Program guide

¡El futuro es bilingüe!

As educators, you know there are countless lifelong benefits to be gained from a bilingual education. Learning to read in Spanish opens the door to wonderful cultures, experiences, and opportunities.

At Amplify, we want all students to experience the benefits of being bilingual. And we want to develop the literacy skills of your native Spanish-speaking students in both English and Spanish, by empowering them to leverage their home language.

Boost Lectura provides you and your students with a research-based Spanish literacy program to help them practice and accelerate their development of foundational reading skills. Amplify's entire suite of Spanish literacy products is built on a unique Spanish skills progression that's authentic to Spanish literacy skills acquisition. mCLASS® Lectura enables you to assess and screen students in Spanish, while Amplify Caminos—our core Spanish language arts curriculum—and Boost Lectura focus on systematic instruction and practice grounded in the Science of Reading.

Sincerely,
Amplify

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A K–2 Spanish literacy program rooted in research and the Science of Reading

For Teachers:

You have access to a digital Spanish literacy acceleration program. Boost Lectura includes an evidence-based, authentic Spanish literacy scope and sequence, adaptive delivery of content based on student need, dashboards that display student- and class-level data, and caregiver letters. These features help you deepen your instruction and extend your reach, saving you time and effort.

For Classrooms:

Boost Lectura is flexible and can be implemented in any bilingual program model, providing students with instruction and practice opportunities with critical Spanish literacy skills. For English instruction classrooms, Boost Lectura supports Spanish-speaking students by developing literacy skills that also accelerate English proficiency.[1]

For Students:

Students deserve a research-based program that develops their Spanish literacy skills. In Boost Lectura, they journey across new lands, embarking on a series of quests that help them become more confident Spanish readers. Native Spanish speakers will leverage their home language not only to develop Spanish literacy skills that will serve them for the rest of their lives, but also to support the development of their English literacy skills.[2]

1. Caravolas, M. et al., (2019). A cross-linguistic longitudinal study of the foundations of decoding and reading comprehension ability. *Scientific Studies of Reading*, 23(5), 386-402.
2. Carlo, M. et al., (2014). Language of instruction as a moderator for transfer of reading comprehension skills among Spanish-speaking English language learners. *Bilingual Research Journal*, 37, 287-310.

Boost Lectura is a unique, groundbreaking adaptive Spanish literacy program

School breaks

Small-group instruction

Choice time or computer

At home

After-school program

Boost Lectura is an authentic Spanish literacy program that focuses on the skills research indicates are critical for learning to read (including phonological awareness, phonics and decoding, fluency, vocabulary, and comprehension), as well as skills essential to the Spanish language (such as working with syllables and accentuation).

Boost Lectura uses captivating storylines and adaptive curriculum to engage students in powerful, personalized, and digital reading instruction. Boost Lectura also integrates seamlessly with mCLASS Lectura and Amplify Caminos to provide a complete biliteracy suite that includes assessments, core instruction, and practice.

Authentic to Spanish Literacy:

Boost Lectura focuses on critical foundational Spanish literacy skills, such as explicit instruction with syllables, so that students progress in acquiring and accelerating their Spanish literacy and language skills–all through engaging, authentic Spanish texts.

Spanish and English Instructional Parity:

Boost Lectura was developed to provide a Spanish supplemental curriculum that is on par with English literacy programs in terms of quality, research, and student engagement.
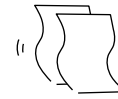
Built on the Science of Reading:

Boost Lectura is informed by the the Science of Reading principles. It provides systematic instruction on foundational Spanish literacy skills, such as phonological awareness and decoding, as well as comprehension processes.

Valuing students' language skills:

Boost Lectura is built upon the latest research in Spanish literacy, the value in learning to read in one's native language, and research that literacy in a second language builds from the first language.
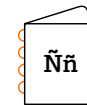
Actionable Data and Insights:

Boost Lectura gives you actionable insights into students' skills to help you differentiate instruction, monitor the growth of your whole class, provide targeted support without more testing, and access teacher-led instructional resources.

Personalized Literacy and Adaptive Instruction:

Students are placed into our adaptive Spanish literacy skill map to ensure each reader's unique needs are reinforced across key skill areas. Students receive a personalized progression through our scope and sequence.

Boost Lectura was built by a team of Spanish literacy experts and educators

Boost Lectura was developed by artists, engineers, game designers, researchers, and teachers, in collaboration with Spanish literacy experts.

Their insights and pedagogical expertise helped us build a program that focuses on the key accelerants of Spanish literacy and that is culturally inclusive.

Elizabeth Jiménez Salinas

CEO, Gemas Consulting

Ms. Jiménez Salinas has experience as a bilingual elementary teacher and author of children's books in Spanish. She also has experience working in education policy (specifically on bilingual education legislation), and developing and providing professional development around instructional leadership, strategies for English Learners, and English language advisory committees.

Dr. Sylvia Linan-Thompson

Associate Professor in the Special Education and Clinical Sciences (specs), University of Oregon

Dr. Linan-Thompson's research interests include examining appropriate instructional and assessment practices for English learners. She has worked on multiple longitudinal intervention projects that developed and examined reading interventions for struggling readers and bilingual students acquiring Spanish literacy in elementary and middle school.

Dr. Gisela O'Brien

Faculty, Loyola Marymount University

Dr. O'Brien's areas of expertise include curriculum development, assessment, and professional development focused on the needs of multilingual learners. She provides technical assistance to districts across California to implement effective bilingual and dual-immersion programs and teaches courses in reading, writing, and second language learning methods.

Dr. Desiree Pallais-Downing

Clinical Faculty, University of Texas at Austin

Dr. Pallais-Downing's research interests include Spanish literacy development, second language acquisition, and research/evaluation methods in multilingual settings. Her work investigates cross-language and cross-cultural aspects of teaching and learning, particularly with Spanish-speaking students.

Science of Reading principles

At Amplify, we believe in eight guiding literacy principles that form the basis of all of our literacy products. These principles are true regardless of the language, and have enabled us to develop effective targeted assessments and instruction that you and your students will love.

When listening to teachers and educators, we heard how important it was to have a Spanish literacy program that was authentic to the language and how Spanish literacy develops.

Boost Lectura is grounded in the Science of Reading, and explicitly teaches skills to support language comprehension and word recognition development. Boost Lectura also acknowledges the nuances of biliteracy and the Spanish language. To quote one of our Science of Reading principles, "Literacy instruction in each language must reflect its unique linguistic elements."
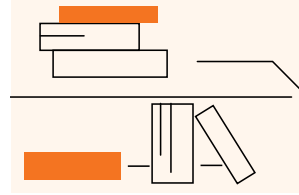
1

Science-based reading instruction is a matter of equity.

2

Learning to read proficiently in any language requires both word recognition and language comprehension.

3

Literacy instruction in each language must reflect its unique elements.

4

Reading in any language is not natural and must be taught systematically and explicitly.

5

Background knowledge and vocabulary are as critical to comprehension as decoding skills.

6

Foundational skills instruction must be systematic, explicit, and engaging, using multiple modes and senses.

7

Universal screening and progress monitoring are critical to ensure all students receive the right instruction.

8

Science-based reading instruction reduces the need for intervention and allows children to move forward as capable, confident readers.

What matters most about biliteracy?

Boost Lectura is informed by expert guidance and research into how bilingual literacy (particularly Spanish and English biliteracy) develops, how literacy instruction in each language must reflect its unique elements, and how the transfer of literacy skills between Spanish and English is bidirectional (with Spanish supporting English and English supporting Spanish literacy development).

Amplify distilled this research into seven guiding principles around biliteracy. Although all of our literacy products are informed by the Science of Reading, we believe there are important concepts and skills key to biliteracy that are critical components of a successful biliteracy program.

That's why these biliteracy principles, along with Science of Reading principles, form the foundation of Amplify's suite of biliteracy products: mCLASS Lectura, Amplify Caminos, and Boost Lectura.

1

Bilingualism is an asset and a cognitive strength.

2

Literacy knowledge in a second language builds from the first language.

3

Foundational skills, vocabulary, and knowledge—important for reading comprehension—transfer to other languages through explicit instruction.

¡Hola!

Hello!

4

Oral language development is critical and must be an integral component of literacy instruction.

5

Universal screening in both the home language and the language of instruction with valid, reliable assessments is necessary.

6

Continuing to develop students' home language supports literacy development in the language of instruction.

7

Honoring the home language, culture, and community experiences of students supports positive long-term outcomes.

Flexible implementation

Boost Lectura flexibly supports you, no matter your classroom model or setting— from dual language or Spanish immersion to transitional bilingual or English immersion settings.

¡Hola!

Hello!
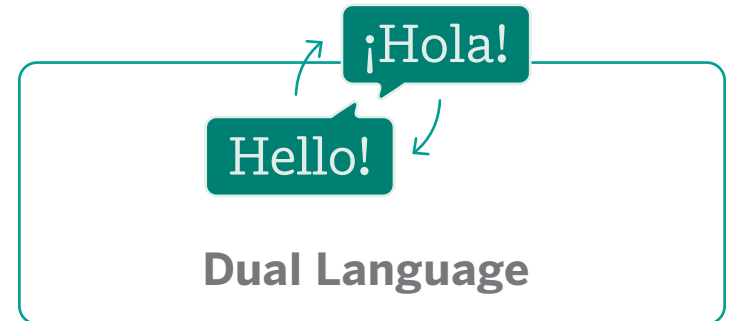
Dual Language

Goal: biliteracy/bilingualism

A dual language model supports biliteracy and bicultural development by providing literacy instruction in two languages (such as Spanish and English) to all students. Boost Lectura's flexible implementation allows it to work with any dual language model.

Boost Lectura can be used in a wide variety of models, and when used with Boost Reading, builds proficiency in Spanish and English.

Transitional Bilingual

Goal: English acquisition

A transitional bilingual education program model provides reading, writing, and other classes in the student's home language and in English. The goal is to support students in their home language while they gradually transition to English-only instruction.

Students can secure Spanish literacy skills in Boost Lectura and, as their English proficiency improves, spend more time in Boost Reading to accelerate their English literacy skills.

English Instruction

Goal: English acquisition

The primary goal of English instruction programs is English literacy development. Emerging bilinguals can receive additional English language development supports via a pull-out or push-in model and may receive some home language support.

Boost Lectura can be used alongside Boost Reading to practice and leverage literacy in students' home language to support English literacy development.

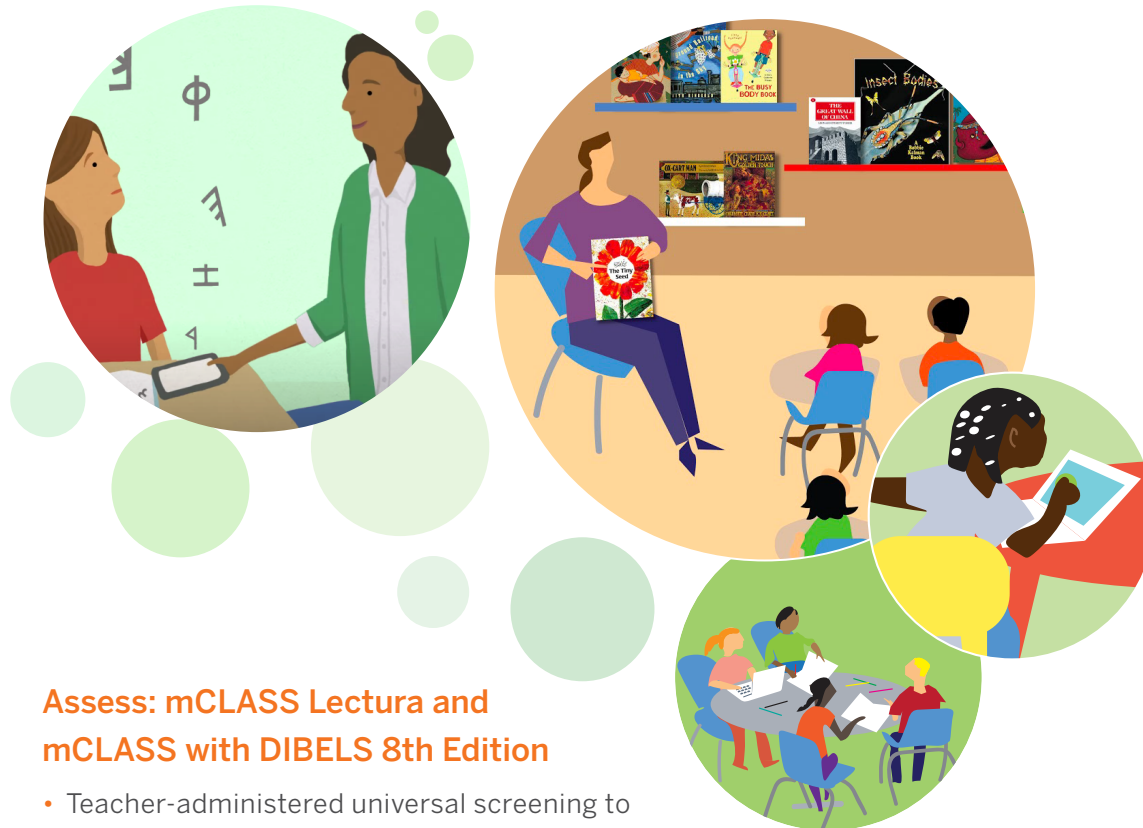# Powerful and aligned instruction with Amplify's biliteracy suite

An effective literacy program goes beyond core instruction, which is why Amplify's Spanish early literacy suite brings together daily instruction and core curriculum with differentiation and assessment. Tools and materials grounded in the Science of Reading and a Spanish literacy skills progression provide you with everything you need to screen, assess, instruct, and provide practice in both English and Spanish.

Boost Lectura's flexibility and differentiation extend beyond classroom types and early grades. Students reading below grade level will find support and intervention geared towards their specific reading skills, ideal for native-Spanish speakers enrolled in a traditional ELA program.

With Amplify's evidence-based suite of Spanish literacy products, students are supported from the very beginning of their literacy journey all the way to proficiency.

How a dual language or transitional bilingual classroom can leverage Amplify's biliteracy suite of products

Instruct: Amplify Caminos and Amplify CKLA

- Authentic Spanish and English Language Arts program
- Strong skills foundation

Practice Spanish: Boost Lectura

- Digital, student-led
- Built on the Spanish skills progression
- Differentiated practice to accelerate Spanish literacy

Assess: mCLASS Lectura and mCLASS with DIBELS 8th Edition

- Teacher-administered universal screening to measure Spanish and English literacy skills
- Pinpoints where your students really are in their skill development and what instruction to prioritize

Practice English: Boost Reading

- Digital, student-led
- Differentiated practice to accelerate English literacy

Leveraging the Science of Reading for authentic Spanish literacy instruction

An evidence-based Spanish literacy skills progression serves as the foundation for the Boost Lectura scope and sequence. This skills progression articulates our research-based hypotheses about how Spanish literacy develops within and across the big ideas of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension).[1,2]

Moreover, Boost Lectura is grounded in the Science of Reading for Spanish. Students receive explicit and systematic instruction with foundational literacy skills—such as phonemic and syllabic awareness, phonics and decoding, and reading fluency—and more complex skills, such as vocabulary and comprehension. Students also practice language skills such as understanding of cognates, morphology and syntax, and accentuation to create meaning.[3,4]

1. August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language minority children and youth*. Mahwah, NJ: Lawrence Erlbaum.
2. Baker, D.L et al., (2022). Relation between the essential components of reading and reading comprehension in monolingual Spanish-speaking children: A meta-analysis. *Educational Psychology Review*. https://doi.org/10.1007/s10648-022-09694-1.
3. Gutiérrez-Lama, N. et al., (2009). Detecting stress patterns is related to children's performance on reading tasks. *Applied Psycholinguistics, 30*, 1–21.
4. Marks, R. A. et al., (2022). Cross-linguistic differences in the associations between morphological awareness and reading in Spanish and English in young simultaneous bilinguals. *International Journal of Bilingual Education and Bilingualism, 25(10)*, 3907–3923.

Foundational skills year by year

Our Spanish skills progression was developed to reflect how the big ideas in reading build upon each other with increasing complexity and richness.

	Print Concepts *Conceptos de lo impreso*	Phonological Awareness *Conciencia fonológica*	Phonics / Decoding *Instrucción fonética y decodificación*	Word Recognition via Morphology *Reconocimiento de palabras por su morfología*	Orthographic Accentuation *Acentuación Ortográfica*
Kindergarten	●	●	●	●	●
Grade 1	●	●	●	●	●
Grade 2		●	●	●	●

Scope and sequence based on the Science of Reading

Research on the Science of Reading for Spanish indicates that, as in English, students need explicit and systematic instruction in the foundational literacy skills critical to Spanish reading success. This means ensuring that all students at the beginning of their Spanish literacy journey receive instruction on skills such as phonological awareness (awareness of and the ability to isolate and manipulate syllables and phonemes), phonics, and decoding, which are related to—and predictive of—more complex skills like vocabulary and comprehension.[1]

By building a solid foundation of phonological awareness and phonics, students will learn the sounds of vowels and common consonants first, then blend them to form more complex syllables and words.

From initial placement into the program to its effortless differentiation along the way, students receive the most adaptive pathway through this robust scope and sequence—and you get the insights you need to teach effectively.

" In developing this program, Amplify has not only taken into account the unique elements of the Spanish language but has carefully considered the research-based principles of biliteracy in a way that uplifts students' home languages to ensure literacy acquisition and academic success."

Dr. Gisela O'Brien

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1. Baker, D.L et al., (2022). Relation between the essential components of reading and reading comprehension in monolingual Spanish speaking children: A meta-analysis. *Education Psychology Review*. https://doi.org/10.1007/s10648-022-09694-1.

Start with the sounds of language

Literacy instruction starts with phonological awareness, or the awareness that spoken language is made up of sounds. Phonological awareness skills are critical for all students learning to read, particularly in alphabetic languages.

Units of all sizes, large to small

Students receive practice blending, segmenting, and manipulating sounds of increasingly smaller units (i.e., words, syllables, phonemes), as the ability to recognize and identify the smallest units of sounds (phonemes) is the most challenging for students.

Crack the code

Once students can recognize sound-spellings, they can begin blending them to form syllables and words. Boost Lectura starts by teaching the sound-spellings of the vowels, followed by the most frequent consonants and digraphs, and provides opportunities to practice blending those sounds into syllables and words.

Grow in complexity

The lessons adapt to grow with students as they progress. As they display proficiency with previous skills, they will be introduced to increasingly complex phonetic and syllabic structures, including mono- and multisyllabic words, digraphs, vowel diphthongs and hiatuses, and words and accents.
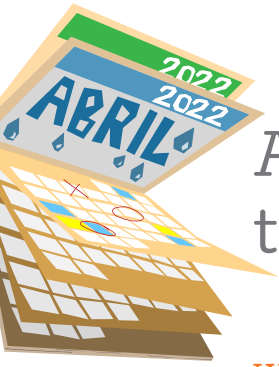
Actionable data, without additional time spent on assessment

When your students submit a response in Boost Lectura, every single tap and click they make is securely collected by the program.

The Boost Lectura dashboard uses all of this information to provide you with insights into student progress. It updates continuously, too—which means you can use it to identify students in need of support even while they are learning with Boost Lectura.

Even for classrooms where instruction is exclusively in English, Boost Lectura's data provides insights into student proficiency in skills that transfer to English, such as decoding. This empowers you to further refine your instruction based on student data.

The program's caregiver letters also enable you to easily share student progress with caregivers, bridging the gap between instruction in the classroom and engagement at home. It includes information on student progress and advice for how to support learners at home.

We designed teacher dashboards to be the fastest place for educators to answer three key questions:

1 Who is not spending enough time in the program to make progress?

2 What are my students working on right now, so I can plan my English and/or Spanish instruction accordingly?

3 Who is struggling and where do they need help?

Amplify.

Boost REPORTING TEACHER GUIDE ⬈ RESOURCE LIBRARY ⬈ DEMO J DOE

Biliteracy Reading Lectura

🏫 Bridge Park ▾ 👥 Martinez 1 ▾ 🖨 Print

Insights Students Class Settings

Total Usage ⓘ
📅 This Week ▾ READING LECTURA

7 meeting usage target

2 not meeting usage target

STUDENTS IN EACH USAGE CATEGORY

These students are not reaching their recommended weekly usage target of **40 min** for **both programs combined.**

🕐 Abel, Tyrell 24 m
🕐 Ahrens, Manuel 35 m

Reading Usage ⓘ
Reading | Lectura

45 min
45 min +
30-45 min
15-30 min
0-15 min
0 min

STUDENTS IN EACH USAGE CATEGORY

Student(s) using **Boost Reading** for 30-45 min this week.

🕐 Abel, Tyrell 21 m
🕐 Ahrens, Manuel 23 m
🕐 Jacobs, Ella 25 m
🕐 Dedrick, Otylia 28 m

Subskill Mastery ⓘ READING

15%

Subskills completed by your class **year to date**

Segment (count) syllables
🎉 Douglass, Jamal
🎉 Baldwin, Katie

Decode VC/CVC Words/ Decode Words with Blends
🎉 Ahrens, Manuel

Most recent subskills mastered over the last seven days. Select a student's name to view their Personalized Path.
1/7–1/14

Subskill Mastery ⓘ LECTURA

24

Subskills completed by your class in the **past week**

Segment 2-Syllable Words into Syllables
Segmentar palabras de 2 sílabas en sílabas
🎉 Montreal, Sergio
🎉 Jacobs, Ella

Decode Words with Hard and Soft g and c
Decodificar palabras con Hard y Soft g y c
🎉 Ahrens, Manuel
🎉 Derick, Otylia

Most recent subskills mastered over the last seven days. Select a student's name to view their Personalized Path.
1/7–1/14

Trouble Spot ⓘ READING

Ahrens, Manuel | Decode 1-syllable words with Letter Combos
Review of all letter combinations: ch, qu, th (voiced), ng, ee, oo, sh, ou, th (unvoiced), aw, er, ck, oi, ar

Bhattacharya, Samuel | Segment (count) Syllables
1- to 3-syllable words: e.g., spill, jacket, hibernate
Read Irregularly Spelled Words
Grade K irregular words : e.g., one, a, were

Douglass, Jamal | Identify Sounds for Letter Combinations
Letter Combinations: sh, ou, er, ck

Trouble Spot ⓘ LECTURA

Ahrens, Manuel | Gap Filling Inferences with Pictures
'How' Inferences
Hacer inferencias para llenar espacios con dibujos
Hacer Inferencias

Bhattacharya, Samuel | Decode Words with Hard and Soft g and c
2-syllable words begins with g/c
Decodificar palabras que contienen los sonidos su...
Palabras de dos sílabas que comienzan con g o c

Dedrick, Otylia | Identify Story Elements in a Short Story
Character, Setting, Problem, Solution; Simple texts
Identificar elementos del cuento en un cuento cort...
Personaje, lugar, problema, solución; textos simples
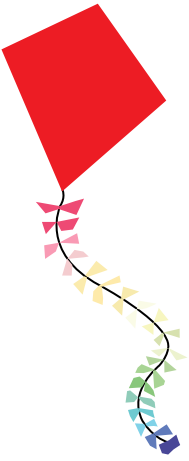
# Instructional parity is at the heart of Boost Lectura

Amplify built a Spanish literacy product that is unique to how Spanish literacy develops, yet equal in quality, rigor of research and pedagogy, engagement, and data to other digital literacy programs. We designed games and our adaptive skill map based on Amplify's Spanish skills progression. While students might see familiar friends or play familiar games from Boost Reading, they're developing Spanish literacy skills and experiencing instruction that was built from the ground up.

Boost Lectura is equitable to Amplify's Boost Reading in that it is a robust digital solution with authentic Spanish texts that provides the right instruction at the right time to develop Spanish literacy.
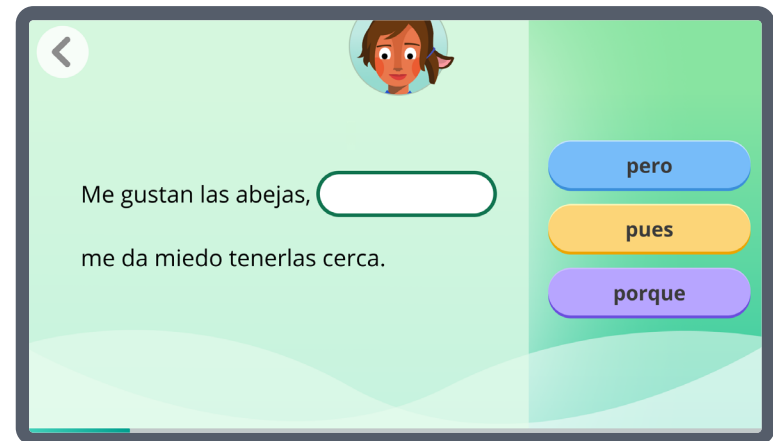
However, with Boost Lectura, you will find key differences in instructional sequence and materials that are unique to the Spanish language.

" [We want] a scope and sequence aligned to how we learn Spanish and not how we learn English translated into Spanish. That's huge for us."

Literacy Administrator, California
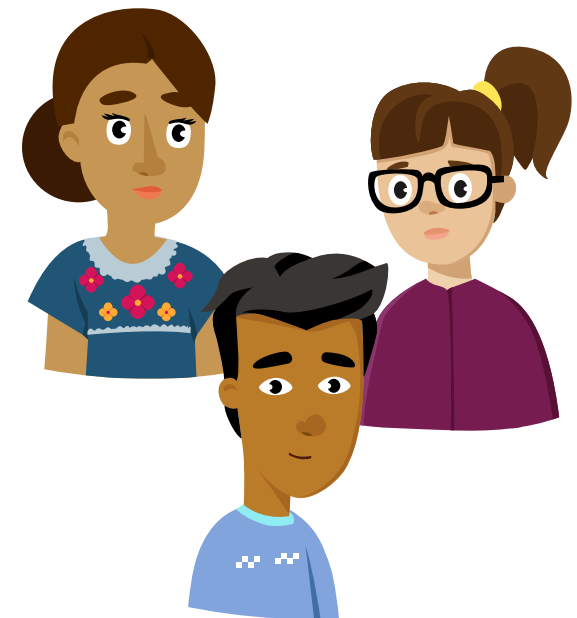
Students have the opportunity to practice reading comprehension in both Boost Reading (left) and Boost Lectura (right)

Hank was chosen for the team ⬚ he was so tall.

or

because

so

Me gustan las abejas, ⬚ me da miedo tenerlas cerca.

pero

pues

porque

The value of learning to read in your native language

Research shows that children with strong proficiency in their native Spanish develop English literacy at a faster rate than their bilingual classmates who have less proficiency in their native tongue, but receive more language instruction.[1]

This is one of the founding principles of Boost Lectura. We've designed a program that builds Spanish literacy and equips students with Spanish literacy skills that can facilitate English literacy development.

Because Boost Lectura is based on the Science of Reading, students will develop key literacy skills (such as phonological awareness, phonics and decoding, fluency, vocabulary, and comprehension) that support literacy development across Spanish and English.

1. Relyea, J. E., & Amendum, S. J. (2020). English reading growth in Spanish-speaking bilingual students: Moderating effect of English proficiency on cross-linguistic transfer. *Child Development, 91*(4), 1150-1165.

"La adquisición del lenguaje escrito no se produce, por el contrario, de modo espontáneo; es necesaria una enseñanza sistemática, ya que sin ella esta habilidad no se consigue y, aun ocurriendo, plantea no poca dificultad a muchos niños y adultos."

—Defior Citoler, S. (1991). El desarrollo de las habilidades metalingüísticas: La conciencia fonológica.

"The acquisition of written language does not occur spontaneously; on the contrary, systematic teaching is necessary, since without it this ability is not achieved and, even if it occurs, it poses no small difficulty for many children and adults."
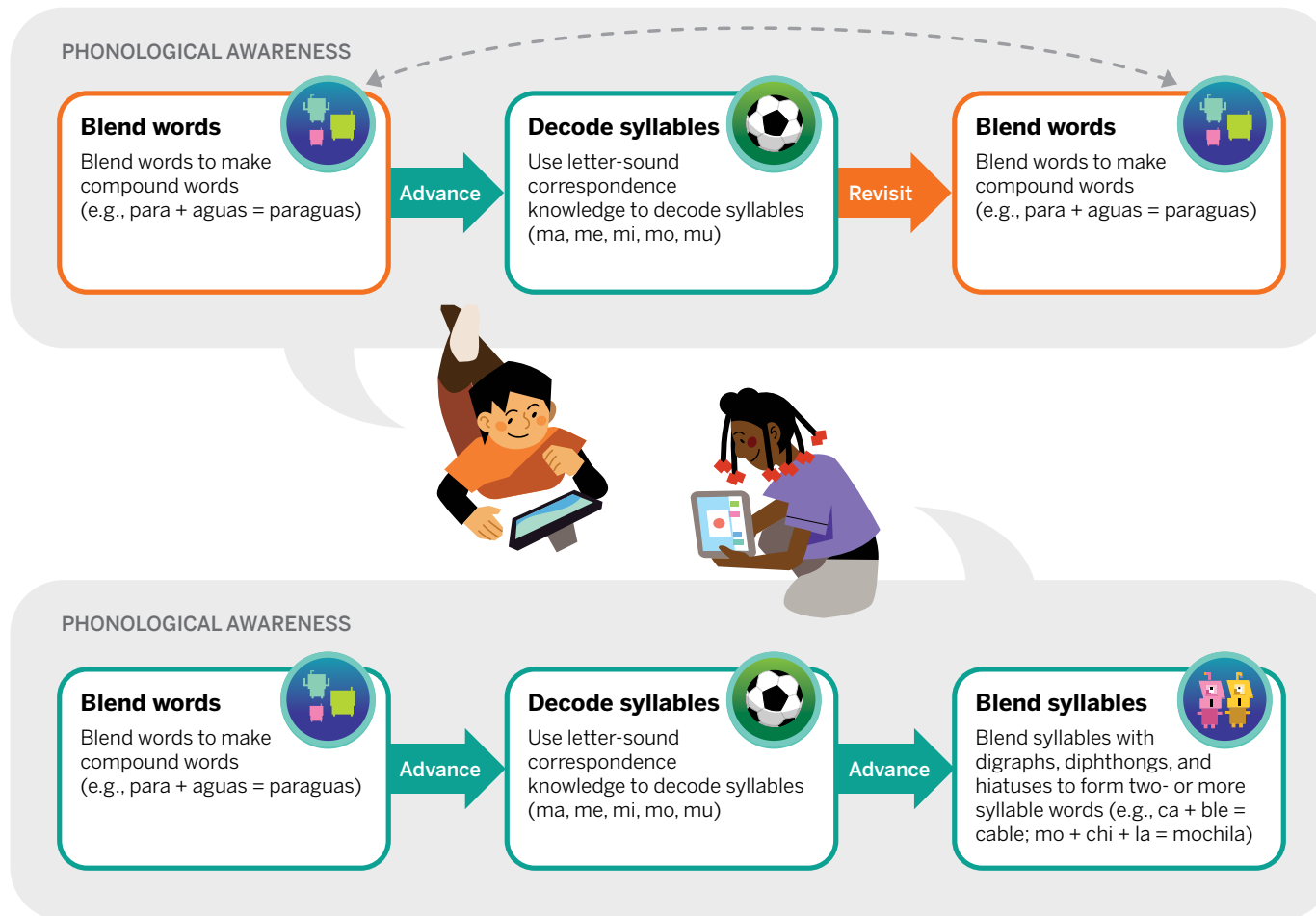
Unparalleled personalization

One of the challenges of managing any classroom (let alone a dual language classroom) is the need to make sure every student gets the right level of attention and practice in the right areas during each session—all in very limited class time. To help address this ubiquitous need, Boost Lectura provides adaptive support in which the content of instruction, degree of scaffolding, and opportunities for practice change based on student performance.

Students move through the program along their own learning pathway, where they encounter personalized content tailored to their evolving needs and strengths.

Moreover, Boost Lectura ensures that students master difficult content in the program. We give you the insights you need to inform instruction, along with the confidence to know students are receiving personalized independent practice.

Adaptive pathways for learners

PHONOLOGICAL AWARENESS

Blend words
Blend words to make compound words (e.g., para + aguas = paraguas)

Advance

Decode syllables
Use letter-sound correspondence knowledge to decode syllables (ma, me, mi, mo, mu)

Revisit

Blend words
Blend words to make compound words (e.g., para + aguas = paraguas)

PHONOLOGICAL AWARENESS

Blend words
Blend words to make compound words (e.g., para + aguas = paraguas)

Advance

Decode syllables
Use letter-sound correspondence knowledge to decode syllables (ma, me, mi, mo, mu)

Advance

Blend syllables
Blend syllables with digraphs, diphthongs, and hiatuses to form two- or more syllable words (e.g., ca + ble = cable; mo + chi + la = mochila)

Boost Lectura's games and difficulty levels adapt to the learner for both remediation and advancement. In the example above, a student who struggles with blending words would receive scaffolded support with blending syllables, then revisit blending words. A student who is more proficient with blending words would advance to blending more complex syllables.

# Concepts of print

Conceptos de lo impreso

Boost Lectura supports the development of proficiency by focusing on the skills students need to be successful readers of Spanish texts.

Over the course of their adventures through Boost Lectura, students will be exposed to rhymes, letter-sound correspondences, decoding and manipulating syllables, decoding words of increasingly complex structures, and more. Students will discover that letters have sounds, that sounds form words, and that words form sentences.

In line with a developmental progression of Spanish literacy development, students will have multiple opportunities to practice identifying and naming uppercase and lowercase letters, a skill highly predictive of later reading success.[1,2] Through our decoding games, students first practice letter-sound correspondences, then decoding syllables and real words in and out of context. Finally, students will have the opportunity to apply these skills and more—such as recognizing that sentences are comprised of words—by reading authentic Spanish texts.

1. Kim, Y., & Pallante, D. (2012). Predictors of reading skills for kindergarteners and first grade students in Spanish: A longitudinal study. *Reading & Writing*, 25, 1-22.
2. Caravolas, M. et al., (2013). Different patterns, but equivalent predictors of growth in reading in consistent and inconsistent orthographies. *Psychological Science*, 24(8), 1398-1407.
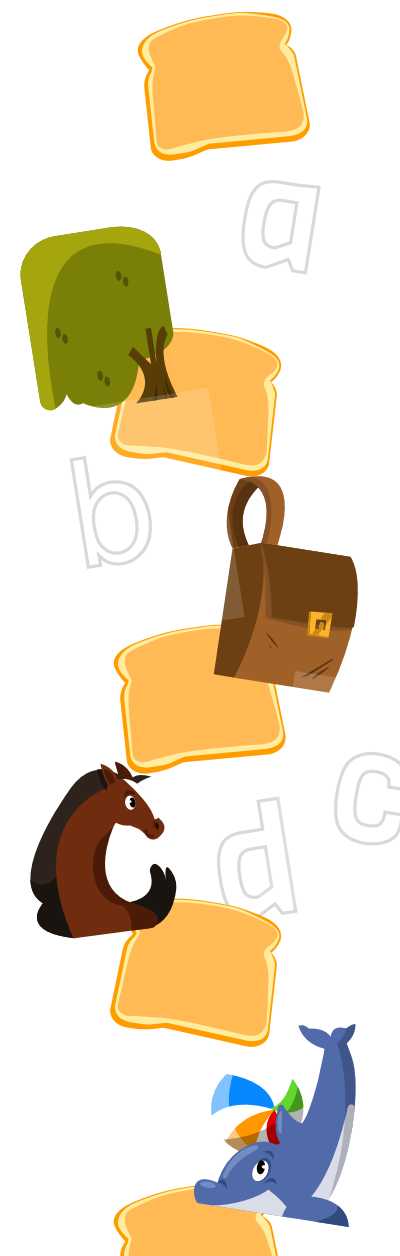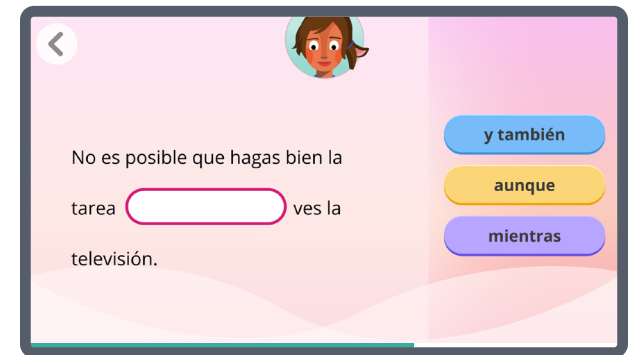
Students learn sound-spelling correspondences.

Students then progress to learn letter combinations and their sounds.

Students read full sentences and identify the missing connective to support reading comprehension.

Phonological awareness
## *Conciencia fonológica*

Understanding that spoken language is made up of smaller building blocks, such as syllables and letter sounds, is critical for learning to read in any alphabetic language.[1]

Early learners develop their phonological awareness by first learning to blend, segment, and manipulate units of increasingly smaller grain size, such as compound words, syllables, and phonemes. Accordingly, in Boost Lectura, we provide students multiple opportunities to practice these skills, often using representations (such as updated versions of Elkonin sound boxes, used to help students isolate sounds and phonemes in a word) to help students visualize the sounds and syllables.

Research indicates phonological awareness skills in Spanish are not only related to Spanish reading, but also critical for English reading.[2,3,4]

1. Anthony, J. L. & Francis, D. J. (2015). Development of phonological awareness. *Current Directions in Psychological Science*, 14, 255-259.
2. Miguez-Álvarez, C. et al., (2021). Relationships between phonological awareness and reading in Spanish: A meta-analysis. *Language Learning*, 72, 113-157.
3. Anthony, J. L. et al., (2009). Development of bilingual phonological awareness in Spanish-speaking English language learners: The roles of vocabulary, letter knowledge, and prior phonological awareness. *Scientific Studies of Reading*, 13, 535–564.
4. Durgunoğlu, A. Y. et al., (1993). Cross-language transfer of phonological awareness. *Journal of Educational Psychology*, 85, 453–465.
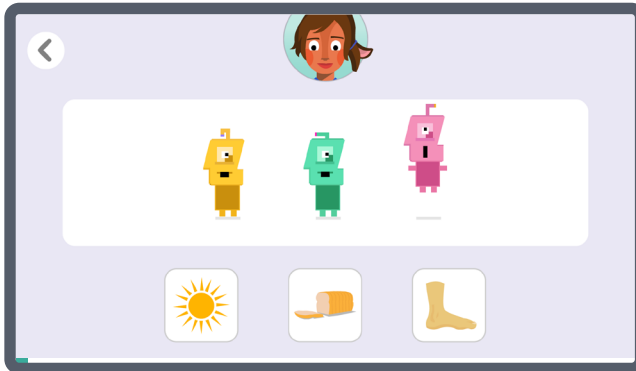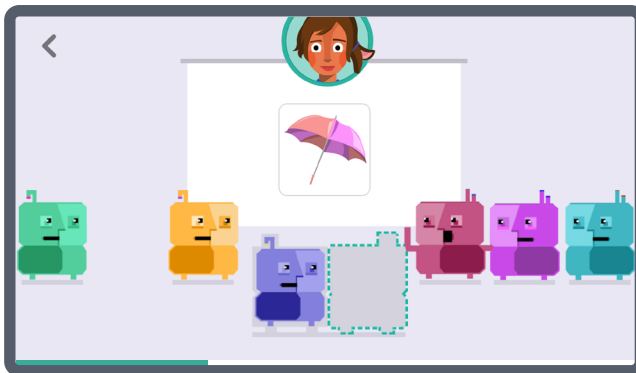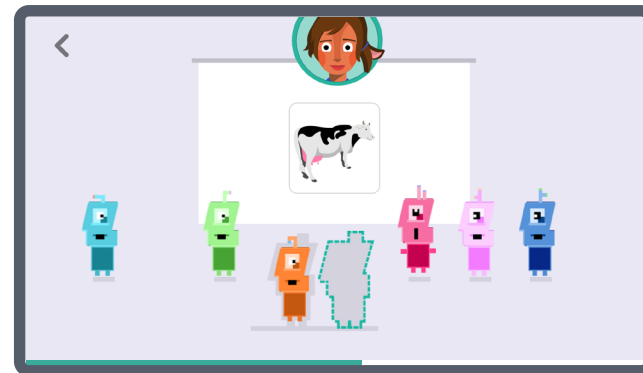
Students practice combining sounds by mixing bots of different sizes that represent compound words, syllables, and phonemes.
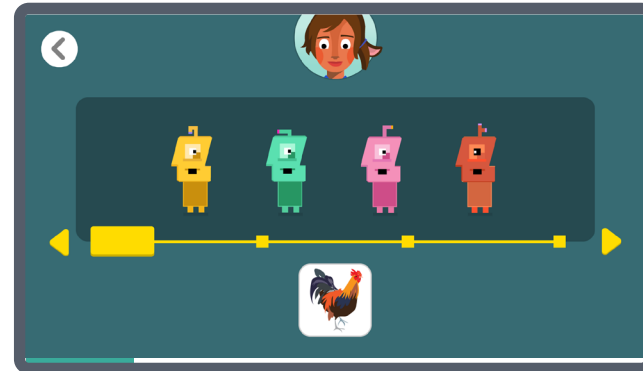
Students read full sentences and identify the missing connective to support reading comprehension.

In this game, bots can speak only part of a word.

Students practice segmenting by finding the right combination of bots to make a target word.

Phonics and decoding
Instrucción fonética y decodificación

Decoding (the ability to apply knowledge of letter-sound correspondences to correctly pronounce larger units) is critical for reading. Because Spanish is a syllable-timed language in which syllables are the most consistent sublexical units, it is essential to provide students with practice decoding syllables.[1,2] Students learning to read in Spanish demonstrate facility decoding syllables early in their literacy journey.[3]

In Boost Lectura, students begin with letter-sound correspondences, learning to recognize and articulate sounds. The adaptive program offers multimodal support—for example, in one game, an animated mouth forms each sound to model the articulation of sounds. After students gain proficiency in articulation, they build awareness of phonemes, then advance to building knowledge of syllables. Students practice decoding syllables in an evidence-based, developmentally appropriate progression.[4] Eventually, students decode words using syllable-based (/me/ /sa/) and phoneme-based (/m/ /e/ /s/ /a/) approaches.

1. Jiménez, J. E. et al., (2010). Metalinguistic awareness and reading acquisition in the Spanish language. *The Spanish Journal of Psychology*, 3(1), 37-46.
2. Soriano-Ferrer, M., & Morte-Soriano, M. R. (2016). Developmental dyslexia in Spanish. *Learning Disabilities: An International Perspective*.
3. Jiménez, J. E. et al., (2010). Do Spanish children use the syllable in visual word recognition in learning to read? *The Spanish Journal of Psychology*, 13(1), 63-74.
4. Roberts, A. I. et al., (2007). Reading development and dyslexia in a transparent orthography: a survey of Spanish children. *Annals of Dyslexia*, 179-198.
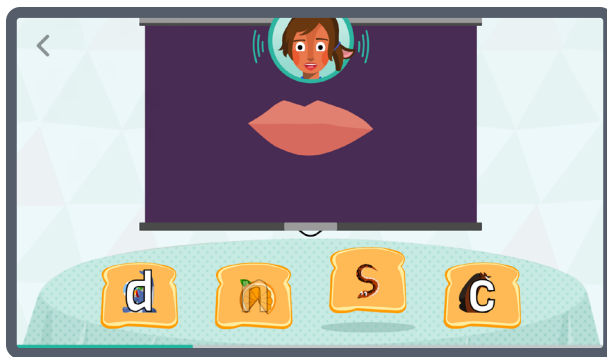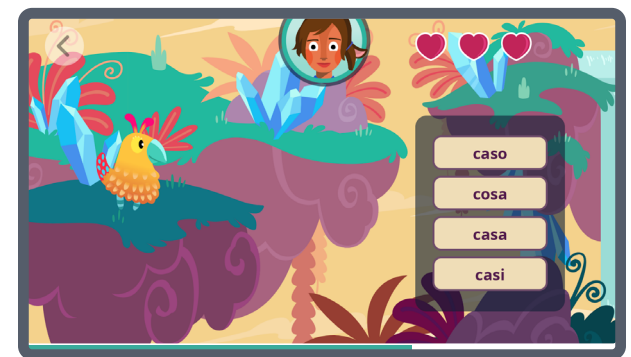
Students learn to form letter sounds.
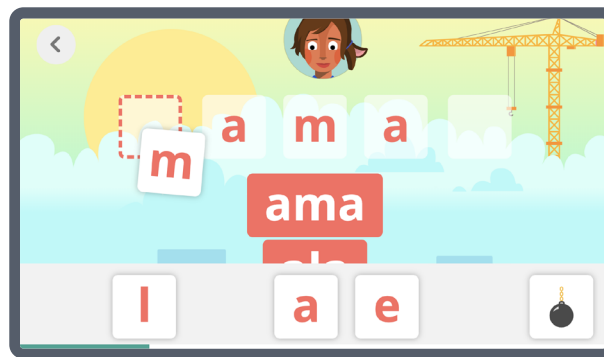
Students then learn to manipulate sounds to form new words.

Students practice reading words to apply multiple rules over time.

Vocabulary
Vocabulario

Decoding words is just one piece of engaging with written text. If students can decode a word but do not know its meaning, they'll have difficulty comprehending the text.[1] Research shows that having a deep vocabulary is as important for comprehension as how many words you can decode.[2,3] This is why it is important to teach the broader conceptual understanding associated with a word, rather than just its definition. This conceptual knowledge is predictive of reading comprehension and overall academic achievement, and particularly important for capitalizing on the language skills of multilingual learners.[4]

In Boost Lectura, students explore relationships among words across multiple contexts. They will investigate words and their meanings by utilizing word structures, organizing words along semantic gradients, using context to build meaning, and exploring the utility of cognates for making meaning across languages.

" Vocabulary knowledge is not simply about learning individual word labels and associated meanings. Instead, vocabulary knowledge reflects learners' conceptual knowledge that is built around the labels and meanings of words." [4]

1. National Reading Panel (US), National Institute of Child Health, Human Development (US), National Reading Excellence Initiative (US), National Institute for Literacy (US), United States Public Health Service & United States Department of Health (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.
2. Baker, D. L. et al., (2020). Development and promise of a vocabulary intelligent tutoring system for second-grade Latinx English learners. *Journal of Research on Technology in Education*, 53(2), 223–247.
3. Proctor, C. P. et al., (2011). Improving comprehension online: Effects of deep vocabulary instruction with bilingual and monolingual fifth graders. *Reading & Writing*, 24, 517–544.
4. Mancilla-Martinez, J. et al., (2020). Patterns of development in Spanish-English conceptually scored vocabulary among elementary-age dual language learners. *Journal of Speech Language and Hearing Research*, 63(9), 3084–3099.

Students must repair an underground world by tunneling through dirt and fixing broken sentences.

In this game, students collect "word parts" to complete sentences and progress through tunnels.

Word recognition via morphology
Reconocimiento de palabras por su morfología

Like English, many words in Spanish are formed with prefixes and suffixes. If students know the meaning of "tocar" (touch), they can use their knowledge of prefixes and suffixes to understand "intocable" (untouchable). This example shows why morphology is so important for developing vocabulary understanding.

Through Boost Lectura, students build new words using principles of morphology, with an explicit focus on cognates shared across Spanish and English.[1,2,3] Students will also practice identifying and manipulating other properties of Spanish words (such as inflections for gender, number, and agreement between nouns and adjectives) to create meaning.

Practice with these skills develops vocabulary and comprehension, which students will use when enjoying our adaptive, authentic Spanish texts.

> " Teachers [often] have limited knowledge of cognates and how to teach them, and students such as Latino English Learners [ELs] are deprived of a classificatory word scheme that can potentially help them understand the difference between the language they know (Spanish) and the one they want to acquire (English).
>
> Teaching Spanish-English cognates represents an assets approach to literacy instruction—one that builds on the knowledge that students already have... " [4]

1. D'Alessio, M. J. et al., (2019). The relationship between morphological awareness and reading comprehension in Spanish-speaking children. *Scandinavian Journal of Psychology*, 60(6), 501–512.
2. Marks, R. et al., (2022). Cross-linguistic differences in the associations between morphological awareness and reading in Spanish and English in young simultaneous bilinguals. *International Journal of Bilingual Education and Bilingualism*, 25(10), 3907–3923.
3. Proctor, C. P., & Mo, E. (2009). The relationship between cognate awareness and English comprehension among Spanish-English bilingual fourth grade students. *TESOL Quarterly*, 43(1), 126–136.
4. Hernández, A. C. et al., (2016). Using Spanish-English cognates in Children's Choices picture books to develop Latino English learners' linguistic knowledge. *The Reading Teacher*, 70(2), 233–239.
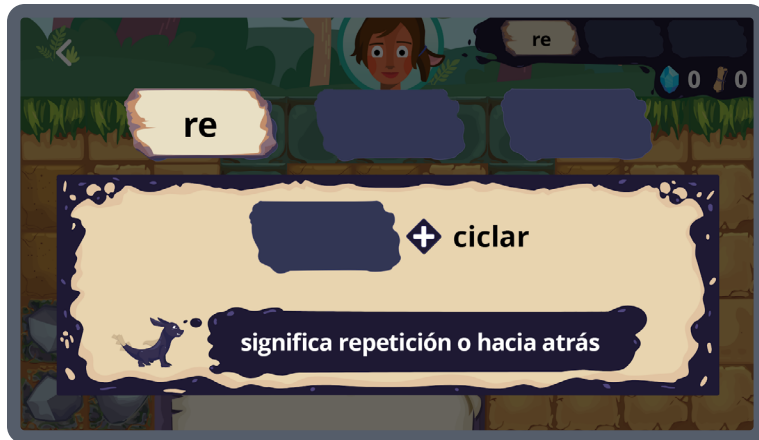
Students mine a morpheme by splitting an affix from a root word, modeling the strategy for decoding unfamiliar words.

Students have to collect several morphemes and apply them correctly to clear a cavern and move on to the next level.

Reading comprehension

Comprensión lectora

Reading comprehension is "the essence of reading" because it depends on the acquisition of all the foundational literacy skills needed to understand printed text.[1,2] With Boost Lectura, students practice comprehension processes (such as constructing mental models of the text) to create comprehension products, such as summaries, predictions, and identifying the main idea of a text.

When reading the sentence "Los lentes ayudan a ver mejor_____ protegen del sol," students use their understanding of the independent clauses "Glasses help us see better" and "protect [our eyes] from the sun" to determine how to join these two ideas together.[3] In this example, a student should choose "y además" ("in addition") as the connective (the phrase that links two related ideas).

In Boost Lectura, students receive direct instruction on connectives and their meanings, and demonstrate their understanding of connectives through varied examples.

1. Baker, D. L. et al., (2022). Relation between the essential components of reading and reading comprehension in monolingual Spanish-speaking children: A meta-analysis. *Educational Psychology Review.* https://doi.org/10.1007/s10648-022-09694-1.
2. McNamara, D. S. (Ed.) (2007). Reading comprehension strategies: *Theories, interventions, and technologies.* Mahwah, NJ: Lawrence Erlbaum.
3. Fraser, C. et al., (2021). English language learners' comprehension of logical relationships in expository texts: Evidence for the confluence of general vocabulary and text-connecting functions. *Language Learning*, 71, 872-906.
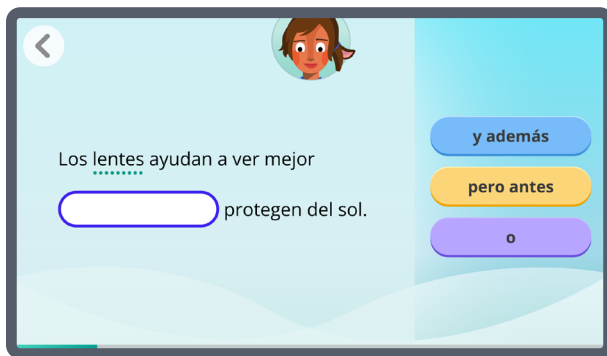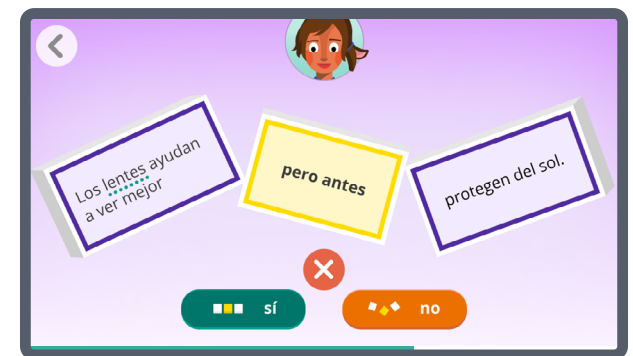
Students practice identifying how two clauses are related by choosing the connective word that fits best to create a coherent sentence.
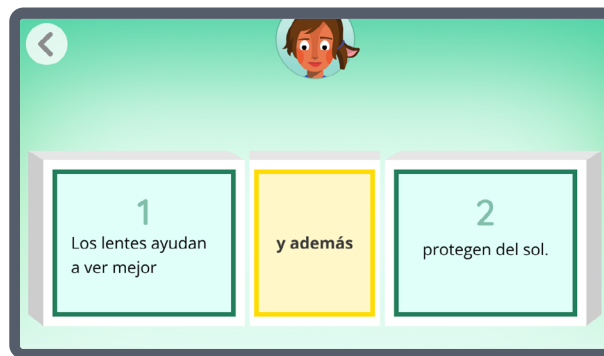
When students struggle, they are explicitly taught the meaning of the connective and how it impacts the clauses it connects (e.g., "We use 'y además' when the second idea tells us something close to the first idea.").

The game adapts to give repeated practice on any connective a student missed.

Orthographic accentuation
Acentuación Ortográfica

Some languages with transparent orthographies, like Spanish, use a stress mark—such as an acute accent placed over a stressed vowel—to indicate the relative prominence of the syllable within a word.[1] This marker of lexical stress is used to differentiate between words that are similar but grammatically unequal. An accent can also identify which syllable in a multisyllabic word should be stressed. One accent can change the entire meaning of a sentence!

Boost Lectura provides explicit instruction in orthographic accentuation, as well as opportunities for students to practice applying their knowledge of lexical and tonic stress to words both in isolation and in the context of connected text. This helps them build prosody, which is a critical component of learning to read in Spanish.[2,3]

> " In the case of Spanish, lexical stress is variable, unlike the fixed stress system of other languages... For example, in minimal pairs such as sábana 'sheet' versus sabana 'savannah,' meaning may only be differentiated by stress. At other times, stress is a cue to grammatical category (e.g., jugo 'juice' [noun] vs. jugó 'played' [verb])... Thus, stress in Spanish is a crucial element in deriving both lexical and morphosyntactic meaning." [4]

1. Gutiérrez-Palma, N., et al., (2016). Lexical stress awareness and orthographic stress in Spanish. *Learning & Individual Differences*, 45, 144-150
2. Defior, S. et al., (2012). Prosodic awareness skills and literacy acquisition in Spanish. *Journal of Psycholinguistic Research*, 41, 285-294.
3. Gutiérrez-Palmer, N..et al., (2009). Detecting stress patterns is related to children's performance on reading tasks. *Applied Psycholinguistics*, 30, 1-21.
4. Gutiérrez-Palma, N. et al., (2021). On the role of the written accent mark in visual word recognition in Spanish. *Journal of Research in Reading*.
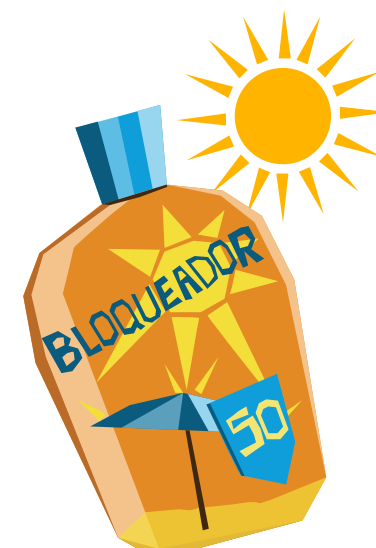
bebé

bebe

Transferring hard-won skills to rich text

Students of Boost Lectura use digital, authentic Spanish-language texts that adapt to their needs and development. Students will read Mayan myths, biographies about Spanish historical figures, stories rooted in Latin American culture, and more!

To ensure that students are practicing their developing literacy skills, we integrated interactions from games that they'd be familiar with right into our digital texts. This allows students to move seamlessly from text-embedded-in-games to games-embedded-in text, maximizing their transfer of skills to connected text and their sense of growing competency.

Students also read books in which they can practice the decoding and comprehension skills they've been learning. All of our books include a variety of supports, such as reveal words (synonyms and definitions for grade-level vocabulary words), read alouds, and word highlighting, so that all students—regardless of reading level—can access and learn from them.

¿Qué puedes hacer?

Escrito por Claudia Loring   Ilustrado por Lyndsay Danino

Hormigas amigas

Escrito por Claudia Loring
Ilustrado por Audrey Hawkins

¿Qué pasa con Tina la gallina?

Escrito por
Manuel Guedán

Ilustrado por
Ashling Tu

Dear teachers,

We see your relentless commitment to your students and school community year after year.

We know that you're building America's future every day, one child at a time. The work you do is vital, and it's never been more difficult. We honor your time, and thank you for letting us partner with you on the important mission of literacy development.

With Boost Lectura, we worked to develop a program that would help all students feel confident, curious, and engaged as readers. We hope it empowers you with the tools you need to help students succeed, and to create the rich and rigorous learning that will ignite a love of reading in them. We also hope it builds stronger connections between you, your students, their homes, and their classrooms.

Thank you for all you do!

Sincerely,
Amplify

BUILT ON THE
Science
OF
Reading

For more information on Boost Lectura
or our Spanish biliteracy suite,
contact your Amplify representative today:
(800) 823-1969 or visit **amplify.com/reading**

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