

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Ono Learning, LLC	Método Onomatopéyico KG - Onomatopoeic Program
Subject	Grade Level
Spanish Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage: 0%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 34 / 275

IMRA Reviewers

Flags for Suitability Noncompliance 2

Indicator	Count of Flags
1. Prohibition on Common Core	0
2. Alignment with Public Education’s Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children’s Innocence	2
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0

Flags for Suitability Compliance 0

Indicator	Count of Flags
Alignment with Public Education’s Constitutional Goal, 2.1.1	0
Promoting Sexual Risk Avoidance, 6.2	0

Alleged Factual Errors 35

Public Feedback

Flags for Suitability Noncompliance 0

Rubric Indicator	Count of Flags
1. Prohibition on Common Core	0
2. Alignment with Public Education’s Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children’s Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0

Alleged Factual Errors 0

Public Comments 0

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	0 / 52
2. Progress Monitoring	2 / 28
3. Supports for All Learners	2 / 30
4. Phonics Rule Compliance	5 / 36
5. Foundational Skills	25 / 129

Strengths

- No strengths in this material

Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence outlining TEKS, suggested pacing, explanations for unit order, guidance for lesson internalization, or resources to support administrators and instructional coaches.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews with background content knowledge and academic vocabulary, nor do they provide family support suggestions in both Spanish and English.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, instructional assessments, suggested timing, a list of necessary teacher and student materials, nor guidance for extended practice.
- 2.1 Instructional Assessments: Materials do not include a variety of instructional assessments at the unit and lesson levels, do not define their purposes, lack teacher

guidance for consistent administration, are not aligned to TEKS and objectives, nor include standards-aligned items at varying levels of complexity.

- 2.2 Data Analysis and Progress Monitoring: Materials do not include instructional assessments with scoring guidance, do not provide strategies for responding to student performance trends, nor offer tools for students to track their own progress and growth.
- 3.1 Differentiation and Scaffolds: Materials do not include teacher guidance for differentiated instruction, do not provide scaffolded lessons for students below proficiency, lack pre-teaching supports for unfamiliar vocabulary, nor offer enrichment activities for students who have demonstrated proficiency.
- 3.2 Instructional Methods: Materials do not include prompts or guidance for explicit modeling and communication of concepts, lack recommendations for effective lesson delivery using various instructional approaches, and do not support multiple types of practice or provide guidance on implementation structures.

- 3.3 Support for Emergent Bilingual Students: Materials do not include implementation guidance for state-approved bilingual/ESL programs, lack embedded teacher support for developing academic vocabulary and comprehension, nor provide opportunities for metalinguistic transfer in dual language immersion programs.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials do not include systematic, sequenced phonics instruction, lack daily opportunities for explicit practice, do not provide phonics skills practice in isolation or through decodable texts, nor offer cumulative review of previously taught skills.
- 4.2 Daily Instructional Sequence and Routines: Materials do not include daily lessons with explicit instruction and teacher modeling, lack opportunities for guided instruction with immediate corrective feedback, nor provide varied opportunities for collaborative learning and independent practice.
- 4.3 Ongoing Practice Opportunities: Materials do not include intentional cumulative review or practice activities, do not focus on explicitly taught phonics skills, lack decodable texts incorporating cumulative practice, nor provide opportunities for practice in both isolation and connected text.
- 4.4 Assessment: Materials do not include a variety of developmentally appropriate assessment tools, lack clear directions for accurate administration, do not provide progress monitoring tools that measure students' acquisition of grade-level phonics skills, nor offer assessment opportunities aligned to these tools throughout the school year.
- 4.5 Progress Monitoring and Student Support: Materials do not include data-management tools for tracking individual or whole-class progress, lack specific guidance on determining progress monitoring frequency, nor provide strategies for accelerating learning based on data to reach mastery of concepts.
- 5.B.1 Oral Language Development: Materials do not include explicit or systematic instructional guidance on developing oral language, lack opportunities for social and academic communication, nor provide authentic opportunities in Spanish for active listening, discussion, and idea-sharing.
- 5.C.1 Alphabet Knowledge: Materials do not include a systematic sequence authentic to Spanish for introducing letter names and sounds, lack guidance for explicit instruction in letter identification and formation, nor provide a variety of activities in Spanish for practicing and reinforcing alphabet knowledge.
- 5.C.2 Letter-Sound Correspondence: Materials do not explicitly or systematically introduce letter-sound relationships in Spanish, lack guidance for explicit instruction with feedback on common errors, nor provide a variety of activities to practice and reinforce decoding skills in either isolated or connected text.
- 5.D.1 Phonological Awareness: Materials do not include a systematic and authentic

Spanish sequence for introducing phonological awareness activities aligned with grade-level TEKS, lack explicit instruction with feedback on common errors, nor provide a variety of activities to practice and reinforce these skills.

- 5.D.2 Phonemic Awareness: Materials do not include a systematic and authentic Spanish sequence for introducing phonemic awareness activities, lack explicit instruction with feedback on common errors, do not offer guidance on connecting phonemic awareness to the alphabetic principle, nor provide a variety of activities to practice and reinforce these skills.
- 5.E.1 Sound-Spelling Patterns: Materials do not include a systematic sequence for

introducing grade-level sound-spelling patterns, lack explicit instruction guidance, nor provide a variety of activities in Spanish to develop, practice, and reinforce these patterns, failing to support decoding and encoding both in isolation and connected text.

- 5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types: Materials do not include a systematic sequence for decoding and encoding multisyllabic words, lack explicit instruction guidance in Spanish on syllable division principles, nor provide a variety of activities to practice and reinforce these skills in either isolation or connected text.

Summary

Ono Learning is a Spanish Phonics, K-Grade 3 program that meets 12% of alignment with the IMRA rubric for Kindergarten. The Método Onomatopéyico includes culturally relevant poems, songs, and chants such as *Trabalenguas* and *Rethalias*, which *are intended* to develop oral language and support students in phonics practice through music and movement. Additionally, the program includes routines *designed* to support word study, mechanics, and punctuation through *El Dictado*, where the teacher reads words or short phrases, and students write.

Campus and district instructional leaders should consider the following:

- Lessons within the Ono Learning program do not include explicit guidance, scripts, and directions for teacher delivery and structured implementation practices for whole-group and small-group instruction. Additionally, the Kindergarten phonics materials include materials with many errors. For example, Kindergarten rhyming cards in Spanish include words such as "botas" and "pelota", resulting in student misconceptions of foundational phonics concepts. The program would require novice and veteran teachers to determine how to use the materials best to support emergent bilingual students in phonics acquisition. It would require extensive planning time to review materials for accuracy.
- The program does not include a sequence or a continuum to support the teacher in teaching phonics according to research-based practices for Spanish phonics acquisition for Kindergarten. While the program consists of resources to support rhyming and syllable manipulation, the teacher or instructional leaders must determine in what order the materials will be taught to support foundational phonics development.

Intentional Instructional Design

1.1	Course-Level Design	0/14
1.1a	Materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course.	0/4
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	0/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	0/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	0/4

The materials do not include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials do not include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials do not include guidance, protocols, and/or templates for unit and lesson internalization. Materials do not include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

- The materials include a teacher's manual, "*Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada*." The manual includes the ten different components detailed in the program and includes "*Componentes Orales, Componentes Auditivos, Componentes Visuales*." The manual does not include a scope and sequence that outlines the TEKS, concepts, and knowledge taught in the course.
- The materials provide a pacing guide in the form of a calendar, "*Temporalización de Onemas*," that lists the onemas in four groups, but there is no sequence outlining the correlation with the TEKS or concepts. The "*Instrucción Plan de lección de Onogramas*" is a generic lesson plan template for the program and includes two handwriting TEKS. It lists the main concepts the materials cover, but there is no sequence outlining the TEKS.

Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).

- The "Ono Pacing Guide KG" provides an instructional school calendar from the 2022–2023 school year. This calendar does not show varying numbers of instructional days, including 165, 180, and 210 days.
- The "*Manual del Maestro del Método Onomatopéyico*" does not address pacing nor adjustments throughout the year to address scheduling conflicts nor includes various instructional calendars.

Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- The "*Manual del Maestro del Método Onomatopéyico*" includes: "*Los 10 componentes interdependientes que componen la lectoescritura integrada*" but does not include an explanation for the rationale of the unit order in the materials.
- The pacing guide is a calendar that provides the order in which the letters are taught but does not provide a rationale for the concepts to be learned and how they are connected throughout the course.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The "*Instrucción Plan de lección de Onogramas*" provides three blank lesson plan templates that follow the gradual release model. However, the materials do not guide using these templates to support unit and lesson internalization.
- The "*Ono Tarjetas Silábicas*" contains a four-activity lesson plan to develop phonics skills. The material contains instructions but does not include guidance or protocol for unit and lesson internalization.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The grade K materials provide lesson templates that follow the gradual release model and the "Manual del Maestro." However, they do not include resources or guidance to support administrators in implementing the materials as designed.
- The grade K materials provide lesson templates that follow the gradual release model and the "Manual del Maestro." They do not include resources or guidance to support coaches in implementing the materials as designed.

Intentional Instructional Design

1.2	Unit-Level Design	0/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	0/2

The materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials do not contain support for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* includes 10 units with oral, auditory, and visual components. However, the materials do not include comprehensive unit overviews.
- The materials include a template for planning phonological and phonemic instruction, but they do not include comprehensive unit overviews that provide information about literacy development and related academic vocabulary necessary to teach the concepts in the unit effectively.

Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

- The materials include an *"Evaluación del Progreso Lector"* as a tool with words to evaluate the progress of students in the different onemas. It does not contain support for teachers to provide families with an update on the progress of their student or what activities can be completed at home as an extension of the learning found in each unit.
- The materials do not contain support for families in Spanish or English for each unit with suggestions on how to support their students' progress.

Intentional Instructional Design

1.3	Lesson-Level Design	0/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	0/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	0/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	0/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	0/1

The materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials do not include a lesson overview outlining the suggested timing for each lesson component. Materials do not include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials do not include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- The grade K "*Instrucción Plan de lección Onogramas*" provides one sample lesson plan for teaching letter formation that includes a sentence stem for the objective and materials. This component does not include questions, tasks, or instructional assessments required to meet the lesson's content and language standards.
- The "Instruction Phonological" is a lesson plan template with designated spaces for materials, TEKS, and teacher and student actions. This template is generic for the duration of the program and does not include specific TEKS, questions, or tasks. The teacher must build each lesson plan by adding to each designated space.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The grade K "Ono Pacing Guide" is an instructional calendar for the Temporalización de Onemas but does not outline suggested times for lesson components. This calendar is for the 2022–2023 year and is color-coordinated to show when the different onemas should be taught. The materials do not include a lesson overview outline of the suggested timing for each lesson component.

- The "*Instrucción Plan de lección Onogramas*" includes one lesson plan for teaching, which gives a formation that includes the percentage of time for each part of the lesson. However, the materials do not include the suggested minutes required in the lessons or the total duration this lesson should encompass.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The materials include a generic lesson plan, "Instructional phonological awareness lesson plan," that includes supplies needed for the lesson. The materials listed are not specific in the lesson plan. For example, the "Materials/Notes" reads *Boleto de salida* but does not specify what the exit ticket is. The materials do not include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.
- The "*Instrucción Plan de lección Onogramas*" provides a plan for teaching letter formation; however, it does not include a lesson overview. This is a blank template with a sample of teacher and student materials for the entire program.

Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

- The "*Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada*" provides an overview of the components used in the program but does not include guidance on the effective use of materials for extended practice or enrichment opportunities.

Progress Monitoring

2.1	Instructional Assessments	2/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	2/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	0/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	0/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	0/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	0/2

The materials include formative instructional assessments at the unit and lesson level that vary in types of tasks and questions. Materials do not include a variety of instructional assessments at the unit and lesson level (including diagnostic and summative) that vary in types of tasks and questions. Materials do not include the definition and intended purpose for the types of instructional assessments included. Materials do not include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are not aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments do not include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- The materials include instructional assessments. The *"Cartilla de Lectura KG"* provides formative assessments at the lesson level in which students read phonemes aloud. For example, this formative assessment has 35 phonemes for students to read in order of difficulty. The materials do not provide diagnostic and summative assessments at the lesson level.
- The *"Evaluación del Progreso Lector KG"* provides formative assessments at the unit level in which students read phonemes aloud. For example, this formative assessment includes 33 pages of phonemes for students to read. The materials do not include diagnostic and summative assessments at the unit level that vary in types of tasks and questions.

Materials include the definition and intended purpose for the types of instructional assessments included.

- The "*Evaluación del Progreso Lector KG*" provides phonemes and words for the student to read as an assessment. The materials include the following description: "*En esta cartilla encontrarás palabras para evaluar a tus estudiantes al final de cada aprendizaje de los onemas de la cartilla de lectura y por supuesto en el mismo orden de esta,*" but there is no clarity about the type of assessment this is or its purpose.
- The "*Cartilla de Lectura KG*" is designed for students who have already learned the reading mechanisms. The "Cartilla" refers to an assessment but does not state how the assessment is designed to support the teacher in making data-driven decisions and informing instruction.

Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

- The "*Evaluación del Progreso Lector KG*" provides a brief description of how to use this assessment manual, stating: "en esta cartilla encontrarás palabras para evaluar a tus estudiantes al final de cada aprendizaje de onemas de cartilla de lectura y por supuesto en el mismo orden de esta." While this material provides an explanation that words are found in this manual to assess students, there is no teacher guidance on how to administer the instructional assessment.
- The "*Evaluación del Progreso Lector KG*" includes phonemes and words for students to read. There is no guidance for teachers on how to administer the assessment to ensure consistent and accurate administration. For example, materials do not include teacher instructions to be read to ensure students receive the same instructions and understand the expectations of the assessment.

Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

- The "*Evaluación del Progreso Lector KG*" includes formative assessments, but the materials do not identify the TEKS assessed in each lesson.
- The materials include an instructional assessment. For example, students are to read phonemes in sequential order in the "*Cartilla de Lectura de Kinder.*" The materials do not include evidence of diagnostic, formative, and summative assessments that are aligned with the standards.

Instructional assessments include standards-aligned items at varying levels of complexity.

- The "Cartilla de Lectura de Kinder" includes formative assessment with only one type of assessment item. Students are to read phonemes, but the Cartilla does not include varying levels of complexity to ensure student understanding is accurately measured.

- The "*Evaluación del Progreso Lector KG*" provides phonemes and words for students to read as a formative assessment. This is the only question type found as an assessment. This evaluation does not include standards-aligned items with multiple levels of complexity.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	0/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	0/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	0/1
2.2c	Materials include tools for students to track their own progress and growth.	0/1

The instructional assessments and scoring information do not provide guidance for interpreting and responding to student performance. Materials do not provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials do not include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- The instructional assessment "*Evaluación del Progreso Lector KG*" follows the "Cartilla de Lectura" sequence but does not include scoring information for interpreting student performance. The "*Evaluación del Progreso Lector KG*" does not include guidance for interpreting student performance on the assessment and reflecting on their proficiency level, weaknesses, and/or common misconceptions.
- The *Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada* presents the ten components of the program, including oral, auditory, and visual components, but does not include scoring information for responding to student performance. For example, the materials do not give the teacher guidance on supporting students who have achievement gaps or who have mastered the skill and require acceleration.

Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

- The "Oralidad, Rimas, Retahílas, Rondas y Corros" is a series of activities to develop oral vocabulary, memory, and phonology. This material does not include guidance for using tasks and activities to respond to student performance on assessments. For example, the materials do not provide instructional strategies for students at proficiency levels, including those below, on, or above grade level.
- The materials provide cards with onemas for the student to practice decoding skills. The "*Cartilla de Lectura KG*" does not include guidance on responding to student trends in

performance on assessments. For example, the materials do not provide guidance for activities to support students who demonstrate a need for more one-on-one support.

Materials include tools for students to track their own progress and growth.

- The "Ono Kinder" program includes different reading activities and assessments but does not include tools for students to track their own progress and growth on assessments. For example, materials do not provide student-friendly data sheets that allow students to track their scores on assessments.
- The "*Evaluación del Progreso Lector KG*" is a series of onemas that vary in complexity. Students are expected to read in order as they go through the program, but the materials do not include tools for students to track their growth, such as graphing sheets for students to graph their scores and view progress over time on assessments. Insert evidence narrative for guidance here.

Supports for All Learners

3.1	Differentiation and Scaffolds	0/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	0/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	0/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	0/3

The materials do not include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S) Materials do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

- The introduction in the *"Ono Trabalenguas KG,"* a set of tongue twisters, claims that the resource can be adapted for differentiated instruction, stating: *"en cada trabalenguas tenemos un texto oral tradicional, que la maestra puede variar para adaptarlo a sus estudiantes."* However, the *"Ono Trabalenguas KG"* does not provide teacher guidance for using texts for differentiated instruction, activities, and/or paired lessons for students who have not yet reached proficiency on grade-level content and skills.
- The material *"Oralidad, Rimas, Retahílas, Rondas y Corros"* includes information that the teacher can adapt the text to meet student needs, stating: *"en cada ronda tenemos un texto oral tradicional, y un ejemplo de baile o corro que la maestra puede variar para adaptarlo a sus estudiantes."* However, the materials do not provide guidance on how to differentiate these texts to scaffold and support the needs of students who have not reached proficiency.

Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

- The *"Oralidad, Rimas, Retahílas, Rondas y Corros"* states that the resource's objective is the desarrollo de vocabulario oral, or oral vocabulary development. These materials do not include pre-teaching or support for unfamiliar vocabulary and references in the text.

- The "*Ono Trabalenguas KG*," a set of tongue twisters, does not include explicit or systematic instruction for teaching unfamiliar vocabulary, such as *perplejo*, *perejil*, *barragán*.

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The "*Ono Tarjetas Silábicas KG*" includes syllable cards for students to put words together and read. The materials do not include teacher guidance for enrichment and extension activities for students who have mastered the skills.
- The "*Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada*" does not include teacher guidance for differentiated instruction to meet the needs of all proficiency levels, nor does it provide teacher guidance for opportunities to extend student learning.

Supports for All Learners

3.2	Instructional Methods	2/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	0/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	0/4
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	0/3

The materials do not include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials do not include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support some types of practice (e.g., guided, independent, collaborative) and some recommended structures (e.g., whole group, small group, individual) to support effective implementation. Materials do not include guidance for teachers to support effective implementation.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The *Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada* provides the steps for instruction such as: "La maestra recorta las tarjetas con imágenes en tarjetas individuales 1 imagen=1 tarjeta. Después reparte un juego de tarjetas desordenadas a cada grupo y los estudiantes hacen parejas con las imágenes que riman." The component does not provide scripted language, prompts, or support for the teacher to model, explain, and communicate the concepts to be learned.
- The "Instrucción phonological awareness" lesson template allocates time for the opening of the lesson, guided practice, independent practice, and common responses and reflection. It is a one-page lesson plan for the program. This tool does not include support for the teacher in modeling and explaining the concepts to be explicitly learned.

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

- The *Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada* divides the components into three categories: oral, auditive, and visual components. The oral component includes retahílas, rimas, trabalenguas, y mas. The instructions for rhymes are: "Los estudiantes buscan palabras que riman con las tarjetas de las imágenes." This component does not include recommendations for teacher delivery and facilitation of instruction.

- The "*Ono Tarjetas Silábicas KG*" provides a lesson plan and includes instruction for four activities, such as forming words with letters and word cards. There is no specific guidance for teachers on how to deliver the lessons using various instructional methods.

Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

- The materials in "*Instrucción Plan de lección de Onogramas KG*" provide teacher resources for guided and independent practice but do not include specific teacher guidance for effectively implementing these structures.
- The "*Instrucción Phonological Awareness KG*" includes a lesson plan template with recommended whole group and small group practice but does not include explicit guidance effectively to multiple types of practice to support effective implementation.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	0/9
3.3a	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3b	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3c	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The *"Ono Método Onomatopéyico Multisensorial de Lectoescritura Integrada"* does not provide guidance to support teachers for effective use in state approved bilingual programs. For example, the materials do not provide implementation guidance for implementation in a dual language program compared to a transitional bilingual program.
- The *"Ono Método Onomatopéyico Multisensorial de Lectoescritura Integrada"* does not provide guidance to support teachers for effective use in state-approved ESL programs, nor how the materials can be used with this model.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The *"Ono Método Onomatopéyico Multisensorial de Lectoescritura Integrada"* does not provide embedded guidance for teachers to support emergent bilingual students in vocabulary and comprehension strategies in lessons. For example, materials do not provide guidance for reinforcing previously learned concepts through spiraling.
- The *"Ono Método Onomatopéyico Multisensorial de Lectoescritura Integrada"* does not provide embedded guidance for teachers to support emergent bilingual students with building

background knowledge and making cross-linguistic connections. For example, the materials do not include guidance for supporting students through pre-reading strategies and cognates.

If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

- The "*Ono Learning Método Onomatopéyico*" is not designed for dual language immersion programs. These materials are designed for monolingual Spanish-speaking students. As a result, materials do not include activities that help students make connections between different languages.

Phonics Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	3/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	2/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	0/2
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	1/2
4.1d	Materials include opportunities for cumulative review of previously taught skills.	0/1

The materials include sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. The materials do not include systematic instruction of phonics (sound-symbol correspondence) and foundational skills. The materials do not include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include practice of phonics skills in isolation. Materials do not include practice of phonic skills through decodable texts. Materials do not include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.

- The "*Cartilla de Lectura de Kinder*" follows an organized and sequential order for the instruction of phonemes that moves from simple to more complex. For example, page four is titled: "*Secuenciación y orden de enseñanza de los onemas*" and provides a list that begins with instruction of vowels first, followed by consonants. While an order is provided, the materials do not include systematic methods for teaching these skills, as there are no directions in the "*Cartilla*" for how to use these words for direct instruction.
- The "*Instrucción Fonética KN KG*" provides a lesson planner template for teaching syllables in a sequential order. The sequential progress for the instruction of this foundational skill starts with one-syllable words, two-syllable words, and lastly, three-syllable words. The materials do not provide a systematic approach to teaching this skill, such as direct instruction or lessons with a teacher script.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The "*Cartilla de Lectura KG*" phonics lessons provide suggestions for using the words in the materials, stating: "*se usa para la lectura en voz alta*" and information for when students can

learn new words, Once the student can independently read the red line, starts a new onema. The materials do not include detailed information or teacher scripts on how to teach each skill, including how to model, practice, and provide immediate feedback.

- The "*Tarjetas con Onemas*" allows students to form different words with the cards. The "*Tarjetas*" states the instructional purpose is for students to form syllables and see how the new words are different. The purpose of this foundational skill is provided, but the material does not include explicit instructions, such as how much time is to be spent on this component to ensure consistent practice and mastery. Insert evidence narrative for guidance here.

Materials include practice of phonics skills both in isolation and through decodable texts.

- The "*Formación de sílabas*" resource allows students to practice phonics skills in isolation through syllable manipulation with sound picture cards. For example, this resource allows students to form a new syllable in various ways. For example, students change the order of the onemas and add or delete initial and final syllables, forming new words.
- The materials do not include decodable texts for kindergarten students to practice phonics skills, and they do not provide students with readers or stories to help them make connections with the phonics skill being taught.

Materials include opportunities for cumulative review of previously taught skills.

- The materials in "*Cartilla de Lectura KG*" refer to reviewing previously taught skills and states, but there is no guidance on making connections between skills taught in previous lessons and new skills.
- The "*Ono Pacing Guide KG*" is a calendar that includes the order of skills to be taught throughout the year. The material does not include what opportunities for cumulative review of previously taught skills will be provided to the students. For example, while May 8 through May 25 are listed as days for "*Extensión/Repaso*," it is not stated what previously taught material is to be reviewed during this time.

Phonics Compliance

4.2	Daily Instructional Sequence and Routines	2/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	0/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	0/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	2/4

The daily lessons do not include explicit (direct) instruction with teacher modeling. Daily lessons do not include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Daily lessons include opportunities for students to practice through collaborative learning and independent practice. Daily lessons do not include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include explicit (direct) instruction with teacher modeling.

- The materials provide suggestions for the teacher when teaching a new skill but do not include specific statements or scripts. For example, the "*Instrucción Phonetic KN KG*" is a daily lesson plan template that states that the teacher models an example and asks students to follow her instructions. However, there are no explicit instructions for what the teacher will model during daily lessons.
- The "*Instrucción Plan de lección de Onogramas*" includes a sample of what the teacher will do during the "We Do" portion of the gradual release model. The material states that the teacher walks around monitoring, providing assistance, and modeling letter formation with the whole group if necessary. While this guidance is given, it does not provide explicit instruction to demonstrate modeling of effective teaching strategies to teach the skill of letter formation.

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- The "*Cartilla de Lectura KG*" in the materials does not include specific and precise terms, phrasing, and statements that teachers can use during instruction to guide students' practice and application of new phonics skills. Within the "*Cartilla*" is a description of the materials as one page per onema, with words in increasing difficulty order and increasing the number of syllables to provide new learning challenges to students. The pages following this description do not include lessons incorporating guided practice to learn each onema.
- The "*Instrucción Plan de lección de Onogramas*" does not provide suggestions or guidance on giving immediate and corrective feedback. For example, these materials include a lesson plan

for teaching uppercase and lowercase letters. The lesson guides the teacher to support students when needed, but the materials do not provide specific instructions or phrases to use to give feedback related to the skill being taught to support the student's continuous learning.

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- The Ono program materials offer students a variety of opportunities to work together in pairs and groups. For example, the *"Ono Tarjetas Silábicas"* provides the opportunity for students to practice manipulating syllables through collaborative learning. The instructions for the activity include a partner activity where students segment ten words in syllables, adding more challenging syllables as the activity progresses. The students take turns forming and reading the new words while the teacher takes notes based on the pronunciation of each syllable.
- The materials provide one opportunity for independent practice. The *"Ono Tarjetas Silábicas"* directed students to manipulate the cards to form new syllables and words with meaning. It is unclear if other phonics materials in the Ono Program are designed for daily whole-group implementation or independent practice, as there is a lack of guidance on how to use and implement the materials as intended.

Phonics Compliance

4.3	Ongoing Practice Opportunities	0/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	0/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	0/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	0/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	0/2

The materials do not include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities do not include only phonics skills that have been explicitly taught. Decodable texts are not present and do not incorporate cumulative practice of taught phonics skills. Lessons do not include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- The materials do not include an intentional review of previously learned and newly learned phonics skills throughout the year. For example, the *"Ono Pacing Guide KG"* provides a sample yearly plan of what is to be taught. The plan includes *"Evaluación y Repaso"* as the last component during the month of May only, not throughout the curriculum.
- The materials include practice activities within the "Ono Program," including forming different words using syllable cards and identifying pairs of rhyming words. For example, the students match rhyming words with their illustrations. The practice activities are not intentional as they do not connect to learning done in other materials throughout the "Ono Learning Program."

Practice opportunities include only phonics skills that have been explicitly taught.

- The practice opportunities within the materials do not specify that phonics skills are explicitly taught first. For example, the *"Ono Tarjetas Silábicas KG"* provides a chart that details a lesson structure to follow, citing opening, guided practice, independent practice, and common reflection. While this suggested lesson sequence is given, the materials do not include lessons with this same structure to indicate that independent practice supports what was already learned.
- Students do not apply the focus skills from previous lessons in the materials during guided practice. For example, the material *"Palabras que riman"* provides directions for students to practice rhyming. The students match rhyming words with their illustrations. The materials do

not provide an explicit lesson to first describe what rhyming words are and model examples of rhyming word pairs before students complete this practice activity.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The "*Manual del Maestro*" includes an outline of the components to be learned in this program, along with examples such as: "*Oralidad: Vocabulario... Direccionalidad... Preescritura.*" Within the "Manual" and the "Ono Program" materials, there are no decodable texts included, referenced, or attached for the cumulative practice of phonics skills.
- The material "*Ono Tarjetas Silábicas KG*" includes syllable cards for students to create and combine words. However, it does not include decodable texts to review syllables learned over time for cumulative practice and to support early phonics skills.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- The instructional focus for phonics practice in isolation is stated within lessons, but opportunities for practice are not evident. For example, the instructional focus of the "*Ono Trabalenguas KG*" is *Aliteración del sonido /j/*, but does not include any words with j as the beginning sound. The chant states and highlights: "*El cangrejo se quedó perplejo. Al ver su reflejo. En aquel espejo.*"
- The material "*Oralidad, Rimas, Retahílas, Rondas y Corros*" includes different chants that rhyme and provide opportunities for the students to practice orally chanting short texts connected to phonics skills. For example, according to the instructions for the activity "*El perrito*," the teacher uses two soda caps to model rhyme by tapping the caps for each syllable. The students observe and then practice the activity. The materials do not include an instructional focus for when to teach syllables nor clear directions if the chants in this material are to be used as practice after or before the skill has been explicitly taught.

Phonics Compliance

4.4	Assessment	0/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	0/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	0/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	0/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	0/1

The materials do not include a variety of assessment tools that are developmentally appropriate. Materials do not include clear, consistent directions for accurate administration of assessments. Materials do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials do not include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

Materials include a variety of assessment tools that are developmentally appropriate.

- The assessment tools do not reflect the continuum of Spanish phonological awareness, and phonics are not developmentally appropriate. For example, within the "*Evaluación del Progreso Lector KG*," students are assessed by producing sounds o, i and a, followed by producing syllables such as *mi, ma, me, mo, mu*. The materials do not include assessing student ability to identify words in a sentence, recognize alliteration, and identify rhyming words, according to the Kindergarten Spanish language arts TEKS.
- The "*Evaluación del Progreso Lector KG*" provides one type of assessment, and there is not a variety. The materials do not include assessment types such as diagnostic, summative, and other formative assessments.

Materials include clear, consistent directions for accurate administration of assessments.

- The "*Evaluación del Progreso Lector KG*" provides directions for the administration of assessments, where the teacher finds words in the booklet to assess students at the end of each learning phase of the reading syllable units in the same order as presented in the lesson. Directions for how to use these words as an assessment are not clear. For example, the first page in the "*Evaluación*" is titled "o i" and includes the string of letters, oo, ii, ioi, oio, ooio, iiioooio. Guidance is not provided as to how students are to read this and how accuracy is measured.

- The "*Evaluación del Progreso Lector KG*" does not provide consistent directions for administering the assessment provided. The materials do not include instructions nor a teacher script to ensure standardized administration of the assessment.

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

- The "*Cartilla de Lectura de Kinder*" includes studying phonemes in sequential order but does not include progress monitoring tools that measure different skills and concepts. The materials do not include "checks for understanding" to assess skills during learning.
- The materials include "*Evaluación del Progreso Lector KG*." The assessment is a set of cards with onemas, or syllabic groups, designed to evaluate the student's progress. This tool follows the same structure and order as "*Cartilla de Lectura*," the tool for teaching reading; however, it does not include a systematic process for tracking student progress based on the continuum of skills they are learning.

Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

- Within the "*Manual del Maestro*," there is no mention of how many times during the year students will be assessed. The materials do not include an assessment plan with windows or benchmark dates for beginning, middle, and end-of-year assessments. The "*Evaluación del Progreso Lector*" for grade K includes 33 pages of words students are expected to read. It is unclear how this assessment will span the school year as there is no guidance on when it is to be given.

Phonics Compliance

4.5	Progress Monitoring and Student Support	0/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	0/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1

The materials do not include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials do not include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. Materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

- The "*Evaluación del Progreso Lector KG*" provides an assessment in which students read phonemes and words. The materials do not include a data management tool to help teachers document and monitor students' progress with the words that were correctly and incorrectly read to make instructional decisions to meet student needs.
- The materials do not include progress monitoring tools in hard copy or digital form. They also do not provide a systematic process for data analysis or to guide teachers when planning for and adjusting instruction.

Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

- The "*Evaluación del Progreso Lector KG*" provides pages of words in which teachers assess students' ability to read. The materials state "*en esta cartilla encontrarás palabras para evaluar a tus estudiantes al final de cada aprendizaje de los onemas de la cartilla de lectura.*" The materials do not provide a place for teachers to track words that were read accurately nor analyze patterns in the data over time based on the date of the assessment in order to respond to student needs.
- The materials do not include data management tools to help teachers document and analyze class and student progress. For example, the materials do not provide digital or hard copy

tools to manage student data, such as paper-based student graphing charts, nor an electronic data system that organizes student data based on TEKS mastery.

Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

- In the "Manual del Maestro" for grade K, the materials include an outline of the components of literacy to be covered throughout the program. The "Manual" does not include guidance for teachers to monitor progress at a frequency appropriate for this age and for skill development. For example, the materials do not include specific suggestions regarding the frequency of assessing a student who is approaching grade-level mastery in the reading of onemas, compared to the frequency of assessing a student who is below grade level.
- The "*Evaluación del Progreso Lector*" for grade K includes sets of words with a variety of phonemes for evaluating students. However, this material does not provide specific progress monitoring guidance regarding how often to monitor progress and when students should be assessed on the next phoneme skill based on the results of their assessments.

Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

- In the "*Evaluación del Progreso Lector*," for grade K, there is guidance for how to use the materials, titled "*Cómo utilizar esta cartilla/Guía de Instrucción*." Within these instructions, there is no guidance on how to use data to accelerate learning. For example, there are no instructions for suggested activities or lessons to teach or re-teach the concepts when students score above or below a certain percentage on the assessment.
- The material "*Instrucción Fonética KN KG*" is a daily lesson plan template that includes the percentage of time teachers should spend on guided practice and independent practice. The lesson plan template does not specify how to group students based on progress monitoring results, nor does it mention how to use lessons in the materials to plan for small group instruction to progress or accelerate student learning.

Foundational Skills

5.B.1	Oral Language Development	4/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	2/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
5.B.1c	Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	0/9

The materials include explicit (direct) instructional guidance on developing oral language and oracy through modeling and guided practice. Materials do not include systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., coaching, feedback, and independent practice). Materials include opportunities for students to engage in academic communication for different purposes and audiences. Materials do not include opportunities for students to engage in social conversations for different purposes and audiences. Materials do not include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information and share information and ideas.

Evidence includes, but is not limited to:

Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

- The materials include explicit guidance on developing oral language through guided practice. The *"Oralidad: Rimas, Retahílas, Rondas y Corros"* includes different chants that rhyme and provide opportunities for the students to practice oral language skills through a short text. For example, in the chant "El Labrador," guidance is provided for students to sing the song and clap the syllables while one student dances in a circle and pretends to be a dog. The directions for this activity state: *"Se hace un círculo y se decide quién será 'el labrador.' El cual baila mientras los demás cantan y llevan el ritmo de la canción con palmadas en cada sílaba."* While this guidance is provided, materials do not include systematic opportunities for coaching, feedback, and independent practice of oral language skills.
- The *"Ono Trabalenguas KG"* provides students the opportunity to practice oral language using tongue twisters. For example, on page four, guidance is provided to first model the tongue twister and have students repeat it while focusing on the beginning sound. The directions for this activity states: *"Pida a los estudiantes que repitan en trabalenguas haciendo hincapié en los sonidos iniciales."* However, the materials do not include other opportunities for oral language, including peer turn-taking using discussion prompts or sharing information and ideas clearly and audibly.

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. ^(S)

- Materials include opportunities for students to engage in academic conversations. For example, in the "*Instrucción Plan de lección de Onogramas*," students listen to the teacher as a word is read. Students are prompted to discuss with a partner which letter matches the corresponding sound. The materials state: "*Luego discutan con su compañero para decidir cuál letra produce el sonido.*" While materials allow for students to interact in academic conversations, the materials do not allow students to engage in social conversations.
- In the "*Ono Tarjetas Silábicas*" for grade K, students have an academic conversation about what they learned during the lesson. This material includes a lesson plan template for manipulating syllables. At the end of the lesson, students are prompted to discuss what they have learned today through the question: "*¿Qué practicaste/aprendiste hoy?*" Materials do not provide discussion prompts or protocols to engage in social conversations, such as making a personal connection to the words that were created.

Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. ^(S)

- Materials provide suggestions for students to actively listen, participate, and share information but do not include authentic opportunities for students. Within the "*Ono Tarjetas Silábicas*," a sample lesson plan is included with a chart for what students will do. In the chart, students will listen, follow directions, work with a partner, work independently, and respond to a prompt to tell what they learned. While this lesson plan template is provided, it does not promote active listening and authentic opportunities for students to share information and ideas with their peers, as the same prompt is used throughout the materials.
- The materials provide many opportunities for students to repeat information being heard and answer a sample question provided, but there are no opportunities to engage in structured conversations. For example, in the "*Ono Trabalenguas*," the steps for completing the activities in the materials are to first repeat the tongue twister and identify the beginning sound. The materials do not allow students to engage in discussions through conversation starters or ask and answer questions to understand the material being taught.

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	6/24
5.C.1a	Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1)(T)	0/6
5.C.1c	Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3)(T)	2/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3)(S)	2/12

The materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. Materials do not include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance in Spanish for the teacher to provide explicit (direct) instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). Materials do not include guidance in Spanish for the teacher to provide systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). Materials include a variety of activities for students to develop alphabet knowledge in isolation. Materials include a variety of activities for students to practice alphabet knowledge in isolation. Materials do not include a variety of activities in Spanish to reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. Materials do not include a variety of resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.

Evidence includes, but is not limited to:

Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1)

- The program includes a sequence for introducing letter names and sounds. The "*Cartilla de Lectura KG*" provides this order on the page titled "*Secuanciación y orden de enseñanza de los onemas.*" This page lists the order of the 35 cinemas to be taught, beginning with vowels:— o,—i,—a,—e,—u, followed by consonants. The cinemas follow a sequence from phonemes to syllabic groups, starting with /o/ and ending with güe/güi.
- The materials are designed in a sequence to follow the letter-sound connection in Spanish. Therefore, vowels are introduced first, followed by consonants. For example, *the "Onemas*

1.0.2" material introduces long and short sounds, *Onemas largos* and *Onemas cortos*, starting with the vowels, including "y." The lessons then teach consonants in the following order, "m, s, l, n, j..."

Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

- The materials include resources for teaching the Spanish alphabet but lack teacher guidance for providing explicit instruction. For example, the resource titled "*Onogramas de Minúsculas a Mayúsculas*" includes uppercase and lowercase letters of the Spanish alphabet. Each page provides examples of what each letter looks like and how it is formed using straight and curved lines. However, there are no teacher directions or clarity on how to use this resource to develop student automaticity in identifying letters and sounds.
- The materials include *the "Ono Tarjetas de Letras,"* a set of cards with the 27 letters in the Spanish alphabet, including the digraphs ch and ll. While these cards are provided, the resource does not provide teacher guidance for using them to promote letter recognition, identify letter sounds, or provide a script for identifying each letter and sound.

Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)

- Teachers are provided with guidance to explicitly instruct students on letter formation within the "*Cuadernillo de Escritura Kinder.*" The "*Cuadernillo*" includes 41 pages of graph paper to guide students in step-by-step letter formations of uppercase and lowercase letters, including digraphs. The material includes guidance for teaching letter formation starting with activities such as using fingers to trace letters in the air or on the backs of their classmates and tracing letters in trays of sand or with shaving cream before writing with paper and pencil. While this guidance is provided, the materials do not include scripted lessons or guidance on how to form letters starting on the top, middle, or bottom lines to ensure systematic formation.
- The material "*Onogramas de Minúsculas a Mayúsculas*" includes colorful pattern pieces that can be used to form the 27 letters of the Spanish alphabet. Each pattern piece, including straight lines, diagonal lines, curved lines, circles, and semicircles, is a different color. For example, the letter "e" can be formed with a straight red pattern piece and two blue curved line pattern pieces. The material does not include explicit and systematic teacher guidance to include how letters are formed using precise terms such as making straight, horizontal, and vertical lines.

Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

- The materials include alphabet practice activities to practice and develop alphabet knowledge in the "*Cuadernillo de Escritura*" for grade K. The "*Cuadernillo*" is a handwriting workbook that provides students with opportunities to trace and write individual letters of the Spanish alphabet. The materials do not reinforce alphabet knowledge through cumulative review, as the workbook does not review the writing of that letter again in subsequent pages.
- The materials include a resource titled "*Ono Tarjetas de Letras*," which includes letter cards for all the letters of the Spanish alphabet, including digraphs. For example, on page one, the letters "a, b, c, ch, d, e, f, g, h" are provided to print and cut out. However, the materials do not include activities to develop and practice these letters in isolation, such as matching games or puzzles. The materials also do not provide activities that connect letter knowledge to meaningful print, such as finding letters in environmental print around the classroom or within books that have been read.

Foundational Skills

5.C.2	Letter-Sound Correspondence	6/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. (PR 2.A.1)	2/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	0/2
5.C.2c	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text. (PR 2.A & 2.A.3)(S)	4/24

The materials explicitly (directly) introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. The materials do not systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. Materials do not include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include activities and resources in Spanish for students to develop and practice their understanding of applying letter-sound correspondence to decode one syllable and multisyllabic words in isolation. The materials do not include a variety of activities and resources in Spanish for students to develop and practice their understanding of applying letter-sound correspondence to decode one syllable and multisyllabic words in isolation and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllabic words in isolation and authentic Spanish decodable connected text.

Evidence includes, but is not limited to:

Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. (PR 2.A.1)

- The materials include a progression for introducing letter-sound relationships that starts with vowels and continues with consonants that are useful in generating and decoding Spanish words. For example, "Onemas 1.0.2" for grade K, indicates that students will learn about vowels first, then consonants to include, "m, s, l, ..." With these letters, students can decode and spell words with syllables such as *ma, me, mi, mo, mu*. Materials are not systematically introduced as a scope and sequence to indicate when letters and sounds will be taught are not provided.
- The materials provide letter-sound relationship lessons that are not explicit. In the "Cartilla de Lectura KG" the materials include a table with the order of the vowels, consonants, and phonemes that will be introduced to the students. The "Cartilla" includes pages of letters and sounds to be read aloud. For example, on page 19, students read the words "Emi, mami,

mimo, meme..." and the sentence "*Uma me mimó a mí.*" Within the materials, there is no explicit instruction for how students are to apply their understanding of letters and sounds to decode these words and read the sentence.

Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- The materials provide a resource for the instruction of letters and sounds titled "*Onemas 1.0.2*". On page 14 of this material, the instructional focus is the letter "o". This page includes a list of words with the letter "o" to include "*rosa, oro, globo, moto, foco...*". While this material includes a list of words, scripted lessons or support for teachers to connect phonemes to letters within words is not provided.
- The materials do not provide information about common mistakes students may make and how to prevent them. For example, the resource "*Formación de sílabas*" includes activities to create new words by changing the order of syllable cards. The materials do not provide guidance for the teacher to deliver instruction to connect phonemes to letters, nor how to provide effective explanatory feedback when errors occur.

Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text. (PR 2.A & 2.A.3) (S)

- The materials include a variety of activities for application of letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. For example, the material "*Ono Tarjetas Silábicas KG*" includes syllable cards for the students to put words together. This activity allows students to develop and practice their knowledge of letter-sound correspondence and decode words in isolation only, as decodable connected texts are not included.
- The material "*Formacion de sílabas*" provides opportunities for students to develop and practice their understanding of one syllable words and identify how the syllable changes when cards are replaced with another letter at the beginning or end. The directions state, "*Los estudiantes exploran tarjetas con onemas para formar una sílaba y experimentan como las sílabas que se forman son diferentes cuando: Se cambia el orden de los onemas, se agrega... se suprime una sílaba al principio, al final*". This activity does not provide opportunities to reinforce learning through cumulative review as activities are not spiraled throughout the program.

Foundational Skills

5.D.1	Phonological Awareness (K–1)	3/12
5.D.1a	Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	0/4
5.D.1b	Materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.1c	Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	3/6

The materials do not include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials do not include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop and practice phonological awareness skills connected to grade-level Spanish TEKS. Materials do not include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

- The materials do not include phonological awareness lessons that follow a systematic and authentic Spanish sequence. While the materials provide lessons for phonological awareness skills such as rhyming and clapping syllables through songs like "Sol, Solecito" in the material

"Oralidad Rimas, Retahlias, Rondos y corros", there is not a sequence for teaching skills in an order that is accordance with the Kindergarten Spanish TEKS.

- Some lesson materials in the Ono Learning Program do not align with the Kindergarten Spanish TEKS. For example, in the *"Tarjetas de Palabras que Riman"*, students work with a partner to match rhyming picture cards to create a rhyming pair. The directions for this activity also include a step in which students will then draw pictures to create new rhyming picture cards of their own. The materials state, *"Los estudiantes en parejas diseñan nuevas tarjetas con dibujos para crear sus propias rimas"*. According to the Spanish TEKS, producing a series of rhyming words is a skill that is mastered in Grade 1.

Materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- The lessons provide suggestions for phonological awareness lessons rather than specific and precise terms, phrasing, and statements for teachers to use during instruction. The material *"Formación de sílabas"* for grade K includes phoneme cards and pictures that are to be used in various ways to manipulate syllables. The materials provide directions to add a syllable at the end of the word and states, *"Se agrega una sílaba al final"*. While this guidance is provided, the materials do not provide examples of explanatory feedback statements to ensure student mastery of phonological awareness skills.
- The materials do not include examples of explanatory feedback based on common errors or misconceptions. For example, the *"Oralidad: Rimas, Retahlias, Rondas y Corros"* provides teachers with activities to teach phonological awareness using rhymes such as *"El perrito"*. In this activity, the teacher taps two bottle caps together to represent each syllable. The directions state, *"Con 2 tapas de refresco la maestra modela la rima chocando las tapas en cada sílaba. Los estudiantes lo aprenden y lo practican."* The lesson does not include phrasing or statements for teachers to use during instruction to provide explicit feedback for common errors such as miscounting syllables in the word.

Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

- The lessons provide suggestions for phonological awareness lessons rather than specific and precise terms, phrasing, and statements for teachers to use during instruction. The material *"Formación de sílabas"* for grade K includes phoneme cards and pictures that are to be used in various ways to manipulate syllables. The materials provide directions to add a syllable at the end of the word and states, *"Se agrega una sílaba al final"*. While this guidance is provided, the materials do not provide examples of explanatory feedback statements to ensure student mastery of phonological awareness skills.

- The materials do not include examples of explanatory feedback based on common errors or misconceptions. For example, the *"Oralidad: Rimas, Retahílas, Rondas y Corros"* provides teachers with activities to teach phonological awareness using rhymes such as *"El perrito"*. In this activity, the teacher taps two bottle caps together to represent each syllable. The directions state, *"Con 2 tapas de refresco la maestra modela la rima chocando las tapas en cada sílaba. Los estudiantes lo aprenden y lo practican."* The lesson does not include phrasing or statements for teachers to use during instruction to provide explicit feedback for common errors such as miscounting syllables in the word.

Foundational Skills

5.D.2	Phonemic Awareness (K–1)	4/13
5.D.2a	Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. (PR.2.A.1)	0/3
5.D.2b	Materials include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2)(T)	0/2
5.D.2c	Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR.2.A.1)(T)	0/2
5.D.2d	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR.2.A & 2.A.3)(S)	4/6

The materials do not include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. Materials do not include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials do not include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding. Materials do not include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic encoding. Materials include a variety of activities and resources in Spanish for students to develop and practice phonemic awareness skills. Materials do not include a variety of activities and resources in Spanish for students to reinforce phonemic awareness skills through cumulative review.

Evidence includes, but is not limited to:

Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. (PR.2.A.1)

- While the Ono Learning Program provides phonemic awareness activities, there is no evidence of a progression of skills from simple to more complex. For example, the *"Manual del Maestro"* for grade K includes a component of the program that focuses on the formation of syllables, titled *"formación de sílabas"*. In this section, students manipulate phonemes into syllables

and create words using the following example, "/m/+/a/ = <<ma>> + /m/+/á/ = <<má>> = <<mamá>>". While this example is given, an order that begins with identifying, blending, and segmenting phonemes in multisyllabic words is not provided.

- The materials provide activities for Kindergarten students to manipulate syllables within the "*Tarjetas sílabicas*", however a systematic sequence is not included. In Activity 1, students use cards to manipulate syllables independently. Activity 2 states students will separate syllables, followed by more complex syllables, but does not include examples of the syllables to be used. The materials state "*Por parejas, los estudiantes separan en sílabas 10 palabras que incluyen sílabas cada vez más complejas y las dicen en voz alta tomando turnos.*" While the materials state students should progress from simple to more complex skills, a specific order is not included.

Materials include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- The lessons provide directions to teach phonemic awareness skills, but do not include specific terms and statements for teachers to use during direct instruction. The directions for the material "*Formacion de silabas*", states the syllable cards should be used to change and replace the order of phonemes to create new syllables. However, specific examples for how to use the cards are not included. For example, the first letters in the cards are "l" and "a". An example is not given to combine the letters to make the syllable "la" or replace the vowel with "e" to make "le".
- Teachers are not supported in providing explicit feedback to address common errors and misconceptions. In the "*Ono Tarjetas Silábicas KG*", students use syllable cards to create a multisyllabic word. Using the cards on the first page of this resource, students can form words such as "mesa, casa, masa...". Within these materials, feedback to include what to say when students do not accurately read the word they created is not present.

Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

- The materials do not provide specific and precise terms, phrasing and statements that teachers can use during direct instruction for connecting phonemic awareness skills to the alphabetic principle. In the material "*Trabalenguas*", students engage in chants to identify the beginning sounds in words. The directions in the materials guide the teacher to ask the same question to identify the beginning sound, "*¿qué sonido suena?*", after all eighteen chants in the materials. This question is the only example of teacher scripting found in the "*Trabalenguas*".
- The materials provide suggestions for how to support students from oral activities to basic decoding and encoding, but direct guidance is not provided. The material "*Formación de sílabas*" provides vowel and consonant cards that students manipulate to form syllables. The directions state "*...las tarjetas de imágenes y los estudiantes emiten la sílaba oral*". While

directions are given, interactive scaffolding to connect phonemic awareness skills and the alphabetic principle when transitioning to phonics instruction do not exist.

Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)

- The materials include a variety of activities and resources specifically designed to help students develop and practice and their understanding of phonemic awareness skills. For example, kindergarten lessons include games, songs, poems, and tongue twisters in which students play with phonemes in words. An example is found in the materials "*Ono Trabalenguas*", which are tongue twisters to practice alliteration such as, "*Susi sale solo sola, Solo sale sola Susi.*"
- The materials do not provide activities and resources for cumulative review to reinforce phonemic awareness skills. For example, the materials "*Tarjetas de Palabras que Riman*" provides students with three activities to master rhyming skills, to include matching, drawing a new rhyming word, and matching the rhyming cards created by students. Within the Ono Learning program, this resource and three activities to practice rhyming are the only material that allows students to practice identifying and creating rhyming words.

Foundational Skills

5.E.1	Sound-Spelling Patterns	2/17
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)	2/2
5.E.1b	Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	0/1
5.E.1c	Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	0/6
5.E.1d	Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	0/8

The materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials do not include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Materials do not include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials do not provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)

- The materials include lessons and activities that teach phonics skills and concepts in an order that moves from simple to complex. Within the "*Formación de sílabas*," students are instructed to use the card sets to form syllables. This guide begins with lessons that instruct students to form single-syllable words, provides the example of "monosílabas" (m + a = ma), and progresses to multisyllabic words, "*multisilábicas*" (ma + ma = mama).
- The materials include lessons that teach phonics skills, such as syllable combinations aligned with the Kindergarten TEKS. For example, the material "*Instrucción Fonética KN KG*" contains lessons that begin with forming CV or VC words and advances to 2 syllable, CVCV words and 3 syllable, CVCCV words.

Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)

- The materials do not include guidance for teachers to introduce and model the phonic skills and concepts with consistent routines for Kindergarten. For example, *the "Ono Tarjetas silábicas KG"* contains cards for students to practice manipulating syllables. The materials include a generic lesson plan template, that gives a suggestion on what the teacher should do and states *"La maestra usa un ejemplo, demuestra"*. Materials do not provide teacher guidance on what example to provide or how to model this skill.
- The materials do not provide sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations and syllable combinations. *The "Cartilla de lectura de Kinder,"* for example, includes generic statements regarding skill instruction, including planning, guided practice, and independent practice. The *"Cartilla"* states, *"Las plantillas que siguen ayudarán al maestro a planificar la presentación de la estructura, la práctica guiada, en parejas y la práctica independiente de cada una."* There are no explicit lessons for teachers to follow.

Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

- The materials do not include a variety of activities or resources to develop and practice student understanding of sound-spelling patterns. In Kindergarten, the materials include two resources to teach syllables, the *"Ono Tarjetas Silábicas"* and *the "Formación de Sílabas"*. Within the *"Ono Tarjetas Silábicas"*, there are four activities for students to practice this skill, which include manipulating the cards individually, in pairs, in groups, and creating syllable cards.
- The activities and resources do not provide a cumulative review. The two materials that can be used to reinforce sound-spelling patterns, *"Ono Tarjetas Silábicas"* and *the "Formación de Sílabas,"* do not refer to each other or connect to prior skills that have been covered.

Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials do not provide a variety of activities and resources to support students in encoding and decoding. Within the materials *"Ono Tarjetas Silábicas"*, students use syllable cards to form words and read them. Activity 2 of 4, states, *"cada integrante del equipo pronuncia una de las palabras recién formadas"*. While this allows students to decode, the materials do not include a variety of methods for students to practice this skill to mastery, as there are a total of four activities in this resource.

- The materials do not include a variety of activities to support decoding and encoding through the use of decodable connected texts. For example, while an authentic Spanish resource such as "*Trabalenguas*" is included, there are no decodable texts for Kindergarten that include stories with intentional practice of decoding and encoding.

Foundational Skills

5.E.2	Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types	0/12
5.E.2a	Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (silaba tonica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)	N/A
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tonica), word type and accent mark rules. (PR 2.A.1) (T)	N/A
5.E.2c	Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	0/12
5.E.2d	Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)	N/A

The materials do not include a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills to decode and encode multisyllabic words (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (silaba tonica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)

- This guidance bullet is not applicable to the grade level.

Materials include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tonica), word type and accent mark rules. (PR 2.A.1) (T)

- This guidance bullet is not applicable to the grade level.
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Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 &

2.A.3) (S)

- The materials do not include a variety of activities and resources for students to develop and practice grade K decoding and encoding of one- and two-syllable words. While the "*Formacion de Silabas*" is a resource that allows students to manipulate vowel and consonant cards to form one-syllable and multisyllabic words, there are no activities provided to use these cards in multiple ways.
- The materials do not spiral skills for reinforcement so that students independently practice skills that have been previously mastered. The "*Ono tarjetas sílabas*" cards provide students with the opportunity to create multisyllabic words using encoding and decoding skills. The resource provides a total of four activities and does not include a cumulative review to support mastery.

Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

- This guidance bullet is not applicable to the grade level.