Publisher's Response:
Hola Books Foundational Skill Program for Grades K-1

October 2025

I Love to Read in Spanish, on behalf of Hola Books, appreciates the opportunity to participate in the Texas Instructional Materials Review and Approval (IMRA) process and extends our sincere gratitude to the Texas Education Agency and the review committee for their thoughtful evaluation of our submission.

We value the rigor and transparency of the IMRA process and view it as an essential step in ensuring that Texas educators have access to the highest-quality instructional materials for emergent bilingual students.

We appreciate the Texas Resource Review committee's thorough evaluation of Hola Books, which recognized our program as **100% aligned to the Texas Essential Knowledge and Skills (TEKS)** for Spanish Language Arts and foundational skills in grades K–1. We are proud that our materials meet all requirements in key sections of the Quality Rubric, reflecting our commitment to delivering high-quality, evidence-based Spanish literacy instruction.

While we are pleased with the strong alignment ratings, we also welcome the opportunity to carefully review the indicators in which full credit was not awarded. Hola Books recognizes the value of this process in highlighting areas where additional clarification or visibility of existing components may be beneficial. Many of the elements referenced in the review are already embedded within our materials and instructional design, and we are committed to ensuring that their purpose and alignment are more clearly demonstrated to educators and reviewers alike. Our goal remains to provide Texas teachers with resources that are both instructionally powerful and easy to implement, supporting equitable literacy outcomes for all students.

Publisher's Response to Quality Rubric Feedback

In the following section, Hola Books provides detailed responses to each indicator where clarification or additional evidence was requested. Each response identifies where the corresponding content can be found in the program materials and outlines any planned revisions or enhancements designed to ensure complete alignment with the intent of the Texas Quality Rubric.

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Indicator 2.1a – Assessment Guidance and Variety of Assessments

Score: 7/9

Publisher's Response:

Hola Books appreciates the Texas Resource Review committee's recognition of the robust variety of instructional assessments embedded throughout our program. Our design intentionally integrates assessment into daily instruction, allowing teachers to evaluate progress authentically as students engage in oral reading, dictation, and comprehension activities.

Within each color-coded series, teachers have multiple opportunities to assess students in the moment. During oral reading practice, teachers can monitor accuracy, automaticity, and prosody, gathering immediate data about decoding and fluency. The daily dictation process (dictado) serves as a powerful formative assessment of phonics, spelling, and sentence construction, enabling teachers to observe mastery of taught patterns in real time.

Additionally, the "Después de leer" section in the Guía del docente guides teachers to evaluate comprehension through structured discussion or brief written responses, allowing for deeper insight into understanding beyond word-level skills. Collectively, these embedded opportunities provide teachers with ongoing, actionable feedback aligned to TEKS expectations without interrupting the flow of instruction.

Hola Books believes that assessment is most effective when it mirrors authentic reading and writing behaviors. By integrating daily opportunities for teachers to listen, observe, and respond to student performance, our program ensures that assessment remains both instructionally meaningful and developmentally appropriate for early Spanish literacy learners.

Indicator 5.B.1c – Opportunities for Students to Ask and Answer Questions in Spanish

Score: 3/4

Publisher's Response:

Hola Books appreciates the Texas Resource Review committee's recognition that our materials provide abundant opportunities for students to listen, discuss, and share ideas in Spanish through structured oral-language activities. We respectfully clarify that the program also offers authentic and natural opportunities for students to ask questions, even when not scripted verbatim in every lesson.

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Our approach to oral language development is grounded in interactive dialogue rather than scripted exchanges. Throughout the *Guía del docente*, teachers are guided to foster comprehension and critical thinking through prompts such as "*¿Qué piensas?*", "*¿Qué crees que pasará después?*", or "*¿Por qué crees que el personaje hizo eso?*". These open-ended stems invite students to generate and ask their own questions—clarifying understanding, seeking information, and deepening comprehension.

In lessons like "*La lámpara fina*" and "*Félix está enfermo,*" teachers are encouraged to extend discussion beyond the provided questions, allowing children to express curiosity and connect personal experiences to the text. The *Reflexiona sobre la lectura* and *¿Sabías que…?* sections also prompt wonder-based inquiry, where students naturally ask questions and explore topics introduced by the story.

Hola Books views questioning as a hallmark of authentic oral interaction. By equipping teachers with flexible discussion prompts, sentence stems, and routines that normalize curiosity, our materials ensure that students are not only answering questions, but also learning to pose their own—a key component of academic language and comprehension growth in Spanish.

Indicator 5.E.3a – Systematic and Authentic Sequence for Introducing Grade-Level Morphemes

Score: 0/1
Publisher's Response:

Hola Books appreciates the Texas Resource Review committee's attention to morphological instruction and the opportunity to clarify how our program addresses grade-level morphemes in a developmentally appropriate, Spanish-authentic sequence.

Our approach to morphology is intentionally integrated within the foundational phonics progression and revisited across the five color-coded series (Verde, Amarilla, Morada, Azul, Roja). Rather than isolating affixes from meaningful text, Hola Books introduces them in context through decodable reading and dictation routines, where students apply morphological knowledge as part of reading and writing authentic Spanish words.

The affixes *–s* and *–es*—which function as plural markers—are explicitly taught and reinforced through syllabic decoding lessons and word-building activities beginning in *Serie Verde Volumen 1*. Students encounter plural formation naturally as they decode and encode words such as *casas*, *pelotas*, and *gatos* in both the *Cuaderno de práctica* and *Guía del docente*. Teachers are guided to emphasize these morphological relationships during *dictado*, sentence construction, and shared reading tasks, ensuring students understand how meaning changes

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when a suffix is added.

Beyond plural markers, Hola Books provides a comprehensive morphological sequence that includes derivational suffixes (*-ito/ita*, *-oso/osa*, *-ísimo/ísima*, *-ero/era*, *-azo/aza*) and adverbial suffixes (*-mente*), progressing from simpler to more complex patterns as students advance through the program. This authentic, Spanish-first progression reflects how morphology is acquired in transparent orthographies and is fully aligned with the intent of the Spanish Language Arts TEKS (1.3C) to promote word-analysis and vocabulary growth.

Hola Books remains committed to providing teachers with clear guidance for highlighting these morphemes through connected practice—reading, dictation, and word analysis—so that students build both decoding efficiency and morphological awareness in authentic Spanish contexts.

Everyone at Hola Books sincerely appreciates the time, expertise, and dedication of every individual involved in the Texas Instructional Materials Review and Approval (IMRA) process.

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