IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Pacific Learning	*El Próximo Paso Al Éxito (Grade 1)*

Subject	Grade Level
Spanish Phonics	Grade 1

Texas Essential Knowledge and Skills (TEKS) Coverage: **100.0%**

English Language Proficiency Standards (ELPS) Coverage: **N/A**

Quality Review Overall Score: **204 / 270**

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	16	0

Count of Publisher Submitted Changes **0**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	1

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 9588816

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: This activity will help students manipulate syllables within words. However, it should be specified where the syllable is going to be added, for example, when it says "Ahora van a agregar una silaba para formar una nueva palabra. Si a papi le agrego /to/ la nueva palabra es.. Piensen.. De la senal. Digan. Papito". It should say : "Ahora van a agregar una silaba AL FINAL DE LA PALABRA para formar una nueva palabra. Si a papi le agrego /to/ AL FINAL DE LA PALABRA la nueva palabra es.. Piensen.. De la senal. Digan. Papito".

In the same way, another verb or expression should be used to refer to changing places instead of the verb "volear" since it does not have that meaning. For example, one could use "invertir " or "voltear".

Page Number(s): NEW
Location: N/A
URL to Content: https://drive.google.com/file/d/1HiaAMW-6tLDHXPqxz_yyPvIF9yqNHZtJ/view?usp=sharing

Publisher Response: Accept

We will add 'AL FINAL DE LA PALABRA' to the script.

 The word 'voleo' is actually a typo. We will change it to volteo.

IMRA Reviewer Feedback ID 9588421

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: A good way to manipulate words by adding and removing syllables, however, it should be specified which syllable is going to be removed, for example, when it says"Voy a decir una palabra y le vamos a quitar una silaba. Despues ustedes me van a decir la nueva palabra ." it should say "Voy a decir una palabra y le vamos a quitar la PRIMERA silaba. Despues ustedes me van a decir la nueva palabra ."

Similarly, when we add the new syllable, we must identify where we add it, at the beginning or at the end, E.G. when it says "Voy a decir una palabra y le vamos a anadir una silaba. Despues ustedes me van a decir la nueva palabra ." It should say "Voy a decir una palabra y le vamos a anadir una silaba AL FINAL DE LA PALABRA . Despues ustedes me van a decir la nueva palabra ." Mi turno. Digan la palabra faro. Faro. Si a faro le anadimos la silaba /la/ AL FINAL DE LA PALABRA la palabra es Farola. Farola es la nueva palabra .(If it is not specified where we add it, the students could get confused and say "lafaro" instead of "farola".)

Page Number(s): NEW
Location: N/A

Page **3** of **8**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Pacific Learning, Spanish Phonics, Grade 1, El Próximo Paso Al Éxito (Grade 1)

URL to Content: https://drive.google.com/file/d/1dMj9BxYK4JW0WpeM6XFMHE0B2KtVygG0/view?usp=sharing

Publisher Response: Accept

We will ad primera to the instructions. Voy a decir una palabra y le vamos a quitar la PRIMERA silaba. We will add al final de la palabra in the instructions. Voy a decir una palabra y le vamos a anadir una silaba AL FINAL DE LA PALABRA.

IMRA Reviewer Feedback ID 8540731

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: It is good that the activity provides some words with silabas trabadas.

Page Number(s): V1Pgs.35-36
Location: N/A
URL to Content: https://drive.google.com/file/d/1er_tylF0Q1xvYH1rhDrScRGl98inT-qK/view?usp=sharing

Publisher Response: Accept

Thank you for your comment

IMRA Reviewer Feedback ID 8557376

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: It is good to incorporate upper and lower case letters in the individual activity to identify the letter.

Page Number(s): V1Pg.213
Location: N/A
URL to Content: https://drive.google.com/file/d/1oVXiekFnPXtTV98QrRFhwZKiNCDlMicC/view?usp=sharing

Publisher Response: Accept without change

Thank you for the comment

IMRA Reviewer Feedback ID 9405846

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Add more words that contain hiatus (idea, raiz, sandia..)

Page Number(s): V3Pg.129
Location: N/A
URL to Content: https://drive.google.com/file/d/17g2ULByGw_tbpk7kJ3Dv2yLtPRwSOW5W/view?usp=sharing

Publisher Response: Accept without change

More hiatus words are present in other lessons.

IMRA Reviewer Feedback ID 9093366

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: It is advisable that, when teaching students to read consonant blends like "pro-" and "pri-", syllables such as "por-" and "pir-" should also be included. This mix allows for a direct comparison, helping students refine their hearing and improve their pronunciation.

Page Number(s): V3Pg.24
Location: N/A
URL to Content: https://drive.google.com/file/d/1STEN7nbiUomXZNvrG4qAB8b2fg4TAzsK/view?usp=drive_link

Publisher Response: Accept without change

Thank you for the suggestion

IMRA Reviewer Feedback ID 8567586

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Would like to have access to see Lesson 53 in the workbook to verify the additional words being decoded contain digraphs.

Page Number(s): V3Pg.46
Location: N/A
URL to Content: https://drive.google.com/file/d/1IkKARrLcbetC698UouhV78-mEslSl2IC/view?usp=sharing

Publisher Response: Accept without change

Here is the link: https://viewer.pacificlearning.com/#/viewer?bookID=dbdfe40a-b061-4801-a...

IMRA Reviewer Feedback ID 8926431

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: In the examples provided, 'equipo' and 'Paquito' are used. However, as we are focusing on words containing the syllable 'que-', other examples could include 'queso,' 'esqueleto,' and 'requeson.

Page Number(s): V4Pg.45
Location: N/A
URL to Content: https://drive.google.com/file/d/1AMshwWtAHQFnkmmzANeJzLHXEq8xCMDd/view?usp=sharing

Publisher Response: Accept without change

More words are included in the student's book "Libro de trabajo" for student practice.

IMRA Reviewer Feedback ID 9447806

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Clarification: "bio" que significa vida y "nica" de electronica

Page Number(s): V5Pg.197
Location: N/A
URL to Content: https://drive.google.com/file/d/1CT1d13xzUSXdNzdITfryvU9rlb2S5rOw/view?usp=drive_link

Publisher Response: Accept without change

Thank you for the comment

IMRA Reviewer Feedback ID 8682121

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Suggestion: Instead of using the word "Migue," you could use other examples such as "guepardo" and "juguete." This is because "Migue" is not a word, but rather "Miguel".

Page Number(s): V5Pg.224
Location: N/A
URL to Content: https://drive.google.com/file/d/1eapAse-OapvZ9FLflWdkWpb5b67KKc4t/view?usp=sharing

Publisher Response: Accept without change

Thank you for the suggestion.

IMRA Reviewer Feedback ID 8528681

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Cruz is only one syllable, so students can not segment the word into individual syllables. Consider replacing cruz with a two or three syllable word.

Page Number(s): V1Pg.3-4
Location: N/A
URL to Content: https://drive.google.com/file/d/1IPP_CGzAj7xzJp_ooCi3E8SRX8vHILp_/view?usp=sharing

Publisher Response: Reject

Thank you for your suggestion. We consider it is important to expose students to one syllable words as well.

IMRA Reviewer Feedback ID 8528511

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Add an extension so that the lesson addresses the SE which is to segment words into syllables. The narrative and the activity are asking students to do the opposite. After they segment they blend the syllables into the word, students can then take the word and segmented back into syllables. Ask complete questions like "que es la palabra que forman las silabas?" Instead of one word questions like "Palabra?"

Page Number(s): V1Pg.3-4
Location: N/A
URL to Content: https://drive.google.com/file/d/1IPP_CGzAj7xzJp_ooCi3E8SRX8vHILp_/view?usp=sharing

Publisher Response: Reject

This activity addresses both combine syllables to make words and segment words into syllables. After explaining the skill and what is required from the students the word ?Palabra? is a verbal cue for choral response so the activities runs smoothly.

IMRA Reviewer Feedback ID 8581476

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Suggestion: When separating syllables, you shouldn't use slashes as it might be confused with the separation of sounds. Instead, we should use a hyphen.

Page Number(s): V3Pg.24
Location: N/A
URL to Content: https://drive.google.com/file/d/1STEN7nbiUomXZNvrG4qAB8b2fg4TAzsK/view?usp=sharing

Publisher Response: Reject

Slashes are used with sounds and combination of sounds (syllables) consistently throughout the resource.

IMRA Reviewer Feedback ID 8647116

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: The example in the teacher guide is not a 3 or 4 syllable word (Moira). Words in the manual suplementario are 3 or 4 syllables. Consider using one of those words (such as heroico) in the teacher guide.

Page Number(s): V5Pg.184
Location: N/A
URL to Content: https://drive.google.com/file/d/1373-KQcsYs_Hzuq-W4V3fO0IUmEMiA8q/view?usp=sharing

Publisher Response: Reject

In this activity students are building on what they already know practicing words with 2 syllables and working on 3 and 4 syllable words.

IMRA Reviewer Feedback ID 9147066

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Since this activity is going to work for "gue-" and "gui-", in the activity there should be an example with "gue-" and another example with "gui-" (e.g., Guinea and guepardo).

Page Number(s): V5Pg.224
Location: N/A
URL to Content: https://drive.google.com/file/d/1eapAse-OapvZ9FLflWdkWpb5b67KKc4t/view?usp=sharing

Publisher Response: Reject

The teacher guide has examples for both "gue-" and "gui-" for example: 'guerrero' and 'amiguito'

IMRA Reviewer Feedback ID 9147436

Component: Teacher Guides Volumes 1-5 (0)

Reviewer Feedback: Since this activity is going to work for "gue-" and "gui-", in the teacher's guide there should be an example with "gue-" and another example with "gui-" (e.g., pinguino).

Page Number(s): V5Pg.234
Location: N/A
URL to Content: https://drive.google.com/file/d/1xjF3ON0dwepKRBCizuYahuju7D6_s9Eo/view?usp=sharing

Publisher Response: Reject

The teacher guide has examples for both "gue-" and "gui-" for example: 'pinguino' and 'ciguena'

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

Public Comment ID 9181151

Comment: Overall, it is a great product. The language of the instruction is explicit, and they use the gradual release of responsibility, allowing students to receive multiple opportunities to attain the skill. It also has ideas on how to provide feedback when students make errors. It is an authentic resource based on the examples used, and it has a developmentally appropriate approach.

Component: Teacher Guides Volumes 1-5 (PL9683SP)
Page Number(s): N/A
Location: N/A

URL to Content: View Publisher Materials

Submitted By: Karina Watson, 75067

Publisher Response: Accept without change

Thank you so much for your comment.