

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
ReadBright	ReadBright Phonics, Grade 2
Subject	Grade Level
English Phonics	Grade 2

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 287 / 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	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	4	0

Count of Publisher Submitted Changes 19

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

- None

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

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8354856

Component: Phonics Program-Book 2- Magic E and Walking Talking Vowels (9781940205656)

Reviewer Feedback: Open syllable words end in a long vowel, such as music, or tiger. Vowel-consonant-e syllables are not open syllables.

Page Number(s): 116

Location: N/A

URL to Content: https://drive.google.com/file/d/1ZCMTA5wNYHsWI9Jz9AzbwkUYMLB3EfVJ/view?usp=drive_link

Publisher Response: Accept without change

A new citation was added (and accepted) during round 2 for this breakout.

IMRA Reviewer Feedback ID 8596851

Component: Phonics Program - Book 4 - Syllable Division (9781947737228)

Reviewer Feedback: This only includes 1 one syllable word with open vowel (fly). This page is covering multi-syllable open vowel words.

Page Number(s): 165

Location: N/A

URL to Content: https://drive.google.com/file/d/1T52V_LFmLTdtk0keq9qowjfvT5kKJT1I/view?usp=drive_link

Publisher Response: Accept

New content being added to address this breakout.

IMRA Reviewer Feedback ID 8351836

Component: Level 2A Teacher Handbook (9781947737372)

Reviewer Feedback: Open syllable words are a different concept than compound words. Most compound words, if not all, don't contain open syllables. Including to and do confuses the issue more because they are irregular, unlike open syllable words such as me or no, where the vowel is long.

Page Number(s): 183

Location: N/A

URL to Content: https://drive.google.com/file/d/1oLX3BQvIaii56CdOkUFsCa-z9jo1fy8k/view?usp=drive_link

Publisher Response: Accept

New content has been created to clarify the open syllables content during this lesson.

IMRA Reviewer Feedback ID 8363906

Component: Phonics Program-Book 3- Ruling R and More Sounds (9781940205663)

Reviewer Feedback: The activity needs more examples of r controlled words.

Page Number(s): 206

Location: N/A

URL to Content: https://drive.google.com/file/d/1JlYyLx0b2uT7r1TfAoF4CVWpMIXHjXCI/view?usp=drive_link

Publisher Response: Reject

Practice with r controlled words is cumulatively embedded in the lessons once it is introduced.

Publisher Submitted Changes**Change ID 9694081**

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 9694076

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 9694086

Component: Level 4 Teacher's Handbook (9781947737471)

Change Type: Error Correction

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: n/a

Updated URL: https://drive.google.com/file/d/1lg7Y52HoID8mIaZJG-lwoBqA9zggGjUC/view?usp=drive_link

Updated Text:

Note: This is an existing portion of the program that was not included in initial component list but was needed during round 2 of SRP

Change ID 9694091

Component: Grade 2 Transition Book (9781947737495)

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/file/d/1g1ta7ELL24n9nZnWkcDXYacbwf3Bbum/view?usp=sharing>

Updated Text:

Note: this is an existing portion of the program that was not included in initial component list but was needed during round 2 of SRP

Change ID 9694136

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 9699431

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 9699436

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 9699441

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 9694126

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxlx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 8 of spreadsheet for word lists; "Objective: Spell words with prefixes"

Change ID 9694096

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiWjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 2 of spreadsheet for word lists; "Objective: Spell multisyllabic words with vowel teams, including digraphs"

Change ID 9694106

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiWjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 4 of spreadsheet for word lists; "Objective: Spell multisyllabic words with r-controlled syllables"

Change ID 9694116

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiWjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 6 of spreadsheet for word lists; "Objective: Spell words with silent letters"

Change ID 9694131

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxlx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 9 of spreadsheet for word lists; "Objective: Spell words with inflectional endings, including-es"

Change ID 9699426

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxlx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 1 of spreadsheet for word lists; Teacher Says: I will say a word, you will segment the word into its syllables. Then, we will determine if the vowel sound is long or short in each syllable. Example:

Teacher Says:

Say "cabin"

Segment the syllables.

Think about the vowel sound in the first syllable, is it long or short?

Think about the vowel sound in the second syllable, is it long or short?

Change ID 9694101

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 3 of spreadsheet for word lists; "Objective: Spell multisyllabic words with vowel teams, including diphthongs"

Change ID 9694111

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 5 of spreadsheet for word lists; "Objective: Spell single open syllable words"

Change ID 9694121

Component: Level 4 Teacher's Edition (9781947737471)

Change Type: New Content

Current Page Number(s): N/A

Location: n/a

Original URL:

Original Text: New Content

Updated URL: <https://docs.google.com/spreadsheets/d/1winDiZ5r-eqZiwjOdwkSdFtGxIx50ZKY/edit?usp=sharing&ouid=118374199227605492436&rtpof=true&sd=true>

Updated Text:

See tab 7 of spreadsheet for word lists; "Objective: Spell words using knowledge of syllable division patterns, including words with double consonants"

Change ID 9699446

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 a final bullet.

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 9699451

Component: Teacher's Program Guide (0)

Change Type: New Content

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

Location: End of program guide, Scope and Sequence

Original URL:

Original Text: Scope and Sequence Table will be updated to add 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