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: Amira Reading Suite (formerly Istation Reading and Istation 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:** Amira Reading Suite
- **Alignment document showing how the English program aligns and was specifically designed for integration with the Spanish program**: Amira_Biliteracy_Framework_WhitePaper_CO

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.
- **Spanish Literacy Foundations with Transition to English:** The program provides explicit instruction in foundational Spanish literacy skills and includes structured support to help students successfully transition to reading and writing in English.
- **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 and provided evidence of how the instructional program supports each of the goals or the goal above: Amira Learning's biliteracy suite is designed from the ground up to develop strong language skills in both Spanish and English simultaneously, treating bilingualism and biliteracy as the primary instructional goal rather than a secondary outcome.

Alignment and Integration Across Bilingual Models:

- Amira's biliteracy suite is designed to function across a wide range of bilingual program structures, including one-way and two-way dual language immersion, transitional bilingual (early- and late-exit), newcomer, heritage language, and sheltered English instruction models.
- Amira ISIP Assess (English) and Amira Evaluar (Spanish) operate as two independent yet parallel programs within a single platform, so the ratio of Spanish to English instruction can vary by district or grade without requiring changes to either program's configuration. **Additional Resource:** Evaluar Technical Manual - Evaluar Domains, pp. 11-14

Evidence-Based Biliteracy Trajectories:

- Amira Ensenar and Amira Tutora reinforce cross-linguistic connections through integrated cognate recognition instruction and allow students to read English text while receiving real-time coaching and scaffolding in Spanish. **Additional Resource:** Spanish and English Biliteracy in Dual-Language Classrooms

Bilingual Language Development Support:

- Amira guides teachers in selecting language supports based on students' proficiency profiles through diagnostic skill data in both Spanish and English, paired with clear decision-making tools for how and when to use each language. **Additional Resource:** Amira_Biliteracy_Framework_WhitePaper_CO,

Curriculum Mapping Across Languages:

- Amira Ensenar aligns every lesson recommendation to grade-level standards in Spanish, while Amira Instruct does the same in English. Both systems draw on the same parallel set of foundational literacy domains, enabling coordinated delivery across languages without treating one as a substitute for the other. **Additional Resource:** Sample Individualized Reading Instructional Plan

Comprehensive Biliteracy Support:

- Amira's biliteracy suite provides explicit, coherent instruction across all four literacy modalities in both Spanish and English. **Additional Resource:** Amira Tutor User Manual

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: Amira's biliteracy suite is designed to function across a wide range of bilingual program structures, including one-way and two-way dual language immersion, transitional bilingual (early- and late-exit), newcomer, heritage language, and sheltered English instruction models. Amira ISIP Assess (English) and Amira Evaluar (Spanish) operate as two independent yet parallel programs within a single platform, so the ratio of Spanish to English instruction can vary by district or grade without requiring changes to either program's configuration. A district running a 90/10 model can prioritize Spanish instruction in early grades while still monitoring English growth, then adjust that balance as students progress toward a 50/50 split. In a heritage language context, Amira Evaluar supports students in building academic Spanish literacy through content developed authentically in Spanish and validated across multiple regional dialects, rather than being translated from English. Amira Ensenar (Spanish instruction) and Amira Tutora (Spanish tutoring) mirror their English counterparts across the same five foundational skill areas, so educators can track parallel growth regardless of program model. The biliteracy report displays English and Spanish data side by side, helping teachers see whether a student needs support in language, literacy, or both, and IRIPs are generated in both languages to support coordinated instructional planning. Examples: Amira_Biliteracy_Framework_WhitePaper_CO, Screening for Reading Risk Identification, Evaluar Technical Manual - *Evaluar Domains,* pp. 11-14

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: Amira's biliteracy instructional design reflects established research showing that foundational literacy skills transfer across languages when each is developed on its own terms. A peer-reviewed study using Amira ISIP data from three Texas dual-language districts modeled biliteracy as two parallel linear growth processes, confirming that students grow simultaneously in both languages when assessed and instructed in both. A separate study found that students using Amira Evaluar as recommended doubled their odds of advancing in English proficiency, with Grade 2 students showing up to a 137% increase and Grade 3 students up to a 125% increase in the odds of advancing a TELPAS composite score level. Amira ISIP Assess (English) and Amira Evaluar (Spanish) each develop the National Reading Panel's five foundational skill areas through authentic, non-translated content. Amira Evaluar's phonological awareness instruction progresses from syllabic to phonemic awareness, reflecting the Spanish developmental sequence and transparent orthography. Comunicacion Escrita is a core assessment domain grounded in the lecto-escritura principle, which holds that reading and writing are intrinsically coupled in Spanish. Amira Ensenar and Amira Tutora reinforce cross-linguistic connections through integrated cognate recognition instruction and allow students to read English text while receiving real-time coaching and scaffolding in Spanish. Supporting Evidence: Predicting TELPAS Overall Category Rankings Using ISIP™ Reading: Conducted in partnership with a large urban North Texas district, finding that students using Amira Lectura as recommended doubled their odds of advancing a TELPAS composite score level

(Grade 2: up to 137% increased odds; Grade 3: up to 125% increased odds). Spanish and English Biliteracy in Dual-Language Classrooms: A study of 3,437 students across three Texas dual-language districts found that students grew in both Spanish and English reading simultaneously throughout the school year, with the two languages converging to comparable proficiency levels by Grades 4 and 5. Evaluar Technical Manual - *Evaluar Domains,* pp. 11-14; *Comunicación Escrita (Written Communication)*, p. 24, Amira Tutor User Manual - *Bilingual Reading and Tutoring*, p. 10; *Support for English Language Learners*, p. 26, Amira_Biliteracy_Framework_WhitePaper_CO

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: Amira guides teachers in selecting language supports based on students' proficiency profiles through diagnostic skill data in both Spanish and English, paired with clear decision-making tools for how and when to use each language. For newcomers and sequential bilinguals with limited English exposure, Amira's screening policy recommends assessing in the home language at enrollment without waiting for English proficiency to develop, because screening only in English both over- and under-identifies risk in multilingual learners. Teachers can configure Amira Tutora to deliver directions and coaching in Spanish while students practice reading in English, providing scaffolded support for students who are still acquiring the language. Amira Ensenar provides teachers with data-driven instructional recommendations in Spanish, supporting targeted small-group and whole-class instruction aligned to each student's current skill level. For dually identified students, Amira independently screens for dyslexia risk in both Spanish and English, using separate AI models built for each language's orthography, allowing educators to distinguish a true reading disability from a language-acquisition difference. For simultaneous bilinguals receiving instruction in both languages, the biliteracy report presents skill-level data side by side, enabling teachers to coordinate support rather than treating each language in isolation. Examples: Amira_Biliteracy_Framework_WhitePaper_CO

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: Amira supports intentional curriculum mapping across languages through its AI Lesson Planner within Amira Ensenar, which allows districts to upload their scope and sequence documents and pacing calendars in both English and Spanish. Amira then maps these to its internal skill framework, ensuring that all lesson plan recommendations align with the district's adopted curriculum and instructional calendar by grade level. This means that a district's language allocation decisions, including which standards are addressed in Spanish versus English at each grade level, are reflected in how Amira assigns and sequences instruction for each student. Amira Ensenar aligns every lesson recommendation to grade-level standards in Spanish, while Amira Instruct does the same in English. Both systems draw on the same parallel set of foundational literacy domains, enabling coordinated delivery across languages without treating one as a substitute for the other. Cross-linguistic connections are built

intentionally through aligned reporting that shows skill mastery in both languages side by side, through cognate recognition instruction in Ensenar and Tutora, and through Individualized Reading Instructional Plans (IRIPs) generated in both Spanish and English that identify where a skill needs reinforcement in one or both languages. **Evidence:** Amira Instruct User Manual - *Integration with High-Quality Instruction Materials (HQIM) and Scope & Sequence*, p. 4; *Understanding Science of Reading Alignment*, pp. 4-5; *Core Coherence Pathway - Aligning to Scope and Sequence*, pp. 9-10; *Core Coherence and AI Lesson Planner Pathway*, pp. 12-13; *Using the AI Lesson Planner,* pp. 13-17, Amira_Biliteracy_Framework_WhitePaper_CO, Sample Individualized Reading Instructional Plan

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: Amira's biliteracy suite provides explicit, coherent instruction across all four literacy modalities in both Spanish and English. Reading: Amira Tutora and Amira Tutor engage students in scaffolded oral reading of authentic passages in Spanish and English, respectively, building fluency, decoding, and comprehension through repeated, real-time practice. Writing: In Spanish, Amira Evaluar includes Comunicacion Escrita as a core assessment domain, measuring spelling, use of accent marks, and dictation grounded in the lecto-escritura principle that reading and writing develop together in Spanish. In English, Amira ISIP Assess includes a dedicated Spelling/Encoding task and a Writing to a Reading Passage task across grade levels, connecting encoding directly to reading comprehension. Speaking: Both Tutora and Amira Tutor are voice-interactive. Students read aloud, and the AI responds in real time to what it hears, building oral reading fluency and expressive language in each language. Listening: The AI listens and analyzes every word read aloud, delivering immediate corrective feedback and modeling correct pronunciation and phrasing. Amira Tutor also includes Comprehension Conversations, AI-led discussions in which students respond verbally to open-ended questions about what they have read, developing oral language and listening comprehension simultaneously. Examples: Evaluar Technical Manual - *Evaluar Domains*, pp. 11-14; Amira Tutor User Manual **-** *Purpose of Tutor in the Amira Reading Suite*, pp. 3-4; *Understanding Amira's AI Tutoring System*, pp. 6-8; *Tutor Features and Capabilities*, pp. 8-11; *Overview of Student Tutoring Experience*, p. 20, Amira ISIP Assess Technical Guide - *Spelling/Encoding*, pp. 24-25; *Oral Language*, pp. 26-30