

Publisher Name	Program Name
Ono Learning, LLC	<i>Método Onomatopéyico 1º Curso - Onomatopoeic Program</i>
Subject	Grade Level
Spanish Phonics	1

Texas Essential Knowledge and Skills (TEKS) Coverage:	9.59%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	25 / 270

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	16 / 124

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.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.
 - 5.E.3 Morphological Awareness: Materials do not include a systematic sequence for introducing grade-level morphemes, lack explicit instruction guidance in Spanish for recognizing and using morphemes to support decoding, encoding, and comprehension, 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 program for K–3 that meets 9% alignment with the High-Quality Instructional Materials (HQIM) Rubric in Grade 1. 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*, in which the teacher reads words or short phrases and students write.

Campus and district instructional leaders should consider the following:

- Materials include a misalignment to the TEKS for grade 1 that would be evident when engaged in instructional walks. Materials in grade 1 include similar and identical lessons found in Kindergarten, grade 2, and Grade 3, which do not support differentiation and alignment to the grade-level Spanish Language Arts TEKS for phonics instruction. The lessons for grade 1 would need to be adjusted and adapted to meet the needs of emergent bilingual students according to the state standards and learning outcomes.
- The materials need more opportunities for progress monitoring to assess student progress and address common misconceptions. Purchase of this program would result in the need for campus or district creation of checks for understanding and assessments through a separate system or platform to track student growth and progress.

Intentional Instructional Design

1.1	Course-Level Design	0/14
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, 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 or 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 include "*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 also include a pacing guide in the form of a calendar, "*Temporalización de Onemas*," which lists the onemas in four groups. It lacks a sequence that correlates with the TEKS or specific concepts, and it is the same as grade K.

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 First Grade Pacing Guide" or "Temporalización de Onemas® Curso 2022–2023" does not include suggested pacing to support the effective implementation of various instructional calendars. It is the same calendar for all grade levels.
- The "*Manual del Maestro del Método Onomatopéyico*" does not address pacing or adjustments that can be made throughout the year to address scheduling conflicts. It also does not show varying numbers of instructional days, including 165, 180, and 210 days.

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

- The ten interdependent components found in the "*Manual del Maestro del Método Onomatopéyico*" include atención, oralidad, componentes auditivos y componentes visuales. The components area orders the activities by skills but does not explain the rationale for unit order or how the concepts are connected throughout the course.
- The "*Instrucción Primer Grado*" is a lesson plan template that follows direct instruction but does not explain the rationale for the unit order, the concepts to be learned, or how they are connected throughout the course.

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

- The materials provided diverse components, such as a pacing guide, "*Cartillas de palabras*", and "*Manual del Maestro*." However, they do not include guidance, protocols, and/or templates for unit and lesson internalization.
- The "*Instrucción Plan de lección de Onogramas*" provides blank lesson plan templates using the gradual release model. The materials do not include guidance for internalization or how to use these templates to support unit and lesson internalization.
- The "*Instrucción Primer Grado*" includes a lesson plan sample for teaching words with one, two, and three syllables. The "*Instrucción Primer Grado*" does not include a template or guidance for using the sample lesson plan for unit and lesson internalization.

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

- The grade 1 materials provide lesson templates that follow the gradual release model, a teacher manual, and word cards. The materials do not include resources or guidance to support administrators in implementing the materials as designed.
- The grade 1 materials provide lesson templates, spelling resources, and phonological awareness activities but 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 grade 1 *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* provides interdependent components *"que componen la lectoescritura integrada"* with activities and visuals to use in the lessons. However, the materials do not include comprehensive unit overviews with background knowledge of the units.
- The materials use literacy development and academic vocabulary in the *"Conciencia Fonológica de Primer Curso"* resource, which includes activities to support the development of phonological awareness, phonemic awareness, and phonics, but do not include comprehensive unit overviews to 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 *"Cartilla de Evaluación del Progreso de Primer Curso"* as a tool with words to evaluate the progress of students in the different onemas and as a way to sequence instruction but does not contain support for families in both Spanish or English with information about their students' progress or suggestions on how to help them academically.
- The grade 1 *"Manual del Maestro del Método Onomatopéyico"* does not contain templates, newsletters, or other communication protocols to inform parents about their students' academic 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. The materials do not include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively, and they 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 1 *"Instrucción Primer Grado"* provides three lesson plans for teaching one, two, and three-syllable words, but it does not include questions, tasks, and instructional assessments required to meet the lesson's content and language standards.
- The materials include *"Manipular Sílabas en Primer Curso,"* which includes reading cards needed to manipulate syllables and form different words. The materials include instructions to add a new syllable at the beginning or end of words to make a new word. The cards are listed for the year, but a comprehensive lesson plan is not included.

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

- The grade 1 "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 letter formation that includes the percentage of time for each part of the lesson. The materials do not include the minutes required in the lessons nor the total duration of time this lesson should encompass.

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

- The *"Instrucción de Primer Grado"* provides three lesson plan templates. The templates are divided into *"Apertura 10%, Práctica Guiada 35%, Práctica Independiente/Aprendizaje Aplicado 45% and Puesta En Común y Reflexión 10%."* The templates do not include guidance on how a teacher should build the lesson plans using the different components of the materials, and the materials do not include lesson overviews listing the materials necessary to deliver the lesson effectively.
- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* includes descriptions of the activities in the 10 components. However, the manual does not include an overview listing the materials necessary to deliver the lesson effectively.

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

- The grade 1 *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* does not include guidance on the effective use of materials for extended practice or enrichment opportunities as homework, extension, or enrichment.

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 diagnostic and summative assessments that vary in types 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 Primer Curso*" offers formative assessments where students can decode phonemes at the lesson level. Diagnostic and summative assessments are not included in the materials.
- The grade 1 "*Evaluación del Progreso de Primer Grado*" provides formative assessments at the unit level for phoneme reading. This is the only instructional assessment included in the materials. Materials do not 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.

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

- The "*Evaluación del Progreso de Primer Curso*" provides phonemes and words, such as: oo, ii, ioi, that increase in complexity as the program continues, finishing with the words *ambigüedad, plurilingüe, and güero*. The assessment does not provide explicit information about the purpose of the assessment.
- The "*Cartilla de Lectura de Kinder*" serves as a formative assessment and includes pre-reading assessment cards. The activities start with the onemas o, oo, ooo, and increase in complexity as the program continues. The "*Cartilla de Lectura*" does not have a clear definition of the intended purpose or different types of assessments.

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

- The "*Evaluación del Progreso Lector Primer Curso*" includes phonemes and words for students to read. The teachers do not have clear guidance on administering 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.
- The "*Cartilla de Primer Curso*" does not include explicit teacher guidance on administering assessments. The materials do not include guidance on defining the frequency of administering assessments or the suggested time allotted to complete them.

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

- The "*Evaluación del Progreso de Primer Curso*" features formative assessments where students read phonemes and words in sequence; however, the materials do not specify the TEKS assessed in each lesson.
- The materials include an instructional assessment. The "*Cartilla de Primer Curso*" does not provide diagnostic, formative, or summative assessments; it only provides formative assessments.

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

- The "*Cartilla de Lectura de Primer Curso*" provides a formative assessment consisting of phonemes for students to read, but there are no varying levels of complexity to measure student academic achievement accurately.
- The "*Evaluación del Progreso Primer Curso*" provides formative assessments in which students read phonemes, but it does not feature standards-aligned items or 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 assessments within the *"Evaluación del Progreso Lector de Primer Curso"* provide phonemes and words to read, but they do not include scoring information for interpreting student performance. The materials do not include guidance for how to interpret student performance on the assessment, reflect on proficiency levels, or identify weaknesses and/or common misconceptions.
- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* does not include scoring information for responding to student performance. For example, the materials do not give the teacher guidance on how to support 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 *"Evaluación del Progreso de Primer Curso"* is a list of phonemes or onemas for students to read that increase in complexity. 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 to respond to student achievement levels, including students below, on, or above proficiency levels.
- The *"Cartilla de Primer Curso"* does not include guidance on responding to student trends in assessment performance, such as guidance on 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 Program Grade 1" provides "Cartilla de Evaluación de Primer Curso" cards with words for students to decode that follow the Cartilla de Lectura sequence, but it does not include tools to track students' progress and growth.
- The "*Evaluación del Progreso de Primer Curso*" does not include tools for students to track their own progress and growth. The materials do not provide student-friendly data sheets that allow students to track their assessment scores.

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 Primer Grado"* states that trabalenguas are authentic texts and can be varied to adapt to the student's needs. The *"Ono Trabalenguas Primer Grado"* 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 *"Tarjetas que Rimam Primer Grado"* includes rhyming cards that students pair together to identify the rhyming pair. This material does not provide guidance for differentiation based on the student's performance in the activity according to mastery and non-mastery.

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 Primer Curso Rimas, Retahílas, Rondas y Corros"* is a collection of authentic rhymes with the objective to develop oral vocabulary. This material does not include pre-teaching or support for unfamiliar vocabulary or explicit teaching of figurative language or academic language.

- The "*Manual del Maestro del Método Onomatopéyico*" includes the 10 components of the program. Pre-teaching or embedded supports for unfamiliar vocabulary and references in the text are not included in implementing the main components.

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 de Primer Curso*" 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*," the teacher's manual, introduces the program's main components. The manual 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.	2/3

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 *"Ono Tarjetas Silábicas de Primer Curso"* provides instructions for the three activities in the material. For example, this component does not include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept.
- The "Onemas" provides instruction to introduce the onemas: *"El estudiante, con la guía del maestro y su curiosidad, a través del gesto y el movimiento, descubrirá en qué parte de su cuerpo puede sentir el sonido: 'tocará,' 'sentirá' el onema."* The component does not provide scripted language, prompts, or support for the teacher to model, explain, and communicate the concepts to be learned.

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

- The materials include a variety of instructional approaches, such as songs and reading in isolation, but do not provide guidance for lesson delivery.
- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* does not provide teacher guidance for effective lesson delivery and a variety of instructional approaches. Similarly, the *"Ono Tarjetas Silábicas de Primer Curso"* does not provide guided instructions for teachers to deliver lessons and facilitate learning through authentic and meaningful activities.

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 "Instrucción Phonological Primer Grado" includes a lesson plan template with recommended structures of practice. The lesson plan template includes recommendations to deliver guided and independent practice. The materials do not include teacher guidance for the effective implementation of these structures.
- The "*Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada*" provides whole-group and small-group practice but does not include explicit guidance 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 and 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 materials follow an organized and sequential order for the instruction of phonemes that move from simple to more complex. For example, the "*Secuanci3n y Orden de Ense1anza de los Fonemas*" section in the "*Cartilla de Lectura de Primer Curso*" starts with vowels and then introduces consonants. It follows a structured and sequential approach to teaching phonemes, progressing from simple to more complex. There are no systematic methods for teaching these skills, as the "*Cartilla*" does not provide instructions on how to use these words for direct teaching.
- The "*Instrucci3n Primer Grado*" offers a lesson planner template for teaching syllables sequentially. The progression starts with single-syllable words, moves to two-syllable words, and finally moves to three-syllable words. However, the materials lack a systematic approach to teaching this skill, as they do not include direct instruction or scripted lessons for teachers.

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

- The "*Cartilla de Lectura de Primer Curso*" phonics lessons offer recommendations for word usage and guidelines for introducing new words. For example, After the student is able to read

the red line, it is time to learn a new phoneme. The materials do not provide detailed instructions or teacher scripts on how to teach each skill, model it, practice it, or give immediate feedback.

- Based on "*Manipular Sílabas en Primer Curso*," students form different words with the cards and experience how syllables change when onemas are changed within the words or syllables are added. 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.

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

- The "*Tarjetas de Prefijos, Sufijos, y Palabras Compuestos*" resource allows student practice of phonics skills in isolation through manipulation with word cards. For example, this resource allows students to form words using the cards and states. Students read the cards independently and form words by adding affixes.
- The materials do not include decodable texts for grade 1 students to practice phonics skills. For example, 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 Primer Curso*" provide an order in which phonics skills are to be taught based on the level of difficulty. The materials do not provide guidance to make connections between previous skills that were taught and new skills.
- The "Ono First Grade Pacing Guide" is a calendar that includes the order of skills to be taught throughout the year. 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. The material does not include what opportunities for cumulative review of previously taught skills will be provided to the students.

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 material does not give explicit instructions for what the teacher will model or directions to be given during daily lessons. However, it does provide suggestions for teacher modeling. For example, the "*Instrucción Primer Grado*" provides a sample plan for guided practice. The "*Práctica Guiada 35%*" section directs the teacher to model using an example and ask students to follow along, but there is no specificity about what the teacher models.
- The material "Onogramas" includes a description of what the teacher will do to teach students onemas using their hands to form gestures for each sound. The material explains that the left hand is used to "make" the sounds and can be stamped to differentiate it. The materials do not provide explicit instruction to demonstrate modeling of how to move or position the left hand to teach the skill of identifying and producing letter sounds.

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

- The pages following this description do not include lessons incorporating guided practice to learn each onema. The "*Cartilla de Lectura*" does not include specific and precise terms, phrasing, and statements that teachers can use during explicit guided instruction.
- 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 material "*Onogramas*" includes a suggestion on how the teacher can motivate students to learn onemas. The material states the importance of teachers motivating students to discover the first onogram. However, the materials do not provide guidance for steps to take to encourage students through personalized feedback or what to say to address errors and misconceptions.

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

- The materials provide students with different opportunities for pair and group work. For instance, the "*Ono Tarjetas Silábicas*" allows students to practice manipulating syllables through collaborative learning. The activity instructions involve a partner task where students divide ten words into syllables, with progressively more difficult syllables added as the activity continues. The students alternate between creating and reading the new words while the teacher records observations on their 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 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.

- *"Ono Pacing Guide Primer Curso"* 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 do not intentionally review previously learned and newly learned phonics skills throughout the year.
- The practice activities in the materials are not intentional as they do not connect to learning done in other materials throughout the "Ono Learning Program." The materials include practice activities within the "Ono Program," including forming different words using syllable cards and identifying pairs of rhyming words. For example, within the material *"Palabras que riman,"* the students pair rhyming words with picture cards.

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

- The practice opportunities within the materials do not clearly indicate that phonics skills are explicitly taught first. For example, the *"Instrucción Primer Grado"* outlines a sample lesson structure that includes *apertura, práctica guiada, práctica independiente, puesta en común/reflexión*. Although this framework is provided, the materials in the Ono Learning Program do not include lessons with a similar structure to show that independent practice reinforces previously learned skills.
- Students do not apply the focus skill for the lesson or skills from previous lessons in the materials during guided practice. For example, the material *"Palabras que riman"* provides directions for students to practice rhyming, but the materials do not provide an explicit lesson

to first describe what rhyming words are and model examples of rhyming word pairs before completing this activity.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The grade 1 *"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 *"Manipular Sílabas en Primer Curso"* material includes syllable cards for students to create and combine words. However, it does not include decodable texts to review *sílabas* learned over time for cumulative practice.

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 and are the same as what was used in Grade K. The instructional focus of the *"Ono Trabalenguas"* is alliteration with /d/ but highlights words with d in places other than the beginning sound. For example, the chant states and highlights d in the following places, *"Lado, ledo, lido, lodo, ludo. Decirlo al revés, lo dudo. Ludo, lodo, lido, ledo, lado. Qué trabajo me ha costado."*
- The material *"Oralidad, Rimas, Retahílas, Rondas y Corros"* includes various rhyming chants, offering students opportunities to practice orally chanting short texts related to phonics skills. For example, for the activity "El labrador," the students form a circle and decide who will be the el labrador, dancing while the rest sing and clap each syllable following the rhythm of the song. However, the materials lack clear instructional guidance on when to teach syllables and do not provide clear directions on whether the chants in this material are meant for 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 are not developmentally appropriate and do not reflect the continuum of Spanish phonological awareness and phonics. For example, within the *"Evaluación del Progreso Lector Primer Grado,"* the first page assesses students on their ability to read words such as, *ay, alohe, eolo, heilo, aula*. The materials do not include assessing students' ability to recognize alliteration and identify rhyming words, according to the Grade 1 Spanish Language Arts and Reading TEKS.
- The materials only include one type of assessment found in the *"Evaluación del Progreso Lector de Primer Curso"* and do not include assessment types such as diagnostic, summative, and other formative assessments.

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

- The directions within the *"Evaluación del Progreso Lector"* on how to administer an assessment are not clear. For example, page five in the *"Evaluación"* includes the *sílabas "mo, am, mi, um, me, im, um, em, om, ma,"* followed by words such as *inmueble* and *amanecer*. Page five also has sentences such as *"Tuve que madrugar para ir al médico."* It is unclear what sections students are to read independently as there is no clear teacher guidance on how to assess the students in the reading of *sílabas*, words, and sentences. The materials do not provide consistent directions for administering the assessment, such as instructions or a teacher script to ensure standardized administration of the assessment.

- The "*Evaluación del Progreso Lector*" for grade 1 provides directions for the administration of assessments where the teacher finds in the booklet words to assess students at the end of each learning phase of the reading syllable units, in the same order as presented in the lesson.

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

- The materials include one type of assessment found in the "*Evaluación del Progreso Lector de Primer Curso*," which is a page of words that students should be able to read. The materials do not systematically assess students' acquisition of grade-level skills. The materials do not include a systematic process for tracking student progress based on the continuum of skills they are learning.
- The "*Cartilla de Lectura de Primer Curso*" includes studying the phonemes in sequential order but does not include progress monitoring tools that measure different skills and concepts. For example, the materials do not include "checks for understanding" to assess skills during learning.

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

- The materials do not include an assessment plan to include windows or benchmark dates for beginning, middle, and end-of-the-year assessments. For example, the "Manual del Maestro" does not include guidance on how many times during the year the teacher is to assess students.
- The "*Evaluación del Progreso Lector*" for grade 1 includes 38 pages of words students are expected to read. However, as there is no guidance on when the assessment is to be given, it is unclear how this assessment will span the school year.

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 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 de Primer Curso*" is an assessment in which students read phonemes and words. The materials lack a data management tool to assist teachers in recording and tracking students' reading progress and making instructional decisions based on their needs.
- There are no progress monitoring tools available in either hard copy or digital form. Additionally, the materials do not offer a systematic process for data analysis to help teachers plan and adjust their instruction.

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

- The teachers assess students using "*Evaluación del Progreso de Primer Curso*." The tool provides pages of words in which the materials state: "*en esta cartilla encontrarás palabras para evaluar a tus estudiantes al final de cada aprendizaje de los onemas practicados de la cartilla de lectura de primer curso.*" The materials do not provide a place for teachers to track the accurate reading of these words and compare data from beginning, middle, and end-of-year assessments to analyze patterns and respond to student needs.

- The material do not include progress monitoring tools available in either hard copy or digital form. Additionally, the materials do not offer a systematic process for data analysis to help teachers plan and adjust their instruction.

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

- The grade 1 "*Manual del Maestro*" materials outline the literacy components to be covered throughout the program. However, the "Manual" lacks guidance for teachers on how frequently to monitor progress appropriate for this age group and their skill development. For instance, there are no specific recommendations on how often to assess a student nearing grade-level mastery in reading phonemes compared to a student who is below grade level.
- The "*Evaluación del Progreso Lector de Primer Curso*" materials include sets of words with various phonemes for student evaluation. However, this material does not provide specific guidance on how often to conduct progress monitoring or when students should be assessed on the next phoneme skill based on their assessment results.

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

- There is no guidance on how to use data to accelerate learning based on the "*Evaluación del Progreso Lector*" for grade 1. There is guidance for how to use the materials, titled "*Cómo utilizar esta cartilla/Guía de Instrucción*," but no instructions on how to gather and use the data. 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 Primer Grado*" 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 "*Oralidad Primer Curso Rimas, Retahílas, Rondas y corros*" includes explicit guidance on developing oral language through guided practice. The materials include different chants that rhyme and provide opportunities for the students to practice oral language skills through a short text. For example, in the chant "*debajo de un botón*," guidance is provided for students to learn the song and repeat the syllables "tin" and "ton." While this guidance is provided, materials do not include systematic opportunities for coaching, feedback, and independent practice of oral language skills.
- The "*Trabalenguas Primer Grado*" provides students the opportunity to practice oral language through tongue twisters. For example, on page 4, guidance is provided to first model the tongue twister by having students repeat it and focus on the words that rhyme. The material states, "*Pida a los estudiantes que aprendan la rima y la repitan dando la palmada en cada sílaba que rima.*" However, the materials do not include other opportunities for oral language including asking questions to understand and making appropriate contributions.

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, the "*Oralidad Primer Curso Rimas, Retahílas, Rondas y corros*" provides students with opportunities to learn academic terms. For example, in the chant "*El lagarto y la lagartija*" students practice and learn words for the seasons, *invierno* and *verano*. While materials allow students to interact in academic conversations, they do not allow students to engage in social conversations.
- In the "*Ono Tarjetas Silábicas*" for grade 1, the materials include a series of activities for students to practice manipulating syllables in a variety of ways. In the activity for "*Palabras homófonas*", students are tasked with identifying syllables and using cards to sort and create new words. Students engage in academic conversations as they work with their partner for comprehension of the words that were created and share the word meanings with the whole group. 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 "*Instrucción Primer Grado*", a sample lesson plan is included that states 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 do not provide opportunities for students to engage in structured conversations. For example, in the "*Trabalenguas de Primer Grado*", the steps for completing the activities in the materials are to first repeat the tongue twister and answer a question to 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.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 of introducing letter-sound relationships that starts with vowels and continues with consonants that are useful in generating and decoding Spanish words. For example, in "Onemas 1.0.2" for grade 1, the materials indicate 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 and the resource is the same as the "Onemas" for Kindergarten.
- The materials provide letter-sound relationship examples that do not include explicit application for decoding and encoding. The "Cartilla de Primer Curso" includes pages of letters in the Spanish alphabet to be introduced in order, starting with vowels and progressing to consonants. Pages in the "Cartilla" include picture examples of words that begin with the

letter sound. For example, the letter "b" includes a picture of a *bruja* and *bandera*, words that begin with the letter-sound "/b/" and a sentence with various words that begin with b. Within the materials, there is no explicit instruction for how students are to apply their understanding of letters and sounds to make connections to the picture examples, decode words and read sentences.

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 letters and sounds titled "*Onemas 1.0.2*". On page 47 of this material, the instructional focus is the letter "s". This page includes a list of words with the letter "s" to include "*sol, silla, mesa...*". While this material includes a list of words that include the sound for "s", 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 material "*Ono Tarjetas Prefijos Sufijos Compuestas de Primer Curso*" provides opportunities for students to practice forming words through the manipulation of suffixes, prefixes, and compound words. The last step in the activities include guidance that the teacher should review student work, stating, "*Revise las hojas de trabajo.*" However, materials do not provide guidance for giving 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. The material "*Ono Tarjetas Silábicas Primer Curso*" includes syllable cards for the students to put words together. For example, students practice segmenting and joining words to include "*silabas trabadas, digrafos, s, z, soft c, and x.*" Materials do not include decodable connected text for practice and reinforcement of these skills.
- The material "*Manipular silabas de Primer Curso*" provides opportunities for students to develop and practice their understanding of one syllable and multisyllabic words and identify how changes are made when cards are replaced with another letter at the beginning or end. This activity does not provide opportunities to reinforce learning through cumulative review as there is no guidance for when to review these skills throughout the year.

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. 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 provide opportunities for Grade 1 students to practice syllable awareness, however, the materials do not provide a sequence to begin with simple phonological awareness activities and gradually transition to more complex activities. For example, the material "*Manipular sílabas en Primer Curso*," provides directions to manipulate syllables to add and remove syllables in the beginning and end of words. The material does not provide

guidance to gradually introduce this concept in a lesson sequence that allows students to build on skills from one lesson to another.

- Some lessons materials in the Ono Learning Program do not align with the Grade 1 Spanish TEKS. In the "*Oralidad Rimas, Retahías, Rondos y corros*" students practice phonological awareness skills using the same activities in Grade K. For example, students march to each syllable heard in songs such as "*Manzanita del Perú*" and the directions state, "*Los estudiantes van andando en marcha, golpeando el suelo al ritmo de la canción. Un golpe de pisada con cada sílaba.*" Segmenting multisyllabic words is a Kindergarten TEK.

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 "*Trabalenguas*" for grade 1 includes chants that allow students to practice identifying the beginning sounds in words. The instructions in the materials guide the teacher to repeat the "*trabalenguas*" and focus on the beginning sound. While this guidance is provided, the materials do not provide examples of explicit instruction with explanatory feedback to ensure student mastery of this phonological awareness skill.
- The materials do not include examples of explanatory feedback based on common errors or misconceptions. For example, "*Tarjetas de Palabras que Riman*" include cards with rhyming pairs such as *corazon, dragon* and *bota, pelota*. After matching the rhyming cards, students practice generating a series of rhyming words. While this activity is included, the lesson does not include phrasing or statements for teachers to use during instruction to provide explicit feedback for common errors when students are not able to correctly generate their own rhyming words.

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 materials include a variety of activities specifically designed to help students develop and practice their understanding of phonological awareness skills. For example, the "*Ono Trabalenguas*" for Grade 1 provides twenty-seven activities for the student practice of alliteration. The materials allow students to target different alliteration sounds, such as the initial "/t/" in the sentence, "*Tres tristes tigres comen trigo en un trigal.*" While multiple activities are provided, they do not provide opportunities for cumulative review.
- The materials include a variety of resources including rhymes, chants, games, and practice cards. For example, the resource "*Oralidad_ Rimas, Retahías, Rondas y corros*" provide the teacher with activities in the form of traditional chants that students listen to practice segmenting spoken syllables. The resource "*Palabras que riman*" also allows students to play

a rhyming game through drawing of words that rhyme. There are several resources that allow students to develop and practice skills, but materials lack the opportunity for students to reinforce their understanding of phonological awareness skills.

Foundational Skills

5.D.2	Phonemic Awareness (K–1)	3/13
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)	3/6

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 and 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)

- The materials include phonological awareness lessons that do not provide clear guidance for a progression of skills from simple to more complex. For example, the material "*Tarjetas Silábicas de Primer Curso*" includes various syllable cards with activities to include manipulating words with *silabas trabadas*, decoding words with digraphs, and s, z, soft c, and x. While this material contains these activities, the order of how to teach these skills is not stated.

- The materials do not differentiate the sequence of teaching phonemic awareness in Kindergarten compared to Grade 1. Within the "Manual del Maestro", there are examples of how students can manipulate syllables using the same resource and directions. The example states, "*Con las frases finales lectura de los fonemas de la Cartilla de Kindergarten y de Primer Curso, podríamos tener realizados cuatro carteles con esas frases: 1. La frase completa. 2. La frase para poder segmentar las palabras...*" Within the sample phrase in the materials, "*El ruso remo en el rio*", complex manipulation practices such as adding, deleting, and substituting phonemes are also 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 "*Manipular sílabas en primer curso*", states the syllable cards should be used to change and replace the order of phonemes to create new syllables, to include *sílabas trabadas*. However, specific examples for how to use the cards to teach these skills are not included. For example, the cards contain the letters "m" and "i". An example is not given to combine the letters to make the syllable "mi" or replace the vowel with "e" to make "me".
- Teachers are not supported in providing explicit feedback to address common errors and misconceptions. In the "*Ono Tarjetas Silábicas*", students use syllable cards to practice various skills such as manipulating words with *sílabas trabadas*. Using the cards for this activity, students can form words such as *platicar* and *croqueta*. Within these materials, feedback to include what to say when students do not accurately use cards to form words or 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 include activities to support the connection from oral language activities to phonics skills, however, direct and explicit guidance is not provided. The material "*Cuadernillo de Dictado de Primer Curso*" allows students to demonstrate their phonetic knowledge by correctly writing words with a specific orthographic pattern that the teacher is saying aloud. While the "*Cuadernillo*" provides three scripted directions for the students to write words and write a story using the words and sentences using the letters that are being practiced, this is the only guidance provided for all thirty-seven pages in this resource.
- The materials do not include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. The "*Tarjetas Silábicas Primer Curso*" allow students to connect phonemic awareness skills to the alphabetic principle and states "*los estudiantes sean capaces de entender la diferencia entre fonema,*

sílaba, palabra y/o frase y forme palabras nuevas". The guidance within the activities and the examples provides the teacher with steps to follow, but does not provide specific and precise terms, phrasing and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle.

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. Grade 1 lessons include games, songs, poems, and tongue twisters in which students play with phonemes in words. For example, the *"Ono Trabalenguas"* allow students to practice alliteration through tongue twisters such as, *"El perro de Roque no tiene rabo, porque Ramón Ramírez se lo ha cortado."*
- 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. The resource is the same as the *"Tarjetas Palabras que Riman"* in Kindergarten. 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	0/17
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)	0/2
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 do not 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 do not include a systematic sequence for introducing sound-spelling correlations. While the material, "*Ono Tarjetas Silábicas de Primer Curso*" includes pages of materials for sound spelling correlations to include "*sílabas trabadas, digrafos, palabras homófonas, s, z, soft c, and x*", the program does not explicitly state this is the order to teach these skills according to the grade 1 Spanish TEKS. For example, there is no outline of the progression of sound spelling patterns.
- The material "*Ono Tarjetas Silábicas de Primer Curso*" contains generic lessons to teach phonics skills. This resource begins with the skill "*palabras con sílabas trabadas*" and ends with "*contracciones*". This material does not specify which of these skills should be taught first according to a systematic progression of skills from simple to complex.

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 detailed teacher actions for explicit instruction. The lesson titled *"Decodificación de palabras con dígrafos"* within the *"Ono Tarjetas Silábicas de Primer Curso"*, provides information on how important this skill is to learn. The lesson states, *"Es importante que los estudiantes entiendan cómo decodificar bien estos sonidos y diferenciarlos de los sonidos por separado"*. However, no teacher scripts or strategies for how to teach this skill are provided.
- The materials do not include teacher scripted lessons to introduce and model the phonics skills for grade 1. The *"Manipular de Sílabas Primer Curso"* for grade 1 provides a set of letter cards and cartoon images that represent those letters. For example, the letter "O" is represented with a cartoon image of a child forming the letter "O" with his hand and mouth. While these cards are provided, the material does not include teacher guidance for how to use these cards in direct instruction. The materials provide suggestions for how to give instructions and states *"La maestra da instrucciones para que los estudiantes: Agreguen una sílaba compleja al principio, al final... Supriman una sílaba compleja (error) al principio, al final... Cambien el orden de las sílabas complejas."*

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 resources and activities for students to develop, practice and reinforce student understanding of sound-spelling patterns. Within the *"Tarjetas Silábicas de Primer Curso"*, the lessons titles are based on sound-spelling patterns students in Grade 1 are to learn, however, the activities for each skill are similar or identical. For example, the lessons titled *"Palabras que usan la sílaba gue"* and *"Palabras que usan la sílaba gui"* include the same three activities in which students first read the word cards individually, then in pairs, and finally in groups. The directions for both activities state *"Actividad 1: Individualmente, leerán las palabras que se les propongan. Actividad 2: Con un compañero, leerán las palabras propuestas, y las leerán con y sin diéresis. Actividad 3: En pequeños grupos, las leerán exagerando la diferencia con y sin diéresis, y con y sin u."*
- Activities and resources do not provide a cumulative review. The two materials that can be used to reinforce sound-spelling patterns, *"Tarjetas Silábicas Primer Curso"* and the *"Manipular Sílabas en Primer Curso"* do not make reference to each other or make connections 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 authentic activities and resources for students to decode and encode words in isolation. For example, the resource "*Cartilla de palabras con ortografía especial Primer Curso*", provides a suggestion for practicing the skill of writing words that sound the same, but are spelled differently such as "*vota, bota*" and "*caso, cazo*". The materials state "*En esta cartilla se va a practicar palabras que se escriben con ortografía diferente pero su sonido es igual*", however there is no activity for how to practice this skill to mastery.
- The materials provide authentic activities and resources in Spanish, such as "*trabalenguas*," however it does not include a variety of opportunities for students to decode and encode words that include syllables in text. For example, in the "*Trabalenguas de Primer Grado*" students identify beginning sounds. One of the activities states, "*Pida a los estudiantes que den una palmada en el sonido inicial, pregunte ¿qué sonido suena?*" The materials do not allow students to decode and encode words with syllable patterns for Grade 1.

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 systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (sílabas tónicas), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. Materials do not 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 (sílabas tónicas), word type, and accent mark rules. 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). 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).

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.

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 decoding and encoding words with hiatus and diphthongs for grade 1. Within the *"Ono Tarjetas Silábicas de Primer Curso,"* students practice manipulating cards to practice forming multisyllabic words. However, each lesson has a total of three activities and is similar across the resource and grade K, grade 2, and grade 3.
- The materials do not spiral decoding and encoding skills for reinforcement. The activity within the *"Cuadernillo de Dictado de Primer Curso"* allows students to encode and decode the multisyllabic words the teacher dictates. However, this resource does not connect the words to other materials in the program to support cumulative review.

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.

Foundational Skills

5.E.3	Morphological Awareness (1–3)	0/19
5.E.3a	Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)	0/1
5.E.3b	Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1)(T)	0/4
5.E.3c	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	0/6
5.E.3d	Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes 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 do not include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. Materials do not include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials do not include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials do not include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes 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 and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)

- The materials do not have a systematic approach to studying morphemes that are aligned with the Grade 1 TEKS. For example, the *"Ono Tarjetas Prefijos, Sufijos, Compuestas de Primer Grado"* is a resource in which students practice making words using the root word, prefixes, and suffixes. The resource does not have grade 1 activities for the instruction of affixes "-s, -es, -or" according to the grade 1 TEKS 1.3C. However, the material includes word study activities for "re-...des-...-ismo," which are grade 2 and grade 3 TEKS.
- The materials do not organize the introduction of grade-level morphemes in a systematic order. *The "Ono Tarjetas Prefijos Sufijos Compuestas de Primer Grado"* includes a page of prefixes with the title: *"Hipo hiper sub-des super re."* The materials do not provide explicit guidance for the order in which these prefixes are to be taught since the next group of words is

not listed in the same sequence. The first word listed on this page, for example, is "submarine."

Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

- The materials do not include direct, explicit instruction in morphological awareness and include incomplete teacher guidance. For example, "*Ono Tarjetas Prefijos, Sufijos, Compuestas de Primer Grado*" is a resource to support morphology by creating words with various prefixes and suffixes. The instructions give teachers examples of how to use different prefixes during instruction, but the guidance in the resource is unfinished. The material states, "*Por ejemplo, en lugar de escribir, La maestra me dijo que tenía que volver a leer el libro, podrían usar el prefijo re- para escribir, La maestra me dijo que tenía que releer el libro; o en lugar de escribir.*" The guidance ends mid-sentence without providing clear directions.
- The materials include suggestions for how to teach morphological skills but do not include direct and explicit instruction to include teacher actions or scripts. Within the "*Cuadernillo de Dictado de Primer Curso*," the teacher says words aloud following various morphologic patterns such as "*prefijos...sufijos...palabras compuestas*" as students write them. However, the words are not connected to specific lessons in which the teacher is told what to do and say to support encoding and decoding.

Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The "Ono Learning" resources do not contain a variety of activities to develop and practice grade 1 morphological skills. The "*Ono Tarjetas Prefijos, Sufijos, Compuestas de Primer Grado*" includes four activities that are identical in the instruction of prefixes and suffixes. In the activities, students use cards and join them together to form new words individually and then in pairs. For example, the activities for both prefixes and suffixes state, "*Actividad 1: Los estudiantes individualmente, leerán las tarjetas e irán uniéndolas para hacer palabras completas. Actividad 2: por parejas se dirán uno al otro la palabra que han descubierto.*" Activity 3 and Activity 4 are also identical.
- The materials do not include a variety of resources that align with grade-level Spanish language arts TEKS and do not include a cumulative review of previously learned morphemes. Examples of materials that offer instruction on morphemes across the program are the "*Ono Tarjetas Prefijos, Sufijos, Compuestas de Primer Grado*" and the "*Cuadernillo the Dictado de Primer Grado.*" These resources do not include activities to support instruction of prefixes and suffixes for Grade 1, but rather include a variety of words that are aligned to Grades 2 and 3 TEKS, such as "*realidad, deslizar, senderismo.*"

Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes 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)

- Materials in the Ono Learning Program include word lists that provide no instructions for how to complete an activity to encode and decode. For example, the material "*Cartilla de palabras con ortografía especial Primer Curso*" includes a list of homophones (words that sound the same but are spelled differently) and an explanation that students will practice using these words. However, instructions to complete an activity using words provided, such as "*baya/valla, sabia/savia, grava/graba*" are not included.
- The materials do not provide a variety of opportunities for students to practice decoding, encoding, and understanding the meaning of words with morphemes through connected text. The material "*Cuadernillo de Dictado de Primer Curso*" asks students to write the words that the teacher dictates along with a story using the words. However, the materials do not include decodable texts that students can use to build their knowledge and apply their understanding of morphemes they have previously learned and read.