with full instructional support)	OK DHTR4000-ST	\$435

Paired, Connected Texts at This Stage:

- Support sustained reading with chapter books
- Increase conceptual load
- Increase complexity of language structures
- Include less common letter combinations in the vocabulary
- Develop comprehension and fluency through a range of reading strategies.



Cohete sabroso

Necesitarás:
1 rebanada de sandía
3 uvas
2 esas
1 incho

Qué hacer:

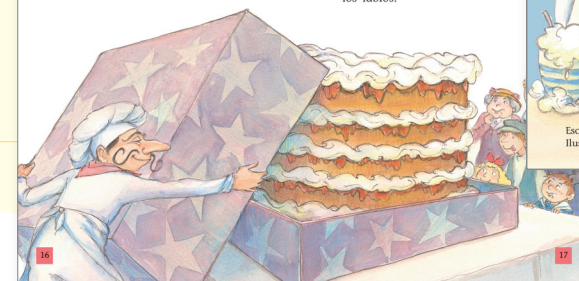
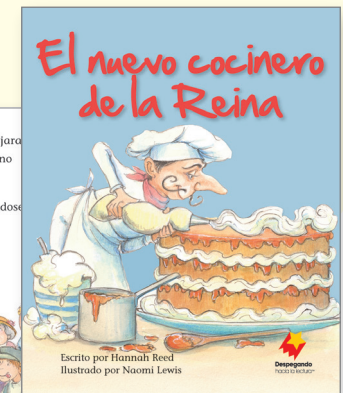
1. Corta una porción de sandía.
2. A partir de la porción, corta dos triángulos de sandía, uno grande y uno más pequeño.



El Chef Enrique levantó con cuidado la tapa de la caja más grande que nadie había visto jamás. Dentro estaba el pastel de caramelo más grande y pegajoso que nadie había hecho jamás.

Estaba cubierto de glaseado, jara de caramelo y crema, y relleno de delicioso caramelo.

—¡Ay! —dijeron todos lamiéndose los labios.

Lesson Plans

Early Fluent Reading Stage
Level 2 (F)

Before reading

During reading

After reading

Content vocabulary

Phonics

Text features

Reading strategies

Connections with State Standards

Reading Strategies

Writing

Speaking and Listening

Language Acquisition

Foundational skills

Tarjeta de actividades

Planes un menú

¡Ay mamá para un día!

Después de leer el libro, los estudiantes completarán esta tarjeta de actividades.

Nombre: _____

Fecha: _____

Clase: _____

Escuela: _____

Lesson Plan Cards include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

See more at: despegando.myokapi.com



Guided Reading Levels I–J / DRA Levels 16–18

COMPLETE STAGE OK DHEF5000 **\$1,950**

List Price: ~~\$2,100~~

- 240 Student Books (6 copies each of 40 titles)
- 20 Lesson Plan Cards (1 for each pair of titles)
- 120 Take-Home Books (6 copies each of 20 titles)
- 2 Storage Boxes

COMPLETE PRINT + DIGITAL STAGE OD DHEF5000 **\$2,300**

TWELVE-PACKS (Six copies of each Paired Text plus Lesson Plan Card)

Guided Reading Level I / DRA Level 16

Los olores de los animales / Ángel hace limpieza	OK DHEF5010-12	\$90
Motocicletas / Un nuevo trabajo para Tomás	OK DHEF5250-12	\$90
Plantas pegajosas y peligrosas / Cuidando a Chispa	OK DHEF5030-12	\$90
Cuando los leones cazan / El baile de Rory	OK DHEF5270-12	\$90
Serpientes asombrosas / Las olimpiadas de serpientes	OK DHEF5050-12	\$90
¡Ay! Me duele / ¡No tiene gracia, Carlitos!	OK DHEF5290-12	\$90
Vivir cerca de un volcán / ¡Alerta volcánica!	OK DHEF5070-12	\$90
Flamencos / Rubí en el medio	OK DHEF5310-12	\$90
La nueva vida de Nadif / La manada de Gasari	OK DHEF5090-12	\$90
Mensaje enviado / Salvamos a papá	OK DHEF5110-12	\$90

Guided Reading Level J / DRA Level 18

Mi diario de fútbol / Los Leones Valientes	OK DHEF5130-12	\$90
Al rescate / Supersam	OK DHEF5330-12	\$90
Comida divertida para preparar y comer / El nuevo cocinero de la Reina	OK DHEF5150-12	\$90
Sobrevivir en el bosque helado / Cómo Alce aprendió a nadar	OK DHEF5350-12	\$90
En lo profundo del mar / Una aventura en lo profundo del mar	OK DHEF5170-12	\$90
¡Puedes marcar la diferencia! / ¡Salvemos a las nutrias marinas!	OK DHEF5370-12	\$90
La limpieza de nuestro pantano / Los polluelos de cisne	OK DHEF5190-12	\$90
Elefantes del desierto / Hermano elefante	OK DHEF5390-12	\$90
Natación en aguas heladas / El gorro de pesca de la suerte	OK DHEF5210-12	\$90
Robots de hoy, robots del mañana / Robots fuera de control	OK DHEF5230-12	\$90

OTHER PACKAGES

Early Fluent Library (one copy of each title)	OK DHEF5000-AOS	\$280
Early Fluent Lesson Plan Set (one copy of each lesson plan)	OK DHEF5000-AOLP	\$160
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK DHEF5000-ST	\$505

Paired, Connected Texts at This Stage:

- Support sustained reading with chapter books
- Increase the conceptual load
- Increase the complexity of language structures
- Include less common letter combinations in the vocabulary
- Develop comprehension and fluency through a range of reading strategies.



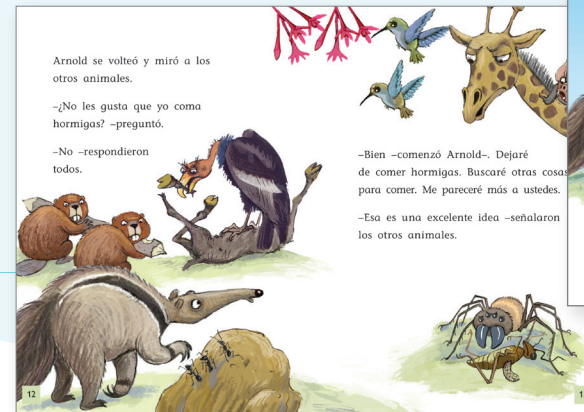
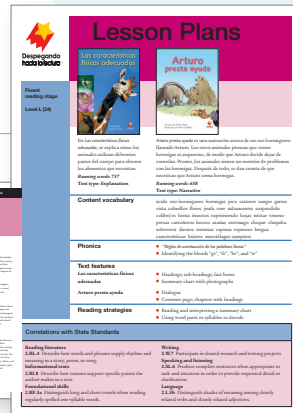
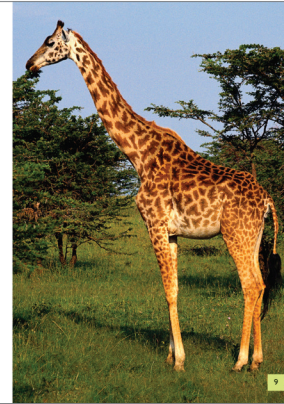
Las jirafas

Las jirafas comen las hojas que crecen en los árboles altos. Estas hojas se encuentran muy por encima del suelo.

Las jirafas tienen cuellos largos que les ayudan a alcanzar estas hojas.

Las jirafas suelen comer hojas de árboles que tienen espinas largas y afiladas. Estas espinas evitan que muchos animales se coman las hojas.

Las jirafas mueven su lengua sin tocar las espinas y comen las hojas suaves sin pincharse.



Lesson Plan Cards include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

See more at: despegando.myokapi.com



Guided Reading Levels K–M / DRA Levels 20–28

COMPLETE STAGE

OK DHFL6000

\$2,325

- 288 Student Books (6 copies each of 48 titles)
- 144 Take-Home Books Lesson Plan Cards (6 copies each of 24 titles)
- 24 Lesson Plan Cards (1 for each pair of titles)
- 2 Storage Boxes

List Price:
\$2,512

COMPLETE PRINT + DIGITAL STAGE

OD DHFL6000

\$2,675

TWELVE-PACKS (Six copies of each Paired Text plus Lesson Plan Card)

Guided Reading Level K / DRA Level 20

Jardines asombrosos / El jardín del gigante	OK DHFL6010-12	\$90
Conceptos básicos de baloncesto / Alicia con la cabeza en alto	OK DHFL6250-12	\$90
Osos polares / Un oso llamado Problemas	OK DHFL6030-12	\$90
Animales que tratan de impresionar / El tutú ajustado	OK DHFL6270-12	\$90
Cuidar las charcas de marea / El pequeño cangrejo listo	OK DHFL6050-12	\$90
Sobrevivir a la inundación / La gran inundación de Valle Polvoriento	OK DHFL6290-12	\$90
Hormigas guerreras / Hormigas asesinas	OK DHFL6070-12	\$90
Un largo día en el río / La cocodrilo y la chorlito	OK DHFL6310-12	\$90

Guided Reading Level L / DRA Level 24

Animales que almacenan alimentos / Historia de dos ardillas	OK DHFL6090-12	\$90
Suricatas trabajando / Anuar, la suricata brillante	OK DHFL6330-12	\$90
Soy inventor / El vehículo veloz de Gloria	OK DHFL6110-12	\$90
Protejamos los océanos: actuemos localmente / El Reino de Floralia	OK DHFL6350-12	\$90
Las características físicas adecuadas / Arturo presta ayuda	OK DHFL6130-12	\$90
Mi casa lejana / La última farera	OK DHFL6370-12	\$90
El primer vuelo / La aventura en globo	OK DHFL6150-12	\$90
Diseñados para la velocidad / El príncipe durmiente	OK DHFL6390-12	\$90

Guided Reading Level M / DRA Level 28

El funcionamiento del cuerpo / El viaje misterioso	OK DHFL6170-12	\$90
Los osos polares y el hielo del mar Ártico / La aventura de Atka en el hielo	OK DHFL6410-12	\$90
Construido a mano / El Dr. Zardos y la Piedra Mental	OK DHFL6190-12	\$90
Colibríes / El beso de un ala de colibrí	OK DHFL6430-12	\$90
Vivir en el espacio / El campamento especial	OK DHFL6210-12	\$90
La gran carrera del ferrocarril / La leyenda de Jimmy Drake	OK DHFL6450-12	\$90
Diario del maratón / El hombre del maratón	OK DHFL6230-12	\$90
Escarcha / El pequeño encendedor de ahumadores	OK DHFL6470-12	\$90

OTHER PACKAGES

Fluent Library (one copy of each title)	OK DHFL6000-AOS	\$336
Fluent Lesson Plan Set (one copy of each lesson plan)	OK DHFL6000-AOLP	\$192
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK DHFL6000-ST	\$505

Experience **The Power of the Pair®** with a **Fresh Perspective!**

Fluent Plus Stage – Advanced Fluent Stage | GRL: N-V / DRA: 30–50

The Power of the Pair®

Beginning with the Fluent Plus stage, we continue our award-winning formula of pairing a narrative text with an informational text, both connected by the same big idea,...



Visitas a los lugares de trabajo
Los que abrían ostras y pelaban camarones

En Luisiana, Hine conoció a Mary, una niña de cuatro años que trabajaba junto a su madre abriendo ostras. Tenían que llenar dos ollas con ostras por día. Las sacas y después valvas de las ostras le cortaban las manos y la hacían sangrar.

En Carolina del Sur, Hine fotografió a niños que pelaban camarones. Algunos comerciaban a las 5 a. m. y trabajaban cuatro horas antes de ir a la escuela. Las manos les dolían, se les hinchaban y a veces les sangraban por el ácido de la cáscara de los camarones. Por la noche los niños remojaban los dedos hinchados y ensangrentados en agua con columbre (un compuesto químico) para curárselos. El ácido era tan fuerte que corroía los zapatos de cuero y sus hebillas de metal.

La lucha por los derechos de los niños
La historia de Lewis Hine
Escrito por Nancy O'Connor

Un dólar por día
Escrito por Nancy O'Connor
Ilustrado por Walter Goren

—La señorita Prentice me preguntó por ti hoy —le dijo su mamá.
—Los libros no sirven de mucho cuando uno es minero. La experiencia es lo que importa.
—Tu papá siempre quiso que estudiaras.
Mike suspiró y dijo:
—Mamá, sé leer y todos se burlan de mí por eso.
No le dijo que uno de ellos, Joe, lo llamaba colegial.

Paired texts introduce students to critical content-area concepts with entertaining stories and related informational background.

...and extend students' thinking with *Perspectivas*—additional takes on the issues introduced in the paired texts.



PERSPECTIVAS

Los niños y el trabajo
¿Cuáles son los puntos de vista?
Escrito por Linda May

Los niños y el trabajo: una respuesta sencilla?

En los Estados Unidos y en muchos otros países, existen leyes que limitan el número de horas que puede trabajar un niño.

Children, un grupo internacional que trabaja en los Estados Unidos, estima que actualmente hay más de 200 millones de niños en el mundo que hacen trabajos que ponen en riesgo su salud física o mental, o que impiden su educación.

¿Es perjudicial? Muchos niños y jóvenes se niegan a participar en una actividad económica.

¿Es una respuesta sencilla al problema del trabajo infantil? ¿Es una cuestión de equilibrio?

Perspectivas contain short texts in a magazine-style format and include posters, arguments, discussions, letters, and visual images.

Concept Sets Build Understanding of Key Issues

ISSUE: What is Treasure?

Paired Text Lesson Plan Sequence

- Exploring Vocabulary
- Establishing Strategy Focus
- Reading with Teacher Support
- Working with a Partner
 - Quick Writing
 - Talk About the Book
- Vocabulary Reflection
- Strategy Reflection

Paired, leveled texts partner with *Perspectivas* collections to build and extend students' understanding of timely concepts.



Historical Recount



Persuasive



Narrative

Perspectivas Lesson Plan Sequence

- Inquiry
- Independent Partner Work
- Thinking and Talking Circles
 - Reading Closely
- Writing a Persuasive Argument

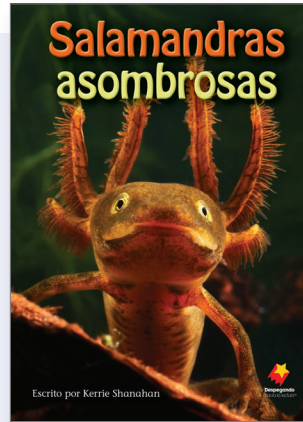
Through the teaching and learning model embedded in the Lesson Plans, students build a metacognitive understanding of their own learning process.

Paired, Connected Texts at This Stage:

- Support sustained reading with chapter books
- Increase the use of more specialized and technical language
- Use literary language
- Encourage drawing inferences from the text.

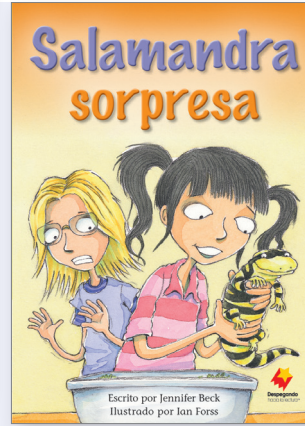
Perspectivas Texts at This Stage:

- Present issues related to the paired texts
- Introduce the thinking and talking circle to promote deep discussion
- Promote close reading.



Informational texts

present the big ideas around a concept. They go beyond readers' personal experiences and include a range of features including primary sources that support the text.



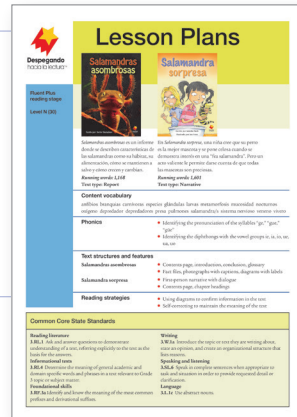
Narrative texts

reflect the big ideas through their characters and plots. They feature plots with subplots, non-sequential treatment of time, and a range of literary devices.



Perspectivas

contain short texts in a magazine-style format and include posters, arguments, discussions, letters, and visual images.



Lesson Plan Cards

include Before-, During-, and After-Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

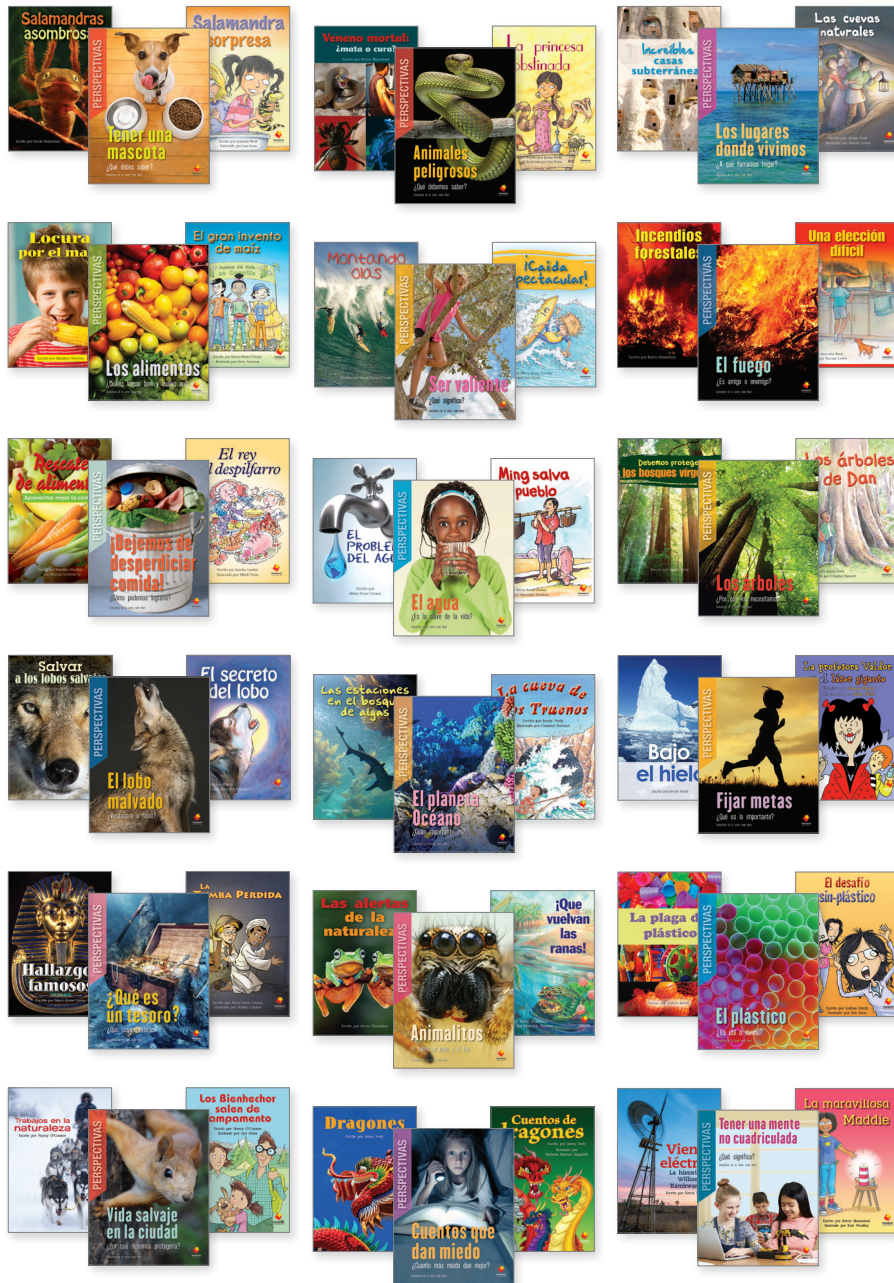


Perspectivas Lesson Plans

help you engage and support students in critical discussions, assist them in recognizing different points of view, and write persuasively from their own perspective.



See more at: despegando.myokapi.com



Guided Reading Levels N–P / DRA Levels 30–38

COMPLETE STAGE

- 216 Student Books (6 copies each of 36 titles)
- 18 Paired-Text Lesson Plan Cards (1 for each pair of titles)
- 108 Take-Home Books (6 copies each of 18 titles)
- 108 *Perspectivas* Books (6 copies each of 18 titles)
- 18 *Perspectivas* Books Lesson Plan Cards (1 for each title)
- 108 Take-Home Books (6 copies each of 18 titles)
- 3 Storage Boxes

OK DHFP7019 **\$2,770**

List Price:
\$2,993

COMPLETE PRINT + DIGITAL STAGE

OD DHFP7019 **\$3,120**

EIGHTEEN-PACKS (Six copies of each Paired Text and *Perspectivas* title, plus two Lesson Plan Cards)

Guided Reading Level N / DRA Level 30

Salamandras asombrosas / Salamandra sorpresa / Tener una mascota	OK DHFP7010-18	\$145
Locura por el maíz / El gran invento de maíz / Los alimentos	OK DHFP7030-18	\$145
Rescate de alimentos / El rey del despilfarro / ¡Dejemos de desperdiciar comida!	OK DHFP7050-18	\$145
Salvar a los lobos salvajes / El secreto del lobo / El lobo malvado	OK DHFP7070-18	\$145
Hallazgos famosos / La tumba perdida / ¿Qué es un tesoro?	OK DHFP7250-18	\$145
Trabajos en la naturaleza / Los Bienhechor salen de campamento / Vida salvaje en la ciudad	OK DHFP7270-18	\$145

Guided Reading Level O / DRA Level 34

Veneno mortal: ¿mata o cura? / La princesa obstinada / Animales peligrosos	OK DHFP7090-18	\$145
Montando olas / ¡Caída espectacular! / Ser valiente	OK DHFP7110-18	\$145
El problema del agua / Ming salva al pueblo / El agua	OK DHFP7130-18	\$145
Las estaciones en el bosque de algas / La cueva de Los Truenos / El planeta Océano	OK DHFP7150-18	\$145
Las alertas de la naturaleza / ¡Que vuelvan las ranas! / Animalitos	OK DHFP7290-18	\$145
Dragones / Cuentos de dragones / Cuentos que dan miedo	OK DHFP7310-18	\$145

Guided Reading Level P / DRA Level 38

Increíbles casas subterráneas / Las cuevas naturales / Los lugares donde vivimos	OK DHFP7170-18	\$145
Incendios forestales / Una elección difícil / El fuego	OK DHFP7190-18	\$145
Debemos proteger los bosques vírgenes / Los árboles de Dan / Los árboles	OK DHFP7210-18	\$145
Bajo el hielo / La profesora Valdor y el láser gigante / Fijar metas	OK DHFP7230-18	\$145
La plaga del plástico / El desafío sin-plástico / El plástico	OK DHFP7330-18	\$145
Viento eléctrico / La maravillosa Maddie / Tener una mente no cuadrículada	OK DHFP7350-18	\$145

OTHER PACKAGES

Fluent Plus Library (one copy of each title)	OK DHFP7019-AOS	\$270
Fluent Plus <i>Perspectivas</i> Library (one copy of each title)	OK DHFP7019-PAOS	\$135
Fluent Plus Lesson Plan Set (one copy of each lesson plan)	OK DHFP7019-AOLP	\$144
Fluent Plus <i>Perspectivas</i> Lesson Plan Set (one copy of each lesson plan)	OK DHFP7019-PAOLP	\$108
Intro-Pack (6 sets of paired-text four-packs with full instructional support)*	OK DHFP7024-ST	\$440

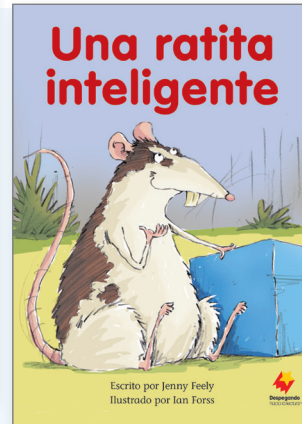
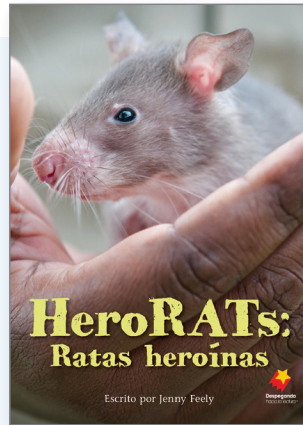
*At Fluent Plus, your Intro-Pack will include 6-packs of 4 paired texts with Lesson Plan Cards, plus 4 *Perspectivas* texts in 6-packs with a Lesson Plan Card for each.

Paired, Connected Texts at This Stage:

- Support sustained reading with chapter books
- Increase the use of more specialized and technical language
- Use literary language
- Encourage drawing inferences from the text.

Perspectivas Texts at This Stage:

- Present issues related to the paired texts
- Introduce the thinking and talking circle to promote deep discussion
- Promote close reading.



Informational texts

present the big ideas around a concept. They go beyond readers' personal experiences and include a range of features including primary sources that support the text.

Narrative texts reflect the big ideas through their characters and plots. They feature plots with subplots, non-sequential treatment of time, and a range of literary devices.



Lesson Plans for the pair encourage higher-level thinking and provide opportunities for students to write in response both to the text and to their collaborative conversations.



Perspectivas contain short texts in a magazine-style format and include posters, arguments, discussions, letters, and visual images.



Perspectivas Lesson Plans help you engage and support students in critical discussions, assist them in recognizing different points of view, and write persuasively from their own perspective.



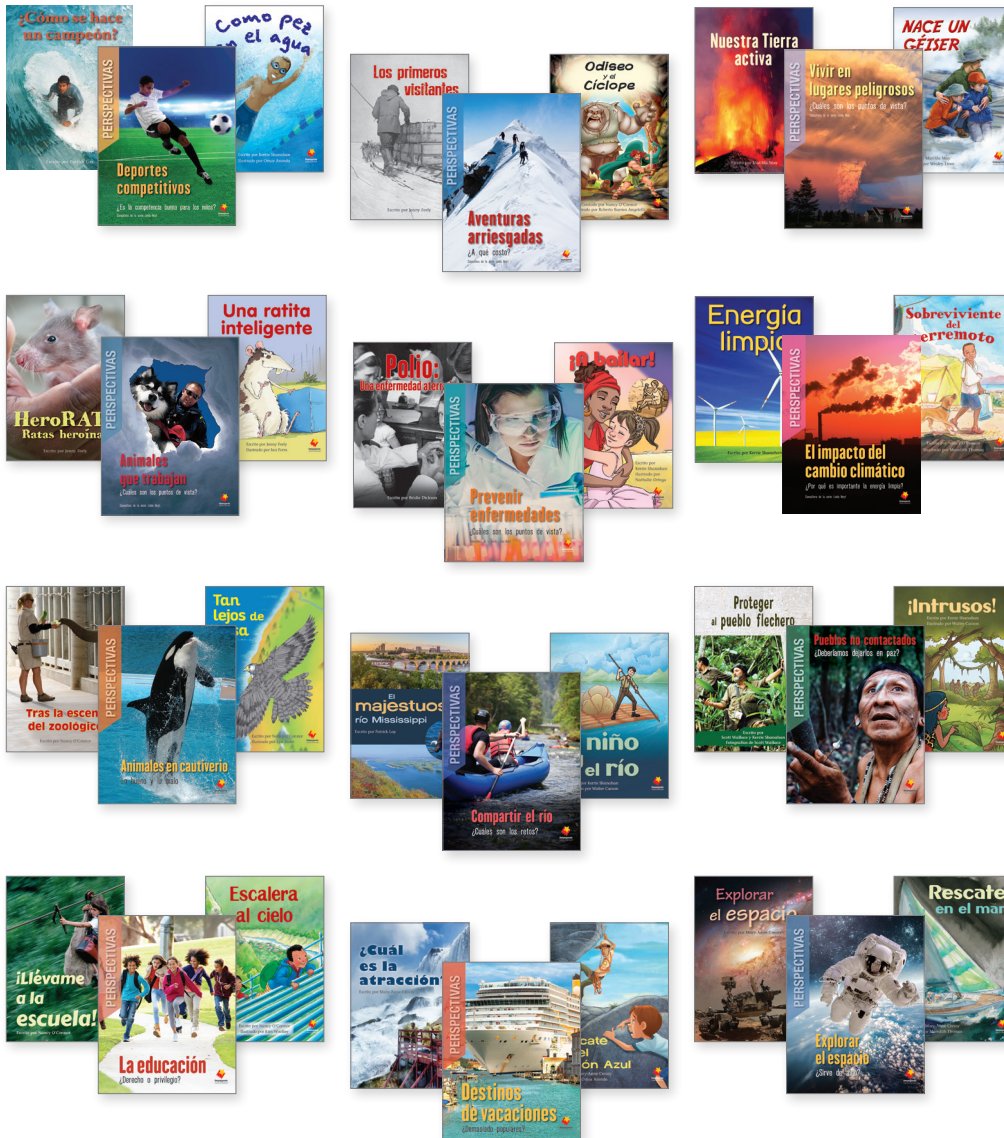
See more at: despegando.myokapi.com

Gain a Fresh Perspective!

Advanced Fluent Stage | GRL: Q, R, S / DRA: 40



Despegando
hacia la lectura™



Guided Reading Levels Q-S / DRA Level 40

COMPLETE STAGE

OK DHAF8020 **\$1,975**

List Price: ~~\$2,134~~

- 144 Student Books (6 copies each of 24 titles)
- 12 Paired-Text Lesson Plan Cards (1 for each pair of titles)
- 72 *Perspectivas* Books (6 copies each of 12 titles)
- 12 *Perspectivas* Books Lesson Plan Cards (1 for each title)
- 2 Storage Boxes

COMPLETE PRINT + DIGITAL STAGE

OD DHAF8020 **\$2,325**

EIGHTEEN-PACKS (Six copies of each Paired Text and *Perspectivas* title, plus two Lesson Plan Cards)

Guided Reading Level Q / DRA Level 40

¿Cómo se hace un campeón? / Como pez en el agua / Deportes competitivos	OK DHAF8010-18	\$162
HeroRATS: Ratas heroínas / Una ratita inteligente / Animales que trabajan	OK DHAF8030-18	\$162
Tras la escena del zoológico / Tan lejos de casa / Animales en cautiverio	OK DHAF8130-18	\$162
¡Llévame a la escuela! / Escalera al cielo / La educación	OK DHAF8150-18	\$162

Guided Reading Level R / DRA Level 40

Los primeros visitantes / Odiseo y el Cíclope / Aventuras arriesgadas	OK DHAF8050-18	\$162
Polio: Una enfermedad aterradora / ¡A bailar! / Prevenir enfermedades	OK DHAF8070-18	\$162
El majestuoso río Mississippi / El niño y el río / Compartir el río	OK DHAF8170-18	\$162
¿Cuál es la atracción? / Rescate en el Cañón Azul / Destinos de vacaciones	OK DHAF8190-18	\$162

Guided Reading Level S / DRA Level 40

Nuestra Tierra activa / Nace un géiser / Vivir en lugares peligrosos	OK DHAF8090-18	\$162
Energía limpia / Sobreviviente del terremoto / El impacto del cambio climático	OK DHAF8110-18	\$162
Proteger al pueblo flechero / ¡Intrusos! / Pueblos no contactados	OK DHAF8210-18	\$162
Explorar el espacio / Rescate en el mar / Explorar el espacio: ¿Sirve de algo?	OK DHAF8230-18	\$162

OTHER PACKAGES

Advanced Fluent Q-S Library (one copy of each title)	OK DHAF8020-AOS	\$192
Advanced Fluent Q-S <i>Perspectivas</i> Library (one copy of each title)	OK DHAF8020-PAOS	\$108
Advanced Fluent Q-S Lesson Plan Set (one copy of each lesson plan)	OK DHAF8020-AOLP	\$96
Advanced Fluent Q-S <i>Perspectivas</i> Lesson Plan Set (one copy of each lesson plan)	OK DHAF8020-PAOLP	\$96
Intro-Pack (6 sets of paired-text four-packs with full instructional support)*	OK DHAF8000-ST	\$425

* At Advanced Fluent Q-S, your Intro-Pack will include 6-packs of 3 paired texts with Lesson Plan Cards, plus 3 *Perspectivas* texts in 6-packs with a Lesson Plan Card for each.

Paired, Connected Texts at This Stage:

- Motivate readers with rich content
- Support active engagement in reading
- Integrate reading, writing, listening, and speaking
- Stimulate critical thinking through reading closely.

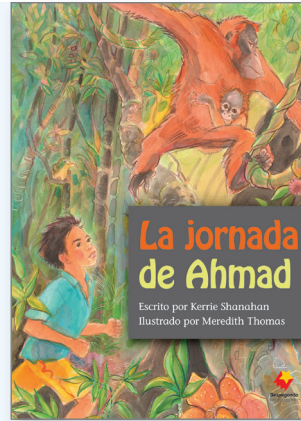
Perspectivas Texts at This Stage:

- Provide essential questions to promote purposeful reading
- Promote recognizing different points of view
- Include a variety of short, authentic texts
- Encourage collaborative conversations
- Extend learning through performance tasks.



Informational texts

present the big ideas around a concept. They go beyond readers' personal experiences and include a range of features including primary sources that support the text.



Narrative texts

reflect the big ideas through their characters and plots. They feature plots with subplots, non-sequential treatment of time, and a range of literary devices.



Lesson Plans for the pair encourage higher-level thinking and provide opportunities for students to write in response both to the text and to their collaborative conversations.



Perspectivas contains short texts in a magazine-style format and include posters, arguments, discussions, letters, and visual images.



Perspectivas Lesson Plans help you engage and support students in critical discussions, assist them in recognizing different points of view, and write persuasively from their own perspective.



See more at: despegando.myokapi.com

Gain a Fresh Perspective!

Advanced Fluent Stage | GRL: T, U, V / DRA: 50



Despegando
hacia la lectura™



Guided Reading Levels T–V / DRA Level 50

COMPLETE STAGE

OK DHAF9020 \$1,975

List Price: ~~\$2,134~~

- 144 Student Books (6 copies each of 24 titles)
- 12 Paired-Text Lesson Plan Cards (1 for each pair of titles)
- 72 *Perspectivas* Books (6 copies each of 12 titles)
- 12 *Perspectivas* Books Lesson Plan Cards (1 for each title)
- 2 Storage Boxes

COMPLETE PRINT + DIGITAL STAGE

OD DHAF9020 \$2,325

EIGHTEEN-PACKS (Six copies of each Paired Text and *Perspectivas* title, plus two Lesson Plan Cards)

Guided Reading Level T / DRA Level 50

Animales en peligro: El orangután / La jornada de Ahmad / Las selvas tropicales desaparecen	OK DHAF9010-18	\$162
Descubrir el mundo perdido / La exploración de las islas Galápagos / Maravillas naturales	OK DHAF9030-18	\$162
Alianzas entre animales / Recolectores de miel / Convivencia	OK DHAF9130-18	\$162
Restaurar los arrecifes de coral / Corales coloridos / Ecosistemas en problemas	OK DHAF9150-18	\$162

Guided Reading Level U / DRA Level 50

La lucha por los derechos de los niños / Un dólar por día / Los niños y el trabajo	OK DHAF9050-18	\$162
¿La cámara no miente! / El notición / En la mira	OK DHAF9070-18	\$162
Liderar el camino / Un líder improbable / ¿Qué hace a un líder?	OK DHAF9170-18	\$162
Vivir con robots / Milo y los robots / Robots	OK DHAF9190-18	\$162

Guided Reading Level V / DRA Level 50

La vida en los climas extremos / En el desierto / Convivir con el clima	OK DHAF9090-18	\$162
El misterio de las pirámides / Rey por una semana / Tesoros arqueológicos	OK DHAF9110-18	\$162
Internet y privacidad / ¡Etiquetado! / La vigilancia a cada paso	OK DHAF9210-18	\$162
Regresar de la extinción / El regreso del mamut lanudo / Extinto por siempre	OK DHAF9230-18	\$162

OTHER PACKAGES

Advanced Fluent T-V Library (one copy of each title)	OK DHAF9020-AOS	\$192
Advanced Fluent T-V <i>Perspectivas</i> Library (one copy of each title)	OK DHAF9020-PAOS	\$108
Advanced Fluent T-V Lesson Plan Set (one copy of each lesson plan)	OK DHAF9020-AOLP	\$96
Advanced Fluent T-V <i>Perspectivas</i> Lesson Plan Set (one copy of each lesson plan)	OK DHAF9020-PAOLP	\$96
Intro-Pack (6 sets of paired-text four-packs with full instructional support)*	OK DHAF9000-ST	\$425

* At Advanced Fluent T-V, your Intro-Pack will include 6-packs of 3 paired texts with Lesson Plan Cards, plus 3 *Perspectivas* texts in 6-packs with a Lesson Plan Card for each.

READING DEVELOPMENT

Early Emergent Levels A–B

The students will be able to:

- ★ Search the pictures in order to talk about the text
- ★ React to and discuss what has been read
- ★ Understand the story
- ★ Use the pictures to problem solve unknown words
- ★ Locate where to begin and end the reading
- ★ Locate and talk about the title
- ★ Read word after word in sequence (left to right)
- ★ Follow return sweep
- ★ Recognize a pattern
- ★ Differentiate between a letter and a word
- ★ Match one to one using finger
- ★ Locate and frame known and unknown words
- ★ Use known initial letters to figure out words

Emergent Levels C–D

The students will be able to:

- ★ Demonstrate use of strategies from previous levels
- ★ Monitor their reading for what makes sense, sounds right, and looks right
- ★ Use pictures to predict and confirm reading
- ★ Recognize and use repetitive patterns in text
- ★ Notice when what they read does not match the text (e.g. stops, pauses, rereads)
- ★ Reread to regain meaning, structure, and accuracy
- ★ Retell and discuss the story
- ★ Retell information from informational text
- ★ Read fluently on repeated reads
- ★ Use their increasing bank of high frequency words when they read
- ★ Identify high frequency words in a variety of contexts
- ★ Use letters (initial and final) to figure out words

Early Levels E–F

The students will be able to:

- ★ Demonstrate use of strategies from previous levels
- ★ Use the text as well as the pictures to recall and predict the story
- ★ Monitor their reading for what makes sense
- ★ Confirm by checking the pictures and rereading
- ★ Read on as well as rereading to maintain meaning
- ★ Read with fluency and phrasing by attending to simple punctuation
- ★ Retell and discuss aspects of story
- ★ Discuss characters' actions and feelings
- ★ Retell and discuss information from informational texts
- ★ Decode words by looking through the word
- ★ Use root words to figure out words with inflectional endings

Transitional Levels G–H

The students will be able to:

- ★ Demonstrate use of strategies from previous levels
- ★ Independently reread the text to confirm predictions and clarify meaning
- ★ Integrate meaning, structure, and visual information
- ★ Use meaning, structure, and visual information flexibly and consistently
- ★ Self-correct when the reading does not make sense, sound right or look right
- ★ Read fluently and with phrasing
- ★ Retell the story in logical sequence
- ★ Discuss relationships between characters
- ★ Use visual supports when reading informational texts
- ★ Support thinking by referring to evidence in the text
- ★ Use their knowledge of punctuation to read fluently and meaningfully
- ★ Search for and use chunks in words

READING DEVELOPMENT cont.

Early Fluent Levels I–J**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Select and integrate appropriate strategies to make meaning (e.g. make and substantiate predictions, reread and read on, slow down)
- ★ Self-correct at point of error
- ★ Read a variety of text types with fluency and comprehension
- ★ Retell and discuss a story with significant details
- ★ Discuss aspects of story such as character, setting, and plot
- ★ Extract information from informational passages by using the text and graphic supports
- ★ Retell and discuss important information from informational texts
- ★ Sustain reading on longer and more complex texts
- ★ Builds meaning across a text
- ★ Use chapter headings to prepare for reading
- ★ Support opinions by referring to the text
- ★ Read and comprehend texts that are removed from their personal experiences
- ★ Read fluently, managing line breaks
- ★ Use chunks and analogy to decode words
- ★ Use word segmentation and syllabification to decode multisyllabic words

Fluent Levels K–M**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Use a range of strategies to get meaning from text (e.g. self-correct, read on, reread, slow down)
- ★ Use text features to support reading
- ★ Beginning to consider genre and text types to anticipate and organize understandings and big ideas from texts
- ★ Identify themes in stories
- ★ Discuss aspects of story such as character, setting, and plot and how they connect
- ★ Extract and discuss information from informational passages by integrating the text and visual supports
- ★ Justify opinions by referring to text evidence
- ★ Discuss the author's point of view
- ★ Read fluently, adjusting for text type
- ★ Use their increasing knowledge of letter clusters, affixes, and root and compound words to solve unknown words

Fluent Plus Levels N–P**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Use a range of strategies automatically to get meaning from text (e.g. self-correct, read on, reread, slow down)
- ★ Use a range and variety of text features to support reading
- ★ Consider genre and text types to anticipate and organize understandings and big ideas from texts
- ★ Identify and discuss themes in and across stories
- ★ Discuss aspects of story such as character, setting, and plot and how they connect
- ★ Extract and discuss information from informational passages by integrating the text and visual supports
- ★ Use text language (e.g. phrases, clauses, word choice...) to understand relationships between and among big ideas and concepts
- ★ Justify opinions by referring to text evidence
- ★ Discuss the author's point of view and compare with their own
- ★ Read fluently, adjusting for text type
- ★ Use their increasing knowledge of letter clusters, affixes, and root and compound words and contextual information to solve unknown words

Advanced Fluent Levels Q–V**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Scan texts to identify key elements and organizational structures
- ★ Synthesize and discuss information within and across texts
- ★ Make judgments about the parts of a text that are important for the meaning
- ★ Evaluate and discuss the impact of the use of graphical devices
- ★ Use experience, knowledge of recurring themes, text structures, and language to make deeper meaning of text
- ★ Identify and evaluate characters' actions and motivation
- ★ Recognize and discuss critically the author's point of view
- ★ Evaluate and discuss the impact of the author's use of literary devices
- ★ Recognize and analyze bias, propaganda, and stereotyping in texts

© 2018 Lyn Reggett and Debra Crouch

Despegando hacia la lectura® is based on research from the National Early Literacy Panel (2008) and the National Reading Panel (2000) in the United States, and several other major books, reports, and research investigations into early literacy teaching and learning.

Significant findings are:

- 1 Key vocabulary needs to be controlled and introduced systematically.**
Helman and Burns, 2008; Hiebert and Sailors, 2009; Mesmer and Cumming, 2009; Mesmer, Cunningham, and Hiebert, 2012.
- 2 High-frequency words should have a high rate of repetition.**
Clay, 2002; Elley, 1989; Fry and Kress, 2006; Helman and Burns, 2008; Hiebert, Brown, Taitague, Fisher, and Adler, 2004.
- 3 A variety of text types enable the development of a range of reading strategies.**
Derewianka, 1990; Duke and Buillman, 2009.
- 4 Text complexity should be carefully sequenced to build reading strategies.**
Clay, 2002; Fountas and Pinnell, 2006.
- 5 Phonics and phonemic awareness need to be taught systematically and explicitly.**
Ehri, Nunes, Stahl, and Willows, 2001; Paris, 2005; Torgerson, Brooks, and Hall, 2006.
- 6 Fluency enhances comprehension.**
Pressley, Gaskins, and Fingeret, 2006; Rasinsky, 2006.
- 7 Reading and writing are linked.**
Derewianka, 1990; McCarrier, Fountas, and Pinnell, 2000; Paquette, 2007.
- 8 Assessment should be ongoing and should inform instruction.**
Snow and Van Hemel, 2008.

1 Key vocabulary needs to be controlled and introduced systematically.

Key vocabulary words are words of high interest in students' personal lives and are words that represent familiar concepts and images. Key vocabulary is made up of familiar verbs, adjectives, and nouns common to students' personal lives. When key vocabulary is controlled and placed in sentences with a high proportion of high-frequency words, repetition and practice build the reader's confidence, which is particularly important for emerging bilinguals. The acquisition of key vocabulary informs students' oral language and literacy development.

What this means in *Despegando hacia la lectura*®:

- ★ The introduction of key content vocabulary is controlled, and key content vocabulary is constantly revisited.
- ★ The system of connected books presents the same key content vocabulary in different sentence structures and contexts.

2 High-frequency words should have a high rate of repetition.

Texts with the following features scaffold reading success; in particular: the reading success of emerging bilinguals:

Texts with high word repetition rates.

Texts with low ratios of unfamiliar words.

These scaffolds will decrease the cognitive load for students learning to speak and read English.

What this means in *Despegando hacia la lectura*®:

- ★ Connected, paired books present the same high-frequency words in different sentence structures and text types.
- ★ There is a high repetition rate of high-frequency words and a low ratio of unfamiliar words.
- ★ High-frequency words are gradually and systematically introduced and reused.

The high-frequency words in *Despegando hacia la lectura*® are those represented by Fry's 300 Instant Sight Words and are predominantly function words, for example, "like," "was," "am," and "the." In the book *Me*, there are 21 running words, and the high-frequency words are repeated seven times in the book. At the Early Emergent Stage, the ratio of high-frequency words to total words is 2:3.

3 A variety of text types enable the development of a range of reading strategies.

Informational texts provide examples of reading and writing for authentic purposes so that students can find information about a topic or learn how to make or construct something. For some readers informational texts may be more engaging than narrative texts. A range of text types acts as a model for writing for different purposes and with different language features. The more experience students have with reading and learning from informational texts, and the more familiar

they are with the purpose and features of informational texts, the more likely they will be effective and efficient readers of this text type in the future.

What this means in *Despegando hacia la lectura*®:

- ★ A range of text types with different structures and text features is presented.
- ★ Key vocabulary and high-frequency words within different text types build reading strategies for texts that have different purposes.

4 Text complexity should be carefully sequenced to build reading strategies.

A graded sequence of reading is important for scaffolding learning. Texts can be graded into complexity levels according to vocabulary, sentence structure, meaning or concept-load, conventions of print, or changes in language style, such as an increase in embedded clauses.

What this means in *Despegando hacia la lectura*®:

- ★ *Despegando hacia la lectura*® is sequenced into 9 Developmental Stages and Guided Reading Levels A–V. The levels have been sequenced and field tested in schools.
- ★ Reading strategies are developed and consolidated at each Guided Reading Level.

5 Phonics and phonemic awareness need to be taught systematically and explicitly.

A developmental schema for phonics can introduce beginning readers to phonemic awareness sequentially and enable them to gain a clear understanding of how sounds map to letters.

What this means in *Despegando hacia la lectura*®:

- ★ Phonics is viewed as one of the many important sources of information in the reading process.
- ★ Underpinning *Despegando hacia la lectura*® is a systematic and explicit program of phonemic awareness and phonics.
- ★ The language sequence is matched in the books to provide a context for learning.
- ★ For the developing reader there are many opportunities to use phonics skills and strategies with words that are phonologically accessible without resorting to simplistic decodable books where meaning is jeopardized.

6 Fluency enhances comprehension.

There are three key elements of reading fluency: accuracy in word decoding, the ability to automatically recognize words, and appropriate use of meaningful oral expression while reading. These three components comprise a gateway to comprehension.

What this means in *Despegando hacia la lectura*®:

- ★ The ability to recognize words accurately and rapidly, and to group words in meaningful phrases, is emphasized throughout.
- ★ Many opportunities for oral reading are provided. Lesson Plans include re-reading of books to improve word identification skills and comprehension.
- ★ Inexpensive Take-Home Books provide further opportunities for students to read a familiar text independently. Students should keep these books and build their own home library of familiar texts that they can read and re-read.

7 Reading and writing are linked.

Writing encourages students to match the spoken word and the written word. In writing, students interact with words and word order in context. Books offer good models for writing. Analyzing how authors use various qualities of good writing, or the six traits approach (ideas, organization, voice, word choice, sentence fluency, and conventions), can encourage students to model their stories after the experts (*Paquette, 2007*). Using different text types, such as personal narrative, procedure, report, narrative, argument, and explanation, encourages students to use these text types in their writing.

What this means in *Despegando hacia la lectura*®:

- ★ The presentation of a range of text types and the pairing of informational and narrative books provide models of writing for the reader.

- ★ Each pair of books is supported by a comprehensive Lesson Plan, which includes writing as an integral part of the lesson.

8 Assessment should be ongoing and should inform instruction.

There is a need for assessment, which has classroom validity, to provide information for instruction. Formative assessment, as opposed to fragmented assessment items, includes the use of Running Records of Reading (*Clay 2002*) where teachers analyze students' early reading using forms of miscue analysis or running records of books read by students. The use of valid assessment in literacy has the potential to provide both information for accountability, and to provide information for teaching. In classrooms with very diverse learners, teachers are constantly checking for students who understand the moment-to-moment activities. Teachers make judgments based on observation, note-taking, questioning, and scaffolding. Teachers observe students' learning and plan for what the students are ready to learn.

What this means in *Despegando hacia la lectura*®:

- ★ Ongoing assessment forms part of the teaching sequence.
- ★ Each Lesson Plan identifies a reading strategy as a focus for an individual book and provides monitoring points to alert the teacher to observe how each student is using the selected strategy.

- ★ A full range of reading strategies for each developmental stage is covered.
- ★ Assessment checklists are available with the program.

In conclusion, according to *Sailors, Hoffman, and Condon (2009)*, the framework of well-designed, appropriately leveled texts is characterized by three major factors:

- ★ instructional design
- ★ engaging qualities
- ★ accessibility.

Instructional design in programs for beginning readers provides for repeated exposure to high-frequency words, which leads to ease of word recognition. Another underlying instructional design principle is repeated exposure to common word families, such as *ay* and *ook*, that build developmentally from common letter-sound relationships to the less common, less regular, and more complex letter-sound relationships.

Engaging qualities include the content, the language, and the design. The content stimulates the reader to think about issues and may also evoke strong emotion. The language needs to be clear and the vocabulary appropriate, and, where possible, easy and fun to read aloud. According to *Sailors, Hoffman, and Condon (2009)*, the design of the text needs to be aesthetically pleasing in terms of layout, format, and the use of line, color, shape, and texture. The design extends and

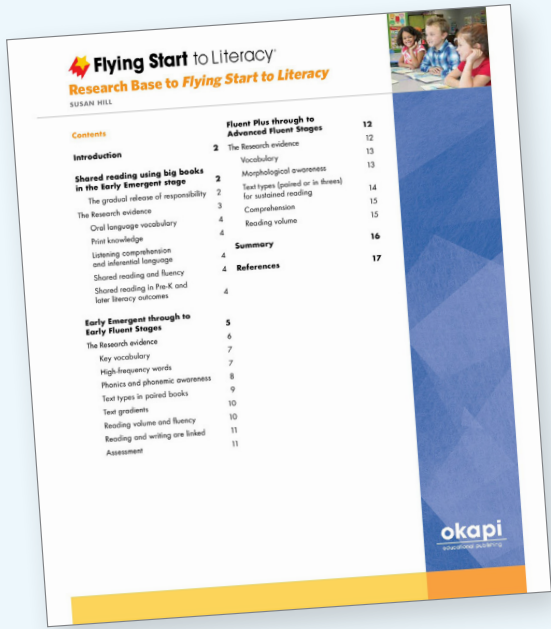
The evidence behind *Despegando hacia la lectura*®

supports the reader to comprehend the story or the information in the book.

The accessibility of the text is tied to three factors: ability to decode, predictability, and format. Although many of the words may be decodable and predictable, there needs to be an element of challenge and engagement when meeting familiar words in a new context. Well-designed leveled texts

should be highly engaging, highly accessible, as well as high in instructional design.

The framework of *Despegando hacia la lectura*® has been developed to meet all the foregoing criteria related to instructional design, engaging qualities, and accessibility, and to maximize the learning experience of beginning readers in highly motivating contexts.




Flying Start to Literacy
Research Base to *Flying Start to Literacy*
SUSAN HILL

Contents	Fluent Plus through to Advanced Fluent Stages	12
Introduction	1 The Research evidence	12
Shared reading using big books in the Early Emergent stage	Vocabulary	13
The practical release of responsibility	Morphological awareness	13
The Research evidence	2 Text types (paired or in-fluent)	14
Oral language vocabulary	2 Test types (paired or in-fluent) for sustained reading	15
Print knowledge	3 Comprehension	15
Listening comprehension and inferential language	4 Reading volume	16
Shared reading and fluency	Summary	16
Shared reading in Pre-K and later literacy outcomes	4 Listening comprehension and inferential language	17
Early Emergent through to Early Fluent Stages	References	17
The Research evidence		
Key vocabulary		
High-frequency words		
Phonics and phonemic awareness		
Text types in paired books		
Text graphics		
Reading volume and fluency		
Reading and writing are linked		
Assessment		



okapi
www.okapi.org

For Susan Hill's complete white paper, **Research Base to Flying Start to Literacy™**, which includes Grades 3–5 and shared reading, go to: flying-start.myokapi.com or scan here!



WINNER!

Association of Educational Publishers
Distinguished Achievement Award

“This is a reading program that will be very interesting to students and very manageable to teachers. The very specific lesson plans, including strategies, phonics elements, etc. will make it easy to facilitate. The program seems easy to use and stays true to the stated objective. The lesson plans are nicely structured and the modular approach is convenient.”

— AEP JUDGES PANEL



Despegando
hacia la lectura™

Despegando hacia la lectura®

Boxed Classroom Sets

Despegando Shared Reading™

- ★ 18 Big Books (1 each of 18 titles)
- ★ 108 Matching Small Books (6 each of 18 titles)
- ★ 18 Lesson Plan Cards (1 each of 18 cards)
- ★ 18 Vocabulary Starters (1 for each title)
- ★ 12 Reading Pens
- ★ 3 Program Overview Guides



Print Only: OK DHSR1300 ~~\$2,363~~ / **\$1,550**

Print + Digital: OD DHSR1300 **\$2,000**

Early Emergent Reading Stage

GRL: A, B / DRA: 1, 2

- ★ 288 Student Books (6 copies each of 48 titles)
- ★ 24 Lesson Plan Cards (1 for each pair of titles)
- ★ 24 Vocabulary Starters (1 for each pair of titles)
- ★ 144 Take-Home Books (6 copies each of 24 titles)
- ★ 2 Storage Boxes



Print Only: OK DHEE1018 ~~\$2,373~~ / **\$2,195**

Print + Digital: OD DHEE1018 **\$2,545**

Emergent Reading Stage

GRL: C, D / DRA: 3, 4, 6

- ★ 240 Student Books (6 copies each of 40 titles)
- ★ 20 Lesson Plan Cards (1 for each pair of titles)
- ★ 120 Take-Home Books (6 copies each of 20 titles)
- ★ 2 Storage Boxes



Print Only: OK DHEM2000 ~~\$1,817~~ / **\$1,685**

Print + Digital: OD DHEM2000 **\$2,035**

Early Reading Stage

GRL: E, F / DRA: 8, 10

- ★ 240 Student Books (6 copies each of 40 titles)
- ★ 20 Lesson Plan Cards (1 for each pair of titles)
- ★ 120 Take-Home Books (6 copies each of 20 titles)
- ★ 2 Storage Boxes



Print Only: OK DHEA3000 ~~\$1,817~~ / **\$1,685**

Print + Digital: OD DHEA3000 **\$2,035**

Transitional Reading Stage

GRL: G, H / DRA: 12, 14

- ★ 240 Paired Text Student Books (6 copies each of 40 titles)
- ★ 20 Lesson Plan Cards (1 for each pair of titles)
- ★ 120 Take-Home Books (6 copies each of 20 titles)
- ★ 2 Storage Boxes



Print Only: OK DHTR4000 ~~\$1,817~~ / **\$1,685**

Print + Digital: OD DHTR4000 **\$2,035**

Early Fluent Reading Stage

GRL: I, J / DRA: 16, 18

- ★ 240 Student Books (6 copies each of 40 titles)
- ★ 20 Lesson Plan Cards (1 for each pair of titles)
- ★ 120 Take-Home Books (6 copies each of 20 titles)
- ★ 2 Storage Boxes



Print Only: OK DHEF5000 ~~\$2,100~~ / **\$1,950**

Print + Digital: OD DHEF5000 **\$2,300**



Fluent Reading Stage

GRL: K, L, M / DRA: 20, 24, 28

- ★ 288 Student Books (6 copies each of 48 titles)
- ★ 24 Lesson Plan Cards (1 for each of pair of titles)
- ★ 144 Take-Home Books (6 copies each of 24 titles)
- ★ 2 Storage Boxes

Print Only: OK DHFL6000 ~~\$2,512~~ / **\$2,325**

Print + Digital: OD DHFL6000 **\$2,675**



Advanced Fluent T-V Reading Stage

GRL: T, U, V / DRA: 50

- ★ 144 Student Books (6 copies each of 24 titles)
- ★ 12 Paired-Text Lesson Plan Cards (1 for each of pair of titles)
- ★ 72 *Perspectivas* Books (6 copies each of 12 titles)
- ★ 12 *Perspectivas* Books Lesson Plan Cards (1 for each title)
- ★ 2 Storage Boxes

Print Only: OK DHAF9020 ~~\$2,134~~ / **\$1,975**

Print + Digital: OD DHAF9020 **\$2,325**



Fluent Plus Reading Stage

GRL: N, O, P / DRA: 30, 34, 38

- ★ 216 Student Books (6 copies each of 36 titles)
- ★ 18 Paired-Text Lesson Plan Cards (1 for each of pair of titles)
- ★ 108 *Perspectivas* Books (6 copies each of 18 titles)
- ★ 18 *Perspectivas* Books Lesson Plan Cards (1 for each title)
- ★ 108 Take-Home Books (6 copies each of 18 titles)
- ★ 3 Storage Boxes

Print Only: OK DHFP7019 ~~\$2,993~~ / **\$2,770**

Print + Digital: OD DHFP7019 **\$3,120**



Complete Resource

GRL: A - V / DRA: 1 - 50

- ★ 2040 Paired-Text Student Books (6 copies each of 340 titles)
- ★ 170 Paired-Text Lesson Plan Cards (1 for each pair of titles)
- ★ 876 Take-Home Books (6 copies each of 146 titles)
- ★ 252 *Perspectivas* Texts (6 copies each of 42 titles)
- ★ 42 *Perspectivas* Lesson Plan Cards (1 for each title)
- ★ 24 Vocabulary Starters
- ★ 19 Storage Boxes

Advanced Fluent Q-S Reading Stage

GRL: Q, R, S / DRA: 40

- ★ 144 Student Books (6 copies each of 24 titles)
- ★ 12 Paired-Text Lesson Plan Cards (1 for each of pair of titles)
- ★ 72 *Perspectivas* Books (6 copies each of 12 titles)
- ★ 12 *Perspectivas* Books Lesson Plan Cards (1 for each title)
- ★ 2 Storage Boxes

Print Only: OK DHAF8020 ~~\$2,134~~ / **\$1,975**

Print + Digital: OD DHAF8020 **\$2,325**



Without Despegando Shared Reading

Print Only: OK DHAVK520-NOSR ~~\$19,694~~ / **\$17,100** | Print + Digital: OD DHAVK520-NOSR **\$20,250**

With Despegando Shared Reading

Print Only: OK DHAVK520 ~~\$22,056~~ / **\$19,050** | Print + Digital: OD DHAVK520 **\$22,650**

okapi™

educational publishing

42381 Rio Nedo, Temecula, CA 92590



Experience **The Power of the Pair**® in English!
Flying Start to Literacy®



Flying Start to Literacy® is a comprehensive English literacy resource that can be fully implemented as a stand-alone literacy program. Carefully crafted with meticulous attention paid to the unique issues relating to phonics and phonemic awareness for English-language learners, it reflects the core structure of the English language.

Combine all nine stages plus shared reading with their Spanish language counterparts from the award-winning **Despegando hacia la lectura**® for rigorous and equitable dual-language instruction.

See more and request your free sample at flying-start.myokapi.com

All information correct
at time of printing.
V5_US 08/024