Codesign Product Research Logic Model Prepared for Hola Books

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Overview

Hola Books is a Spanish-first foundational literacy program for K–2 bilingual and dual-language students. Grounded in the Science of Reading, Hola Books takes an explicit and systematic approach to teaching children phonics-aligned reading skills, with the goal of supporting transfer to English literacy. All material is culturally relevant, inclusive, and representative of the Latinx culture.

Problem Statement

Most early literacy curricula are not designed with the linguistic structure of Spanish—or the realities of bilingual learners in mind (Rios & Castillon, 2018). When instruction is grounded in English-centric models, it can overlook key features of how reading develops in Spanish. For example, Spanish has a relatively transparent orthography, meaning sound–symbol relationships are more consistent. Thus, early reading development tends to move more efficiently toward accurate decoding, with strong attention to syllable structures (e.g., consonant-vowel patterns) alongside phoneme–grapheme correspondences (Diuk, 2007). In contrast, phonemes or onset–rime patterns, are more central to learn when learning to read in English.

This does not mean phonemic awareness is unimportant in Spanish, but rather that it develops in close connection with print and is supported by the predictability of the code. Instruction that is explicitly taught, systematic, and aligned to the structure of this type of orthography better supports automaticity and fluency, which are often the areas of need for striving readers.

At the same time, research continues to show that literacy development is interconnected across languages. Strong foundational skills in Spanish—particularly decoding, fluency, and language comprehension can support literacy outcomes in English when instruction is consistent and coherent across both languages (Ramírez, 2000).

Hola Books is grounded in this body of research. Our work takes a Spanish-first, strengths-based approach to biliteracy—honoring the structure of the language, supporting explicit and systematic foundational skills, and positioning students' Spanish as a powerful asset in their overall literacy development.

Requirements

1. Teachers need access to the full Hola Books curriculum (workbooks, lesson plans, guides, and decodable books). They need to have time dedicated to a daily literacy block to using Hola Books.
   a. To download and print lesson materials, teachers will need access to:
      i. Computers or Chromebooks with internet access (for downloading lesson materials)
      ii. A printer
      iii. White board (optional)
   b. To complete lessons, students will need access to:
      i. Writing utensils (to complete workbook activities)

Inputs

Assumptions about the product's users and functionality

Hola Books can be used by:

- Hola Books can be used by K–2 students in bilingual and dual language classrooms.
- Hola Books can be used by K-2 teachers for lesson planning.

Hola Books provides:

- Hola Books provides PD materials such as lesson plans with slide decks and guides that teachers can use in classes for direct instruction or in collaboration with other teachers to align on curricular objectives.
- It provides decodable books and workbooks for students' independent practice.

Activities

Specific descriptions of user interactions with the product

Teachers review lessons before class, anticipate vocabulary/sight word practice, and identify key moments for instruction.

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Teachers deliver lessons using the lesson plans and slides, for 20-30 minutes/ day.

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Teachers determine whether students should use decodable books or workbooks based on the specific skill being targeted and the student's current level of mastery.

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Students transition into small group instruction, independent reading, or partner work.

If students need to work on fluency building skills or need independent reading practice, they use decodable books.

If students need to work on encoding and writing skills, they use workbooks.

Teachers observe students in their reading of decodable texts for accuracy and fluency, and look at completed workbook activities (skill checks, quick assessments).

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Teachers determine how best to group students for small group instruction, and identify which skills need may need reteaching or reinforcement.

Outputs

Description of the immediately observable effects of using the product as intended

Assessments of student literacy growth:

Assessments are embedded in the workbooks and decodable books (phonics assessments, writing tasks). Teachers go through the completed activities, and combine them with their observations of students during reading to determine what skills to focus on next.

Outcomes

Short Term

Students will show increased phonological awareness (Melby-Lervåg et al, 2012) in Spanish.

Students will show improvements in letter-sound knowledge (Hulme & Snowling, 2014) in Spanish.

Students will show improvements in decoding accuracy, and fluency in Spanish (Pikulski & Chard, 2005).

Medium Term

Along with continuing growth in more advanced literacy skills such as stronger orthographic mapping and ability to read grade-level texts independently in Spanish (Miles & Ehri, 2019), students will start to show transfer of the same skills in English reading (Cardenas-Hagan et al., 2007).

At the school level, this may be accompanied by an increase in dual-language classroom models, as schools recognize the value of leveraging students' home language to strengthen cultural identity and accelerate cross-linguistic transfer (Morán López, 2023).

Long Term

Students will continue to develop literacy skills in both languages (Palmer et al., 2014), while also strengthening their bilingual identities and sense of belonging (Reyes & Vallone, 2007). Together, these changes can contribute to more equitable, culturally sustaining literacy systems.

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Over time, schools may shift toward more asset-based perspectives on multilingual learners, viewing students' home languages as critical resources for learning rather than barriers. This shift can lead to more systemic changes in how biliteracy is supported across classrooms and schools (Palmer et al., 2019).

Assumptions

- Daily instruction of foundational skills delivered with high implementation fidelity will help students develop strong literacy skills (Miles & Ehri, 2019).
- Culturally relevant materials and content will be more effective for bilingual learners (Hopewell & Escamilla, 2014).
- Strong foundational skills in Spanish literacy facilitate cross-linguistic transfer, supporting the development of English reading skills (Cardenas-Hagan, Carlson, & Pollard-Durodola, 2007).

References

1. Morán-López, A. (2023). Closing the equity gap: Developing biliteracy in two-way Spanish immersion programs in K-8th grade (Doctoral dissertation, California State Polytechnic University, Pomona).

   a. "When instructing for bilingualism and biliteracy... **it is essential that educators understand and consider the history...and eliminate an English-centric focus on bilingual education.**"

2. Escamilla, K., & Coady, M. (2000). Issues in assessing writing instruction in Spanish. Handbook for literacy assessment for bilingual learners. Boston: Allyn and Bacon.

   a. "Given the phonological, syntactic, and semantic differences between languages, it is critical that teachers be made aware that literacy strategies which are successful in helping monolingual English-speakers learn to read in English may not be the best strategies to use in teaching either monolingual non-English speakers or bilingual students to read in their first language or in English. As such, **teachers need to be wary of using instructional materials to develop reading and writing in English that have been simply translated to develop literacy skills in another language, as they will not reflect the differences between the two languages.**"

3. Hopewell, S., & Escamilla, K. (2014). Biliteracy development in immersion contexts. *Journal of Immersion and Content-Based Language Education, 2*(2), 181–195. https://doi.org/10.1075/jicb.2.2.02hop

   a. "Biliteracy should be nurtured through its own pedagogies, curriculum, materials, and assessments."

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   a. "Results from the present study suggest a relationship between LI (Spanish) abilities and L2 (English) acquisition; that is...Spanish competence mediates the acquisition of English ...**early Spanish skills predicted English outcomes at the end of kindergarten** after controlling for early English skills."

5. Ramírez, J. D. (2000, April). Bilingualism and literacy: Problem or opportunity? A synthesis of reading research on bilingual students. In Proceedings of A Research Symposium on High Standards in Reading for Students From Diverse Language Groups: Research, Practice & Policy (Vol. 33).

   a. "Very young **children bring to the initial reading task knowledge of these skills in their primary language...that transfer to reading in a second language** (L2), e.g., English."

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5. Palmer, D. K., Martínez, R. A., Mateus, S. G., & Henderson, K. (2014). Reframing the debate on language separation: Toward a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal, 98*(3), 757-772. https://doi.org/10.1111/modl.12121
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