Publisher Name	Program Name
Ono Learning, LLC	*Método Onomatopéyico 2º Curso- Onomatopoeic Program*

Subject	Grade Level
Spanish Phonics	Grade 2

Texas Essential Knowledge and Skills (TEKS) Coverage: **20%**

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

Quality Review Overall Score: **19 / 245**

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	0 / 52
2. Progress Monitoring	2 / 28
3. Supports for All Learners	2 / 30
4. Phonics Rule Compliance	5 / 36
5. Foundational Skills	10 / 99

Strengths

- No strengths in this material.

Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence outlining TEKS, suggested pacing, explanations for unit order, guidance for lesson internalization, or resources to support administrators and instructional coaches.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews with background content knowledge and academic vocabulary, nor do they provide family support suggestions in both Spanish and English.

- 1.3 Lesson-Level Design: Materials do not include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, instructional assessments, suggested timing, a list of necessary teacher and student materials, nor guidance for extended practice.
- 2.1 Instructional Assessments: Materials do not include a variety of instructional assessments at the unit and lesson levels, do not define their purposes, lack teacher guidance for consistent administration, are not aligned to TEKS and objectives, nor include standards-aligned items at varying levels of complexity.
- 2.2 Data Analysis and Progress Monitoring: Materials do not include instructional

- assessments with scoring guidance, do not provide strategies for responding to student performance trends, nor offer tools for students to track their own progress and growth.
- 3.1 Differentiation and Scaffolds: Materials do not include teacher guidance for differentiated instruction, do not provide scaffolded lessons for students below proficiency, lack pre-teaching supports for unfamiliar vocabulary, nor offer enrichment activities for students who have demonstrated proficiency.
- 3.2 Instructional Methods: Materials do not include prompts or guidance for explicit modeling and communication of concepts, lack recommendations for effective lesson delivery using various instructional approaches, and do not support multiple types of practice or provide guidance on implementation structures.
- 3.3 Support for Emergent Bilingual Students: Materials do not include implementation guidance for state-approved bilingual/ESL programs, lack embedded teacher support for developing academic vocabulary and comprehension, nor provide opportunities for metalinguistic transfer in dual language immersion programs.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials do not include systematic, sequenced phonics instruction, lack daily opportunities for explicit practice, do not provide phonics skills practice in isolation or through decodable texts, nor offer cumulative review of previously taught skills.
- 4.2 Daily Instructional Sequence and Routines: Materials do not include daily lessons with explicit instruction and teacher modeling, lack opportunities for guided instruction with immediate corrective feedback, nor provide varied opportunities for collaborative learning and independent practice.
- 4.3 Ongoing Practice Opportunities: Materials do not include intentional cumulative review or practice activities, do not focus on explicitly taught phonics skills, lack decodable texts incorporating cumulative practice, nor provide opportunities for practice in both isolation and connected text.
- 4.4 Assessment: Materials do not include a variety of developmentally appropriate assessment tools, lack clear directions for accurate administration, do not provide progress monitoring tools that measure students' acquisition of grade-level phonics skills, nor offer assessment opportunities aligned to these tools throughout the school year.
- 4.5 Progress Monitoring and Student Support: Materials do not include data-management tools for tracking individual or whole-class progress, lack specific guidance on determining progress monitoring frequency, nor provide strategies for accelerating learning based on data to reach mastery of concepts.
- 5.B.1 Oral Language Development: Materials do not include explicit or systematic instructional guidance on developing oral language, lack opportunities for social and academic

communication, nor provide authentic opportunities in Spanish for active listening, discussion, and idea-sharing.

- 5.C.2 Letter-Sound Correspondence: Materials do not explicitly or systematically introduce letter-sound relationships in Spanish, lack guidance for explicit instruction with feedback on common errors, nor provide a variety of activities to practice and reinforce decoding skills in either isolated or connected text.
- 5.E.1 Sound-Spelling Patterns: Materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, lack explicit instruction guidance,

nor provide a variety of activities in Spanish to develop, practice, and reinforce these patterns, failing to support decoding and encoding both in isolation and connected text.

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

Summary

Ono Learning is a Spanish Phonics program for K–3 that meets 8% alignment with the High-Quality Instructional Materials (HQIM) Rubric in Grade 2. The Método Onomatopéyico includes culturally relevant poems, songs, and chants such as *Trabalenguas* and *Rethalias*, which *are intended* to develop oral language and support students in phonics practice through music and movement. Additionally, the program includes routines *designed* to support word study, mechanics, and punctuation through *El Dictado,* in which the teacher reads words or short phrases and students write.

Campus and district instructional leaders should consider the following:
- The program does not include a scope and sequence or guidance for when the materials are to be implemented throughout the year to ensure proper pacing and adherence to the TEKS for grade 2 phonics instruction. Campus or district leaders would need to create a pacing calendar to provide clear guidance for the implementation timeline of each product component.
- Materials include trademark words and phrases such as "*onogramas*", "*onemas*", and "*onofonos*" that do not allow students to use and develop the academic language used in phonics instruction, including *fonemas* and *homófonos*. This practice does not support emergent bilingual populations in the acquisition of academic vocabulary.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The materials include a teacher's manual, *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada."* The manual includes the ten different components detailed in the program and includes *"Componentes Orales, Componentes Auditivos, Componentes Visuales."* The manual does not include a scope and sequence that outlines the TEKS, concepts, and knowledge taught in the course.
- The "Ono Second Grade Program TEKS Correlations" lists the program component, the TEKS, and the corresponding page number. The list is not a scope and sequence that shows the progression of the TEKS.

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

- The "Ono Second Grade Pacing Guide" is a 2022–2023 school calendar with instructional days to teach the concepts provided within the program. It does not show varying numbers of instructional days, including 165, 180, and 210.
- The *"Manual del Maestro del Método Onomatopéyico"* provides an overview of the program but does not address pacing or adjustments that can be made throughout the year to address scheduling conflicts or to accommodate 165, 180, and 210 instructional days.

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

- The *"Ono Planificación del Aprendizaje Segundo Curso"* is a lesson template for the school year. This template provides space for the elements of explicit teaching but does not provide a rationale for unit order or how concepts connect throughout the course.
- The ten units in the *"Manual del Maestro del Método Onomatopéyico"* contain a visual of how the linguistic components connect, but there is no explanation of the visual or a rationale for concepts within the lessons. Similarly, the *"Instrucción Plan de lección de Onogramas"* does not explain the rationale for unit order.

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

- The materials include *"Cartillas de Lectura, Manual del Maestro, Manual de Onemas, and Cuaderno de Dictados,"* but they don't include guidance, protocols, and/or templates for unit and lesson internalization.
- The *"Instrucción Plan de Lección de Onogramas"* provides blank lesson plan templates using the gradual release model. The materials do not include guidance for the use of these templates to support unit and lesson internalization.
- The *"Ono Planificación del Aprendizaje Segundo Curso"* includes a lesson plan sample for the teacher to fill out, but there is no guidance on how to use the sample lesson plan for unit and lesson internalization.

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

- The grade 2 materials provide lesson templates that follow the gradual release model. However, the materials do not include resources or guidance to support administrators in implementing the materials as designed.
- The grade 2 materials provide lesson templates that follow the gradual release model. However, they do not include resources or guidance to support coaches in implementing the materials as designed.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The grade 2 *"Onomatopéyico"* program incorporates oral, auditory, and visual components. These components include phonological awareness, phonics, and prewriting. However, it does not include a comprehensive unit overview, background content knowledge, and the necessary academic vocabulary to effectively teach the concepts. The materials provide an instructional lesson plan template to plan instruction. The template includes sentence stems, possible materials, and opportunities to follow the explicit instruction cycle. The materials do not provide the necessary background content knowledge or academic vocabulary.

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

- The materials include *"Cartilla de Evaluación del Progreso de Segundo Curso"* as a tool with words to evaluate the progress of students in the different onemas and as a way to sequence instruction, but it does not contain support for families in both Spanish or English with information about their students' progress or suggestions on how to help them academically.
- The *"Manual del Maestro del Método Onomatopéyico"* does not provide specific activities that can be completed at home as an extension of the learning in the classroom nor other ways families can support the progress of their student.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The grade 2 "*Ono Planificación del Aprendizaje Segundo Curso*" provides a two-page lesson plan that includes materials and one reflection question but does not provide detailed lesson plans that include questions, tasks, and instructional assessments required to meet the lesson's content and language standards.
- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* includes descriptions of the activities in the ten components. The manual does not include structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

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

- The grade 2 "Ono Pacing Guide" includes the days allotted to teach each onema but does not include suggested times. The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* does not include suggested timing for each lesson component.
- The *"Ono Planificación del Aprendizaje Segundo Curso"* includes a two-page lesson plan that includes the percentage of time for each part of the lesson. However, the materials do not

include the minutes required in the lessons or the total duration of time this lesson should encompass.

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

- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* includes the activity *Tarjetas que riman*, which mentions teacher and student materials. However, there are no teacher or student materials to include the rhyming cards described in the program components.
- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* includes descriptions of the activities in the ten components. However, the manual does not include an overview listing the materials necessary to deliver the lesson effectively.

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

- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada" does* not include guidance on the effective use of materials for extended practice or enrichment opportunities.
- There is no specific component labeled homework, extension, or enrichment.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials include instructional assessments. The *"Cartilla de Lectura de Segundo Curso"* provides formative assessments at the lesson level, in which students read words with prefixes and suffixes. However, the materials do not include diagnostic and summative assessments at the lesson level.
- The *"Evaluación del Progreso Lector 2"* provides formative assessments at the unit level in which students read three, four, five, and six-syllable words. The materials do not include diagnostic and summative assessments at the unit level that vary in types of tasks and questions.

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

- The grade 2 materials provide the *"Evaluación del Progreso Lector de Segundo Curso"* with words, such as tortilla, chamarra, and almacenamientos, for the students to read as an assessment. The *"Evaluación del Progreso Lector de Segundo Curso"* does not include its purpose or a definition of what type of assessment this is.
- The *"Cartilla de Segundo Curso"* has one type of assessment. This assessment is not well-defined and does not include the intended purpose. The materials do not state the evaluation is designed to support the teacher in making data-driven decisions and informing instruction.

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

- The *"Evaluación del Progreso Lector de Segundo Curso"* includes words with three, four, five, and six syllables, and words with prefixes and suffixes to read. Teachers have no guidance on administering the assessment to ensure consistent and accurate administration. For example, materials do not include teacher instructions to be read to ensure students receive the same instructions and understand the expectations of the assessment.
- The *"Cartilla de Segundo Curso"* does not include teacher guidance on administering assessments consistently and accurately. For example, the materials do not include guidance on defining the frequency of administering assessments or the suggested time allotted to complete them.

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

- The *"Evaluación del Progreso de Segundo Curso"* includes formative assessments. Students are to read three, four, five, and six-syllable words. The materials do not identify the TEKS assessed in each lesson.
- The materials include an instructional assessment. The *"Cartilla de Segundo Curso"* does not include evidence of diagnostic, formative, and summative assessments aligned to the standards.

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

- The *"Cartilla de Lectura de Segundo Curso"* includes formative assessment with only one type of assessment item. For example, students are to read words with prefixes and suffixes, but this does not include varying levels of complexity to ensure student understanding is accurately measured.
- *The "Evaluación del Progreso de Segundo Curso"* provides words with three, four, five, and six syllables for students to read as a formative assessment. It does not include standards-aligned items with multiple levels of complexity.

Progress Monitoring

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

The instructional

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

Evidence includes, but is not limited to:

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

- The *"Evaluación del Progreso de Segundo Curso"* instructional assessments include words that increase in complexity. They include words with three and up to six syllables, words with affixes, and abbreviations. Within these materials, there is no scoring information for interpreting student performance. For example, the materials do not guide the teacher on how to interpret student performance on the assessment and reflect on their level of proficiency, weaknesses, and/or common misconceptions.
- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* does not include scoring information for responding to student performance. For example, the materials do not give the teacher guidance on how to support students who have achievement gaps or who have mastered the skill and require acceleration.

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

- The *"Evaluación del Progreso de Segundo Curso"* uses onemas and words in isolation as part of the assessment. This material does not include guidance for using tasks and activities to respond to student performance on assessments. It does not provide instructional strategies to respond to student achievement levels, including students below, on, or above proficiency levels.
- The *"Cartilla de Lectura de Segundo Grado"* uses multisyllabic words, phrases, and brief paragraphs to assess students' decoding progress. This component does not include

guidance to respond to student trends in performance on assessments. For example, the materials do not provide guidance for activities to support students who demonstrate a need for more one-on-one support with fluency or prosody.

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

- The materials do not include tools for students to track their own progress and growth. The *"Cartilla de Segundo Curso"* does not include tools for students to track their own progress and growth. For example, materials do not provide student-friendly data sheets that allow students to track their assessment scores.
- The *"Evaluación del Progreso de Segundo Curso"* consists of cards with words isolated to assess students' progress. It does not include tools for students to track their own progress and growth, such as graphing sheets that allow students to graph their scores and view progress over time on assessments.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The *"Oralidad Segundo Curso Rimas, Retahílas, Rondas y Corros"* contains selections such as Pajarillo and La Chachalaca for students to practice oracy. This component states that the teacher can adapt the authentic traditional songs to meet student needs, but the materials do not provide guidance on how to differentiate these texts to scaffold and support the needs of students who have not reached proficiency.
- The *"Ono Planificación"* is the lesson template teachers use to plan instruction. The plan calls for 10% of the time for the aperture, 35% for guided practice, 45% for independent practice, and 10% for common response and reflection. This plan does not allocate time for differentiated instruction for students who have not reached proficiency.

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

- The *"Ono Trabalenguas Segundo Curso"* is a selection of authentic Spanish rhymes, such as Ronda Chiquihuite. This material does not include vocabulary instruction or references in the text.
- The *"Trabalenguas Segundo Curso"* contains tongue twisters based on phonemes, such as /m/, /s/, or /r/, to develop oral vocabulary, memory, and phonology skills using authentic

Spanish vocabulary. This material does not contain pre-teaching or embedded supports for unfamiliar vocabulary words.

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

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

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* provides the following explanation for one of the activities: "*Ya que sabemos manejar los onemas o sonidos, que son las unidades mínimas auditivas, los vamos a unir para construir sílabas, que son las unidades mínimas de significado. A eso le llamamos coarticular o síntesis silábica.*" The materials do not include guidance to support the teacher explicitly teaching the concepts.
- The *"Ono planificación"* is a lesson planning tool that specifies the opening, guided practice, independent practice, and reflection as parts of the lesson. Although it includes a one-sentence explanation, it does not provide prompts or guidance for explicit instruction.

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

- The *"Ono Program"* provides activities for spelling, decoding, and developing penmanship, but there is no explicit guidance for the teacher to implement them as intended.
- The *"Oralidad de Onemas"* provides six steps for students to do during the lesson (listen to the rhyme, sing the rhyme, repeat the rhyme, identify words that rhyme, look for more rhyming words, and finally sing the rhymes). The teacher has the instructions but no recommendations to deliver or facilitate the instruction.

Texas Instructional Materials Review and Approval (IMRA)

Ono Learning, LLC, *Método Onomatopéyico 2º Curso- Onomatopoeic Program*, Spanish Phonics, Grade 2

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 "*Tarjetas Ono de Prefijos y Sufijos de Segundo Curso"* includes a lesson plan template with recommended guided and independent practice. The materials do not provide clear guidance for instructional practices.
- The *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* includes whole-group and small-group practice. For example, it includes independent word card review, word search in partners, and whole-group building words activity.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The *"Ono Método Onomatopéyico Multisensorial de Lectoescritura Integrada"* does not provide guidance to support teachers for effective use in state approved bilingual programs. For example, the materials do not provide implementation guidance for implementation in a dual language program compared to a transitional bilingual program.
- The *"Ono Método Onomatopéyico Multisensorial de Lectoescritura Integrada"* does not provide guidance to support teachers for effective use in state-approved ESL programs and how the materials can be used with this model.

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

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

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

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

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

Phonics Compliance

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

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

Evidence includes, but is not limited to:

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

- The *"Cartilla de Lectura de Segundo Curso"* follows an organized and sequential order for the instruction of phonemes that moves from simple to more complex. For example, page 2 includes prefixes, page 3 includes suffixes, and the material ends with the instruction of güe. The materials do not include systematic methods for teaching these skills, as there are no directions in the "*Cartilla"* for how to use these words in direct instruction.
- The "Ono Second Grade Pacing Guide" provides a calendar for teaching skills in a sequential order by month. For example, the sequential progress for the instruction of foundational skills includes two weeks for directionality and six weeks for the introduction to *onemas vocálicos: o, i, a, u, e.* The materials do not provide a systematic approach to teaching these skills, such as direct instruction opportunities or lessons with a teacher script.

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

- The *"Cartilla de Lectura de Segundo Curso"* phonics lessons do not provide direct instruction for using the words in the material. The *"Cartilla"* does not include detailed information or

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teacher scripts on how to teach each skill on each page, nor how to model, practice, and provide immediate feedback.

- The *"Tarjetas Silábicas/Morfológicas Segundo Curso"* allows students to form different words with the cards and states that students can manipulate the morpheme cards to build syllables and change word meaning. The purpose of this instructional skill is provided, but the material does not include explicit instructions, such as how much time to spend on this component to ensure consistent practice and mastery.

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

- The *"Tarjetas de Prefijos, Sufijos, y Palabras Compuestas Curso Segundo"* resource allows students to practice phonics skills in isolation by manipulating word cards. For example, this resource allows students to form words using the cards to form new syllables. The *"Oralidad Segundo Curso"* provides decodable texts in the form of "*adivinanzas, rondas, retahílas, corros, y rimas*." Within the resource, students read titles such as "*Paloma Blanca"* and *"La Guacamaya"*. Although these texts are provided, it is unclear what practice of phonics each story addresses as there are no purpose or instructional focus tied to the reading.

Materials include opportunities for cumulative review of previously taught skills.

- The materials in *"Cartilla de Lectura Segundo Curso"* provide an order for teaching phonics skills based on their level of difficulty. However, the materials do not provide guidance for making connections between previous skills and new skills.
- The material does not include what opportunities for cumulative review of previously taught skills will be provided to the students. The "Ono Second Grade Pacing Guide" provides the order of skills to be taught throughout the year. May 8 through May 25 are listed as days for "*Extensión/Repaso."* it is not stated what material is to be reviewed during this time

Phonics Compliance

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

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

Evidence includes, but is not limited to:

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

- The "*Planificación del Aprendizaje Segundo Curso"* mentions teacher modeling and provides a sample plan for guided practice. The text states that the teacher provides an example and asks the students to follow her guidance. However, it does not give specific details about what the teacher will demonstrate in the daily lessons.
- The material "*Onemas"* includes a description of what the teacher will do to teach students onemas using their hands to form gestures for each sound. The material explains that the left hand is the hand that makes the sounds, the onemas. We can mark it with a stamp or sticker. However, it does not provide explicit instruction to demonstrate modeling of how to move or position the left hand to teach the skill of identifying and producing letter sounds.

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

- The materials include a suggestion on how the teacher can motivate students to learn onemas. The materials emphasize the importance of the teacher encouraging the student to be curious, explore the sound, and notice its characteristics. However, they do not provide guidance on steps to take to encourage and motivate students through personalized feedback or on what to say to address errors and misconceptions.
- The *"Tarjetas Silábicas Morfológicas de Segundo Curso"* does not include specific and precise terms, phrasing, and statements teachers can use during explicit guided instruction. The *"Tarjetas"* page provides the objective of three activities and states, *"El maestro explica a los*

estudiantes cómo practicar las actividades." This page and the pages that follow do not include a description of what to say during the guided practice of the activities provided.

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

- The materials offer students a variety of opportunities to work together in pairs and groups. For example, the *"Ono Tarjetas Silábicas"* provides the opportunity for students to practice manipulating syllables through collaborative learning. The students work in pairs and separate 10 words into syllables and morphemes, including complex syllables and prefixes or suffixes, and say them out loud, taking turns. They also observe and take notes on the pronunciation of the syllables and the formation of new words using prefixes, roots, and suffixes.
- The *"Ono Tarjetas Silábicas"* provides one opportunity for independent practice, where students manipulate the cards individually and construct meaningful syllables and words. It is unclear if other phonics materials included in the program are designed for daily whole-group implementation or independent practice, as there is a lack of guidance on how to use and implement the materials as intended.

Phonics Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials do not offer a plan to intentionally review previously learned and newly learned phonics skills throughout the year. The "Ono Second Grade Pacing Guide" provides a sample yearly plan of what is to be taught. The materials include *"Evaluación y Repaso"* as the last component during the month of May only, not throughout the curriculum.
- The practice activities in the materials are not intentional as they do not connect to learning done in other materials throughout the Ono Learning Program. The materials include practice activities within the "Ono Program," including forming different words using syllable cards. For example, within the materials *"Tarjetas de Prefijos, Sufijos y Palabras Compuestas Curso Segundo,"* the students reward and blend syllables to make new words. The practice activities in the materials are not intentional as they do not connect to learning done in other materials throughout the Ono Learning Program.

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

- Students do not apply the focus skill for the lesson or skills from previous lessons in the materials during guided practice. For example, the material *"Tarjetas Silábicas/Morfológicas Segundo Curso"* provides directions for students to practice manipulating words with *sílaba trabadas* and clap each syllable and jump at the end of each word. The materials do not provide an explicit lesson to first describe what *sílabas trabadas* are and how to segment or join words with *sílabas trabadas* before completing this activity.

- The practice opportunities within the materials do not specify that phonics skills are explicitly taught first. For example, the "*Instrucción Segundo Grado*" details a sample lesson structure that includes opening, guided practice, independent practice, and common reflection. While this guidance is given, the materials within the Ono Learning Program do not include lessons with this same structure to indicate that independent practice supports what was already learned.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The "Manual del Maestro" includes an outline of the components to be learned in this program, along with examples such as *"Oralidad: Vocabulario... Direccionalidad...Preescritura."* However, within the "Manual" and the Ono Program materials, no decodable texts are included, referenced, or attached for cumulative practice of phonics skills.
- The material *"Tarjetas de Prefijos, Sufijos y Palabras Compuestas Curso Segundo"* includes cards for students to create and put words together, but the material does not include decodable texts to review prefixes and suffixes learned over time for cumulative practice.

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

- The instructional focus of the *"Ono Trabalenguas"* is alliteration through trabalenguas. For example*, "Aliteración del sonido /j/"* but does not highlight j as the beginning sound. The chant states and highlights*, "Me trajo Tajo tres trajes, tres trajes me trajo Tajo."* The instructional focus for phonics practice in isolation is stated within lessons, but opportunities for practice are not evident.
- The first seven chants in this material lack instructions and a clear instructional focus. It is also unclear whether these chants are intended for practice before or after the skill has been explicitly taught. The material *"Oralidad, Rimas, Retahílas, Rondas y Corros"* features various rhyming chants that allow students to practice orally reciting short texts related to phonics skills.

Phonics Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials do not contain a variety of tools to measure developmentally appropriate skills for grade 2. For example, within the *"Evaluación del Progreso Lector Segundo Grado,"* the first page assesses students on their ability to read *"palabras de 3 sílabas"* such *as chamarra, helado, perrito.* The materials do not include assessing student spelling of multisyllabic words according to the Grade 2 Spanish Language Arts and Reading TEKS.
- The materials include one type of assessment found in the *"Evaluación del Progreso Lector de Segundo Curso"* and not a variety. The materials do not include assessment types such as diagnostic, summative, and other formative assessments.

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

- The *"Evaluación del Progreso Lector"* for grade 2 does not provide any directions for assessment administration. For example, page 1 includes the title of the resource, and page two includes a page of words titled *"palabras de 3 sílabas."* It is unclear what students are to do with the words listed on the pages in the *"Evaluación"* as there is no clear teacher guidance on how to assess the students.
- The *"Evaluación del Progreso Lector de Segundo Curso"* does not provide consistent directions on how to administer an assessment. For example, page six in the *"Evaluación"* is titled *"Prefijos: des, ante, in, anti, auto,"* followed by words such as *anticongelante, deshacer, inhumano.* The materials do not provide consistent directions for administering the

assessment, such as instructions or a teacher script to ensure standardized administration of the assessment.

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

- The materials include one type of assessment found in the *"Evaluación del Progreso Lector de Segundo Curso"* that does not systematically assess students' acquisition of grade-level skills. The materials do not include a systematic process for tracking student progress based on the continuum of skills they are learning.
- The *"Cartilla de Lectura de Segundo Grado"* includes the study of the reading words in sequential order but does not include progress monitoring tools that measure different skills and concepts. For example, there are no "checks for understanding" within the materials to assess skills during the learning.

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

- The materials do not include an assessment plan with windows or benchmark dates for beginning, middle, and end-of-year assessments. For example, the *"Manual del Maestro"* does not include guidance on how many times students are to take assessments throughout the school year.
- The *"Evaluación del Progreso Lector"* for grade 2 includes 23 pages of words students are expected to read. It is unclear how this assessment will span the school year as there is no guidance on when it is to be given.

Phonics Compliance

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

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

Evidence includes, but is not limited to:

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

- The *"Evaluación del Progreso de Segundo Curso"* provides an assessment in which students begin reading three, four, and five-syllable words. The materials do not include a data management tool to help teachers document and monitor students' progress when reading these words to make instructional decisions to meet student needs.
- The materials do not include progress monitoring tools in hard copy or digital form. They also do not provide a systematic process for data analysis or to guide teachers when planning for and adjusting instruction.
- The *"Evaluación del Progreso de Segundo Curso"* provides an assessment in which students begin reading three, four, and five-syllable words. The materials do not include a data management tool to help teachers document and monitor students' progress when reading these words to make instructional decisions to meet student needs.
- The materials do not include progress monitoring tools in hard copy or digital form. They also do not provide a systematic process for data analysis or to guide teachers when planning for and adjusting instruction.

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

- The *"Evaluación del Progreso de Segundo Curso"* provides pages of words in which teachers assess student reading. The materials do not provide a place for teachers to track the accuracy of student reading and compare data based on the date of the given assessment to analyze patterns and respond to student needs.
- For example, the materials do not provide digital or hard copy tools to manage student data, such as paper-based student graphing charts, nor an electronic data system that organizes student data based on TEKS mastery. The materials do not include data management tools to help teachers document and analyze class and student progress.

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

- In the *"Manual del Maestro"* for grade 2, the materials include an outline of the components of literacy to be covered throughout the program. The materials do not include specific suggestions regarding the frequency of assessing a student who is approaching grade-level mastery in the reading of onemas compared to the frequency of assessing a student who is below grade level. The "Manual" does not include guidance for teachers to monitor progress at a frequency appropriate for this age and for skill development.
- In the *" Evaluación del Progreso Lector de Segundo Curso,"* students read words that progress according to the level of difficulty. This material does not provide specific progress monitoring guidance regarding how often to progress monitor and when students should be assessed on the next phoneme skill based on the results of their assessments.

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

- In the *"Evaluación del Progreso Lector*" for grade 2, there is no guidance on how to use data collected in this assessment to accelerate learning. For example, there are no instructions for suggested activities or lessons to teach or re-teach the concepts when students score above or below a certain percentage on the assessment.
- The lesson plan template does not specify how to group students based on the results of progress monitoring, nor does it mention how to use lessons in the materials to plan for small group instruction to progress or accelerate student learning. The material *"Instrucción Segundo Grado"* is a daily lesson plan template that includes the percentage of time teachers should spend in guided practice and independent practice.

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Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The *"Oralidad Segundo Curso Rimas, Retahílas, Rondas y Corros" includes* explicit guidance on developing oral language through guided practice. The materials include different chants that rhyme and provide opportunities for the students to practice oral language skills through a short text. For example, in the chant a-e-i-o-u, guidance is provided for students to sing the song and make the gesture that corresponds to each sound. While this guidance is provided to students to practice oral language development through song, materials do not include systematic opportunities for coaching, feedback, and independent practice of oral language skills.
- The material *"Trabalenguas de Segundo Grado"* includes riddles to help students develop oral vocabulary and oral memory. To improve oral language, students practice the pronunciation of phonetic groups that are commonly used in Spanish, such as alliteration of ch using a song titled *El dicho*. However, the materials do not include other opportunities for oral language, including sharing information about a topic and building on the ideas of others.

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

- Materials include opportunities for students to engage in academic conversations. For example, in the *"Tarjetas Ono de Prefijos y Sufijos"* for Grade 2, students use prefix cards to form new words. Students work individually and then with a partner to discuss their findings. Lastly, they share their findings and their understanding with the whole group. While materials allow for students to interact in academic conversations, the materials do not allow students to engage in social conversations.
- The material *"Tarjetas Silábicas–Morfológicas Ono de Segundo Curso"* includes a teacher lesson plan template and syllable cards for students to form words targeted to skills, such as *sílabas trabadas,* digraphs, and homophones. During these lessons, students work with a partner to reflect on their learning and share their thoughts with the class. Materials do not provide discussion prompts or protocols to engage in social conversations, such as making a personal connection to the words that were created.

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

- Materials provide suggestions for students to actively listen, participate, and share information but do not include authentic opportunities for students. Within the *"Ono Planificación de Segundo Curso,"* a sample lesson plan is included that states students will listen, follow directions, work with a partner, work independently, and respond to a prompt to tell what they learned. While this lesson plan template is provided, it does not promote active listening and authentic opportunities for students to share information and ideas with their peers, as the same prompt is used throughout the materials.
- The materials provide many opportunities for students to repeat information being heard but not opportunities to engage in structured conversations. For example, in the *"Oralidad Ono de Segundo Curso,"* the steps for completing the chant and song-based activities in the materials are found on page five. The directions state that students will listen to the rhyme, the teacher will repeat the rhyme again, and students will learn the rhyme and repeat it. The materials do not allow students to engage in discussions through conversation starters or ask and answer questions to understand the material being taught.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a progression of introducing letter-sound relationships appropriate to Grade 2 such as words with "c, k, q, s, z, soft c, and x". For example, the *"Tarjetas Silábicas_Morfológicas Ono de Segundo Curso"* includes several syllable cards for the students to put words together beginning in order with *"sílabas trabadas, diagrafos*, s, z, soft c and x".* While this order is included, letter-sound relationships are not systematically introduced as a scope and sequence to indicate when skills will be taught is not provided.
- The materials provide letter-sound relationship lessons that are not explicit. The *"Tarjetas Ono de Prefijos y Sufijos de Segundo Curso"* provides activities for using root words and applying prefixes and suffixes to decode words. For example, the directions for Activity 1 states *"los estudiantes individualmente, leerán las tarjetas e irán uniéndolas para hacer palabras*

compuestas." This lesson activity is provided, but there is no explicit instruction for how students are to apply their understanding to include teacher language or scripts.

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

- The materials provide a resource for connecting phonemes to letters within words through segmentation of phonemes in a sentence. Within the *"Manual del Maestro"* the sentence *"El ruso se remo en el rio."* is broken into individual phonemes. While this activity is provided, the materials do not provide a scripted lesson to support teachers with explicit instruction of this skill.
- The materials do not provide information about common mistakes students may make and how to prevent them. For example, The *"Tarjetas Silábicas_Morfológicas Ono"* for Grade 2 include activities for manipulating syllables and decoding words with digraphs. The materials describe the importance of learning this skill and states, *"Es importante que los estudiantes entiendan cómo decodificar bien estos sonidos y diferenciarlos de los sonidos por separado"*. However, the materials do not provide guidance for giving effective explanatory feedback when errors occur.

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

- The materials include a variety of activities for application of letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. The material *"Tarjetas Silábicas_Morfológicas Ono de Segundo Curso"* includes syllable cards for students to form words following a skill such as *sílabas trabadas*, digraphs, and homophones. Each skill provides activities and instructions that require students to create multisyllabic words using the syllable cards. Materials do not include authentic Spanish decodable connected text.
- The material *"Tarjetas Ono de Prefijos, Sufijos, Compuestas de Segundo Grado"* provide opportunities for students to practice their understanding includes syllable cards of creating and decoding multisyllabic words using root words, prefixes, and suffixes. For example, students read the syllable cards, build the words, and lastly, read the words they built. However, this activity does not provide opportunities to reinforce learning through cumulative review as there is no guidance for when review of these skills should occur.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials do not include a systematic sequence for introducing sound-spelling correlations. While the material, *"Ono Tarjetas Silábicas de Segundo Curso"* includes pages of materials for sound spelling correlations to include "*manipular palabras con sílabas trabadas, decodificacion de palabras con digrafos, palabras homófonas, s, z, soft c, and x",* the program does not explicitly state this is the order to teach these skills according to the Grade 2 Spanish TEKS. They also contain many of the same skills from Grade 1 and do not include an outline of the progression of sound-spelling patterns, such as a week-by-week overview of the skills.
- The materials include generic lessons to teach phonics skills, such as using syllable cards to read words they have joined together and created. The material "*Ono Tarjetas Silábicas de Segundo Grado"* does not reference the Grade 2 SLAR TEKS or include the lesson objective and justification of the order in which the skills are presented.

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

- The materials do not include detailed teacher actions for explicit instruction. The *"Cartilla de Lectura Ono de Segundo Curso"* includes pages titled "*palabras de 3 Sílabas"*, "palabras de 4 Sílabas", and "palabras de 5 Sílabas" that include lists of words that match the skill. For example, some of the three syllable words listed are *camisa...mascota...caballo*. The *"Cartilla"* is missing guidance for how to model these concepts and what the teacher is to do with these lists of words to directly teach this skill.
- The materials do not include guidance for teachers to introduce and model the phonics skills and concepts with consistent routines for Grade 2. The lesson titled "s, z, soft c, and x" within the *"Ono Tarjetas Silábicas de Segundo Curso"*, provides information on what the students will do to identify that "x" sounds like "s" when combined with the vowel "i". The lesson states, *"Los estudiantes deben usar sus conocimientos fonéticos para decodificar sonidos representados... el sonido /x/ suena como /s/ con la vocal i."* After this statement, the students complete three activities. This material does not include teacher guidance on how to use these cards to follow a gradual release of responsibility.

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

- The materials do not include a variety of resources and activities to develop, practice, and reinforce student understanding of sound-spelling patterns. The *"Tarjetas Ono de Prefijos y Sufijos de Segundo Curso"* for Grade 2 include activities and cards that allow students to create and manipulate words with prefixes, suffixes, and compound words. However, within the three lessons to teach the skills of *prefijos...sufijos...palabras compuestas,* the four activities are identical. For example, in activity 1 for all three lessons, the student will read cards independently and join them to form new words. The material states, *"los estudiantes individualmente leerán las tarjetas e irán uniéndolas para hacer palabras."*
- The resources and activities in the materials do not include opportunities for cumulative review. For example, within the lessons in *the "Tarjetas Silábicas/Morfológicas Segundo Curso",* students complete three activities related to sound-spelling patterns such as "s,z, soft c, and x" and "h", however connections to prior skills and concepts are not included.

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

- The materials do not provide a variety of authentic activities and resources for students to decode and encode words in isolation. The resource *"Cartilla de lectura de Segundo Curso"*,

includes a page titled "*hiatos: eo, ae, ea"* along with a list of words to match the skill, such as "*museo...caer...crea*". However, this resource does not provide activities to use the words listed on the lesson pages.

- The materials provide authentic resources in Spanish, such as "*trabalenguas*", that include many identical texts found in Kindergarten and Grade 1. The texts in the "*Trabalenguas de Segundo Grado"* do not allow opportunities for students to decode and encode, but rather identify beginning sounds. The instructions state*, "Pida a los estudiantes que den una palmada en el sonido inicial, pregunte ¿qué sonido suena?"*

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

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

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

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

Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials do not include a variety of activities and resources for students to develop and practice decoding and encoding multisyllabic words for Grade 2. Within the *"Ono Tarjetas silábicas/Morfológicas",* students manipulate cards to form multisyllabic words. However, each lesson has a total of three activities for each skill. Lessons within this resource are similar and some are identical to what is found in the grade K, grade 1, and grade 3 materials.
- The materials do not spiral decoding and encoding skills for reinforcement. In the *"Cuadernillo de Dictado Ono de Segundo Curso",* students practice their phonetic skills through dictation. The words students write include different syllable types, including diphthongs such as *"caimán" and hiatos such as "oeste"*. The resource does not support cumulative review as connections to previously learned material is not provided.

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

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

Foundational Skills

5.E.3	Morphological Awareness (1–3)	0/19
5.E.3a	Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)	0/1
5.E.3b	Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)	0/4
5.E.3c	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	0/6
5.E.3d	Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	0/8

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

Evidence includes, but is not limited to:

Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)

- The materials are missing affix skills taught in grade 2 and are not aligned with Grade 2 TEKS for morphological awareness. For example, the *"Tarjetas de Prefijos, Sufijos y Palabras Compuestas Curso 2"* includes word cards to support students in forming words using prefixes and suffixes. However, this resource only includes the affixes *re* and *isima* and does not include *pre* and *cion*, according to the grade 2 Spanish language arts TEKS 2.3C. The material also includes affixes to be learned in grade 3, such as *des*.
- The materials do not have a systematic approach and order to studying morphemes. The *"Tarjetas de Prefijos, Sufijos y Palabras Compuestas Curso 2o"* has a page of suffixes with the title *"al, ia, ero, azo, ismio, ismo, ad."* The materials do not provide explicit guidance for the order in which these prefixes are to be taught, and the list of words on this page does not match the sequence. For example, the first word is *panadero*.

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

- The materials do not include direct, explicit instruction in morphological awareness, but rather generic information about lesson structure. For example, the resource *"Tarjetas de Prefijos, Sufijos y Palabras Compuestas Curso 2o"* provides teachers with a lesson plan template. The lesson plan template gives instructions for the teacher to plan, model during guided practice, allow for independent practice, and end with a formative assessment. The material states, *"La maestra planifica el aprendizaje presentando el nuevo punto en una mini lección, modelando una práctica guiada en gran grupo, facilitando una práctica guiada en parejas, para después monitorear la práctica independiente, mientras aclara dudas, y termina con una mini evaluación formativa."* The materials do not give specific guidance for what the teacher is to do or say during these lesson components to support student understanding of morphological awareness.

- The materials include suggestions for how to teach morphological skills but do not include direct and explicit instruction to include teacher actions or scripts. For example, the *"Tarjetas de Prefijos, Sufijos y Palabras Compuestas Curso 2o"* provides cards for students to encode and decode words they form independently and in pairs. The directions for the teacher state, *"El maestro usa las tarjetas como referencia para enunciar y pedir a los estudiantes oralmente que marquen las sílabas: con palmadas, patadas en el piso, golpeando tapitas de refresco, saltos en el piso."* The materials do not include a lesson introduction or details for the teacher on which words to use when modeling how to orally account for syllables using the kinesthetic methods described.

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

- The materials do not contain a variety of resources to develop and practice Grade 2 morphological skills. The *"Cuadernillo de Dictado Segundo Curso"* includes words with *"prefijos" and "sufijos"* that students are to write as they are read aloud by the teacher. While this activity allows students to demonstrate morphological skills, there is only one other resource in the "Ono Learning Program" that allows students the opportunity to engage in independent and peer practice using affixes.

- The materials do not include a variety of activities that align with the Grade 2 TEKS for morphological awareness. For example, the *"Tarjetas de Prefijos, Sufijos y Palabras Compuestas Curso 2o"* includes four activities that are identical for the instruction of prefixes and suffixes. In the activities, students use cards and join them together to form new words individually and then in pairs. However, students complete these four activities using affixes from the grade 3 Spanish language arts TEKS to create words such as *desnutrición* and *desvestir*.

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Texas Instructional Materials Review and Approval (IMRA)
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Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- Materials include activity cards to support encoding and decoding with morphemes; however, they do not include the affixes found in grade 2. For example, the material *"Tarjetas Silábicas/Morfológicas Segundo Curso"* includes activities in which students manipulate cards to form new words. The objective in the materials *states "Lo que queremos con estas actividades es que los estudiantes sean capaces de entender la diferencia entre fonema, sílaba, palabra y/o frase y forme palabras nuevas."* However, instructions to complete an activity using words to support the TEK 2.3.C "use affixes, including *re-*, *pre-*, *-ción*, and *ísimo/ísima*, to determine the meaning of words and subsequently use the newly acquired words," is not included.
- The materials do not provide a variety of opportunities for students to reinforce decoding, encoding, and understanding the meaning of words with morphemes through connected text. The material *"Cuadernillo de Dictado de Primer Curso"* asks students to write a story using words and sentences that have been learned. The materials state, students are to: *"Escriba una historia en la que use correctamente palabras y oraciones con la letra/letras que estamos practicando."* However, the materials do not make reference to previous lessons in which students practiced these skills, nor do they include decodable texts that support the students in the meaning of words with affixes while writing their own stories.