Publisher Name	Program Name
Ono Learning, LLC	*Método Onomatopéyico 3º Curso - Onomatopoeic Program*
Subject	**Grade Level**
Spanish Phonics	3

Texas Essential Knowledge and Skills (TEKS) Coverage: **5.32%**

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

Quality Review Overall Score: **19 / 271**

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 / 125**

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 7% alignment with the High-Quality Instructional Materials (HQIM) Rubric in grade 3. 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:
- Of the four grade levels in the Ono Learning program, grade 3 has the fewest teacher and student resources, and many materials are aligned with Kindergarten and Grade 1 foundational skills. For example, materials include resources to support instruction of letter-sound correspondence and provide visual examples of students in Pre-Kindergarten engaged with sound cards. Ono Learning resources are misaligned with the TEKS for grade 3 and would result in a loss of student achievement as grade 3 skills are not addressed.
- Lessons include minimal directions for teachers to implement instruction effectively and ask students to complete tasks before receiving direct instruction. Several resources also include no teacher implementation directions to support student understanding of grade 3 phonics skills. Teachers or instructional leaders would need extensive planning time to create lesson plans and pacing documents using the materials provided.

Intentional Instructional Design

1.1	Course-Level Design	0/14
1.1a	[Materials include a scope and sequence outlining the TEKS, 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, concepts, and knowledge taught in the course.

- A teacher's manual, "Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada," provides an overview of the program but does not include the TEKS. The program has a list of the TEKS, but not in the form of a scope and sequence that would show the progression of the concepts.
- The *"Ono Planificación del Aprendizaje Tercer Curso"* has two pages of planning templates with blank spaces for the teacher to add TEKS, but there is no scope and sequence that the teacher can follow.

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 Third Grade Pacing Guide" or "Temporalización de Onemas© Curso 2022–2023" includes a school calendar with nine-week periods for the school year that show the

progression of the concepts. The "Ono Third Grade Pacing Guide" does not include suggested pacing to support the effective implementation of various instructional calendars.

- The "Ono Third Grade Pacing Guide" contains one school calendar identical for all grade levels throughout the Ono Learning Program and does not show varying numbers of instructional days, including 165, 180, and 210 days.

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

- The *"Manual del Maestro del Método Onomatopéyico"* provides 10 instructional units, but there is no explanation for the rationale of unit order as well as how concepts to be learned are connected throughout the course.
- The *"Cuadernillo de Dictado de Tercer Grado"* includes and objective: *"Los estudiantes demuestren su conocimiento fonético al escribir correctamente las palabras dictadas por el maestro," and "que los estudiantes demuestren que saben aplicar las normas de ortografía,"* but there is no rationale or explanation for this component.

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

- The *"Ono Planificación del Aprendizaje Tercer Curso"* provides blank lesson plan templates using the gradual release model. The materials do not include guidance for using these templates to support unit and lesson internalization.
- The *"Ono Planificación del Aprendizaje Tercer Curso"* contains a sample lesson plan template. The *"Ono Planificación del Aprendizaje Tercer Curso"* does not include a template, nor guidance for 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 3 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 3 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 *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* includes 10 units. The materials do not include background knowledge, or the academic vocabulary needed to teach the units.
- The "Tarjetas de Morfología de Tercer Grado" includes a general narrative and instructions for four activities. The activities include students working individually, in pairs, and in larger groups to create sentences with the words. This resource does not include background content knowledge or academic vocabulary to teach the concepts.

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 Tercer Curso" as a tool with words to evaluate the progress of students in the different onemas but do 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 support teachers in providing families with an update on their student's progress or identifying activities that can be completed at home as an extension of the learning found in each unit.

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 *"Ono Planificación del Aprendizaje Tercer 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 grade 3 materials include the "Cartilla de Lectura de Tercer Curso," which is dedicated to supporting students learn orthographic and morphological rules relevant to developing a strong reader and writer. The resource includes a thematic unit listing but does not include comprehensive lesson plans to meet the content and standards.

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

- The grade 3 "Ono Pacing Guide" is an instructional calendar for the "Temporalización de Onemas" but does not outline suggested times for lesson components. This calendar is for the 2022–2023 year and is color-coordinated to show when the different onemas should be taught. The materials do not include a lesson overview outline of the suggested timing for each lesson component.

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- The *"Ono Planificación del Aprendizaje Tercer Curso"* includes a two-page lesson plan that does not include the minutes required in the lessons nor the total duration of time this lesson should encompass.

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

- The "Cartilla de Lectura de Tercer Grado" includes an overview of using the resource, but no teacher or student materials are referenced to deliver the lesson effectively.
- Even though the "Ono Planification del Aprendizaje Tercer Curso" has a column for materials and notes, the materials listed are supplies not included in the materials. For example, it asks for a writing board, individual writing board, and exit ticket. The exit ticket is not specified.

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"* provides activities for the classroom. However, this program does not provide specific homework, enrichment, or extension activities, nor does it include guidance on the effective use of materials for extended practice or enrichment opportunities.
- The grade 3 materials include the resource "Oralidad Segundo Curso," which describes the Onomatopoeic integrated literacy method used by the materials. The resources details about the objectives of the first course and then includes additional instructions for other activities, such as rhyming. The materials do not include guidance on the effective use of lesson materials for extended practice.

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 formative assessment of the lesson is included in the "Cartilla de Lectura de Tercer Curso." In this assessment, students read words with prefixes and suffixes. However, there are no diagnostic or summative materials at the lesson level.
- The formative assessments at the unit level are found in the "Evaluación del Progreso Lector 3." In this resource, students read words with acento ortográfico, prosódico, and diacrítico. However, 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 materials provide the "Evaluación del Progreso Lector de Tercer Curso," but they do not include a definition of this type of assessment or its purpose. This material only provides phonemes and words for the student to read.
- The "Cartilla de Lectura Tercer Curso" provides one type of assessment without a definition and statement of its intended purpose. The materials do not state how the assessment 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 Tercer Curso" includes words with acento ortográfico, prosódico, and diacrítico that students are to read. Teachers have no guidance on how to administer 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 Tercer Curso" does not include teacher guidance on administering assessments consistently and accurately. 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 Tercer Curso" only provides formative assessments where students decode words with different accents. This material does not identify the TEKS for the lessons and tests.
- The "Cartilla de Lectura Tercer Curso" does not provide evidence of alignment to TEKS in terms of the diagnostic, formative, and summative assessments, which are aligned with state standards.

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

- The "Cartilla de Tercer Curso" includes formative assessments with one level of complexity. There is no variety in the levels of complexity or measures to ensure student understanding is accurately measured when they read words with prefixes and suffixes.
- The students read words with acento ortográfico, prosódico, and diacrítico as part of the formative assessment provided in the "Evaluación del Progreso de Tercer Curso." The assessments do 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

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 Tercer Curso" contains words in isolation groups by skills, such a word with acento ortográfico, acento prosódico, and acento diacrítico, but does not include scoring information for interpreting student performance on the assessment. There is no teacher guidance to reflect on student levels of proficiency, weaknesses, or information to address common misconceptions.
- The "Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada" does not include scoring information for responding to student performance. The materials do not give the teacher guidance on supporting 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 "Cartilla de Evaluación del Progreso de Tercer Curso" provides cards with isolated words to assess the student's academic progress. It does not include guidance for using tasks and activities to respond to student performance on assessments. For example, the materials do not provide instructional strategies to respond to levels of student achievement, including students below, on, or above proficiency levels.
- The "Cartilla de Lectura de Tercer Grado" does not include guidance on responding to student trends in assessment performance to support students who need more one-on-one support.

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. For example, the "Cartilla de Tercer Curso" does not include tools for students to track their own progress and growth. Materials do not provide student-friendly data sheets that allow students to track their assessment scores.
- The "Evaluación del Progreso de Tercer Curso" provides word cards for students to read but does not include tools for students to track their own progress and growth. The materials do not provide student graphing sheets that allow students to graph their scores and view assessment progress over time.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The introduction in the "Ono Trabalenguas Tercer Curso" states that the resource can be adapted for differentiated instruction, "en cada trabalenguas tenemos un texto oral tradicional, que la maestra puede variar para adaptarlo a sus estudiantes." The "Ono Trabalenguas Tercer Curso" does not provide teacher guidance for using texts for differentiated instruction, activities, and/or paired lessons for students who have not yet reached proficiency on grade-level content and skills.
- The material "Oralidad Tercer Curso Rimas, Retahílas, Rondas y Corros" includes information that the teacher can adapt the text to meet student needs, stating "en cada ronda tenemos un texto oral tradicional, y un ejemplo de baile o corro que la maestra puede variar para adaptarlo a sus estudiantes." 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.

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

- The "Oralidad Tercer Curso Rimas, Retahílas, Rondas y Corros" states that the objective of the resource is the desarrollo de vocabulario oral, or oral vocabulary development. The material does not include pre-teaching or support for unfamiliar vocabulary and references in text.

- The "Cartilla de Lectura de Tercer Curso" does not include explicit or systematic instruction for teaching vocabulary. For example, there are no embedded supports to teach unfamiliar words, such as yunque, cotrocirquito, and circunscrito.

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 Tercer 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" does not include prompts and guidance to support the teacher with explicit instruction.
- 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.

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

- The "Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada" does not provide teacher guidance for effective lesson delivery and various instructional approaches. For example, the materials do not include various instructional strategies such as entry/exit tickets or think-pair-share.

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 Silábicas—Morfológicas Ono de Tercer Curso" includes the following instructions: "La maestra planifica el aprendizaje presentando el nuevo punto en una minilección, 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 minievaluación formativa." There is no additional guidance to implement the activities.
- The "Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada" provides activities such as "categorizing onemas" to motivate students to explore and identify sounds individually. It also lists additional activities, such as sound discrimination, letter manipulation, and phoneme isolation, but does not provide specific instructions for the teacher to guide these activities. Insert evidence narrative for guidance here.

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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 Tercer Curso" offers a structured and sequential approach to teaching phonemes, progressing from simpler to more complex ones. For instance, page four covers "Palabras agudas," page five focuses on "Palabras graves o Llanas," and the material concludes with a thematic reading titled El Universo. However, the materials lack systematic methods for teaching these skills, as the "Cartilla" does not provide instructions on how to use these words and readings for direct instruction.
- The materials do not provide a systematic approach to teaching these skills, such as direct instruction opportunities or lessons with a teacher script. The "Ono Third Grade Pacing Guide" provides a calendar for teaching skills in a sequential order by month. The sequential progress for the instruction of foundational skills includes two weeks and three days for directionality, six weeks and two days for the "Introducción a onemas vocálicos: o, i, a, u, e"…"

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

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

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

- The *"Tarjetas Silábicas/Morfológicas Tercer Curso"* allows students to form different words with the cards and states "los estudiantes individualmente, manipulan las tarjetas y construyen sílabas, fijándose en los morfemas para construir palabras nuevas con significado." The purpose of this instructional skill is provided, but the material does not include explicit instructions such as how much time is to be spent on this component to ensure consistent practice and mastery.

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

- The *"Oralidad Segundo Curso"* is provided within the Grade 3 Ono Materials. This resource provides decodable texts in the form of *"adivinanzas, rondas, retahílas, corros, y rimas."* Within the resource, students read titles previously read in grade 2, such as "*El Pajarillo" and "La Pelota Cantadora"*. Although these texts are provided, it is unclear what practice of phonics each story addresses as there is no purpose or instructional focus tied to the reading.
- This resource allows students to form words using the cards and states: "los estudiantes individualmente manipulan las tarjetas y construyen sílabas, fijándose en los morfemas para construir palabras nuevas con significado." The *"Tarjetas de Morfología Tercer Curso"* resource allows student practice of phonics skills in isolation through manipulation with word cards.

Materials include opportunities for cumulative review of previously taught skills.

- The materials in *"Cartilla de Lectura Tercer 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 "Ono Third Grade Pacing Guide" is a calendar that includes the order of skills to be taught throughout the year. However, the material does not include what opportunities for cumulative review of previously taught skills will be provided to the students. For example, the calendar allocates May 8 through May 25 for *"Extensión/Repaso,"* but it is unclear what material will be reviewed.

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 Tercer 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. This material does not give explicit instructions for what the teacher will model or directions to be given during daily lessons.
- The materials include a description of what the teacher will do to teach students onemas using their hands to form gestures for each sound. The material states, "The left hand is the hand that makes the sounds, the onemas. We can mark it with a stamp or sticker." While this guidance is given, 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 *"Tarjetas Silábicas Morfológicas de Tercer Curso"* does not include specific and precise terms, phrasing, and statements that teachers can use during explicit guided instruction. The *"Tarjetas"* page provides a narrative of three activities where the teacher explains the steps for the activity. However, the following pages do not include a description of what to say during guided practice of the activities provided.

- The materials include a suggestion on how the teacher can motivate students to learn onemas. However, the materials do not provide guidance on how to encourage and motivate students through personalized feedback or what to say to address errors and misconceptions.

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

- The materials include 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. In the instructions given for the activity, students work in pairs to separate 10 words into syllables and morphemes, including complex syllables and prefixes or suffixes, and say them out loud, taking turns. "Observe and take notes on the pronunciation of the syllables and the formation of new words using prefixes, roots, and suffixes."
- The materials provide one opportunity for independent practice. The *"Ono Tarjetas Silábicas"* states, "Individually, students manipulate the cards 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 no guidance on how to use and implement the materials as intended.

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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 last component of the plan is "*Evaluación y Repaso.*" This is scheduled for the month of May only and not throughout the curriculum. The materials do not intentionally review previously learned and newly learned phonics skills throughout the year. The "Ono Third Grade Pacing Guide" provides a sample yearly plan of what is to be taught.
- The materials include practice activities within the "Ono Program," including forming different words using syllable cards. For example, within the materials *Tarjetas Silábicas/Morfológicas Tercer Curso,*" students manipulate the phoneme cards to make new words with meaning. 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 Tercer Curso"* provides directions for students to practice separating words with sílaba trabadas, clapping, and jumping with each syllable and word. After practicing, the students will write the words. The materials do not provide an explicit lesson to first describe what *sílabas trabadas* are and how to separate 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 Tercer 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."* Within the "Manual" and the "Ono Program" materials, there are no decodable texts included, referenced, or attached for the cumulative practice of phonics skills.
- The material *"Tarjetas de Morfología"* includes cards for students to create and put words together. 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 for phonics practice in isolation is not stated within all materials in the Ono Program. For example, the instructional focus of the *"Tarjetas ortográficas"* is unclear as there are no directions for how to use this thirty-three-page resource to promote phonics instruction through authentic opportunities to practice.
- The material *"Oralidad, Rimas, Retahílas, Rondas y Corros"* is the same resource as Grade 2 and includes different chants that rhyme and provide opportunities for the students to practice orally chanting short texts connected to phonics skills. For example, in the activity *"los guajolotes,"* once the students learn the song, create a new song by changing the lines to end with a rhyming word and the same suffix. The materials do not include an instructional focus for when to teach prefixes and suffixes, nor clear directions if the chants in this material are to be used as practice after or before the skill has been explicitly taught.

Phonics Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials do not contain a variety of tools to measure developmentally appropriate skills for grade 3. For example, within the *"Evaluación del Progreso Lector Tercer Grado,"* page five is titled "K-Q-C" and lists words for students to read, such as queso, kimono, cama, aquehado. The materials do not include assessing student spelling of words and correctly marking accents according to the Grade 3 Spanish Language Arts and Reading TEKS.
- The materials include one type of assessment found in the *"Evaluación del Progreso Lector de Tercer 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 3 does not provide any directions for assessment administration. For example, page 1 includes the title of the resource, and page 2 includes a page of words titled*: "Acento ortográfico."* 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 Tercer Curso"* does not provide consistent directions on how to administer an assessment. For example, page nine in the *"Evaluación"* is titled "r suave," followed by words such as *artes, muro, Lara, pera*. The materials do not provide consistent directions for administering the assessment provided, 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 Tercer 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 Tercer Curso"* includes the study of the phonemes 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 to include windows or benchmark dates for beginning, middle, and end of the year assessments. For example, within the "Manual del Maestro," there is no teacher guidance on how many times during the school year assessments will be given.
- The *"Evaluación del Progreso Lector"* for grade 3 includes 37 pages of words students are expected to read. It is unclear how this assessment will span across the school year as there is no guidance on when the assessment is to be given.

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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 Tercer Curso"* provides an assessment in which students begin with reading words that include *acento ortográfico, acento prosódico, and acento diacrítico*. 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 Tercer Curso"* provides pages of words in which teachers assess students. However, the materials do not provide a place for teachers to track the accuracy of words read or compare data based on the date the assessment was given to respond to student needs and analyze patterns in the data over time.
- The materials do not include data management tools to help teachers document and analyze class and student progress. 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.

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

- In the *"Manual del Maestro"* for grade 3, the materials include an outline of the components of literacy to be covered throughout the program. The "Manual" does not include guidance for teachers to monitor progress at a frequency appropriate for this age and for skill development. For example, 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.
- In the *" Evaluación del Progreso Lector de Tercer Curso,"* students read various words, such as palabras Llanas, and words with various rules, such *as m antes de p and plurals de z a ces*. 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 3, 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 material *"Instrucción Tercer Grado"* is a daily lesson plan template that includes the percentage of time teachers should spend in guided practice and independent practice. 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.

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 Ono de Tercer Curso Rimas, Retahílas, Rondas y Corros"* includes explicit guidance on developing oral language through guided practice of word games. This guide includes chants and activities such as *"La pelota cantadora,"* where students gather in a circle, throw a ball, say a rhyming chant, and then continue to add to it based on the objective. 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.
- Page four of the *"Manual del Maestro del Método Onomatopéyico de Lectoescritura Integrada"* references all the oral language components included in the program. This list includes *"Retahílas, Ono Bits, and Cuentos in Voz Alta: Cuentos de Culturas Tradicionales"* and *"Cuentos de Onemas."* However, within the "Ono Learning Program," the "Ono Bits and Cuentos de Cultura and Cuentos de Onemas" do not exist to support oral language and oracy.

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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 de Morfología"* for grade 3, students will practice working with suffixes through various activities. Students are provided cards with suffixes and words, such as -ero and -azo. The student is asked to first work individually and then with a partner to share their findings with the whole group. While materials allow for students to engage in academic conversations, the materials do not allow students to engage in social conversations.
- In the *"Tarjetas Silábicas—Morfológicas"* for grade 3, the materials include activities for syllable manipulation. With a partner, students will sort syllable cards and share out using academic terms for prefixes and suffixes. The material states*, "los estudiantes separan en sílabas y morfemas 10 palabras que incluyen sílabas complejas y prefijos o sufijos y las dicen en voz alta tomando turnos."* This activity provides students with an opportunity to read their new words aloud with the group using the cards in the set. 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 Tercer 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 Tercer 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. This material provided is also the same as Grade 2, which does not allow students to engage in new authentic learning and opportunities.

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 multisyllable 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 multisyllable words in isolation 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.

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 3, to include decoding words with a prosodic or orthographic accent. For example, within the *"Cuaderno Dictado de Tercer Curso"* students will practice encoding words starting with *acento ortografico, acento prosodico, acento diacritico*. 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 an order of letter-sound relationship guidance that is not explicit for instruction. The *"Cartilla de Lectura Tercer Curso"* provides a description of the order presented in the material to ensure effective reading and writing. The material states "*hay 20 páginas dedicadas cada una a los aprendizajes específicos tanto ortográficos como morfológicos necesarios para el desarrollo y éxito lector y escritor*". The instruction order

begins with *palabras agudas, palabras graves o llanas, palabras esdrújulas*. While this order for lesson activities is provided, there is no explicit instruction for how students are to apply their understanding of these skills 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 titled *"Tarjetas Silábicas/Morfológicas Tercer Curso"*. The lesson *"separar palabras con sílabas trabadas"* explains the pattern is CCV and examples can be found in the words "trabajo, plato, croqueta". While this example and activity for manipulating cards to separate *sílabas trabadas* 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 purpose of the *"Cuadernillo de Dictado de Tercer Curso"* is for students to show their phonetic knowledge by correctly writing words, sentences, and stories that the teacher is saying. The directions for this material state students will, *"Escriba una historia en la que use correctamente palabras y oraciones con la letra/letras que estamos practicando"*. However, the materials do not provide guidance for giving effective explanatory feedback when errors occur, and students do not write words with the correct spelling.

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 Tercer 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 de Morfologia de Tercer Grado"* provide opportunities for students to practice their understanding including 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, they read the words they built. However, this activity does not provide opportunities to reinforce learning through cumulative review.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The *"Ono Tarjetas Silábicas de Tercer Curso"* skills to teach sound spelling correlations that begin with *separar palabras con sílabas trabadas* followed by *"decodificación de palabras con dígrafos... palabras homófonas... s, z, soft c, and x"*. The resource is in a similar order as Grade 1 and Grade 2 and does not include a systematic order of how these skills are to be taught, to include a vertical alignment.
- The materials include generic lessons that do not reference the Grade 3 TEKS, nor an order of phonics skills from simple to complex. The *material "Ono Tarjetas de Morfología de Tercer Curso"* begins with a lesson on prefixes, "prefijos", but does not include a progression of skills.

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 Tercer"* has 20 pages that are used to teach Grade 3 sound spelling patterns. While the material states "*hay 20 páginas dedicadas cada una a los aprendizajes específicos tanto ortográficos como morfológicos necesarios para el desarrollo y éxito lector y escritor*", the *"Cartilla"* is does not include teacher scripted lessons and teacher actions.
- The *"Tarjetas Silábicas De Tercer Curso"* does not include guidance for teachers to introduce and model the phonics skills since the materials state the students should already know the skill. For example, the lesson titled *"Palabras que usan la sílaba -que"* states *"Los estudiantes deben ser capaces de decodificar las palabras propuestas con este dígrafo."* After this statement, the students complete three activities. This material does not include teacher guidance for 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. Within *the "Tarjetas de Morfología de Tercer Curso"* students use cards to form words with prefixes, suffixes, and compound words. The activities allow students to work independently, in partners or groups to join and form words. However, within the three lessons to teach the skills of "prefijos... sufijos... palabras compuestas", the four activities are identical. For example, in activity 2 for all three lessons, the student will read cards they have created with a partner. The directions state *"por parejas se dirán uno al otro la palabra que han descubierto."*
- The resources and activities in the materials do not include opportunities for cumulative review. For example, the *"Tarjetas Ortográficas"* contain thirty-three pages of cards such as "uy...ay...hoy...os", similar to letter and syllable cards found in other materials for Grade 3. While the cards are included, the resource does not provide directions for how to use them to reinforce concepts learned and make connections with another resource, such as the *"Tarjetas de Morfología de Tercer Curso."*

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. Within the resource *"Cuadernillo de Dictado de Tercer Curso"* the teacher dictates words, and students demonstrate their spelling knowledge by accurately writing those words. The *"Dictado"* provides the same activity for all lessons within

the resources and states *"los estudiantes demuestran su conocimiento fonético al escribir correctamente las palabras dictadas por el maestro."* While this allows students the opportunity to decode and encode, students also complete this same activity for all pages within this resource.

- The materials provide authentic resources in Spanish, such as the *"Rimas Retalias, Rondas y Corros"*, which includes many of the same texts found in Kindergarten, Grade 1, and Grade 2. This resource also does not allow opportunities for students to decode and encode, but rather focuses on rhyming. One of the rhyming activities states*, "Pida a los estudiantes que busquen otras palabras con la misma rima."*

Foundational Skills

5.E.2	Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types	0/38
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)	0/4
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)	0/6
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)	0/16

The materials do not include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (sílaba tónica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. Materials do not include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (sílaba tónica), word type, and accent mark rules. Materials do not include a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills to decode and encode multisyllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The Ono Learning Program provides materials that include skills that have been repeated in grade 2, to include an identical resource that does not list grade 3 TEKS or support the

instruction of encoding and decoding various word types and accent marks. For example, the *"Tarjetas Silabicas/Morfológicas de Tercer Curso"* is a seventy-one-page resource also found in Grade 2 materials. This resource includes the same page order of skills and activities to include, *"diptongos", "hiatus", and "h"*. The resource does not allow for a progression of skills evident for grade 3.

- When followed in order, the pages of resources within the Ono Learning Program move from simple to more complex, however a systematic approach is not specified. For example, the pages of the *"Cartilla de Lectura de Tercer Curso"* follow a sequence to include *"palabras agudas, graves, esdrújulas, sobreesdrújulas, diphthongs, triptthongs, hiatus"*. This material does not indicate a specific order in which the materials should be taught, to include a scope and sequence for teacher guidance.

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)

- The materials include Grade 3 independent activities to support various word types, but lack teacher guidance on how to introduce these skills. For example, the *"Cuadernillo de Dictado de Tercer Curso"* instructs teachers to dictate words based on word type and rules such as "m antes de p" and "m antes de b". While students encode words with the same orthographic pattern, there are no specific instructions for the teacher to teach the division of the syllables based on pattern type before allowing students to independently write.
- The materials include the definition of the word type to be learned, but do not include explicit teacher guidance to support students in syllable division principles. The *"Cartilla de Lectura de Tercer Curso"* for Grade 3 provides teachers with a definition of many of the word types to be covered in the resource. For example, the definition for *"palabras esdrújulas" says "Las palabras esdrújulas son aquellas que tienen la sílaba tónica en la antepenúltima sílaba"*. While this definition is provided, specific teacher actions and scripts are not included to teach encoding and decoding based on word type.

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 include the phonics skills students are expected to learn in grade 3 such as *palabras agudas* and *palabras esdrújulas*. However, within some resources, there are no activities to support these skills. For example, the *"Cartilla de Lectura de Tercer Curso",* contains a page titled *"Palabras esdrujulas"* with a description of the skill and examples of words such as *"Teléfono, melómano, empírico"*. The description and examples do not include activities for what students can do to develop and practice decoding and encoding to mastery.
- The materials do not spiral decoding and encoding skills for reinforcement. In the *"Cuadernillo de Dictado Ono de Tercer Curso",* students practice their phonetic skills through dictation of words based on word type such as *palabras agudas* and *palabras graves*. While some of the words students are to encode are similar to the words found in *the "Cartilla the Lectura de*

Tercer Curso", the *"Cuadernillo"* does not support a connection between the two resources for cumulative review.

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

- Students do not have a variety of opportunities to practice and reinforce skills to decode and encode words with a prosodic or orthographic accent in grade 3. For example, the *"Cuadernillo de Dictado"* allows Grade 3 students to apply their knowledge of spelling patterns. The materials state, students will encode... *"usando su conocimiento para resolver palabras nuevas con el mismo patrón ortográfico."* While students will write words with an *Acento ortográfico* such as *geometría,* the resource provides the same three activities for all spelling patterns.
- The Ono Learning Program does not include decodable connected texts. While students read words and sentences for grade 3 syllable patterns, including "*Palabras acentuadas en la pregunta"* and "*Acento diacrítico*", connections are not made to authentic books, poems, or stories for Grade 3.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials do not have an approach and order to studying morphemes, nor make mention of morphological awareness as a foundational skill. For example, the *"Manual del Maestro"* provides a list of ten critical components to be taught to master reading and writing. Some of the skill components include words created by the Ono Learning Program such as "Onofonos...Onemas...Onogramas...". An order for the instruction of foundational skills is provided, however the "Manual" makes no mention of morpheme instruction or a systematic sequence to support students in the acquisition of this skill.

- The materials are missing affix skills to be taught in Grade 3 and are not aligned with Grade 3 TEKS for morphological awareness. For example, the *"Tarjetas de MorfologíaTercer Curso"* includes word cards to support students in forming words using prefixes and suffixes. However, this resource only includes the affix "des" and according to the TEKS 3.3C is missing "ex-, -mente, -dad, -oso, - eza, and -ura". This material does not provide a sequence for instruction and also includes morphological structures that were learned in for Grade 1 and Grade 2.

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, but rather generic information about how to structure a morphological awareness lesson. For example, the resource *"Tarjetas de Morfología Tercer Curso"* provides teachers with a lesson plan template. The first step under the heading "*maestra",* mentions that the teacher will give an example and model. The lesson plan template states *"La maestra usa un ejemplo, demuestra"*. However, the materials do not give specific guidance for what example the teacher is to give or what to say when modeling to support the student's 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 to support word meaning. For example, the *"Tarjetas de Morfología Tercer Curso"* allows students to join word cards to form new words with prefixes and suffixes. Generic guidance is given for how to teach this skill, as the materials state *"Se espera que los estudiantes usen correctamente palabras con sufijos comunes en su escritura...Por ejemplo, en lugar de escribir- Mi familia compra el pan en la tienda donde venden panes, podrían usar el sufijo -ería para escribir: Mi familia compra el pan en la panadería. "* While this example is included, the material does not provide teacher actions for how to teach this skill to reflect a change in the word meaning when a prefix and/or suffix is added.

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, practice, and reinforce morphological skills for Grade 3. The "*Cuadernillo de Dictado Tercer Curso"* includes words with *prefijos* and *sufijos* that students are to write after they are read aloud by the teacher. While this activity allows students to demonstrate morphological skills, there are not a variety of resources that allows students the opportunity to engage in independent and peer practice of using affixes.
- The materials lack a variety of practice opportunities for students to reinforce their understanding of affixes that are differentiated by grade level. Within the resource *"Tarjetas de Morfología Tercer Grado"*, activities for Grade 1 and Grade 2 are similar and some activities are identical. For example, in this resource for Grades 1, 2, and 3, students are asked to form

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words in the same student grouping structure, *"individualmente...en parejas...en gran grupo"* and also use the same activity cards when forming new words.

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)

- The materials do not include a variety of activities that align to the Grade 3 TEKS to support decoding and encoding words with morphemes. For example, the *"Cuadernillo de Dictado Tercer Curso"* includes words and sentences students are to write based on what the teacher states. However, the pages for prefixes and suffixes do not include the affixes "ex-, -mente, -dad, - eza, and -ura" according to TEKS 3.3C. Examples for what affixes are to be written from the "Dictado" include "ante... bi...anti...ero".
- Materials include activity cards that provide no instructions for how to complete an activity to support encoding and decoding with morphemes. For example, the material *"Tarjetas ortográficas"* includes thirty-three pages of cards with affixes such as "dad" and "de". However, instructions to complete an activity using these word cards, such as combining two to three cards to make a specific word, are not included.