

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Scholastic Inc.	Ready4Reading, 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:	304 / 340

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	1	1
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	5	5
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	0	0

Count of Publisher Submitted Changes **8**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	2

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

- [IMRA Reviewer Suitability ID SF000077](#)

Flags for Suitability Compliance After Updates

- [IMRA Reviewer Positive Suitability ID 000265](#)
- [IMRA Reviewer Positive Suitability ID 000231](#)
- [IMRA Reviewer Positive Suitability ID 000252](#)
- [IMRA Reviewer Positive Suitability ID 000274](#)
- [IMRA Reviewer Positive Suitability ID 000331](#)

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000077

Component: Wiley Blevins Phonics From A to Z A Practical Guide, 4th ed. (9781338879025)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Specific

Page Number(s): 162

Location: Meeting Rigorous Standards (middle of the page)

Link: <https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Publisher Response: Reject

Scholastic thanks you for taking time to review our Ready4Reading program. In Wiley Blevins' professional book, Phonics From A to Z, the reference to the Common Core State Standards (CCSS) is not meant to promote the use or adoption of the CCSS. The reference serves only as an example of the use of standards to ground instruction. Indeed the author points out that many states do not use the CCSS and instead have created their own state standards.

IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000265

Component: Read to Know Text Sets - Set 15 entitled "The Statue of Liberty" (978339017318)

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

Page Number(s): Text Set 15 is offered in printed sets of six for all three texts and digitally in the lessons with links to the Student Hub for student practice.

Location: Book 1: Lady Liberty: A Fun Fact Book- the book is full of facts about the Statue of Liberty.

Link: <https://teacher-hub.ready4reading.scholastic.com/lesson/204>

Page Number(s): The video is dedicated to the facts about the Statue of Liberty located in New York City.

Location: Video available in the online lessons and Student Hub (in English and Spanish)

Link: <https://teacher-hub.ready4reading.scholastic.com/video/18>

Page Number(s): The text is dedicated to the journey of the The Statue of Liberty, its arrival in New York City, and how it greeted immigrants arriving to America.

Location: Book 2: Lady Liberty Crosses the Sea (individual text) - the entire text

Link: <https://teacher-hub.ready4reading.scholastic.com/lesson/204/tab/4>

IMRA Reviewer Positive Suitability ID 000231

Component: Become an economic expert video (N/A)

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

Page Number(s): na

Location: positive evidence of 2.1.1 can be found at this url

Link: <https://teacher-hub.ready4reading.scholastic.com/video/16>

IMRA Reviewer Positive Suitability ID 000252

Component: Short Reads Decodables #77 "Washington, D.C." (9781339007618)

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

Page Number(s): front and back of card

Location: Card #77 on front and back includes many references to these key locations in DC --- Washington Monument, Lincoln Memorial, The White House, US Capitol, National Air and Space Museum, and the National Museum of Natural History.

Link: <https://teacher-hub.ready4reading.scholastic.com/ebook/79?id=5468bef4-edb5-4c5a-a1a0-72018cec4626>

IMRA Reviewer Positive Suitability ID 000274

Component: Read to Know Set Text 13 Be an Economic Expert (N/A)

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

Page Number(s): The text

Location: "There are lots of ways people earn and spend money. But how can you make the best choices when you spend money? The tips in this text can help you figure it out."

Link: [In the Read to Know Text Sets Module, Set #13 is entitled "Be an Economics Expert" --- this lesson touches on the free enterprise system and there are both readings and written activities that touch on money topics. To get to the initial page of the lessso](#)

IMRA Reviewer Positive Suitability ID 000331

Component: "Be An Economics Expert" (NA)

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

Page Number(s): NA

Location: The set includes information on the free enterprise system and is all about money.

Link: <https://teacher-hub.ready4reading.scholastic.com/lesson/202/tab/1>

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

- None

Publisher Submitted Changes

Change ID 9705096

Component: Ready4Reading (9781546184775)

Change Type: New Content

Current Page Number(s): Entire Product

Location: In the resources hub of the program we currently have a Planning and Pacing Guide but it was not TX specific.

Original URL:

https://r4r.prod.micro.scholastic.com/R4R_UniversalAssets/Printables/Ready4Reading_PlanningPacingGuide.pdf?Policy=eyJTdGF0ZW1lbnQiOiBbeyJSZXNvdXJjZSI6Imh0dHBzOi8vcjRyLnByb2QubWljcm8uc2Nob2xhc3RpYy5jb20vUjRlSX1VuaXZlcnNhbEFzc2V0cy9QcmJludGFibGVzL1JlYWR5NFJlY

Original Text: Planning and Pacing Guide - Found in the resources hub of R4R.

Updated URL: <https://preview.scholastic.org>

Updated Text:

Proposed new content - a new planning and pacing guide that includes the TEKS so it is TX specific. This didn't exist before.

Change ID 9705121

Component: Ready4Reading (9781546184775)

Change Type: New Content

Current Page Number(s): Entire Product

Location: Scope and Sequence Chart - is found on page 24 of the R4R Implementation Guide. This newly proposed daily scope and sequence resource is more detailed than what existed before. We will keep both in the program.

Original URL:

https://r4r.prod.micro.scholastic.com/R4R_UniversalAssets/Printables/R4R_Implementation_Guide.pdf?Policy=eyJTdGF0ZW1lbnQiOiBbeyJSZXNvdXJjZSI6Imh0dHBzOi8vcjRyLnByb2QubWljcm8uc2Nob2xhc3RpYy5jb20vUjRSX1VuaXZlcnNhbEFzc2V0cy9QcmIudGFibGVzL1I0Uj9JbXBsZW1lbnRhdG

Original Text: Scope and Sequence Chart - is found on page 24 of the R4R Implementation Guide. This newly proposed daily scope and sequence resource is more detailed than what existed before. We will keep both in the program.

Updated URL: <https://preview.scholastic.org>

Updated Text:

Daily Scope and Sequence - Proposed new resource/content that is more detailed than the prior scope and sequence.

Change ID 9705131

Component: Ready4Reading (9781546184775)

Change Type: New Content

Current Page Number(s): Entire Product

Location: This ELPS Standards alignment document did not exist before now. It is proposed new content.

Original URL: <https://teacher-hub.ready4reading.scholastic.com/system-resources>

Original Text: This ELPS Standards alignment document did not exist before now. It is proposed new content.

Updated URL: <https://preview.scholastic.org>

Updated Text:

ELPS Alignment - Grade 2 --- This ELPS Standards alignment document did not exist before now. It is proposed new content.

Change ID 9705081

Component: Ready4Reading (9781546184775)

Change Type: New Content

Current Page Number(s): Entire Product

Location: This is proposed new content - didn't exist before.

Original URL: <https://teacher-hub.ready4reading.scholastic.com/system-resources>

Original Text: This is proposed new content - didn't exist before.

Updated URL: <https://preview.scholastic.org>

Updated Text:

Getting Started with Data and Reports - A proposed new content resource to help educators with R4R data.

Change ID 9705111

Component: Ready4Reading (9781546184775)

Change Type: New Content

Current Page Number(s): Entire Product

Location: This resource did not exist before. Proposed new content.

Original URL: <https://teacher-hub.ready4reading.scholastic.com/system-resources>

Original Text: This resource did not exist before. Proposed new content

Updated URL: <https://preview.scholastic.org>

Updated Text:

Letters2Meaning Support Document - Proposed new content to help educators with the core assessment in product. This resource didn't exist before!

Change ID 9705126

Component: Ready4Reading (9781546184775)

Change Type: New Content

Current Page Number(s): Entire Product

Location: Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment to the standards. We propose these alignments live in our resources hub.

Original URL: <https://teacher-hub.ready4reading.scholastic.com/system-resources>

Original Text: Prior to starting the IMRA process, we did not have formal alignments between the TEKS and R4R. We uploaded our newer TEKS alignment documents as part of phase 1 when we had to show product alignment to the standards. We propose these alignments live in our resources hub.

Updated URL: <https://preview.scholastic.org>

Updated Text:

TEKS Standards Alignment Document for Grade 2 - Proposed new resource/content.

Change ID 9708231

Component: Wiley Blevins Teaching Phonics (9781546184706)

Change Type: New Content

Current Page Number(s): Did not exist before

Location: Recommended New content

Original URL:

Original Text: Recommended New content

Updated URL: <https://preview.scholastic.org>

Updated Text:

Spelling Open Syllables - Recommended New Content to help us better align to this TEKS:

2.C.xv apply spelling knowledge by spelling words with open syllables

Change ID 9706736

Component: Wiley Blevins Teaching Phonics (9781546184706)

Change Type: New Content

Current Page Number(s): Did not exist before

Location: This is a newly proposed document/content. Didn't exist before.

Original URL:

Original Text: This is a newly proposed document/content. Didn't exist before.

Updated URL: <https://preview.scholastic.org>

Updated Text:

Spelling Routine - This is a newly recommended document that was added to help us better meet the TEKS alignment around spelling in the first phase of IMRA 24. Specifically, this document helped us come to 100% alignment with 2nd grade TEKS across these explicit TEKS:

2.C.i

2.C.ii

2.C.iii

2.C.iv

2.C.v

2.C.vi

2.C.vii

2.C.viii

2.C.ix

2.C.x

2.C.xi

2.C.xii

2.C.xiii

2.C.xxvii

2.C.xxix

2.C.xxx

2.C.xxxv

2.C.xxxvii

2.C.xxxix

2.C.xl

- 2.C.xli
- 2.C.xlii
- 2.C.xliii
- 2.C.xliv
- 2.C.xlv
- 2.C.xlvi
- 2.C.xlvii

Standard 2.C in grade 2 specifically focuses on these topics, which focus significantly on spelling, which makes our recommended resource all the more critical.

2.C - KSS 2, Student Expectation (SE) C

Knowledge and Skills Statement (KSS) 2

2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Student Expectation C

C. demonstrate and apply spelling knowledge by:

spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

spelling words with silent letters such as knife and gnat;

spelling compound words, contractions, and common abbreviations;

spelling multisyllabic words with multiple sound-spelling patterns;

spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and

spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None