

PROBLEM STATEMENT:

Limited literacy tools are intentionally designed for Spanish language learning. My Reading Academy Español (MRAE) integrates the principles of the Science of Reading with adaptive technology to deliver personalized Spanish instruction in phonological awareness, reading comprehension, and fluency while honoring students' cultural identities and supporting biliteracy development.

INPUTS What does MRAE provide?	PARTICIPANTS Who uses MRAE?	ACTIVITIES How are participants using MRAE?	OUTPUTS What are the measurable results of implementing MRAE?	OUTCOMES What are the expected changes or impacts of using MRAE?					
MY READING ACADEMY ESPAÑOL PROVIDES: Adaptive, standards- aligned learning games Extensive library of carefully selected, culturally relevant, and authentic books Embedded continuous assessments Personalized Mastery Learning System™ Accessibility features Targeted scaffolding for learning Educator resources Educator and administrator dashboard Professional development resources Single Sign-On and Learning Management System integration	PRE-K-2 STUDENTS**	Log in to Personalized Mastery Learning System Take embedded placement activities Participate in scaffolded learning games Watch instructional videos Engage with adaptive prompts and respond to feedback Reattempt learning games Take embedded assessments Select additional learning activities, including culturally relevant and authentic books Take corresponding assessments Participate in offline activities led by educator	Total number of logins Scores for placement activities Total number of active minutes Average weekly minutes Average duration of game plays Total number of game plays Number of instructional videos Responses to adaptive prompts Number of reattempted games Scores from continuous assessments Total number of additional learning activities, including books Scores from additional learning activity assessments Proportion of offline activities marked as complete		Recognize and identify basic parts of a book, understand basic letter sounds, and trace uppercase and lowercase letters Build foundational oral vocabulary, use descriptive language, and develop basic listening comprehension skills Make simple predictions about stories		Master phonological awareness skills (rhyming, syllable blending, phoneme segmentation) and demonstrate lettersound correspondence for consonants and vowels Consistently apply book directionality concepts and use basic word categories and descriptive language Show improved listening comprehension with longer texts and begin using early reading comprehension strategies Build autonomy, self-esteem, and a positive identity when learning in their home language and culture		Develop strong phonological awareness, including complex syllable manipulation and mastery of decoding basic syllable patterns (e.g., CV, VC, CVC) Build a robust vocabulary (nouns, adjectives, verbs) and demonstrate proficiency in reading comprehension strategies Identify story elements (character, setting, problem, solution) and accurately sequence events in stories Apply phonics skills to decode increasingly complex words and master concepts of print and alphabet knowledge Increase confidence and persistence in reading while using reading skills to gain knowledge in new content
District Provides: Devices (e.g., tablets, laptop, headsets) Internet access Time for orientation and onboarding	TEACHERS	Participate in professional development Monitor student data and progress in the dashboard and reports Use offline resources for small group support, enrichment, and extended learning	Professional development attendance Frequency of dashboard usage Proportion of offline activities marked as complete	-	Use student usage and progress data to inform instructional planning Access professional learning resources to enhance teaching practices	•	Develop the capacity to support students based on individual needs and progress Deepen skills in supporting students' biliteracy development Honor cultural identities by integrating diverse perspectives in texts and vocabulary development	•	Capacity to plan and facilitate biliteracy instruction Increase self-efficacy in teaching Pre-K–2 reading in Spanish Foster a classroom culture for diverse perspectives
	SCHOOL AND DISTRICT ADMINISTRATORS	Participate in professional development Review data and progress in the dashboard and reports Monitor school, classroom, and	Professional development attendance Frequency of dashboard usage						

Monitor school, classroom, and

student progress and check in with

individual educators as needed

FIGURE 1. My Reading Academy Español Logic Model



* Mastery Learning System™ is an instructional approach that requires students to fully grasp a concept or skill before advancing to the next stage.

This data-driven approach ensures mastery at each step through personalized feedback and repeated practice, enabling students to learn at

their own pace while receiving targeted support as needed
** Age of Learning recommends students engage in *My Reading Academy* Español for 15–20 minutes a day, 3–4 times a week.