

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Laprea Education	Grade 1 Structured Literacy with E.A.S.E. Second Edition
Subject	Grade Level
English Phonics	Grade 1

Texas Essential Knowledge and Skills (TEKS) Coverage: **51.53%**
English Language Proficiency Standards (ELPS) Coverage: **N/A**
Quality Review Overall Score: **249 / 313**

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	0	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	2	2

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	10	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

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

- None

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- [IMRA Reviewer Error ID 8456131](#)
- [IMRA Reviewer Error ID 8457326](#)

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 8456131

Component: N/A (9798887416748)

Page Number(s): 131

Location: Second to last sentence in the Skill Introduction.

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=134

Description of Error: Trigraphs at the end of the paragraph are called digraphs.

Publisher Response: Reject

We will not be making this correction.

IMRA Reviewer Error ID 8457326

Component: N/A (9798887416748)

Page Number(s): 131

Location: first line on second column

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=134

Description of Error: "wh," which represents /w/ and /hw/. - /hw/ should be /wh/

Publisher Response: Reject

We will not be making this correction.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8512256

Component: Structured Literacy with E.A.S.E. Second Edition, Sound Sequence (9798887416724)

Reviewer Feedback: When directed to "connect the word to other words they have learned," skill specific examples need to be included. Examples of open syllable words need to be included for citation accuracy.

Page Number(s): 10

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sound_Sequence_Structured_Literacy_with_EASE_Final.pdf#page=13

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

IMRA Reviewer Feedback ID 8563646

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 1 (9798887416731)

Reviewer Feedback: Specific examples need to be linked for citation to meet demonstrating spelling knowledge by spelling words with closed syllables.

Page Number(s): 11

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers_Sequence_1_Structured_Literacy_with_EASE_Final.pdf#page=14

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

IMRA Reviewer Feedback ID 8533936

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 3 (9798887416755)

Reviewer Feedback: Instructions and examples that include contractions need to be added to ensure student practice with decoding common contractions.

Page Number(s): 116

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_3_Structured_Literacy_with_EASE_Final.pdf#page=119

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The introduction paragraph states that "students have been learning to read and spell words"...and is provided with the letters to be cut out. They are asked to build as many words as they can using the cards. The activity is more open-ended and exploratory.

IMRA Reviewer Feedback ID 8389516

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 2 (9798887416748)

Reviewer Feedback: All lesson plans should include explicit instructions, even if they are the same each day or every Monday, etc. We do not have access to a teacher manual that includes more detailed instructions for each lesson.

Page Number(s): 123

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=126

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

IMRA Reviewer Feedback ID 8602721

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 2 (9798887416748)

Reviewer Feedback: Instructions to include skill specific words need to be included to completely demonstrate spelling knowledge by spelling words with final consonant blends.

Page Number(s): 130

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=133

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The introduction paragraph states that "students have been learning to read and spell words...and is provided with the letters to be cut out. They are asked to build as many words as they can using the cards. The activity is more open-ended and exploratory.

IMRA Reviewer Feedback ID 8607796

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 2 (9798887416748)

Reviewer Feedback: Skill specific instructions and examples need to be included.

Page Number(s): 182

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=185

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The introduction paragraph states that "students have been learning how to read and spell words that end in the three letters "_tch" (hatch)" and "tch" is provided with the letters to be cut out. They are asked to build as many words as they can using the cards. The activity is more open-ended and exploratory.

IMRA Reviewer Feedback ID 8536201

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 3 (9798887416755)

Reviewer Feedback: Instructions need to be included or linked to ensure students demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed.

Page Number(s): 195

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_3_Structured_Literacy_with_EASE_Final.pdf#page=198

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

IMRA Reviewer Feedback ID 8538786

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 3 (9798887416755)

Reviewer Feedback: Instructions need to be included or linked.

Page Number(s): 26

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_3_Structured_Literacy_with_EASE_Final.pdf#page=29

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

IMRA Reviewer Feedback ID 8372231

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 2 (9798887416748)

Reviewer Feedback: Instructions that include direct student practice of skill need to be included.

Page Number(s): 38

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=41

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

IMRA Reviewer Feedback ID 8651541

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 2 (9798887416748)

Reviewer Feedback: Please specify that students are expected to be "spelling words with final consonant digraphs" within the "Building Words" instructions. Final consonant digraphs are only mentioned in the initial paragraph without the expectation set for the task.

Page Number(s): 46

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=49

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The introduction paragraph states that "students have been learning to read and spell words that end in "_ck" (luck)" and a "ck" is provided with the letters to be cut out. They are asked to build as many words as they can using the cards. The activity is more open-ended and exploratory.

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None