

# Biliteracy Snapshot

**Purpose:** This document provides a quick-reference snapshot of a Spanish instructional program. The Biliteracy Snapshot can be used along with the [Colorado Department of Education \(CDE\) Instructional Program Review Tool](#) to identify programs that are inclusive of culturally and linguistically diverse student groups.

This document is divided into two sections. Pages 1–2 provide a snapshot with abridged responses highlighting key points from vendor responses, while the unabridged original vendor responses begin on page 3. The information included in the snapshot was provided by the vendor; it is intended to support districts in reviewing and selecting Spanish instructional programs that promote bilingualism and biliteracy development for various program models. This document is informational only and does not constitute an endorsement by the CDE of any specific product, practice, service, publisher, or viewpoint.

**Name of Program:** ¡Estoy listo!(kindergarten) and Poquito a poco (grade 1)

**Program focus:** The program teaches students how to read in Spanish using an explicit and systematic lesson sequence aligned to the Spanish language. It does not include a scope and sequence and explicit and systematic instruction for teaching students to read in English.

**Instructional program goal or goals:** Spanish Heritage Language Program: The program builds on the cultural and linguistic backgrounds of heritage Spanish speakers to strengthen academic language and literacy in Spanish, while reinforcing connections to family, community, and cultural identity.

**Explain how the instructional program supports the goal above:** The program builds on the linguistic and cultural assets of Spanish heritage speakers and students enrolled in dual language and bilingual programs to strengthen academic language and literacy in Spanish. Through Spanish-first, structured literacy instruction, the program develops strong foundational skills while reinforcing meaningful connections to students’ families, communities, and cultural identities, and supporting long-term biliteracy development.

### **Alignment and Integration Across Bilingual Models:**

- Hola Books was designed to fill a longstanding gap in bilingual education: authentic, research-aligned instruction for learning to read in Spanish, not adapted or translated from English.
- Hola Books offers guidance that supports all bilingual models—dual language (90/10, 80/20, 50/50), transitional bilingual, one-way and two-way immersion, and heritage language programs—through materials intentionally created for the linguistic structure of Spanish.
- To support biliteracy, Hola Books includes Cross-Language Transfer Notes.

### **Evidence-Based Biliteracy Trajectories:**

- The program follows the established trajectory for transparent orthographies: early mastery of syllabic awareness, systematic introduction of syllable types and digraphs, and rapid progression to multisyllabic decoding (Seymour, Aro & Erskine, 2003; Defior, 2008).
- The program includes Cross-Language Transfer Notes identifying when a skill transfers directly and when explicit contrastive instruction is required (e.g., Spanish vowels vs. English vowel variability).

### **Bilingual Language Development Support:**

- Provides teachers with a Guide to Metalinguistic Awareness. The guide offers strategies for comparing language features—such as phonology, morphology, cognates, and syntax—so teachers can highlight what transfers directly from Spanish and what requires explicit contrastive instruction.
- Hola Books does not include an English foundational skills program.

### **Curriculum Mapping Across Languages:**

- Vendor response: N/A

### **Comprehensive Biliteracy Support:**

- Hola Books is a Spanish-first foundational skills program designed to provide comprehensive instruction in reading, writing, listening, and speaking in Spanish, aligned to the linguistic structure of a transparent orthography.
- All decodables, dictados, oral language routines, and instructional scripts are created originally in Spanish to ensure coherence, authenticity y desarrollo completo de la alfabetización en español.

**Note:** The unabridged original vendor responses are presented in full below.

- 1. Alignment and Integration Across Bilingual Models: Describe how the program provides guidance and resources adaptable to various bilingual education models (e.g., dual language, transitional bilingual, 90/10, 50/50, heritage language, etc.). Provide evidence (e.g., teacher guides, scope and sequence) demonstrating how Spanish and English program components are intentionally aligned to support integration and cross-language transfer.**

**Vendor response:** Hola Books was designed to fill a longstanding gap in bilingual education: authentic, research-aligned instruction for learning to read in Spanish, not adapted or translated from English. Because high-quality Spanish foundational skills programs have historically been limited or ineffective, Hola Books offers guidance that supports all bilingual models—dual language (90/10, 80/20, 50/50), transitional bilingual, one-way and two-way immersion, and heritage language programs—through materials intentionally created for the linguistic structure of Spanish.

Teacher guides include explicit recommendations for how Spanish foundational skills should be taught authentically and systematically in each model, honoring the transparent orthography, syllabic structure, and cultural contexts of Spanish. The scope and sequence was developed from the ground up for Spanish, ensuring accurate progression, decodables written originally in Spanish, and routines that reflect how Spanish-speaking children actually learn to read.

To support biliteracy, Hola Books includes Cross-Language Transfer Notes demonstrating how strong Spanish decoding, encoding, and phonological awareness form the foundation for later English literacy. By aligning Spanish and English components intentionally—without compromising the integrity of Spanish—the program finally offers bilingual models a cohesive, authentic path to early biliteracy.

- 2. Evidence-Based Biliteracy Trajectories: Explain how the instructional design aligns with research-based biliteracy trajectories. Cite research and provide examples from the program showing how literacy skills are developed and connected across both languages.**

**Vendor response:** Hola Books aligns with research-based biliteracy trajectories by grounding instruction first in authentic Spanish foundational skills, recognizing that strong literacy in Spanish accelerates later English reading development (August & Shanahan, 2006; Goldenberg, 2013). The program follows the established trajectory for transparent orthographies: early mastery of syllabic awareness, systematic introduction of syllable types and digraphs, and rapid progression to multisyllabic decoding (Seymour, Aro & Erskine, 2003; Defior, 2008).

Because Spanish and English share transferable skills—such as phonological awareness, decoding of many consonants, and morphological strategies—the program includes Cross-Language Transfer Notes identifying when a skill transfers directly and when explicit contrastive instruction is required (e.g., Spanish vowels vs. English vowel variability).

Examples include:

- Dictado routines that build orthographic mapping in Spanish and support English spelling patterns later.
- Decodables originally written in Spanish, ensuring accurate practice with consistent grapheme–phoneme correspondences before transitioning to English texts.
- Teacher guides highlighting how early automaticity in Spanish decoding frees cognitive resources for comprehension and supports smoother acquisition of English phonics.

Through this design, Hola Books reflects research-based biliteracy pathways and provides a coherent bridge between Spanish and English literacy development.

**3. Bilingual Language Development Support: Describe and provide evidence of how the program guides teachers in selecting and implementing language supports based on students’ proficiency levels in Spanish, English or both languages. Include examples of differentiation for diverse learner profiles, such as dually identified students, newcomers, sequential bilinguals, and simultaneous bilinguals.**

**Vendor response:** Hola Books supports bilingual language development by providing teachers with a Guide to Metalinguistic Awareness, which can be used within any bilingual program design (dual language, transitional bilingual, heritage, etc.). While Hola Books does not include an English foundational skills program, the guide equips teachers to make intentional connections across languages and tailor supports based on students’ proficiency levels in Spanish, English, or both.

The guide offers strategies for comparing language features—such as phonology, morphology, cognates, and syntax—so teachers can highlight what transfers directly from Spanish and what requires explicit contrastive instruction. It also includes differentiation pathways for diverse learner profiles. For dually identified students, the guide recommends multisensory routines and targeted dictado adaptations. For newcomers, it emphasizes oral language scaffolds and high-frequency syllable practice. Sequential bilinguals receive guidance for strengthening L1 foundations before introducing cross-language transfer, while simultaneous bilinguals benefit from explicit comparison tasks that deepen metalinguistic awareness. Through these supports, Hola Books ensures teachers can adapt instruction to students’ linguistic profiles while maintaining the integrity of authentic Spanish literacy development.

**4. Curriculum Mapping Across Languages: Provide evidence (e.g., pacing guides, language allocation plans, curriculum maps) showing how the instructional program intentionally designates which standards or units are taught in each language by grade level, and integrates thematic units to support simultaneous language and content development. Explain how cross-linguistic connections are intentionally built to support both content mastery and biliteracy development.**

**Vendor response:** N/A

**5. Comprehensive Biliteracy Support: Demonstrate how the program provides explicit, coherent instruction in reading, writing, listening, and speaking in both Spanish and English. Provide examples showing how literacy components are aligned and reinforced across both languages.**

**Vendor response:** Hola Books is a Spanish-first foundational skills program designed to provide comprehensive instruction in reading, writing, listening, and speaking in Spanish, aligned to the linguistic structure of a transparent orthography. All decodables, dictados, oral language routines, and instructional scripts are created originally in Spanish to ensure coherence, authenticity y desarrollo completo de la alfabetización en español.

While Hola Books does not include an English phonics program, it supports biliteracy development through its Guide to Metalinguistic Awareness, which helps teachers intentionally connect Spanish literacy skills to English within their designated bilingual model (dual language, transitional bilingual, heritage, etc.). This guide identifies which literacy components transfer directly—such as syllable segmentation, decoding of many consonants, fluency routines, and academic vocabulary—and which require contrastive instruction, such as vowel variability, morphology, or stress patterns.

Examples include:

- Dictado routines that strengthen Spanish encoding while building foundational skills that later support English spelling.
- Cross-language transfer notes highlighting how Spanish reading fluency and automaticity provide a strong base for English decoding.
- Oral language tasks that reinforce cognate awareness and academic vocabulary across both languages.

Thus, Hola Books delivers comprehensive Spanish literacy instruction while offering tools that help teachers integrate and reinforce biliteracy development across program models.