

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Heggerty, Literacy Resources, LLC	Bridge to Reading, Kindergarten
Subject	Grade Level
English Phonics	Kindergarten

**Texas Essential Knowledge and Skills (TEKS) Coverage:** **100%**  
**English Language Proficiency Standards (ELPS) Coverage:** **N/A**  
**Quality Review Overall Score:** **259 / 307**

## IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	1	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	6	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	0	0

**Count of Publisher Submitted Changes** **0**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

## All Feedback Items from IMRA Reviewers Remaining After Update

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The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

### Flags for Suitability Noncompliance After Updates

- [IMRA Reviewer Suitability ID SF000143](#)

### Flags for Suitability Compliance After Updates

- None

### Factual Errors Remaining After Updates

- None

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

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### IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000143

**Component:** Administration Guidelines for the Heggerty Phonemic Awareness Assessment

Kindergarten Form A, B, C (9781960968326)

**Suitability Indicator:** 1. Prohibition on Common Core

**Suitability Sub-Indicator:** 1.1

**Specific or Thematic:** Thematic

**Page Number(s):** 2

**Location:** Top right corner Grades K-1

**Link:** [file:///Users/schume/Downloads/bcbaf729-497e-4bbd-8576-0a8f083b2aa4\\_1702763647937.pdf](file:///Users/schume/Downloads/bcbaf729-497e-4bbd-8576-0a8f083b2aa4_1702763647937.pdf)

**Page Number(s):** 3

**Location:** Top right corner of grades K-1

**Link:** Top right corner of grades K-1

**Page Number(s):** 4

**Location:** Top right corner of grades K-1

**Link:** [file:///Users/schume/Downloads/52c454da-01cf-42fc-b2bd-d738296fb7ef\\_1686597805556%20\(1\).pdf](file:///Users/schume/Downloads/52c454da-01cf-42fc-b2bd-d738296fb7ef_1686597805556%20(1).pdf)

**Publisher Response:** Accept

Thank you for this feedback. We will remove the specific language that references the common core (CCSS.RF.1-5.4). Fluency will remain as a feature of our foundational skills program because it is a TEK ELA standard/requirement: (4) "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text."

### IMRA Reviewer Suitability Compliance

- None

### IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 8108661

**Component:** Teacher Edition Book 3 (9781960968555)

**Page Number(s):** 2-296

**Location:** Week 28, Day 5-the teacher note says "hildren" instead of "children". While the lessons and activities are correct the teacher example says "children" instead of "children".

**URL to Content:** <https://my.heggerty.org/login>

**Description of Error:** Week 28, Day 5-the teacher note says "hildren" instead of "children".

While the lessons and activities are correct the teacher example says "children" instead of "children".

**Publisher Response:** Accept

Thank you for the feedback. We will make this change.

### IMRA Reviewer Error ID 8085061

**Component:** Teacher Edition Book 1 (9781960968531)

**Page Number(s):** 62-177

**Location:** Week 6 Day 2, 3, 4, and 5

**URL to Content:** <https://my.heggerty.org/login>

**Description of Error:** While you are correctly segmenting syllables in the lesson, the title is labeled incorrectly as "Segmenting into Phonemes". A phoneme is the smallest unit of sound whereas a syllable is a part of a word with a vowel sound. The lesson is correctly identifying syllables but the title of the lesson on Week 6 Day 2, 3, 4, and 5 is called "Segmenting into Phonemes" when it should be titled "Segmenting into Syllables".

**Publisher Response:** Accept

Thank you for the feedback. We will make this change.

### IMRA Reviewer Error ID 8101046

**Component:** Teacher Edition Book 1 (9781960968531)

**Page Number(s):** 63-178

**Location:** Week 3 Day 2 "Substituting Syllables"

**URL to Content:** <https://my.heggerty.org/login>

**Description of Error:** While the directions of the page are correct and the student work is correct as well, the teacher's example is deleting rather than substituting.

**Publisher Response:** Accept

Thank you for the feedback. We will make this change.

### IMRA Reviewer Error ID 9629951

**Component:** N/A (N/A)

**Page Number(s):** Instructional Strategies

**Location:** Instructional Strategies in the Digital Curriculum

**URL to Content:** N/A

**Description of Error:** The word 'chips' is misspelled 'chipes' and the word 'counters' is misspelled 'counter'. See below for the script copied from the digital platform:

Children can use chipes, cubes or counter to represent the sounds they hear. The folder is laminated, so children can use a dry erase marker to write the letters, replacing the chips or counters.

**Publisher Response:** Accept

We will make this change. Thank you for the feedback.

### IMRA Reviewer Error ID 9618716

**Component:** N/A (N/A)

**Page Number(s):** Week 9, Day 1 in the We Do section

**Location:** Week 9, Day 1 in the We Do section

**URL to Content:** N/A

**Description of Error:** The teacher directions are repeated twice in this section of the lesson. Starting at the words "Display the back of the W Sound Poster" and ending at the bullet that says "Explain that the word to is used when talking about the direction of something or when something is owned. Then read the sentence on the back of the card." This section of the lesson is repeated right underneath the above sentence. Here is what is copied from the We Do section online. See below: Display the back of the W Sound Poster. Point to the uppercase and lowercase Ww. Say: The letter W stands for the /w/ sound. Let's practice writing uppercase and lowercase Ww in the air. Trace the letter as you explain how to form it. Model tracing from the starting dot of the letter. Invite children to copy your model by skywriting each letter. Repeat several times. After children skywrite the letter, tell them now they will work with Red Words. Say: We will learn a new Red Word today. Display the front of Red Word Card to. Say: This word has two sounds. Watch me as I tap and say each sound and then read the word. Tap and say each sound: /t/ /oo/, to. Let's say the word together: to. We see a stop sign under the letter o because, in this word, the letter o stands for the sound /oo/. How many sounds are in the word to? (2) Repeat the procedure, but have children say each sound as you tap. Then sweep your finger under the word and have children read it aloud. Let's match the letters to the sounds we hear in to: /t/, letter t. /oo/, letter o. What is this word? (to) How do you spell to? (t, o) Explain that the word to is used when talking about the direction of something or when something is owned. Then read the sentence on the back of the card. Sound Poster Display the back of the W Sound Poster. Point to the uppercase and lowercase Ww. Say: The letter W stands for the /w/ sound. Let's practice writing uppercase and lowercase Ww in the air. Trace the letter as you explain how to form it. Model tracing from the starting dot of the letter. Invite children to copy your model by skywriting each letter. Repeat several times. After children skywrite the letter, tell them now they will work with Red Words. Say: We will learn a new Red Word today. Display the front of Red Word Card to. Say: This word has two sounds. Watch me as I tap and say each sound and then read the word. Tap and say each sound: /t/ /oo/, to. Let's say the word together: to. We see a stop sign under the letter o because, in this word, the letter o stands for the sound /oo/. How many sounds are in the word to? (2) Repeat the procedure, but have children say each sound as you tap. Then sweep your finger under the word and have children read it aloud. Let's match the letters to the sounds we hear in to: /t/, letter t. /oo/, letter o. What is this word? (to) How do you spell to? (t, o) Explain that the word to is used when talking about the direction of something or when something is owned. Then read the sentence on the back of the card.

**Publisher Response:** Accept

Thank you for the feedback. We will make this change.

#### IMRA Reviewer Error ID 9629611

**Component:** N/A (N/A)

**Page Number(s):** Week 9, Day 2

**Location:** Week 9, Day 2 in weekly lessons on the digital platform

**URL to Content:** N/A

**Description of Error:** There are repeated directions in the I Do section of Week 9, Day 2 lesson plan. The directions for the sound poster are in the lesson plan twice. See below for the script copied from the digital platform: Display the front of the J Sound Poster. Say: Listen as I read the J Sound Story. Listen for words that begin with the /j/ sound. Weekends at Jefferson Park are always full of joy and excitement. Jason and Jamal practice jumping rope for next weekend's competition, while Jennifer juggles and plays jacks. Jill takes a break from jewelry making and joins in to watch all of the fun while eating her jelly sandwich and drinking her juice. Everyone stops what they are doing for a minute when they hear a jet flying overhead. What season do you think it is? Display the front of the J Sound Poster. Say: Listen as I read the J Sound Story. Listen for words that begin with the /j/ sound. Weekends at Jefferson Park are

always full of joy and excitement. Jason and Jamal practice jumping rope for next weekend's competition, while Jennifer juggles and plays jacks. Jill takes a break from jewelry making and joins in to watch all of the fun while eating her jelly sandwich and drinking her juice. Everyone stops what they are doing for a minute when they hear a jet flying overhead. What season do you think it is?

**Publisher Response: Accept**

We will make this change. Thank you for the feedback.

**IMRA Reviewer Feedback**

- None

**Publisher Submitted Changes**

- None

**Public Alleged Factual Errors**

- None

**Public Suitability Flags**

- None

**Public Comments**

- None