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: HMH ¡Arriba la Lectura!

Program focus: The program focuses on learning to read in Spanish. However, a separate program that teaches learning to read in English, specifically designed to complement and align with the Spanish reading program, is available for purchase. Both Spanish and English reading programs can be purchased from the same vendor.

- **The specific program name, publisher, publication year of the English reading program:** HMH Into Reading, HMH, 2020
- **Alignment document showing how the English program aligns and was specifically designed for integration with the Spanish program**: The HMH ¡Arriba la Lectura!-HMH Into Reading Dual Language Planning Tool provides prioritized opportunities for bridging and transfer between Spanish and English lesson content to support dual-language classrooms. This tool is based on the Scope and Sequence for each program - HMH ¡Arriba la Lectura! and Into Reading. These resources are not readily accessible via an open-source link, but instead via HMH's password-protected online platform.

Instructional program goal or goals:

- **Bilingualism and Biliteracy:** The program promotes the development of strong language skills in both Spanish and English, aiming for students to become proficient in speaking, listening, reading, and writing in both languages.

Explain and provided evidence of how the instructional program supports each of the goals or the goal above: HMH ¡Arriba la Lectura! is an authentic Spanish Language Arts program designed to foster bilingualism and biliteracy when paired with HMH Into Reading. Together, they provide systematic, research-based and aligned instruction across speaking, listening, reading, and writing in both languages, ensuring students develop full proficiency in both languages. Parallel instructional designs that feature topic-based modules, routines, and skills and planning tools to support cross-linguistic connections and translanguaging practices ensure students develop academic literacy in both languages simultaneously, rather than sequentially. Also providing explicit instruction in foundational Spanish literacy skills based on the language's own orthography, HMH ¡Arriba la Lectura! delivers explicit, systematic foundational skills instruction and structured support. To do so, the program is aligned to HMH Into Reading using a Dual Language Planning Tool that guides teachers to internalize the translanguaging and contrastive analysis considerations essential to building metalinguistic awareness and cross-linguistic transfer for students.

Building on the cultural and linguistic backgrounds of heritage Spanish speakers to strengthen academic language and literacy in Spanish, HMH ¡Arriba la Lectura! reinforces connections to family, community, and cultural identity with authentic, culturally relevant texts that reflect students' identities and expand academic Spanish through integrated reading, writing, and discourse focused on supporting students to draw real-world connections based on their own backgrounds, families and communities. Dedicated learning moments, linguistic extension and other teaching strategies at point of use in the Teacher's Guide are designed to help teachers establish a classroom community that values all students' voices and affirms students' backgrounds.

Alignment and Integration Across Bilingual Models:

- HMH ¡Arriba la Lectura! is designed to flexibly support various bilingual education models when paired and implemented with HMH Into Reading.
- This HMH Editable Weekly Plan sampler shows how both HMH ¡Arriba la Lectura! and HMH Into Reading can be cross-referenced when planning dual language instruction to ensure bridging and transfer between Spanish and English lessons, as well as pacing based on the various bilingual education models.

Evidence-Based Biliteracy Trajectories:

- HMH ¡Arriba la Lectura!'s instructional design and alignment with research-based biliteracy trajectories is steeped in the notion that dual language student skills vary in each language domain across both languages of instruction. Evidence of HMH's efficacy in dual language instruction is posted at https://view.highspot.com/viewer/75cd0e0108422e8453809e21e2c36aad.

Bilingual Language Development Support:

- When using *HMH ¡Arriba la Lectura!* with *HMH Into Reading*, language supports are featured at point of use. These features allow teachers to match supports to proficiency levels, enabling equitable access and growth for all bilingual learners.

Curriculum Mapping Across Languages:

- The HMH ¡Arriba la Lectura!-HMH Into Reading Dual Language Planning Tool provides prioritized opportunities for bridging and transfer between Spanish and English lesson content.

Comprehensive Biliteracy Support:

- When *¡HMH Arriba la Lectura!* is paired with *HMH Into* Reading, instruction in both languages is explicit and coherent, aligned and reinforced across both languages, following the model of Gradual Release and based on module topics so that students can make connections with their own experiences, build on one another's ideas and make meaning together.

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: HMH ¡Arriba la Lectura! is designed to flexibly support various bilingual education models when paired and implemented with HMH Into Reading.

This HMH Editable Weekly Plan sampler shows how both HMH ¡Arriba la Lectura! and HMH Into Reading can be cross-referenced when planning dual language instruction to ensure bridging and transfer between Spanish and English lessons, as well as pacing based on the various bilingual education models.

Additional program features — such as contrastive analysis guidance, cognate charts, and translanguaging strategies — support teachers in highlighting similarities and differences between languages as needed according to their program models.

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: HMH ¡Arriba la Lectura!'s instructional design and alignment with research-based biliteracy trajectories is steeped in the notion that dual language student skills vary in each language domain across both languages of instruction.

Cross-linguistic bridge lessons throughout ¡Arriba la Lectura! are strategically placed throughout the program with that in mind, so that students can look at Spanish and English side-by-side and analyze the similarities and differences.

Daily bridge guidance connects lessons' skills and concepts.

And weekly bridge lessons focus on academic language.

Every step of the way, the intent is for students to make use of their full linguistic repertoire by translanguaging in the same sentence, phrase, or linguistic context as a fluid, discursive practice when actively learning

Evidence of HMH's efficacy in dual language instruction is posted at https://view.highspot.com/viewer/75cd0e0108422e8453809e21e2c36aad.

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: When using HMH ¡Arriba la Lectura! with HMH Into Reading, language supports are featured at point of use. These features allow teachers to match supports to proficiency levels, enabling equitable access and growth for all bilingual learners.

Small-group instruction can target academic vocabulary, comprehension, and oracy skills.

The programs feature scaffolded vocabulary, visuals, and oral language routines.

Bridging support and contrastive analysis are available to transfer skills across languages. Translanguaging features and cross-linguistic tasks are included.

Targeted intervention focusing on prerequisite foundational skills is also available.

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: The Scope and Sequence for each program can be cross-referenced to understand which skills are taught in each language by grade level.

The HMH ¡Arriba la Lectura!-HMH Into Reading Dual Language Planning Tool provides prioritized opportunities for bridging and transfer between Spanish and English lesson content.

These resources are not readily accessible via an open-source link, but instead via HMH's password-protected online platform.

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: When ¡HMH Arriba la Lectura! is paired with HMH Into Reading, instruction in both languages is explicit and coherent, aligned and reinforced across both languages, following the model of Gradual Release and based on module topics so that students can make connections with their own experiences, build on one another's ideas and make meaning together.

Instructional and engagement routines in both programs establish protocols for lessons that are organized to teach metacognitive skills explicitly and directly – engaging students in productive discussions about texts and topics.

Students create and add to a Knowledge Map about a given topic as they learn more through each new text they read. Similar topics are spiraled across the grades, providing continuity and a meaningful progression as students build and deepen content knowledge, curiosity, and interest in learning over time. Think-Pair-Share and Turn and Talk Routines featured in the Teacher's Guide provide additional support for engaging students in academic discussions to build knowledge and oracy. Formative assessment and differentiation options are also available in both languages.