

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Laprea Education	Grade 2 Structured Literacy with E.A.S.E. Second Edition
Subject	Grade Level
English Phonics	Grade 2

Texas Essential Knowledge and Skills (TEKS) Coverage:	58.33%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	270 / 340

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	4	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 8728691](#)
- [IMRA Reviewer Error ID 9156551](#)

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 8728691

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

Page Number(s): 131

Location: Teacher script

URL to Content: https://www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=134

Description of Error: Materials refer to squ, thr and shr as digraphs.

Publisher Response: **Reject**

Squ, thr, and shr are described as consonant blends that can have accompanying digraphs.

IMRA Reviewer Error ID 9156551

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 4 (9798887416762)

Page Number(s): 177

Location: Wordlist for citation does not include vowel team words.

URL to Content: https://www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers_Sequence_4_Structured_Literacy_with_EASE_Final.pdf#page=180

Description of Error: The diphthong oo is being referred to as a vowel team. oo does not represent the long u sound.

Publisher Response: **Reject**

In terms of our research, including reviewing materials from the University of Florida Literacy Institute, the lesson and words provided are acceptable.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8858806

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 4 (9798887416762)

Reviewer Feedback: The word list for student practice includes the word "guru" that does not follow the lesson rule of CV open vowel syllables.

Page Number(s): 36

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers_Sequence_4_Structured_Literacy_with_EASE_Final.pdf#page=39

Publisher Response: Accept without change

The lack of a consonant to close off the sound allows the pronunciation of the vowel sounds to be prolonged.

IMRA Reviewer Feedback ID 8858881

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 4 (9798887416762)

Reviewer Feedback: The Gnu Rule should say, "...syllable ends with a single vowel and that represents a long vowel sound."

Page Number(s): 37

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers_Sequence_4_Structured_Literacy_with_EASE_Final.pdf#page=40

Publisher Response: Accept

Thank you for this feedback. This will be corrected.

IMRA Reviewer Feedback ID 8723731

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 4 (9798887416762)

Reviewer Feedback: Instruction should be added-- students should decode the words first and then sort.

Page Number(s): 88

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers_Sequence_4_Structured_Literacy_with_EASE_Final.pdf#page=91

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 8693161

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

Reviewer Feedback: Although targeted skill is addressed, include directions for phonological directions

Page Number(s): 89

Location: N/A

URL to Content: https://www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_3_Structured_Literacy_with_EASE_Final.pdf#page=92

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.

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None