

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Pacific Learning	<i>El Camino Al Éxito (Kindergarten)</i>
Subject	Grade Level
Spanish Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage:	100.0%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	214 / 275

IMRA Reviewers

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

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	36	0

Count of Publisher Submitted Changes **0**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

All Feedback Items from IMRA Reviewers Remaining After Update

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8386356

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: In the letter dictation, there is no reference to the sounds of the words that are going to be dictated; it only indicates the name of the letter to be dictated. The sound of the letter to be dictated should be indicated. For example, if the letter "f" is dictated, the sound /f/ should be given.

Page Number(s): V4Pg.8

Location: N/A

URL to Content: https://drive.google.com/file/d/1qvdjdjJydsT3oWt4UkNwWWRW9TaCUCz9/view?usp=drive_link

Publisher Response: Accept

We will change the instruction to be:

En la actividad 2, ustedes van a escribir las letras de los sonidos que les voy a dictar. En los espacios, haga que los alumnos escriban las letras que estan a continuacion.

Slashes will be added to the letters in the

IMRA Reviewer Feedback ID 8104211

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: While the activity is correct the teacher action is saying you will look at a syllable rather than a word.

Page Number(s): V5Pg.63

Location: N/A

URL to Content: <https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=sharing>

Publisher Response: Accept

New content was created for this breakout during TEKS alignment. Here is the link:

https://drive.google.com/file/d/1M73aiFs7ww_6m7qJ1ooKIACGSURDz8al/view?...

IMRA Reviewer Feedback ID 8140526

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Another great activity could be "Los estudiantes pueden demostrar oralmente la separacion entre las silabas o identificar las silabas por medio de una accion, como aplaudir, usar los dedos o mover fichas. Ejemplo: Van a escuchar algunas palabras y me van a decir las silabas que escuchen. Por ejemplo, las silabas que se escuchan en la palabra clase son cla-se. Me pueden decir las silabas que escuchan en estas palabras?"

Page Number(s): V1 Pg.5

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkYoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=drive_link

Publisher Response: Accept without change

Thank you for the suggestion.

IMRA Reviewer Feedback ID 8140516

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: For this activity, using words whose initial sound corresponds to the stressed syllable in the first letter is an excellent idea to reinforce understanding of accentuation and word segmentation. Incorporating words like "unico" and "ocho" along with "uvas" and "oso" will provide a variety of examples that will help students identify and understand the relationship between the stressed syllable and the initial sound in words.

Page Number(s): V1-Pg110

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkYoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=drive_link

Publisher Response: Accept without change

Thank you for your comment.

IMRA Reviewer Feedback ID 8128251

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Showing an image of how to make the fist with the fingers is indeed a great way to demonstrate to the teacher. It provides a clear visual reference for them to follow and ensures consistency in the execution of the activity.

Page Number(s): V1-Pg6

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkYoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=drive_link

Publisher Response: Accept without change

Thank you for the comment.

IMRA Reviewer Feedback ID 8436041

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Appropriate directionality by reading and writing from top to bottom and left to right.

Page Number(s): V1Pg.3

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkYoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=sharing

Publisher Response: Accept without change

Thank you for your comment.

IMRA Reviewer Feedback ID 8431051

Component: N/A (0)

Reviewer Feedback: Suggestion: Instead of saying "Que sonido hace esta letra?" we would say "Que sonido tiene esta letra?" or "Cual es el sonido de esta letra?"

Page Number(s): V1Pg.3

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkyoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=sharing

Publisher Response: Accept without change

Thank you for the suggestion. El camino uses '?Que sonido hace esta letra?' throughout the resource. We will keep it that way for consistency.

IMRA Reviewer Feedback ID 8142176

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Description: Another great activity could be "Los estudiantes pueden demostrar oralmente la separacion entre las silabas o identificar las silabas por medio de una accion, como aplaudir, usar los dedos o mover fichas. Ejemplo: Van a escuchar algunas palabras y me van a decir las silabas que escuchan. Por ejemplo, las silabas que se escuchan en la palabra dulce son dul-ce. Me pueden decir las silabas que escuchan en estas palabras?"

Page Number(s): V1Pg.5

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkyoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=drive_link

Publisher Response: Accept without change

Thank you for the suggestion.

IMRA Reviewer Feedback ID 8226976

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Since the breakout refers to one-syllable words including CV, in this case, it is referring to the syllable "ma," which is not considered a word but a syllable. An example of monosyllabic words that follow the CV pattern are: si, no, tu, ni, mi... This way, we expose the student to correctly relate the terms when it is a syllable or a word.

Page Number(s): V2Pg.77

Location: N/A

URL to Content: https://drive.google.com/file/d/1dHueXhCurrFk3libsSsM2232XuX5XDSO/view?usp=drive_link

Publisher Response: Accept without change

Thank you for the suggestion.

IMRA Reviewer Feedback ID 8436931

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Appropriate directionality by reading and writing from top to bottom and left to right.

Page Number(s): V3Pg.209

Location: N/A

URL to Content: <https://drive.google.com/file/d/1KA92Tcz95LTuQawHrvkfpGNANnwwzp1s/view?usp=sharing>

Publisher Response: Accept without change

Thank you for your comment.

IMRA Reviewer Feedback ID 8162491

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: The activity is done well but I would have liked to see the Figuras in 51-2 to ensure that all the words are multisyllabic

Page Number(s): V3Pg.26

Location: N/A

URL to Content: <https://drive.google.com/file/d/1KA92Tcz95LTuQawHrvkfpGNANnwwzp1s/view?usp=sharing>

Publisher Response: Accept without change

Here is a link to Figura 51-2: <https://viewer.pacificlearning.com/#/viewer?bookID=848ba1b4-8a1d-41db-acc7-a486c69fbb14>

IMRA Reviewer Feedback ID 8209026

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Would like to be able to see material 50-4 as shown in the lesson.

Page Number(s): V3Pg17

Location: N/A

URL to Content: https://drive.google.com/file/d/1KA92Tcz95LTuQawHrvkfpGNANnwwzp1s/view?usp=drive_link

Publisher Response: Accept without change

Here is a link to figura 50-4: <https://viewer.pacificlearning.com/#/viewer?bookID=bef327a3-7b0e-48d6-b...>

IMRA Reviewer Feedback ID 8181806

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: The Librito de silabas y palabras really puts the lesson together.

Page Number(s): V5Pg.111-112

Location: N/A

URL to Content: https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=drive_link

Publisher Response: Accept without change

Thank you for your comment.

IMRA Reviewer Feedback ID 8375296

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Provide examples of what words students is going to decode.

Page Number(s): V5Pg.119

Location: N/A

URL to Content: <https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=sharing>

Publisher Response: Accept without change

Here is a link to Figura 109-1: <https://viewer.pacificlearning.com/#/viewer?bookID=a32a9ca1-10df-4d52-9...>

IMRA Reviewer Feedback ID 8421081

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Since most letters in Spanish relate to one single phoneme, or sound, they will be able to understand the relationship between letters and their specific sounds.

Page Number(s): V5Pg.119

Location: N/A

URL to Content: <https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=sharing>

Publisher Response: Accept without change

Thank you for your comment.

IMRA Reviewer Feedback ID 8349416

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Would like to see Material 109-1.

Page Number(s): V5Pg.119

Location: N/A

URL to Content: <https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=sharing>

Publisher Response: Accept without change

Here is a link to Figura 109-1: <https://viewer.pacificlearning.com/#/viewer?bookID=a32a9ca1-10df-4d52-9...>

IMRA Reviewer Feedback ID 8148531

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: While the expectation of decoding two-syllable words including CCVCV is found in the list of words used for practice, it might be better to use a word such as primo or prisa instead of promesa for the teacher led portion of the activity.

Page Number(s): V5Pg.219-220

Location: N/A

URL to Content: https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=drive_link

Publisher Response: Accept without change

Thank you for your suggestion. We want to provide modeling and guided practice in order to set students for success. In this case the word includes the syllable pattern that is also practiced by itself during guided practice.

IMRA Reviewer Feedback ID 9559346

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Another ways to identify the individual words in a spoken sentence might be:

De a los estudiantes una oracion para que la separen en palabras. Los estudiantes pueden usar varias formas de separacion de las palabras, incluyendo las siguientes:

Sonando una campanita por cada palabra

Haciendo un movimiento ellos mismos por cada palabra (tocarse la cabeza, saltar, etc.)

Aplaudiendo por cada palabra

Levantando un dedo por cada palabra

Page Number(s): Volume 1

Location: N/A

URL to Content: <https://drive.google.com/file/d/1kPXx5oTKtloSXG0mNdZzr5mfKB4rcCcy/view?usp=sharing>

Publisher Response: Accept without change

Thank you for the suggestions. In this activity counting chips are used to represent each word in the sentence. Teachers can use other ways to represent it.

IMRA Reviewer Feedback ID 9540301

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Great way to manipulate syllables. Another approach could involve removing the initial syllable and adding another one. For example, if we replace the syllable 'ca-' in the word 'camila' with the syllable 'pre-', the new word is... 'premisa'.

Page Number(s): Volume 3

Location: N/A

URL to Content: <https://drive.google.com/file/d/18cOfAn4YAWSZjKXKJpMidfZRNIfzxID7/view?usp=sharing>

Publisher Response: Accept without change

Thank you for your suggestion. That is another great way to manipulate syllables assuming you meant the word to be camisa, not camila.

IMRA Reviewer Feedback ID 9540506

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: These activities present a more elaborate and structured format than those we reviewed previously. Good job! I would only add the use of hyphens when separating syllables instead of slashes.

Page Number(s): Volume 4

Location: N/A

URL to Content: <https://drive.google.com/file/d/17jboRNWepIp7oxKcPyRo-JWqt25CZlek/view?usp=sharing>

Publisher Response: Accept without change

Thank you for your comment. The slashes are used consistently throughout the resource indicating sound and blending of sounds.

IMRA Reviewer Feedback ID 8123676

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: I suggest using quotation marks when saying: 'Tira de silabas 1'

Page Number(s): V1 Pg.5

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkyoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=drive_link

Publisher Response: Reject

Thank you for your suggestion. The colored box at the beginning of the activity explains it is part of the material. We see no need for quotations.

IMRA Reviewer Feedback ID 8119496

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Change the question "Silabas?" to "Cuales son las silabas que escuchan en esta palabra?"

Page Number(s): V1-Pg6

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkyoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=drive_link

Publisher Response: Reject

The instructions explain what the students are asked to do. The verbal cue '?Silabas?' is the signal to prompt choral response to make the routine go smoother for the rest of the syllables.

IMRA Reviewer Feedback ID 8228416

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Another way to demonstrate the proficiency of SLA.K.2.B.i can be:

Los estudiantes imitan al maestro y repiten las letras que el maestro va senalando. Una vez que los estudiantes han repetido varias veces el alfabeto y los sonidos asociados a cada una de sus leras, senale letras al azar para que ellos expresen el sonido asociado a esa letra. Tome nota de las respuestas de los estudiantes.

Page Number(s): V1Pg.3

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkyoXsY8jCs0bmHdoFISHq0TdOFV/view

Publisher Response: Reject

Thank you for your suggestion.

IMRA Reviewer Feedback ID 8113191

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: changed the question "palabra?" to "Que palabra es esta?"

Page Number(s): V1Pg.5

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkyoXsY8jCs0bmHdoFISHq0TdOFV/view?usp=drive_link

Publisher Response: Reject

The instructions explain what the students are asked to do. The verbal cue '?palabra?' is the signal to prompt choral response to make the routine go smoother for the rest of the words.

IMRA Reviewer Feedback ID 8234796

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Instead of saying, "Sonido?" it would be better to elaborate it as "Cual es el sonido de la primera letra?"

Page Number(s): V1Pg222

Location: N/A

URL to Content: https://drive.google.com/file/d/1_63QJkyoXsY8jCs0bmHdoFISHq0TdOFV/view

Publisher Response: Reject

The instruction explains what the teacher is asking for: Ahora les voy a mostrar una tarjeta con letras. Cuando yo toque al lado de cada letra, ustedes van a pensar en el sonido de la letra. Cuando yo toque debajo de la letra, ustedes van a decir el sonido

IMRA Reviewer Feedback ID 8108946

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: The title of the activity is "Tocar las cajas y decir la primera silaba". The activity's focus is to identify the first syllable in the words provided while the SE is to identify syllables not just the first syllable. You can change this activity to match the SE by using the examples provided from the TEKS guide: "Que silabas tiene la palabra casa?" ca-sa "Que silabas tiene la palabra gato?" ga-to "Que silabas tiene la palabra miel?" miel "Que silabas tiene la palabra blanco?" blan-co "Que silabas tiene la palabra pelota?" pe-lo-ta

Page Number(s): V2 Pg. 41

Location: N/A

URL to Content: <https://drive.google.com/file/d/1dHueXhCurrFk3libsSsM2232XuX5XDSO/view>

Publisher Response: Reject

The SE you are referring to is segmenting words into syllables and we cover that in every activity 4 of volume 1. This SE calls for students to identify a syllable in a word.

IMRA Reviewer Feedback ID 8426146

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Why is the syllable enclosed in slashes? It could confuse us because slashes are used when referring to sounds.

Page Number(s): V3Pg.208

Location: N/A

URL to Content: https://drive.google.com/file/d/1KA92Tcz95LTuQawHrvkfpGNANnwwzp1s/view?usp=drive_link

Publisher Response: Reject

The slashes are used for presenting sounds and combination of letter sounds to prompt the teacher to say those sounds.

IMRA Reviewer Feedback ID 8332011

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Instead of saying "Leer palabras" it could be "identificar las combinaciones de vocales y consonantes que se dan en las palabras para que les ayude con la lectura de las mismas."

Page Number(s): V3Pg.26

Location: N/A

URL to Content: <https://drive.google.com/file/d/1KA92Tcz95LTuQawHrvkfpGNANnwwzp1s/view?usp=sharing>

Publisher Response: Reject

The students are prompted to read syllables in this activity so we selected a simple to the point title for the activity that goes along with the task 'leer silabas'

IMRA Reviewer Feedback ID 8322996

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: The librito needs to provide VCV words for students to apply the SE.

Page Number(s): V5Pg.103-104

Location: N/A

URL to Content: https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=drive_link

Publisher Response: Reject

Lesson 109 includes words like 'una', 'ella' and 'era' which are VCV words.

IMRA Reviewer Feedback ID 8144971

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Elote is a 3-syllable word, and the breakout specifically says 2-syllable words. Elote is used as the model word for teacher instruction, however there are additional words used for practice that are 2-syllables. It might be better to use one of those words (ie una) as the teacher-led example.

Page Number(s): V5Pg.111-112

Location: N/A

URL to Content: https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=drive_link

Publisher Response: Reject

This is a sample lesson. Previous lessons have addressed 2 syllable words with VCV pattern. This lesson doesn't only address that one specific TEKS, it also works on multisyllabic words.

IMRA Reviewer Feedback ID 8325636

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: The librito needs CCVCV words students can decode in order to meet the SE.

Page Number(s): V5Pg.219-220

Location: N/A

URL to Content: https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=drive_link

Publisher Response: Reject

Lesson 119 includes words as 'primo' and 'prisa' that are CCVCV words

IMRA Reviewer Feedback ID 8333621

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Instead of saying "Leer silabas" it could be "identificar las combinaciones de vocales y consonantes que se dan en las palabras para que les ayude con la lectura de las mismas."

Page Number(s): V5Pg.219-220

Location: N/A

URL to Content: https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=drive_link

Publisher Response: Reject

The students are prompted to read syllables in this activity so we selected a simple to the point title for the activity that goes along with the task 'leer silabas'

IMRA Reviewer Feedback ID 8350171

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Needs CVCCV words.

Page Number(s): V5Pg.239-240

Location: N/A

URL to Content: https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=drive_link

Publisher Response: Reject

Lesson 121 has negro and tigre that are CVCCV

IMRA Reviewer Feedback ID 8229591

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: Consider adding additional words such as casa, peso, mama to ensure the cvcv is part of the multisyllabic words

Page Number(s): V5Pg.58

Location: N/A

URL to Content: https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=drive_link

Publisher Response: Reject

This particular lesson includes words such as 'vaso' and 'vaca'. Libritos 1, 2, and 3 have many opportunities to read CVCV words.

IMRA Reviewer Feedback ID 8106706

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: The TEK K.2A (ix) manipulating syllables within a multisyllabic word. In Teacher models- Mi Turno, it is demonstrating only one syllable word such as "pon", "pan", "pun." Some examples of multisyllabic words might be: carretera (ca-rre-te-ra), calificar (ca-li-fi-car)

Page Number(s): V5Pg63

Location: N/A

URL to Content: <https://drive.google.com/file/d/1ffdIPdULMF9Yy1ukizNi-vHh7M5mkcz3/view?usp=sharing>

Publisher Response: Reject

The breakout for this citation is: 2.A.ix Breakout: Demonstrate phonological awareness by identifying final sounds in simple words. New content was created for this breakout during TEKS alignment. Here is the link:

<https://drive.google.com/file/d/1M73aiFs7>

IMRA Reviewer Feedback ID 9529916

Component: Teacher Guide (Volumes 1-5) (0)

Reviewer Feedback: For this lesson you can use the "fichas" previously used to find the words in a sentence. Phonological awareness of syllables should focus on students listening to the syllable sounds instead of reading the syllables on a card.

Page Number(s): Volume 4

Location: N/A

URL to Content: <https://drive.google.com/file/d/17jboRNWep7p7oxKcPyRo-JWqt25CZlek/view?usp=sharing>

Publisher Response: Reject

This TEKS is under phonetic knowledge which includes print.

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None