

ONO LEARNING LLC

Spanish Phonics, 1

Ono Pro First Grade Program

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	2501130630412	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Noncompliant	Flags Not in Report	40	Flags Not in Report	Flags in Report	1

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	4 out of 26	15%
2. Progress Monitoring	0 out of 26	0%
3. Supports for All Learners	0 out of 26	0%
4. Phonics Rule Compliance	1 out of 31	3%
5. Foundational Skills	2 out of 67	3%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	5
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials include a scope and sequence with the TEKS that does not outline the concepts taught throughout the year.	2/3
1.1b	The materials do not include suggested pacing for various instructional calendars with differing numbers of instructional days.	1/2
1.1c	The materials do not include a rationale for unit order, nor an explanation of how concepts connect throughout the course.	0/2
1.1d	The materials do not include protocols with corresponding guidance for unit or lesson internalization.	0/2
1.1e	The materials do not include frameworks or tools to support instructional leaders in lesson implementation.	0/2
—	TOTAL	3/11

1.1a – Materials include a scope and sequence outlining the TEKS and concepts taught in the course.

The materials include a scope and sequence in the *OnoPro Manual del Maestro del Método Onomatopéyico*. The scope and sequence has the Texas Essential Knowledge and Skills (TEKS) presented in a chart titled OnoPro TEKS and Breakdown Scope and Sequence. However, the scope and sequence does not include a list of concepts taught throughout the course.

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).

The materials include a pacing guide found in the *OnoPro Manual del Maestro del Método Onomatopéyico*. This guide is presented as a color-coded calendar titled "Temporalización de onemas." Each color on the calendar represents specific instructional days and the corresponding skills to be taught on those days.

The material does not provide guidance for effective implementation using calendars with varying numbers of instructional days.

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

The materials do not include an explanation for the rationale of unit order. The *OnoPro Manual del Maestro del Método Onomatopéyico* describes ten interdependent components in the routine for instruction section of the program, but it does not clearly explain why these components are taught in that specific sequence.

The materials do not include a clear explanation or narrative that links concepts to earlier or later learning within the school year. There is no explanation of how ideas connect or build on each other throughout the course.

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

The materials do not include protocols with corresponding guidance for unit internalization. The materials lack a consistent process for teachers to preview unit goals, understand learning progressions, or reflect on how to support all students before teaching. For example, in the *Dictado* booklet or Prefix and Suffix routine cards, the materials offer isolated support but do not provide comprehensive or consistent steps for lesson preparation across materials. The manual does not provide protocols or clear guidance for teachers to preview or internalize an entire unit's goals, TEKS alignment, learning progressions, or opportunities for differentiation across multiple lessons before teaching.

The *OnoPro Manual del Maestro del Método Onomatopéyico* includes instructional routines that intend to support lesson delivery, such as the "Rutina de instrucción maestro-estudiante" ("Revise la instrucción previa . . . escuche . . . identifique . . . diga . . . compruebe . . . aplicación . . ."). While this sequence offers structure for in-the-moment teaching, the manual does not provide prelesson internalization steps, such as guidance for reviewing objectives, vocabulary, or assessments in advance.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

The materials do not include resources for instructional leaders to support teachers with the effective implementation of the program. The materials lack implementation tools, such as checklists and rubrics, that leaders can use to monitor lesson delivery or coach teachers. There is no support for planning professional development, observing instruction, or addressing implementation challenges.

The materials do not include guidance for instructional leaders to support teachers with effective implementation of the program. While teacher-facing resources, such as the section titled "Desarrollo de la conciencia fonológica," outline instructional routines, Escuche, Identifique, Diga, Compruebe, and

Aplique, these routines are not adapted for reading coaches or administrators to guide teachers in using the materials.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not include background content knowledge, or academic vocabulary necessary to effectively teach the concepts in each unit.	0/2
1.2b	The materials include unit-level family support in Spanish with suggestions on supporting the progress of their student. The materials lack equivalent support in English.	1/2
—	TOTAL	1/4

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.

The materials do not include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the concepts in the units. The *OnoPro Manual del Maestro del Método Onomatopéyico* includes a unit overview that lists the skills that will be taught, but does not include information to support effective teaching of the concepts in the unit.

The materials do not include unit-specific academic vocabulary or vocabulary lists to target during instruction. The materials include a section titled OnoPro Bits, with vocabulary words that are the same throughout the different grade levels.

1.2b – 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 support for families in Spanish to reinforce phonics instruction at home. The *Manual de la familia* and the section "Enlace entre el hogar y ONO" provide structured routines that mirror classroom instruction. These resources use culturally relevant practices, such as rhymes, tongue twisters, and songs, and directly connect to the ten components of the literacy method.

The materials lack equivalent resources in English.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not include comprehensive, structured, and detailed lesson plans with daily objectives, questions, tasks, materials, and assessments aligned to the TEKS and language standards.	0/7
1.3b	The materials do not include a lesson overview that lists the teacher and student materials required to deliver the lesson, and the materials lack suggested timing for individual lesson components.	0/3
1.3c	The program lacks clear strategies for adapting instruction to meet students' performance needs. It does not include guidance for differentiation, enrichment, or how to extend learning through practice or homework.	0/1
—	TOTAL	0/11

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 (aligned with the TEKS).

The materials do not include structured, detailed lesson plans required to meet the content standards. In the *OnoPro Manual del Método Onomatopéyico*, the template titled "Planificación de aprendizaje" offers spaces for the TEKS and teacher/student actions; they are not prefilled with specific objectives, instructional tasks, or questions to check for understanding.

The lesson plans reference learning goals, but they do not incorporate assessments to check for mastery. The materials provide bulleted activity lists without suggested timing or clear daily goals. The materials do not include accompanying questions or tasks to guide comprehension and discussion.

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The materials do not include the necessary teacher and student materials to effectively deliver each lesson. In the *OnoPro Manual del Método Onomatopéyico*, the materials list a general lesson plan format in which the required materials are embedded within the instructions and are not aligned to a specific lesson. The materials do not clearly explain when or how these tools should be used during instruction.

The materials lack suggested timing or time allocations for each lesson component. The *OnoPro Manual del Método Onomatopéyico* includes a "Planificación de aprendizaje" template. This template offers a percentage of time for each component; for example, Apertura 10 percent and Practica guiada 35

percent. However, they do not include suggested timing for each lesson component or offer concrete time recommendations within each lesson.

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

The materials do not include guidance on the effective use of lesson materials for extended practice. In the *OnoPro Manual del Método Onomatopéyico*, the materials offer in-class activities, such as syllable manipulation and word formation in the section of "Actividades de seguimiento." There is no explicit guidance for using these tasks as enrichment, differentiation, or homework. The Tarjetas de prefijos y sufijos include follow-up activities, but these are not clearly labeled or supported as formal opportunities for extended learning. Additionally, suggested activities found in the Tarjetas de sílabas and Tarjetas de palabras que riman remain embedded within core instruction and do not include strategies or examples for reinforcing skills through independent or at-home practice.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	The materials do not include diagnostic assessments; formative and summative assessments are not provided at the unit or lesson level and do not vary in task types or question formats.	0/9
2.1b	The materials do not include teacher resources or guidance on when or how to use assessments. The materials do not include suggested timing or explicit instructions on when and how to use the assessments.	0/2
2.1c	The materials do not include teacher guidance to ensure consistent and accurate administration of instructional assessments.	0/2
2.1d	The materials do not include diagnostic, formative, and summative assessments aligned to the TEKS and objectives of the course, unit, or lesson.	0/6
2.1e	The materials do not include instructional assessments that have TEKS-aligned items at varying levels of complexity.	0/2
—	TOTAL	0/21

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.

The materials do not include assessments that are at the unit and lesson level; for example, in the "OnoPro Evaluación del progreso lector," the summative assessment states that the teacher will evaluate only when the student feels confident and ready to apply their learning by independently reading letters, syllables, and new words.

The materials do not include assessments that vary in types of tasks and questions; for example, the formative assessment in the "OnoPro Cartilla de lectura" begins with the sections "Escuche "and "Identifique." However, this section prompts oral repetition as the method for assessment. Students are asked to listen to a series of phonemes and repeat them. The materials do not include a diagnostic assessment.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

The materials do not include the definition and intended purpose of the types of instructional assessments included. The "OnoPro Evaluación del progreso lector" includes a section titled "Cómo utilizar esta cartilla" with two short sentences. The first one is the "Evaluación del progreso," which states that students will show their own progress by reading letters, syllables, and new words. The other sentence starts with "Evaluación sumativa," and states that the teacher will evaluate whether the student can apply the learning. Although the materials include a statement for each assessment, the definition is not clear, and it does not explain when or how to administer them, nor do they provide guidance for instructional use.

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

The materials include a teacher guidance section to evaluate students' progress in the "Cómo utilizar esta cartilla," within the "OnoPro Evaluación del progreso lector." The guidance section does not ensure consistent and accurate administration of instructional assessments. This card identifies two assessment types, "Evaluación del progreso" and "Evaluación sumativa." The "Evaluación del progreso" explains that the assessment is made up of one letter per page, with syllables and words, but there is no teacher guidance on how to administer this assessment. The "Evaluación sumativa" states that the teacher will evaluate if the student can independently apply their knowledge to read new letters, syllables, and words. The materials lack scripts, timing suggestions, scoring procedures, or standardized protocols to support consistent and accurate assessment administration.

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

The materials do not include assessments aligned to the TEKS and objectives of the course, unit, or lessons. Although the materials include phonics assessments that address skills such as decoding multisyllabic words, identifying syllable types, and recognizing word structures such as prefixes, suffixes, and abbreviations in the "OnoPro Cartilla de lectura," they do not cite specific TEKS or clearly connect each assessment to course, unit, or lesson objectives. For example, students are asked to read words with specific syllabic structures, but the materials do not indicate which TEKS or learning goals these assessments are designed to measure.

The materials also include repeated phonics assessments in the "¡Mi progreso . . . al leer palabras con . . .!," within the "OnoPro Evaluación del progreso lector," which relate to phonics instruction. However, these assessments are not explicitly aligned to the TEKS or instructional objectives. For example, there

are decoding word lists organized by syllabic complexity, but there is no documentation showing how these items support specific grade-level standards or outcomes.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

The materials do not include instructional assessments that have TEKS-aligned items at varying levels of complexity. They include routines to evaluate students' progress in the "OnoPro Evaluación del progreso lector." This section explains that the teacher will implement activities for students to decode words with CV and VCV, and words with digraphs *ll* and *ch*. It also includes words with spelling rules that students should know when decoding. The assessment modality only details one format of assessment. The assessment does not include items with two or more levels of complexity.

The materials also include a section, "¡A leer . . . palabras con . . . !" in which students interact with activities for that particular skill. However, it does not feature TEKS-aligned items or multiple levels of complexity.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not include instructional assessments with guidance for interpreting student performance.	0/2
2.2b	The materials do not provide guidance for the use of included tasks and activities to respond to student trends in performance assessments.	0/1
2.2c	The materials do not include tools for teachers to track student progress and growth, or tools for students to track their own progress and growth.	0/2
—	TOTAL	0/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

The materials do not include instructional assessments with guidance for interpreting student performance. Although the "OnoPro Cartilla de lectura" includes practice for decoding, identifying vowels, and recognizing syllable patterns like VC, CV, and CCVC, as well as digraphs like *ch*, the materials do not provide scoring rubrics, rating scales, or interpretive guidance to help teachers understand student performance. Students decode a list of syllables and words, but there are no descriptors that define levels of mastery or identify partial understanding or misconceptions.

The materials also include decoding items that progress from vowel combinations like *oi* to multisyllabic words, with varying phonetic structures in the "OnoPro Evaluación del progreso lector." However, there are no tools to analyze student performance or identify areas of strength or need.

2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

The materials do not provide guidance for the use of included tasks and activities to respond to student trends in performance assessments. The materials include decoding activities that focus on syllable structures such as VC, CV, CVC, CCV, and CCVC in the "OnoPro Cartilla de lectura" that include instructional routines using steps like *Aprende*, *Identifica*, *Lee*, *Toma turnos*, and *Asegúrese*. In this section, the materials do not offer guidance on adjusting instruction based on student performance; for example, there are no recommendations for grouping students, differentiating instruction, or selecting specific activities in response to assessment results.

The materials also include a guide in the "Desarrollo de la conciencia fonológica" with activities to develop phonological awareness, such as identifying sounds, manipulating syllables, and manipulating words. The materials present skill-building tasks but do not provide guidance on how to use these activities to respond to student performance on assessments.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

The materials do not include tools for teachers to track student progress and growth, nor tools for students to track their own progress and growth. The materials include decoding tasks aligned to each letter in the sequence in the "Cómo utilizar esta cartilla" within the "OnoPro Evaluación del progreso lector." Teachers informally observe students' decoding performance, but the materials do not provide formal tools to track student progress and growth over time. For example, the program does not include editable tracking sheets, rubrics, or score templates, or digital tools to document individual or group progress across the school year.

The materials do not include tools for students to track their progress and growth. The materials include repeated decoding practice aligned with taught letters and syllables in the "OnoPro Evaluación del progreso lector," where students engage in tasks after each instructional unit. While students are expected to demonstrate reading skills, the materials do not provide tools for students to monitor or record their own progress and growth, personal goal-setting pages, or progress charts to track their development.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	The materials do not include teacher guidance for differentiated instruction, activities, or paired, scaffolded lessons for students who have not yet reached proficiency on grade-level content and skills.	0/3
3.1b	The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in the text.	0/2
3.1c	The materials do not provide teacher guidance for differentiated instruction, enrichment, or extension activities for students who have demonstrated proficiency in grade-level content and skills.	0/2
—	TOTAL	0/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The materials do not include teacher guidance for differentiated instruction, activities, or paired scaffolded lessons for students who have not yet reached proficiency on grade-level content and skills. The "OnoPro Cartilla de lectura" includes a "Rutina de instrucción y diálogo maestro-estudiantes" that outlines general teaching steps such as Recuerde, Escuche, Diga, and Compruebe; it is designed for whole-group delivery without adjustments for students performing below grade level. Lessons such as "¡A leer . . . palabras con vocales!" or "¡Listos para . . . identificar sonidos!" offer procedures, but they do not include alternate simplified instructions or reteaching prompts. Instructional tables and sequencing guides provide structure, but there is no evidence of differentiated tasks or scaffolds specifically targeting students who struggle to meet objectives.

In the "Desarrollo de la conciencia fonológica," the materials offer grade-level activities but lack specific teacher guidance for supporting students who have not yet achieved proficiency. These materials categorize phonological awareness into three distinct levels: Lexical Awareness focuses on identifying and manipulating words within sentences, Syllabic Awareness involves segmenting and manipulating syllables within words, and Phonemic Awareness includes segmenting and manipulating individual phonemes, which are the smallest units of sound. The materials do suggest that activities can be tailored

to various needs by beginning with simpler sentences and gradually moving toward more complex ones without specific guidance.

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)

The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text. For example, the "Trabalenguas" focuses on vocabulary development through tongue twisters, promoting oral memory acquisition, linguistic learning connected to movement, and the learning of oral and cultural traditions. However, vocabulary and references within the materials are presented without sufficient teacher guidance or embedded supports for elements such as figurative language, idioms, and academic language. Vocabulary instruction primarily relies on rote practice, with little contextualization or scaffolding.

The "OnoPro Cartilla de lectura" lacks pre-teaching and embedded supports for unfamiliar vocabulary and academic language. Terms such as *estructura silábica CV, VC*, and *palabras multisilábicas* appear throughout the lessons without clear definitions or vocabulary scaffolds for students. Instructional routines and objectives are presented without vocabulary previews, visuals, or rephrasing to aid comprehension of these terms. The materials do not include anchor charts, background knowledge questions, or vocabulary guidance for teachers.

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.

The materials do not provide teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, in the *Blending Syllables Manual*, the section "Coarticulamos palabras monosílabas uniendo fonemas" includes the basic theoretical concepts and suggests that the students manipulate phoneme cards to form syllables. However, the materials do not include specific instructional support or enrichment tasks to extend learning beyond the foundational level.

The "OnoPro Cuadernillo de dictado" also lacks guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. In the activity "¡Listos para . . . identificar el sonido __!," students follow a fixed sequence including Aprenda, Escuche, and Compruebe, with all students expected to complete the same routine regardless of proficiency level. Word lists and vowel combinations such as "*a, ao, ia, oa, ai*" and "*ua, oui, uia, and ouia*" appear in isolation without additional tasks that promote synthesis, application, or creative exploration. The lessons do not include prompts for higher-order questioning, project-based learning, or suggestions for adapting instruction to meet the needs of advanced learners.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	The materials do not include explicit, direct prompts or guidance to support the teacher in modeling and explaining the concepts to be learned.	0/4
3.2b	The materials do not provide teacher guidance or recommendations for effective lesson delivery using a variety of instructional approaches.	0/2
3.2c	The materials do not support multiple types of practice or provide varied instructional structures to support effective implementation.	0/3
—	TOTAL	0/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The materials do not include explicit, direct prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. For example, in the *OnoPro Manual de onemas*, the materials state that the teacher guides the student using their natural curiosity. Through gestures and movement, the teacher helps the student explore where in their body they can physically feel the sound, and to touch and sense the *onema*.

This teacher instruction is limited and lacks explicit modeling language or scripted examples to support teacher delivery.

The "OnoPro Cartilla de lectura" does not include explicit prompts or guidance to support the teacher in explaining the concepts to be learned. Although suffixes such as *-ero*, *-azo*, *-ísimo*, and *-ismo* are presented with examples like *panadero*, *golpazo*, *altísimo*, and *egoísmo*, the materials do not provide supporting explanations, definitions, or instructional language to clarify the meaning or function of each suffix. There are no conceptual breakdowns or strategies to help the teacher connect to the morphological concept being taught.

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

The materials lack teacher guidance and recommendations for effective lesson delivery using a variety of instructional approaches. For example, the "OnoPro Cuadernillo de dictado" includes lessons such as "¡Listos para . . . identificar el sonido ___!" These lessons follow a fixed routine—Aprenda, Escuche, and Compruebe—without offering flexibility or direction on how to implement these steps using different strategies. The materials do not reference scaffolded instruction, flexible grouping, or transitions between whole-group, small-group, and individual formats. They lack embedded teacher notes, modeling

suggestions, or strategy options such as think-alouds, peer collaboration, or hands-on activities. Instruction relies on a single approach, with no support for implementing multiple methods.

The "OnoPro Cartilla de lectura" does not include teacher guidance or recommendations for lesson delivery using more than two instructional approaches. While the digraph activity shown in "Decodificar palabras con dígrafos" lists three tasks: individual manipulation of word cards, pair work to encode words, and syllable identification, the materials do not provide the teacher with facilitation support, such as modeling scripts, suggested grouping structures, pacing, or monitoring checkpoints. For example, Actividad 2 asks students to decode words in partners, but there is no teacher-facing explanation on how to form pairs, guide the encoding, or check for accuracy.

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.

The materials do not support multiple types of practice to support effective implementation. The instructional routine shown in the "OnoPro Cartilla de lectura" relies heavily on whole-class repetition and teacher-directed modeling, such as Escuche, Identifique, Diga, and Compruebe, with consistent oral reading or echoing of the teacher. While taking turns implies some participation, it is limited to taking turns during whole-group instruction and does not represent true collaborative or partner-based learning. The practice cycle lacks varied modalities, such as differentiated independent tasks, student-led exploration, or small-group inquiry.

The materials do not include the variety of instructional structures needed to support effective implementation. For example, in the "OnoPro Fichas de preescritura," all student work is designed for independent tracing using patterns such as "Curva hacia la izquierda" or "Olas del mar," with no opportunities for guided practice, partner work, or collaborative learning. Although the instructions mention pacing adjustments such as "Hacer la primera línea poco a poco, todos a la vez," they lack explicit teaching routines, modeling scripts, or formative checkpoints to support effective delivery. The materials do not include any recommendations for how to structure instruction using whole group, small group, or one-on-one settings to address diverse learning needs.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3b	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.	0/8
3.3c	Materials do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	0/1
—	TOTAL	0/10

3.3a – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

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.

The 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.

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.

The materials do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language. The "OnoPro Cartilla de lectura" includes instructional materials written entirely in Spanish and does not include side-by-side comparisons, bilingual glossaries, or anchor charts that link Spanish content to English structures. There are no prompts or tasks that guide students to analyze grammatical or phonological similarities and differences between English and Spanish. Lessons do not reference English syntax, cognates, punctuation, or vocabulary as tools to support bilingual development. The product lacks the scaffolds and strategies to support metalinguistic connections required in a dual language immersion setting.

The material does not include resources that support metalinguistic transfer from English to Spanish. The "OnoPro Cartilla de lectura" focuses exclusively on Spanish phonological instruction through decoding, syllable blending, and identification of sound-letter correspondences. While these tasks support foundational literacy in Spanish, they do not offer opportunities for students to compare how English and Spanish differ in grammar, pronunciation, or syntax. Additionally, there are no teacher-facing notes or guidance that explain how to draw on students' English knowledge to support Spanish literacy development.

4. Phonics Rule Compliance

Materials comply with state requirements for explicit (direct) and systematic phonics instruction.

4.1 Explicit (Direct) and Systematic Phonics Instruction

19 TAC §74.2001(b)(1)(C) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	The materials do not include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.	0/2
4.1b	The materials do not include explicit or intentional practice opportunities for phonics skills in isolation or through decodable texts.	0/4
—	TOTAL	0/6

4.1a – Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.

The materials do not include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills. For example, in the "OnoPro Cuadernillo de dictado" dictation routines, students are asked to write multisyllabic words and complete sentences, such as "El peludo folletto," and "Samuel usó el sacapuntas en clase," without evidence of prior phonics progression. Instruction also includes irregular and complex orthographic patterns, such as *hipotermia*, *hipertensión*, and *sobremesa*, without a documented build-up from simpler syllable types such as CV, VC, or CVC. The materials do not provide a precise sequence of phonics instruction from simple to complex.

The materials also follow a routine, Aprenda, Escuche, Identifique, Diga, and Compruebe, that is repeated across lessons. However, it lacks explicit modeling or scripting for introducing specific phonics concepts. There is no guidance on how to articulate or teach individual phonemes. The materials also lack contrastive modeling to help students distinguish between similar sounds or spellings.

4.1b – Materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.

Materials do not include explicit (direct) practice opportunities for phonics in isolation and through decodable text. The "OnoPro Cartilla de lectura" includes word lists like *mesa*, *nube*, and *pan*, but it does not provide explicit practice in isolation, such as /m/, /e/, /s/, /a/. There are no Elkonin boxes, sound-mapping tools, or instructional modeling to connect individual phonemes to letters. The materials also lack explicit practice through decodable texts, as stories include words like *garras*, with *rr*, before those patterns are formally introduced. Decoding opportunities are based on exposure, not direct instruction tied to specific phonics skills.

The materials do not include intentional ongoing practice opportunities, neither in isolation nor through decodable text. In the "OnoPro Cuadernillo de dictado," the objective is for students to demonstrate their phonetic awareness by correctly spelling the words dictated by the teacher. The students are to apply their phonetic awareness by correctly using the words from the dictation in their writing. These materials lack comprehensive instructions or teacher scripts for effectively teaching each skill, including how to model it.

4.2 Daily Instructional Sequence and Routines

19 TAC §74.2001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	The materials do not provide explicit teacher scripting or modeling language for introducing phonics skills.	0/1
4.2b	The materials do not provide explicit, guided instruction with immediate or corrective feedback.	0/3
4.2c	The materials do not include daily lessons that include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.	1/4
—	TOTAL	1/8

4.2a – Daily lessons include explicit (direct) phonics instruction with teacher modeling.

The materials do not provide concrete examples or scripted language that clearly guide the teacher when introducing or modeling new phonics skills. For example, the "OnoPro Cartilla de lectura" includes general instructional routines titled "Rutina de instrucción y diálogo maestro-estudiantes," which outlines six instructional steps: Revise, Escuche, Identifique, Diga, Compruebe, and Aplique. While this structure provides a general teaching routine, it lacks explicit scripting and precise modeling language. In the lesson focusing on digraphs titled "Decodificar palabras con dígrafos," the lesson objective and the importance of distinguishing digraphs are included, but the modeling directions lack specific teacher guidance or scripts.

The *OnoPro Manual de onemas* provides cards after each section of *fonemas*. However, the materials do not include clear instructions or demonstrations on how to teach the *fonemas*, model the movement of the mouth, or the positioning of the mirror that is being suggested.

4.2b – Daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.

The daily lessons do not provide explicit, guided instruction paired with immediate or corrective feedback. Although the "OnoPro Cartilla de lectura" outlines a teaching routine, it lacks specific guidance for teachers on how to deliver timely feedback during instruction. The materials present a sequence for teaching word structures, but they do not include concrete language or modeled phrases for offering corrective feedback. For example, the direction "El maestro recorre el aula supervisando el proceso e interviniendo según sea necesario" is vague and does not detail how or when to provide feedback.

In the "Desarrollo de la conciencia fonológica" section, the activities support phonemic awareness by prompting students to manipulate sounds, syllables, and words. Instructional routines include a brief

review of prior skills before introducing new ones. The guided instruction portion offers explicit phrasing for student practice; it does not include suggestions for delivering immediate or corrective feedback.

4.2c – Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.

The daily lessons include one type of opportunity to practice phonics skills through collaborative learning. In the "OnoPro Cartilla de lectura," for instance, the routine "Tome turnos: para leer en voz alta con sus compañeros algunas palabras de una sílaba" presents a partner reading task. However, the materials lack a second type of collaborative learning, such as small-group decoding, phonics games, or word-building activities. Additionally, there are no independent practice opportunities for students to apply their phonics knowledge individually through activities like writing, using manipulatives, or decoding tasks.

The *OnoPro Manual de onemas* also includes basic collaborative prompts, such as "Tome turnos para leer," "El compañero repite la práctica según sea necesario," and "Comenten con un compañero." These directives reflect a single type of collaboration, oral turn-taking or paired reading, and appear repeatedly across lessons without variation. The materials do not present a second, distinct collaborative structure, such as small-group decoding tasks, interactive games, or partner activities with assigned roles. The materials lack teacher-facing guidance on how to organize or scaffold collaboration, including grouping suggestions, modeling of routines, or supports for diverse learners.

4.3 Ongoing Practice Opportunities

19 TAC §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	The materials do not include cumulative phonics review or spiraled practice activities throughout the curriculum.	0/2
4.3b	The materials do not include practice opportunities in which only phonics skills have been explicitly taught.	0/1
4.3c	The materials do not include decodable texts to incorporate cumulative practice of taught phonics skills.	0/1
4.3d	The materials do not include lessons with instructional focus with opportunities for practice in isolation and decodable connected text.	0/2
—	TOTAL	0/6

4.3a – Materials include intentional cumulative phonics review and practice activities throughout the curriculum.

The materials do not include cumulative phonics review and practice activities throughout the curriculum. The "Cartilla de evaluación" follows a phonics sequence with aligned practice, such as CV, CVCV, CVCCV, but lacks cumulative review. Each section in "¡Mi progreso... al identificar sonidos!" uses the same routine and focuses only on the current pattern. For instance, in "¡Mi progreso...al leer palabras de dos sílabas CVCV!" students only decode that structure without revisiting earlier forms like CV or VC. There are no embedded prompts or mixed-pattern tasks to support spiraled review across lessons.

The *OnoPro Manual del Maestro del Método Onomatopéyico* method is built upon ten components in three parts, such as Initial, Oral, Auditory, and Visual. The materials include a breakdown of components with tables of grade-level scope and sequence. However, there is no evidence of weekly or biweekly review lessons for students to decode and encode letters to attain skills through cumulative review practice.

4.3b – Practice opportunities include only phonics skills that have been explicitly taught.

The materials do not include practice opportunities in which only phonics skills have been explicitly taught. For example, in the "OnoPro Cartilla de lectura," the student lessons include words with mixed syllabic structures and vowel combinations, such as *uao*, *ie*, *io*, *ai*, and *uo*, as shown in a lesson without a clear indication that these patterns have been systematically introduced earlier. The instructional slides do not specify which phonics patterns have been previously taught before practicing with them. There is no visible pacing guide or teacher routine in the book that ensures students only practice skills that have already been introduced explicitly.

The "OnoPro Cartilla de lectura" also presents a phonics sequence and uses a consistent instructional routine, but there is insufficient control to ensure that student practice includes only previously taught phonics patterns. For example, in the "Palabras con" section of the "Cartilla estudianti," students are expected to read multisyllabic words such as *serio*, *suerte*, and *asea*. These words include complex vowel patterns, diphthongs, and morphological forms that require knowledge of sound-spelling relationships and grammatical structures not introduced earlier in the phonics sequence.

4.3c – Decodable texts incorporate cumulative practice of taught phonics skills.

The materials do not include decodable texts to incorporate cumulative practice of taught phonics skills. The *OnoPro Manual del Maestro del Método Onomatopéyico* presents a phonics sequence and multisensory routines such as "Escuche, Identifique, Diga, Compruebe, and Aplique," and "Rutina de instrucción y diálogo," but it does not include or reference decodable texts for cumulative phonics practice. Components such as "Cuentos de onemas," *onema*-based syllable formation, and lexical awareness activities such as clapping or segmenting phrases remain isolated and oral. Although the manual mentions using *frases finales de las cartillas* for sound manipulation, these are short phrases, not connected texts.

4.3d – Lessons include an instructional focus with opportunities for practice in isolation and decodable connected text.

The materials do not offer explicit instructional focus with opportunities for practice in isolation. In the "OnoPro Cartilla de lectura", for example, each lesson presents syllables and word lists for oral reading, such as *sa*, *se*, *si*, *so*, *su*, or words like *asmas*, *sumas*, and *síes*, but these appear without direct modeling or guidance for how to decode them using phoneme-grapheme relationships.

The materials do not include an instructional focus with opportunities for practice in decodable connected text. In the *OnoPro Oralidad rimas retahílas manual*, the activity "Coro, cinco ratoncitos" involves students forming a circle and selecting classmates to act as the ratoncitos who will dance, while the rest sing and clap each syllable following the rhythm of the song. While this supports phonological awareness, it does not support phonics skills in isolation or in decodable connected text. The materials lack clear instructional guidance on when to teach syllables and do not provide clear directions on whether the chants are meant for practice after or before the skill has been explicitly taught.

4.4 Assessments

19 TAC §74.2001(b)(1)(F) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	The materials do not include a variety of developmentally appropriate assessment tools.	0/2
4.4b	The materials do not include progress-monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	0/2
4.4c	The materials do not include assessment opportunities across the span of the school year aligned to progress-monitoring tools.	0/1
—	TOTAL	0/5

4.4a – Materials include a variety of assessment tools that are developmentally appropriate.

The materials include oral phonics assessments in the "OnoPro Evaluación del progreso lector" that focus on syllabic patterns such as CV, VCV, and CVCV, which align with foundational phonics expectations. This section shows a clear progression in decoding difficulty.

The materials also include "¡Mi progreso . . . al identificar sonidos!" in which students listen to, identify, and name sounds and letters and decode word parts like *ma*, *me*, *mi*, *mo*, *mu* and *güe*, *güi*. However, these are structured as practice routines rather than formal assessment tools.

The materials do not include a variety of developmentally appropriate assessment formats. There are no observation checklists to monitor foundational reading behaviors over time or alternative assessments.

4.4b – Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

The materials do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. The "OnoPro Cartilla de lectura" provides decoding activities that focus on syllable structures, such as CCVCV and CCVCCV words. Students read words aloud and participate in oral practice tasks. However, the materials lack tools for systematically tracking student progress over time.

The "OnoPro Evaluación del progreso lector" features phonics assessments, such as "¡Mi progreso . . . al leer palabras multisilábicas CCVCV!" and "¡Mi progreso . . . al leer palabras multisilábicas CCVCCV!," which encourage students to read increasingly complex words. Although these tasks focus on phonics development, the materials lack progress monitoring tools that systematically assess the acquisition of

grade-level phonics skills. There are no built-in tools for data collection, tracking, or providing diagnostic feedback.

4.4c – Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

The materials do not include assessment opportunities across the span of the school year aligned to progress monitoring tools. The "OnoPro Evaluación del progreso lector" includes an introductory page indicating that each assessment aligns with a letter taught in the instructional "OnoPro Cartilla de lectura," following the same sequence and level of difficulty. Assessments such as "¡Mi progreso . . . al Identificar sonidos!" prompt students to listen to, identify, and name sounds. Others require oral decoding of syllables like *ti, ut, ta, et, to*, followed by word lists such as *Cenicienta, tanteo, tomates, utillero, teléfono*. While these assessments reflect alignment with instructional content, the materials do not reference a formal progress monitoring tool to support consistent assessment of learning across the school year.

4.5 Progress Monitoring and Student Support

19 TAC §74.2001(b)(1)(G) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	The materials do not include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	0/1
4.5b	The materials do not include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	The materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	The materials do not include guidance on how to accelerate learning based on progress-monitoring data to reach mastery of specific concepts.	0/1
—	TOTAL	0/6

4.5a – Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

The materials do not include data management tools for tracking individual student progress to make appropriate decisions to accelerate instruction. In the "OnoPro Evaluación del progreso lector," the materials include decoding activities using syllable structures such as VC, CV, CVC, and CCVC, along with words like *mi*, *mío*, and *mamá*. The materials offer a sequence of instructions and modeled routines for teachers to follow. However, the materials do not include charts, tables, or digital trackers for organizing or interpreting student assessment results to support instructional decisions to accelerate instruction.

The materials reference formative, cumulative, and summative assessments in the "OnoPro Cartilla de lectura." This section suggests that when students are able to read a specific color-coded line, they are ready to advance. However, it does not provide data management tools, either digital or hard copy, to allow teachers to track individual student progress throughout the year to accelerate instruction.

4.5b – Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

The materials do not include tools for tracking whole-class student progress to analyze patterns and needs of students. The materials include one page per letter in "OnoPro Evaluación del progreso lector" to assess students' progress. The materials do not include data-management tools, both digital and hard copy, that allow teachers to document and analyze class progress. There is no computer-generated report that organizes all students' data based on how to group performance levels.

The material also includes a Compruebe routine for whole-class reflection in the "OnoPro Cartilla de lectura." In this section, students take turns reading sounds aloud and listen to each other to confirm if the pronunciation matches the correct letter. However, this strategy is observational and is not linked to structured tools for tracking or analyzing whole-class data. There are no charts, graphs, or beginning-of-year, middle-of-year, or end-of-year assessments to monitor trends or identify skill gaps.

4.5c – Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

The materials do not include specific guidance on determining the frequency of progress monitoring based on student strengths. There are decoding tasks in a uniform progression, from CV to multisyllabic words in the "OnoPro Evaluación del progreso lector." This section does not offer guidance on how often to monitor progress based on diagnostic data or skill gaps. It lacks diagnostic assessments or tools to help teachers adjust monitoring frequency for students with identified strengths and needs.

The "OnoPro Evaluación del progreso lector" includes decoding tasks that focus on letter combinations such as *ju*, *ja*, *ij*, *jo*, and *ej*. It features words like *Juana*, *jamón*, *mujeres*, and *lejos*. The instructional routines are guided by prompts such as Aprenda, Escuche, Identifique, Diga, and Compare. However, the materials lack specific guidance on determining the frequency of progress monitoring based on students' strengths and needs.

4.5d – Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

The materials do not provide guidance on how to utilize assessment data to support or accelerate student learning based on data of specific concepts. The "OnoPro Evaluación del progreso lector" has a section titled "Cómo utilizar esta cartilla/Guía de instrucción" that explains how to use the resource, but it lacks direction on how to gather and apply data from the assessments. There are no suggested activities or lessons for addressing concepts when students are performing below grade level, nor are there recommendations for reteaching or reinforcing content based on students' assessment results.

The "OnoPro Evaluación del progreso lector" includes pages with syllables and words to assess students' progress at the end of the lessons, but the materials do not guide teachers to use assessment data to accelerate instruction and advance the learning progress of students to reach mastery of specific concepts.

5. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

5.B Oral Language

5.B.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 5B – Oral Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods.	0/8
5.B.1b	The materials do not include opportunities for students to engage in social and academic communication for different purposes and audiences.	1/4
5.B.1c	The 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.	1/4
—	TOTAL	2/16

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)

The materials do not include systematic instructional guidance on developing oral language and oracy through a variety of methods. In the "OnoPro Cartilla de lectura," a consistent structure is used across lessons, without supporting the development of oral language or oracy in a progressive or intentional way. For example, in the lesson "Decodificar palabras con dígrafos," students complete three activities: Actividad 1, "Individualmente, manipularán las tarjetas . . ."; Actividad 2, "Por parejas, codificarán las palabras . . ."; Actividad 3, "Encontrarán la sílaba . . ." Although these tasks involve manipulation of print and phoneme awareness, they do not include modeled teacher input, structured speaking routines, or scaffolded opportunities for students to produce or elaborate on oral language.

The *OnoPro Manual de onemas* includes opening pages that provide an instructional routine with steps such as Escuche, Identifique, Diga, and Compruebe; this scripting is not lesson-specific and remains general across the entire component. Lessons focus on producing isolated phonemes with gestures and oral repetition but do not contain teacher models of full responses, oral exchanges, or structured opportunities for feedback and correction.

5.B.1b – Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

The materials include opportunities for academic communication for different purposes. For example, in the *Tarjetas de sílabas*, the materials include oral tasks where students identify, blend, and produce syllables like *me*, *ma*, *ca*, and *sa*. These activities are for students to apply their understanding of sounds to form words. In the *OnoPro Oralidad rimas, retahílas manual*, there are also opportunities for students to engage in academic communication for different purposes. For example, in the section "*Actividades orales*," the materials include academic vocabulary in the chant, "El lagarto y la lagartija," which includes student practice with words for the seasons, *invierno* and *verano*, and the words *frío* and *calor*.

The *Oralidad: Método onomatopéyico de lectoescritura integrada* material does not include opportunities for students to engage in social communication for different purposes or audiences. All routines are choral, highly scripted, and focused on rhythm, with no space for students to share personal ideas, respond to peers, or adjust their speech based on the listener. For instance, in "Cinco ratoncitos" and "La vaca Lola," students recite or sing as a group but are not prompted to initiate or sustain dialogue. Similarly, academic communication does not extend beyond word segmentation; students are never asked to explain, elaborate, or discuss academic content with the class or a partner.

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)

The materials include authentic opportunities in Spanish to listen actively to understand information. Students are expected to listen and repeat modeled syllables such as *me*, *ma*, *ca*, and *sa*, which reflect basic active listening in a structured setting. The "OnoPro Cartilla de lectura" materials also include opportunities for students to listen actively to understand information. Each lesson follows a structured instructional routine titled "Rutina de instrucción y diálogo," which begins with teacher modeling and clear expectations for student attention and repetition. For example, in the Escuche step, the teacher introduces the new phonics concept while students observe and listen to the explanation. This is followed by the Identifique step, where students repeat the modeled examples as the teacher continues to guide.

The materials do not include instances for student-initiated questioning or reflective conversation. For example, in the "OnoPro Cartilla de lectura," the routines are strictly limited to decoding preselected words and do not prompt or support authentic dialogue. They do not have sentence stems, discussion prompts, or teacher guidance that would support the development of authentic oral exchanges.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 5B – Oral Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	The materials do not explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish.	0/4
5.C.2b	The materials do not include teacher guidance 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.	0/2
5.C.2c	The materials do not offer a variety of activities or cumulative review to support the development, practice, and reinforcement of letter-sound correspondence for decoding one-syllable words.	0/6
—	TOTAL	0/12

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)

The materials do not include explicit (directly) or systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. In the "OnoPro Cartilla de lectura," the materials list a sequence of syllable types, including CV, CVC, and CCV patterns, but the lessons do not provide direct modeling, guided practice, or scaffolded routines tied to decoding and encoding. The instruction relies on exposure and thematic word groupings rather than systematic phonics teaching.

The "OnoPro Cartilla de lectura" does not include a systematic or developmentally coherent sequence for introducing letter-sound relationships. Although the program lists a teaching order for vowels and consonants, the rationale for this order is not explained. The order does not reflect a structured progression from simple to complex. For example, letters with similar visual or auditory features, such as *m* and *n*, are introduced in close proximity. The materials also introduce digraphs like *rr* and complex syllables such as CCVCV before ensuring mastery of basic consonant-vowel combinations.

5.C.2b – Materials include teacher guidance 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 do not include teacher guidance for providing explicit instruction in Spanish that connects phonemes to letters or for giving feedback based on common errors. In the "OnoPro Cuadernillo de dictado," activities focus on spelling words with common patterns, but there are no scripted lessons or supports that address typical student misconceptions. For example, while one activity asks the teacher to say: "Diga: Deletree/escriba correctamente las letras . . ." there is no guidance on how to respond when students make mistakes.

In the "OnoPro Cartilla de lectura," the materials do not guide teachers on how to provide feedback when students struggle to apply new skills. Although there are activities where students connect phonemes to letters within words, the materials lack scripts or videos to support teachers in addressing common misconceptions as they arise.

5.C.2c – Materials include a variety of activities and/or 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 do not include a variety of activities or resources in Spanish for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and authentic Spanish decodable connected text through cumulative review. While the materials in the "OnoPro Cartilla de lectura" present a list of syllables in a suggested teaching order and include slides with words like *carro*, *forro*, and *ferrocarril*, the instructional approach remains limited to single-format exposure without varied practice opportunities. The materials do not include multisensory or multimodal decoding tasks such as word building with manipulatives, picture-word matching, journaling, or decoding within decodable connected texts. There is also no evidence of structured cumulative review across lessons to reinforce previously taught syllable patterns over time.

In the "OnoPro Cartilla de lectura," the materials organize words by increasing syllable complexity, such as *ma*, *me*, *mi*, *memo*, *mimo*, and *mimoso*, and by phoneme sequence, starting with vowels and simple consonants like *m*, *s*, and *l*. However, all tasks are limited to reading isolated word lists. Routines like Tome turnos and Asegúrese focus only on taking turns reading words aloud, not on applying phonics skills in meaningful or connected text.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–1)

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 6B – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	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 and gradually transitions to more complex skills and smaller units of sound.	0/2
5.D.1b	This guidance is not applicable to the program.	N/A
5.D.1c	Materials do not include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.1d	Materials do not include a variety of activities or 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).	0/4
—	TOTAL	0/8

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)

The materials do not include a systematic, authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begin with simple skills and gradually transition to more complex skills. The material includes decodable syllabic structures such as CV, VC, and CVCV. All activities focus on reading printed syllables aloud, not on oral sound work. For example, in the "Cartilla estudiantil" activity for the letter *s*, students read words like *seso*, *asma*, and *mimoso*, ending with the sentence: "Susi usa esas mesas sosas." Although this shows repeated /s/ sounds, there is no task prompting students to recognize alliteration, identify rhymes, or manipulate spoken language. Teacher guidance is limited to print-based decoding routines without oral phonological awareness support.

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 larger units of sound and gradually transitions to smaller units of sound. The materials offer isolated oral activities in the

Oralidad del método onomatopéyico de lectoescritura integrada," such as clapping syllables in traditional rhymes like "Cinco ratoncitos" and segmenting words like perrito based on auditory cues. These routines enhance oral fluency and repetition, but they lack an instructional progression that builds foundational phonological skills and awareness. There is no evidence of structured instruction that builds from identifying rhyming words or word segmentation toward more advanced phonological manipulation, such as adding, deleting, or substituting syllables.

5.D.1b – 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 single phonemes in one syllable or multisyllable words. (PR 2.A.1.)

This guidance is not applicable to the program because it is a duplicate guidance of 5.D.2a.

5.D.1c – Materials include explicit (direct) 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)

Materials do not include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills, with recommended explanatory feedback for students based on common errors and misconceptions. In the "Manual de onemas," the materials provide multisensory routines for articulating Spanish phonemes using visual, tactile, auditory, and proprioceptive strategies. For example, students are taught to articulate /m/ by closing their lips and perceiving nasal airflow; the lessons do not embed corrective feedback if a student confuses /m/ with /n/. The routines emphasize sensory exploration directions such as "Coloca la palma en el cuello," but omit teacher-facing scripts such as "Observa cómo el sonido /m/ se siente en la nariz, no en la lengua." This limits teacher support to address specific student misunderstandings during instruction.

In the "OnoPro Cartilla de lectura," the routines, such as ¡A leer!, emphasize choral repetition of syllables but do not address common Spanish-specific phonemic errors. There are no embedded instructions to model articulation, clarify frequently confused sounds, or provide scaffolds for students struggling with segmentation or blending.

5.D.1d – Materials include a variety of activities and/or 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 do not include a variety of activities or 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). In the OnoPro Oralidad rimas, retahílas manual, for example, the "Actividades orales" provides activity cards for rhyming words with different alliteration sounds, such as with the repeated sounds, and repeated syllables, "ton, ton" and "tin, tin." The materials do not provide a cumulative review for a teacher to engage students to continue to develop, practice, and reinforce the skill of alliteration.

The OnoPro Oralidad rimas, retahílas manual also includes oral activities such as clapping in "El perrito" and chanting in "Cinco ratoncitos"; these are limited to syllable-level skills only and do not include instruction on phoneme-level awareness. The materials do not include teacher guidance, scripting, or scaffolds to support direct instruction or differentiate based on student needs. Though rhymes like "La vaca Lola" and "Debajo de un botón" incorporate repetition and rhythm, they are not embedded as intentional memory-building strategies; there is no explanation of their instructional purpose. Additionally, there is no cumulative review; each activity stands alone with no spiraled sequence.

5.D.2 Phonemic Awareness (K–1)

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 6B – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	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.	0/3
5.D.2b	The materials do not include explicit instruction authentic to Spanish for teaching phonemic awareness, with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.2c	Materials do not include explicit (direct) 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.	0/2
5.D.2d	Materials do not include a variety of activities or resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).	0/3
—	TOTAL	0/10

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)

The material does not include a systematic or authentic Spanish sequence for phonemic awareness development. In the *Manual de onemas*, the materials reference oral identification routines such as "¡Listos para identificar sonidos iniciales!" and "¡Listos para identificar sonidos finales!" These activities are procedural and focus solely on having students use gestures to identify individual phonemes in isolation. For example, students are prompted to repeat the beginning sound of a word and associate it with a hand motion, such as identifying the /m/ in *mano* or the /s/ in *sol*. However, the routines are limited to sound identification and do not include tasks for blending phonemes to form words. The materials also lack activities for phoneme manipulation, such as adding, deleting, or substituting sounds. There is no developmental scope or sequence outlining how skills should build progressively over time.

5.D.2b – Materials include explicit (direct) 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 materials do not include explicit instruction authentic to Spanish for teaching phonemic awareness, with recommended explanatory feedback for students based on common errors and misconceptions. The "OnoPro Cartilla delectura" includes decoding routines such as ¡A leer . . . palabras de una sílaba! and syllable reading sequences like *mo*, *ma*, and *mi*. They do not offer guidance for teachers to address errors related to individual sounds. There are no embedded teacher prompts or correction models for common phoneme confusions, such as substitutions involving /r/ and /rr/, or blends like /pl/ and /pr/. The routines provide visual syllable strings for reading and repetition, but do not include sidebars, scripts, or explicit teacher language to correct sound-level misunderstandings.

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

The materials do not include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle to support decoding. The "Trabalenguas" section presents oral language routines focused on alliteration, for example, in the section "Trabalenguas /s/ aliteración del sonido /s/ inicial" with "Susi sale solo sola," or in "Trabalenguas /p/ aliteración del sonido /p/ inicial" with "Pepe Pecas pica papas con un pico." These activities are limited to listening and repeating oral language patterns. The materials do not prompt students to identify letter-sound correspondences or engage in tasks that require visual recognition of letters or blending of sounds to read words. There is no teacher guidance to model how the phonemes in the tongue twisters map to specific graphemes, nor are there instructional routines that support students in transitioning from oral language to decoding print.

5.D.2d – Materials include a variety of activities and/or 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 do not include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. The "Tarjetas de pabras que riman," for example, include the Tarjetas que riman. These cards specify only three activities for students to engage in: working in pairs to create new rhymes with words that rhyme with the picture cards included in the materials, designing new cards with pictures to create their own rhymes, and exchanging their cards with other pairs to create new rhymes. The materials do not offer opportunities for students to reinforce this skill through cumulative review, as they are limited to three activities to practice identifying and developing the skill of rhyming words.

The *OnoPro Oralidad rimas, retahílas manual* does not include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. For example, in the Actividades orales, students demonstrate their ability to identify each syllable in the rhyming words by clapping, as the teacher asks the student, "What syllables does the word '*perrito*' have?" The student responds with three claps and continues to repeat with the other words. This material does not provide support for a teacher to assist students in practicing through cumulative review to reinforce the skill of rhymes.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 8B – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	The materials do not include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single or multisyllabic words, as outlined in the Spanish TEKS.	0/1
5.E.1b	Materials do not include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns.	0/1
5.E.1c	Materials do not include a variety of activities or resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review).	0/3
5.E.1d	Materials do not provide a variety of activities or resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, in isolation (e.g., word lists) or in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	0/4
—	TOTAL	0/9

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

The materials do not include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable or multisyllabic words as outlined in the Spanish TEKS. The book introduces syllables "OnoPro Cartilla de lectura" in a fixed order; for example, *a, i, o, u*, followed by *m, s, t*, but the sequence is not linked to spelling patterns or a structured plan for decoding progression. Lessons are focused on syllable recognition through repetition, such as reading *ma, me, mo*, rather than advancing through a scaffolded spelling pattern progression from simple to complex combinations. There is no teacher guidance or vertical alignment provided to show how syllable patterns are intentionally introduced and built upon across weeks.

The "OnoPro Cartilla de lectura" does not include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable and multisyllabic words. While the "¡A leer!" sections reference syllable types, such as CV, CVCV, CCVCV, and VCV, these are not introduced in a developmentally appropriate or TEKS-aligned progression. The sequence lacks a gradual transition from simple to complex patterns and introduces advanced syllable structures prematurely. For

example, complex patterns, such as *que*, *qui*, *güe*, and *güi*, appear in the instructional sequence, despite these syllables being part of grade 1 content under TEKS 1.2(B)(iii).

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

The "OnoPro Cuadernillo de dictado" does not include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. In the "OnoPro Cuadernillo de dictado," for example, in the section *Objetivos de las actividades de dictado*, the materials mention that "los estudiantes apliquen su conocimiento fonético usando correctamente de forma independiente las palabras del dictado en sus escritos y usando su conocimiento para resolver palabras nuevas con el mismo patrón ortográfico." While the materials provide the objective for students to apply their phonetic awareness by correctly using the words from the dictation in their writing and using this awareness to solve new words with the same spelling pattern, there is no teacher script in the form of guidance that would provide direct and explicit instructions or strategies for grade-level sound-spelling patterns.

The *Tarjetas de sílabas* offer general guidance for teaching sound-spelling patterns, but they do not provide specific terms, phrases, or statements for teachers to use during core instruction. The materials indicate that teachers will show students how to separate and combine syllables in words, even as they become increasingly complex. The teacher conducts the activities orally, and the students respond verbally, using syllable cards to decode the syllables.

5.E.1c – Materials include a variety of activities and/or 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 "OnoPro Cartilla de lectura" does not include a variety of activities or resources to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. In the "OnoPro Cartilla de lectura," the lessons rely on repeated oral routines such as "Repetir las sílabas," and do not provide opportunities for students to revisit or apply previously introduced patterns. Students are not offered letter cards, sound boxes, or cumulative review tasks to support decoding or spelling across multiple lessons. Activities such as repeating *ma*, *me*, *mi* are presented in isolation and not revisited in later units to build fluency or accuracy with those patterns. As a result, the materials do not meet expectations for providing structured, multimodal, or cumulative practice.

The "Formación de sílabas" does not include a variety of activities or resources authentic to Spanish for students to develop grade-level sound-spelling patterns. While the resource provides oral routines to blend phonemes and form syllables, e.g., $f + a = fa$, it does not include instruction or activities that introduce or model grade-level Spanish sound-spelling correspondences. For example, in the section "¡Listos para... unir fonemas para formar sílabas!", students orally combine letter cards with gestures, as

shown in the section "Coarticulamos fonemas para formar palabras," e.g., / + a, but there is no teacher scripting or instructional support to explain how these syllables are represented in written Spanish.

5.E.1d – Materials provide a variety of activities and/or 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 material does not include a variety of activities or resources in Spanish that support students in decoding and encoding taught syllable correlations in either isolation or connected text. There are no word lists or isolated decoding routines in the "Trabalenguas" that present syllables in a sequence aligned to Spanish foundational skills, e.g., CV, CVC, CCV. The materials do not include decodable connected texts that build on previous instruction; instead, they offer stand-alone "Trabalenguas" focused on sound play rather than instructional syllable progression. For instance, students repeat verses such as "Susi sale solo sola, solo sale sola Susi" or "El burrito barrigón ayer se dio un resbalón," which emphasize phoneme repetition like /s/ or /b/, but are not tied to explicit phonics instruction or cumulative review of previously taught syllables. The resource also lacks encoding tasks; there are no dictations, spelling exercises, or prompts for students to write with taught syllables, either in isolation or in context. Although the materials are labeled by grade level, e.g., kindergarten, grade 1, grade 2, grade 3, the "Trabalenguas" texts and activities are the same across all versions.

In the "OnoPro Cartilla de lectura," the 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 and in authentic Spanish decodable connected text that builds on previous instruction. For example, in the "Rutina de instrucción y diálogo maestro-estudiantes," the steps for the instruction under the Asegúrese section state to make sure students decode aloud multi-syllable words, consisting of a consonant, a vowel, a consonant, and a vowel. There is no activity for how a teacher would implement an activity to practice this skill for mastery.

5.E.3 Morphological Awareness (1–3)

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 8B – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	The materials do not include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS.	0/1
5.E.3b	The materials do not include teacher guidance to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension.	0/4
5.E.3c	The materials do not include a variety of activities or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).	0/3
5.E.3d	The materials do not include a variety of activities or resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) or in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	0/4
—	TOTAL	0/12

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)

The materials do not include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. In the "OnoPro Cuadernillo de dictado," the teacher-facing slides reference *prefijos*, *sufijos*, and *palabras compuestas*, but do not show any unit-based progression or developmental sequence. The student-facing slides list words such as *submarino*, *renombrar*, *copazo*, and *quitanmanchas*, without grouping by phonological or orthographic patterns. No annotations or instructional prompts are provided to explain how affixes affect meaning or function.

The "OnoPro Cartilla de lectura" includes oral routines such as "¡A leer . . . palabras con vocales!", "¡Listos para . . . separar sílabas!", and "¡Listos para . . . unir sílabas!", where students repeat and clap syllables aloud. However, these routines do not include instructional strategies for decoding printed multisyllabic words using syllable division patterns. There is no direct teacher modeling of how to decode complex or unfamiliar words by applying syllabic or morphemic strategies. The lessons focus on oral segmentation, without integrating a sequenced approach to teaching syllable types, syllable division, or meaningful word parts in written language.

5.E.3b – Materials include teacher guidance to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

The materials do not include teacher guidance to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. The "OnoPro Cuadernillo de dictado" includes isolated word lists under the titles "Prefijos" and "Sufijos"; they do not include modeled language, sentence frames, or teacher prompts that explain the semantic impact of those morphemes. There are no explanations about how words like *guapísimo* or *releer* change meaning due to affixation. The materials do not offer guidance for teachers to connect morphemes to text-based comprehension. The materials do not include tools or scripted supports to use affixes, roots, and base words to develop students' morphological awareness.

The materials do not include teacher guidance to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes or using their meanings to support decoding. The Tarjetas de prefijos y sufijos include lists of prefixes such as *re-*, *des-*, and *hipo-* and suffixes such as *-ero* and *-ísimo*. There is no scripted teacher language, modeling steps, or structured instructional routines to introduce morphemes or explain their function. Activities such as Actividad 1: "Los estudiantes leerán las tarjetas e irán uniéndolas para hacer palabras completas" are student-driven and rely on discovery, without any teacher-scaffolded explanation of morpheme meaning or morphological structure. For example, while students may build *releer* or *submarino*, the materials do not guide the teacher to explain the meaning or grammatical impact of *re-* or *sub-* in context. Instruction is procedural, not conceptual, and lacks authentic Spanish-language explanations tied to morphological understanding.

5.E.3c – Materials include a variety of activities and/or 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 materials do not include a variety of activities or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. In the Tarjetas de prefijos, sufijos y palabras compuestas, for example, the materials in the section titled "Conciencia léxica y formación de palabras usando prefijos, sufijos y uniendo palabras base," include three activities for the instruction of semantic awareness. Students individually read cards that have parts of words, then join the cards together to make complete words. Students then pair up to share the word they have discovered. Finally, in the whole group, students share the words they have discovered and then construct new words from the word family they used. However, the materials do not include a variety of activities or resources for students to develop and practice this skill further through cumulative review.

While this activity provides a minimal approach to the instruction of the morphological skills, practice is limited and lacks a cumulative review of previously learned morphemes.

The materials do not include a variety of activities or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. In the "OnoPro Cuadernillo de dictado," for example, in the section of the "Cartilla estudiantil" there are pages of word lists that do not include a title or teacher directions for implementation of the activity for student understanding and practice. The materials do not provide clarity for morphological skill reinforcement through cumulative review.

5.E.3d – Materials include a variety of activities and/or 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)

The materials lack the variety of activities and authentic resources needed for students to decode and encode words with morphemes, both in isolation and within connected, decodable texts that build on prior instruction. The Tarjetas de prefijos, sufijos y palabras compuestas do not include activities for decoding and encoding common grade-level prefixes like *un-*, *re-*, and *pre-*, or suffixes such as *-s*, *-er*, and *-ing*. Additionally, the content appears to be consistent with materials used in second and third grade levels.

Materials do not include authentic opportunities for students to practice decoding, encoding, and understanding the meaning of words with morphemes. The "OnoPro Cuadernillo de dictado" includes words students have already practiced reading and can decode, aiming for them to demonstrate phonetic knowledge through dictation and independently apply it in writing to solve new words with similar spelling patterns. However, the materials lack specific activities for applying spelling knowledge to read and write words in isolation. Despite grouping words for prefixes, suffixes, and compound words, the materials do not offer clear guidance on how students should engage with these specific word types for isolated practice.