

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
ReadBright	ReadBright Phonics, Grade 1
Subject	Grade Level
English Phonics	Grade 1

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	260 / 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	1
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	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	7	0

Count of Publisher Submitted Changes **13**

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

- [IMRA Reviewer Positive Suitability ID 000419](#)

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000419

Component: Level 4 Assessments (9781947737471)

Suitability Indicator: 2. Alignment with Public Education’s Constitutional Goal

Page Number(s): 32

Location: Fluency Assessment D, the entire page 32

Link: <https://drive.google.com/file/d/1aHgHVUEMJvhxO6R2R2lv6u3r0AgBPgd7/view>

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8139726

Component: Decodable Readers for Level 1 (Kid in the Middle(CVC Words), Digraphs and Blends) (9781940205427)

Reviewer Feedback: Lines 4 and 5 are using digraphs instead of blends (maybe it is review material?)

Page Number(s): 1-13

Location: N/A

URL to Content: https://drive.google.com/file/d/1Zx_Kh3raWUuV20Co6bz8-y96FwiVtRI/view?usp=drive_link

Publisher Response: Accept without change

Digraphs are included for cumulative review of previously taught content.

IMRA Reviewer Feedback ID 8099931

Component: Level 1c, Teacher Handbook (9781947737365)

Reviewer Feedback: Number 2 and number 5 include the SH digraph and not a blend

Page Number(s): 101

Location: N/A

URL to Content: https://drive.google.com/file/d/1H5FetdalzzQsa3_VFK3dcqbqjUL3621q/view?usp=drive_link

Publisher Response: Accept without change

Digraphs are included for cumulative review of previously taught content.

IMRA Reviewer Feedback ID 8087386

Component: Level 1c, Teacher Handbook (9781947737365)

Reviewer Feedback: The activity includes initial digraph sh, which is potentially confusing.

Page Number(s): 101

Location: N/A

URL to Content: https://drive.google.com/file/d/1H5FetdalzzQsa3_VFK3dcqbqjUL3621q/view?usp=drive_link

Publisher Response: Accept without change

The blends that include an initial digraph are placed there intentionally to activate students' phonological processor to practice isolating various sounds. Being that this is phonemic awareness, no letters are shown, having two letters that represent the one sound should not be confusing.

IMRA Reviewer Feedback ID 8134611

Component: Phonics Program-Book 1-Kid in the Middle-Consonant Digraphs and Blends (9781940205632)

Reviewer Feedback: There is a mix of initial and final digraphs. The breakout is focused on initial digraphs.

Page Number(s): 141

Location: N/A

URL to Content: https://drive.google.com/file/d/1m_zMh1rqCVAvOWmcsGCExg2rDKqzEmbB/view?usp=sharing

Publisher Response: Accept

New content has been added to separate initial and final digraphs.

IMRA Reviewer Feedback ID 8118916

Component: Phonics Program-Book 1-Kid in the Middle-Consonant Digraphs and Blends (9781940205632)

Reviewer Feedback: This page does not have any directions. We would recommend that the page has some type of teacher directions.

Page Number(s): 21,22

Location: N/A

URL to Content: https://drive.google.com/file/d/1m_zMh1rqCVAvOWmcsGCExg2rDKqzEmbB/view?usp=drive_link

Publisher Response: Reject

Teacher directions for reading pages are found in the In-Depth Teacher's Program guide. Thank you for this feedback.

IMRA Reviewer Feedback ID 8227236

Component: Program Guide (N/A)

Reviewer Feedback: Teacher's Program Guide: Encoding, Dictation Routine does not mention specifically the closed syllables but mentions to apply the routine to the targeted phonics skill of the week.

Page Number(s): 33,34

Location: N/A

URL to Content: https://drive.google.com/file/d/1m_zin_ONnzmMA7lUgOjbDC6ayX8VjIFL/view?usp=sharing

Publisher Response: Accept

Teacher examples/language will be added to the teacher's program guide to support this routine in multisyllabic words.

IMRA Reviewer Feedback ID 8227886

Component: Program Guide (N/A)

Reviewer Feedback: This example could work for closed syllable words, however there are no examples to show how it could work. It would help if you provide examples with closed syllable words in the direction.

Page Number(s): 36

Location: N/A

URL to Content: https://drive.google.com/file/d/1m_zin_ONnzmMA7lUgOjbDC6ayX8VjIFL/view?usp=sharing

Publisher Response: Accept

Teacher examples/language will be added to the teacher's program guide to support this routine in multisyllabic words.

Publisher Submitted Changes

Change ID 9699486

Component: Level 1 Student Workbook (9781940205632)

Change Type: Error Correction

Current Page Number(s): 206

Location: 206

Original URL:

Original Text: "BLENDS: A blend is a combination of two or more consonants, each making their own sound. Although these sounds are pronounced distinctly, they are ""blended"" into one sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.

Demonstrate the concept of blends using a toy drum set.* The drum set should have three drums: One large drum in the center and a small drum on each side. Choose a blend to illustrate the concept. (The following example features the st blend.) On the left small drum, write the letters. On the right small drum, write the letter t. Say the /s/ sound and tap on the s drum with one drumstick. Then say the /t/ sound and tap on the t drum with another drumstick. Next, articulate the /st/ sound while tapping with both drumsticks on the middle drum. This demonstrates how the sounds are blended into one sound."

Updated URL: https://drive.google.com/file/d/1NUrvCsbe4kHuBaGp7oVlzR_p3zSYqavg/view?usp=sharing

Updated Text:

BLENDS: A consonant blend is a combination of two or three consonant sounds before or after the vowel in a syllable. When blending, each consonant grapheme makes its own sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.

Demonstrate the concept of blends using a toy drum set.* The drum set should have three drums: One large drum in the center and a small drum on each side. Choose a blend to illustrate the concept. (The following example features the st blend.) On the left small drum, write the letters. On the right small drum, write the letter t. Say the /s/ sound and

tap on the s drum with one drumstick. Then say the /t/ sound and tap on the t drum with another drumstick. Next, articulate the /st/ sound while tapping with both drumsticks on the middle drum. This demonstrates how the sounds remain in tact but are said closely together when decoding .

Change ID 9699481

Component: Level 1c Teacher's Handbook (9781947737365)

Change Type: Error Correction

Current Page Number(s): 2, 11, 43

Location: 2, 11, 43

Original URL:

Original Text: "BLENDS: A blend is a combination of two or more consonants, each making their own sound. Although these sounds are pronounced distinctly, they are ""blended"" into one sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.

Demonstrate the concept of blends using a toy drum set.* The drum set should have three drums: One large drum in the center and a small drum on each side. Choose a blend to illustrate the concept. (The following example features the st blend.) On the left small drum, write the letters. On the right small drum, write the letter t. Say the /s/ sound and tap on the s drum with one drumstick. Then say the /t/ sound and tap on the t drum with another drumstick. Next, articulate the /st/ sound while tapping with both drumsticks on the middle drum. This demonstrates how the sounds are blended into one sound."

Updated URL: https://drive.google.com/file/d/1NUrvCsbe4kHuBaGp7oVlzR_p3zSYqavg/view?usp=sharing

Updated Text:

BLENDS: A consonant blend is a combination of two or three consonant sounds before or after the vowel in a syllable. When blending, each consonant grapheme makes its own sound. Consider consonant blends to be like a single consonant in a Kid in the Middle (CVC) word. The center vowel sounds the same whether it is surrounded by single consonants,digraphs, or consonant blends.Therefore, words with blends should be classified as Kid in the Middle words.

Demonstrate the concept of blends using a toy drum set.* The drum set should have three drums: One large drum in the center and a small drum on each side. Choose a blend to illustrate the concept. (The following example features the st blend.) On the left small drum, write the letters. On the right small drum, write the letter t. Say the /s/ sound and tap on the s drum with one drumstick. Then say the /t/ sound and tap on the t drum with another drumstick. Next, articulate the /st/ sound while tapping with both drumsticks on the middle drum. This demonstrates how the sounds remain in tact but are said closely together when decoding .

Change ID 9702036

Component: Level 1 Assessments (9781947737280)

Change Type: New Content

Current Page Number(s): N/A

Location: USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1ca1D_SPBP-Uh6SHmPZJmhFEAivbGzFsQ/view?usp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring & Instructional Decision Making", and "Student Self Assessment"

Change ID 9699491

Component: Level 1 Student Workbook (9781940205632)

Change Type: New Content

Current Page Number(s): N/A

Location: Will be added to units 8-11 depending on target phonics skill

Original URL:

Original Text: New Content

Updated URL: <https://drive.google.com/drive/folders/1fLqbQ4fO9V8LrbAbrxdp85qRvjKF1vfZ?usp=sharing>

Updated Text:

see link provided

Change ID 9699476

Component: Level 1 Student Workbook (9781940205632)

Change Type: New Content

Current Page Number(s): N/A

Location: Will be added to units 8-10 depending on target phonics skill

Original URL:

Original Text: New Content

Updated URL: https://drive.google.com/drive/folders/1fDsxzbzPanSSDWmII51StiefEixIK5Ud?usp=drive_link

Updated Text:

see link provided

Change ID 9702041

Component: Level 2 Assessments (9781947737372)

Change Type: New Content

Current Page Number(s): N/A

Location: USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1gzyn6925c3c7swnDTuxUNt_396Zo9KFv/view?usp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring & Instructional Decision Making", and "Student Self Assessment"

Change ID 9699471

Component: Level 2A Teacher's Handbook (9781947737372)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://drive.google.com/drive/folders/15EX3nJE1swwGOp6k-niBrbENBjITFEiZ?usp=sharing>

Updated Text:

varies per lesson; see link provided

Change ID 9699496

Component: Level 2A Teacher's Handbook (9781947737372)

Change Type: New Content

Current Page Number(s): 184

Location: phonics instruction lesson- open syllable

wordshttps://drive.google.com/file/d/1EvaIIATbK_arZebSP4RSj3DzjwCeL8Fz/view?...

Original URL:

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

"Each puzzle piece in Column 1 should have the first part of a compound word or open syllable word written on it. Each puzzle piece in Column 2 should have the second part of a compound word or open syllable word written on it. Students take turns coming up and choosing one puzzle piece from each column to make a new word. Then, they tape the two small pieces/words together to make a compound word or open syllable word." A new "Open Syllable Options" word list will also be added.

Change ID 9702046

Component: Level 3 Assessments (9781947737396)

Change Type: New Content

Current Page Number(s): N/A

Location: USB Drive for teacher resources; Unique link for reviewers only

Original URL:

Original Text: New Content

Updated URL: https://drive.google.com/file/d/13LjB5_uxeXHeFvg7SyCFj9WuZCeP_qBP/view?usp=drive_link

Updated Text:

New narrative for "Assessment Overview", Progress Monitoring & Instructional Decision Making", and "Student Self Assessment"

Change ID 9702051

Component: Level 4 Assessments (9781947737471)**Change Type:** New Content**Current Page Number(s):** N/A**Location:** USB Drive for teacher resources; Unique link for reviewers only**Original URL:****Original Text:** New Content**Updated URL:** https://drive.google.com/file/d/1aHgHVUEMJvhxO6R2R2lv6u3r0AgBPgd7/view?usp=drive_link**Updated Text:**

New narrative for "Assessment Overview", Progress Monitoring & Instructional Decision Making", and "Student Self Assessment"

Change ID 9699466

Component: Teacher's Program Guide (0)**Change Type:** New Content**Current Page Number(s):** 20-21**Location:** Section 2- phonemic awareness drills**Original URL:****Original Text:** New content**Updated URL:** https://drive.google.com/file/d/1X30BRkrAly8zuuafx08cW4eQ640bk7Qg/view?usp=drive_link**Updated Text:**

Word lists and directions vary by skill. See link provided.

Change ID 9699461

Component: Teacher's Program Guide (0)**Change Type:** New Content**Current Page Number(s):** 34**Location:** "Phonics Word Dictation" Section**Original URL:****Original Text:** New content will be added as an additional bullet in the existing list.**Updated URL:** [N/A](#)**Updated Text:**

When the word list includes multisyllabic words. Repeat the dictation routine for each syllable by having students say the word, say each syllable and then write the sounds within one syllable at a time. For example, for the word

"picnic". Students should break the word into its syllables /pic/ /nic/ and then write each sound they hear in /pic/ then /nic/.

Change ID 9699456

Component: Teacher's Program Guide (0)

Change Type: New Content

Current Page Number(s): PDF p.61-68

Location: End of program guide; Scope and Sequence

Original URL:

Original Text: Scope and Sequence will be updated to include TEKS

Updated URL: https://drive.google.com/file/d/1fLx59jzgnirxhYxMXCU-yMC5xpfq8AO6/view?usp=drive_link

Updated Text:

For Kindergarten section: "Kindergarten phonological awareness lessons support students in mastering kindergarten TEKS 2.A.i, 2.A.ii, 2.A.iv, 2.A.v, 2.A.vi, and 2.A.vii." For First-Second grade section "Note: All lessons include phonemic awareness drills. These drills address all TEKS for 2.A: Demonstrate phonological awareness". 2 columns added for TEKS

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None