

Laprea Education Self- Evaluation

EdReports Alignment

Structured Literacy with E.A.S.E.

Explicit & Systematic Essentials | Laprea Education
 ELA Foundational Skills Review Criteria v2.1 | Grades K–2

✓ Full Alignment

~ Partial Alignment

✗ Not Met

Executive Summary — Estimated Ratings by Criterion (Grade 1)

Criterion	Available Points	Est. Score	Rating
GATEWAY 1: Alignment to Research-Based Practices			Meets
1.1 Alphabet Knowledge (K only)	10	10	Meets
1.2 Phonemic Awareness (K–1 only)*	16	16	Meets
1.3 Phonics (Decoding & Encoding)*	32	32	Meets
1.4 Word Recognition & Word Analysis	12	12	Meets
1.5 Reading Fluency (Gr. 1–2)*	12	10	Meets
GATEWAY 3: Teacher & Student Supports			Meets
3.1 Teacher Supports	13	11	Meets
3.2 Student Supports	4	4	Meets

* Non-negotiable criterion. Must meet expectations to proceed to Gateway 3.

Note: Estimated scores reflect analysis of available program materials. Official EdReports ratings require review team consensus.

Gateway 1: Alignment to Research-Based Practices

Foundational Skills Instruction | ELA FS v2.1

Criterion 1.1

Alphabet Knowledge

Grade K only | Indicators 1a–1b | 10 pts available

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1a	Materials include explicit, systematic instruction in letter names and letter formation.	<p>Sound Sequence dedicates 26 lessons to alphabet letters — one lesson per letter. Each lesson explicitly teaches the letter name, sound, and formation.</p> <p>Program Spreadsheet includes a Letter Formation with Corrective Feedback guide detailing stroke-by-stroke formation for every uppercase and lowercase letter.</p> <p>Lessons include guided practice where teacher models formation before students practice.</p>	Full
1b	Materials provide systematic, frequent practice opportunities to recognize and name letters.	<p>Daily Sound Sequence lessons include alphabet review routines building cumulatively across lessons.</p> <p>Grapheme card decks (white cards for each grapheme) used in daily review cycles.</p> <p>Alphabet Letters and Sounds Assessment allows teachers to assess letter name and sound knowledge systematically.</p>	Full

Criterion 1.2

Phonemic Awareness*

Grades K–1 only | Non-negotiable | Indicators 1c–1f | 16 pts available

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1c	Scope and sequence delineates phonemic awareness hierarchy with evidence-based explanation.	<p>Sound Sequence follows a clear PA hierarchy: Sound Sequence Day 1 lessons begin with syllable awareness (blending, detecting, segmenting, addition, deletion, substitution) and rhyme; Day 2 lessons advance to onset-rime and phoneme isolation.</p> <p>Program Support Manual explicitly describes this progression: 'beginning with word- and syllable-level activities, moving into intra-syllable activities, and then finally moving to phoneme-level activities.'</p> <p>Research citations provided (Blachman, Brady, Moats) explaining the evidence base for the hierarchy.</p>	Full
1d	Materials include systematic, explicit phonemic awareness instruction with repeated teacher modeling.	Every Sound Sequence lesson includes scripted PA warm-up activities tied directly to the lesson's focus phoneme.	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
		<p>Gradual release model embedded: teacher models, students practice with teacher, students practice independently.</p> <p>Corrective Feedback sections included in each lesson to guide teacher response to student errors.</p>	
1e	Materials include daily, brief phonemic awareness lessons.	<p>PA warm-up activities are built into every lesson across the Sound Sequence and Sequences 1–4.</p> <p>Lesson timing is structured so phonemic awareness activities are brief (2–5 minutes) within the daily lesson framework.</p> <p>Sequences 1–4 continue PA activities (phoneme blending and segmenting) connected to each grapheme introduced.</p>	Full
1f	Materials offer regular, systematic assessment of phonemic awareness progress.	<p>Phonological Awareness Assessment included in Program Assessments spiral, covering syllable awareness, rhyme, onset-rime, and phoneme-level skills.</p> <p>Pre-, formative, and post-assessment opportunities available.</p> <p>Teacher Data Trackers include a PA progress monitoring tracker with corrective action recommendations.</p>	Full

Criterion 1.3

Phonics — Foundational Decoding & Encoding*

All grades | Non-negotiable | Indicators 1g–1n | 32 pts available

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1g	Scope and sequence delineates an intentional sequence for phonics skills with evidence-based explanation for order.	<p>Full scope and sequence included spanning Sound Sequence through Sequences 1–4: moves from single CVC patterns → blends/digraphs/VCE → vowel teams/r-controlled vowels → diphthongs/multisyllabic patterns.</p> <p>Program Spreadsheet provides research base for sequencing decisions.</p> <p>Sequence builds cumulatively: 'Before beginning a new sequence, students should have mastered the skills in the previous sequence(s).'</p>	Full
1h	Materials are absent of the three-cueing system.	<p>No references to meaning, syntax, or picture cues as decoding strategies found anywhere in the program.</p> <p>All decoding instruction is phoneme-grapheme based, using word mapping (Echo-It, Tap-It, Push-It, Write-It, Read-It).</p> <p>Corrective Feedback sections direct teachers back to phoneme-grapheme connections — never to context or picture guessing.</p>	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1i	Reasonable pacing where phonics skills are taught one at a time and practiced to automaticity with cumulative review.	<p>Each lesson introduces one focus skill (e.g., one grapheme or spelling rule) in a three-day lesson cycle.</p> <p>Cumulative review embedded: grapheme card deck grows with each new lesson; previously learned patterns reviewed daily.</p> <p>Syllable Sorts in each sequence provide explicit cumulative review of all previously taught syllable types.</p> <p>Formative assessments every 4–6 lessons check for mastery before advancing.</p>	Full
1j	Materials include systematic, explicit phonics instruction with repeated teacher modeling.	<p>Scripted, color-coded lessons with teacher directions (black text) and student-facing script (teal text) in every lesson.</p> <p>Gradual release embedded in every lesson: Teacher Models → Students with Teacher → Students Without Teacher.</p> <p>Oral articulation guidance with mouth-position instruction included for every phoneme introduced.</p>	Full
1k	Frequent practice opportunities for students to decode and encode words with common and newly taught patterns.	<p>Every three-day lesson includes decoding and encoding activities (Day 1: Word Mapping/Decoding/Encoding; Day 2: Decoding practice; Day 3: Progress Monitoring with encoding).</p> <p>MAP-IT routine (Echo-It, Tap-It, Push-It, Write-It, Read-It) provides structured phoneme-grapheme mapping practice at every lesson.</p> <p>Decodable readers aligned to each lesson's skill introduced beginning in Sequence 1.</p>	Full
1l	Spelling rules and generalizations taught one at a time at a reasonable pace and practiced to automaticity.	<p>Spelling rules each receive dedicated three-day lesson plans (e.g., 1-1-1 Rule, Silent e with Suffixes, _y Spelling Rule, Possessives, Contractions).</p> <p>Rules introduced systematically across Sequences 3 and 4 after base phonics are secure.</p> <p>Cumulative encoding assessments and formative checks confirm automaticity before progression.</p>	Full
1m	Decodable texts aligned to program scope and sequence with opportunities for multiple readings.	<p>Decodable books provided for every lesson beginning in Sequence 1, directly aligned to the focus skill.</p> <p>Lesson plans include guided reading and fluency practice with decodables across multiple days.</p> <p>Digital platform offers additional decodable books and a digital interactive reader for repeated readings.</p>	Full
1n	Regular and systematic assessment of phonics progress in- and out-of-context.	<p>Day 3 of every lesson includes lesson-embedded Progress Monitoring assessing encoding in isolation.</p> <p>Alternate progress monitoring option assesses decoding and comprehension in connected text.</p> <p>Phonics Assessments spiral includes pre-assessments, formative assessments (every 4–6</p>	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
		<p>lessons), and post-assessments for each sequence.</p> <p>Teacher Data Trackers support data collection and corrective action recommendations.</p>	

Criterion 1.4

Word Recognition & Word Analysis

All grades | Indicators 1o–1r | 12 pts available

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1o	Explicit instruction identifying regularly and temporarily irregularly spelled parts of high-frequency words, with spiraling review.	<p>High-frequency word instruction uses orthographic mapping: students analyze each word's decodable and irregular parts before practicing.</p> <p>High-frequency word deck grows cumulatively — previously taught words reviewed daily alongside new words.</p> <p>Program introduces HFW connected to phonics instruction so students can apply known patterns.</p>	Full
1p	Frequent practice opportunities to decode high-frequency words in isolation and in context.	<p>High-frequency words practiced in isolation with the HFW card deck daily.</p> <p>HFW embedded in decodable texts so students encounter words in connected reading context.</p> <p>Encoding tasks include HFW in sentences, supporting automaticity in writing contexts.</p>	Full
1q	Explicit instruction in syllabication and morpheme analysis with student practice opportunities.	<p>All seven syllable types taught explicitly (CVC, VCE, VV, VR, CV, C+LE, plus compound words) with dedicated lesson plans.</p> <p>Syllable Division Rules lessons (e.g., VC/CV, V/CV) taught with three-day lesson cycles including decoding and encoding of multisyllabic words.</p> <p>Affix lessons (prefixes, suffixes) teach morpheme analysis and meaning change: <i>_ing, _ed, _er, _est, _ness, _less, _ful, _ly</i> covered.</p> <p>Syllable Sorts provide cumulative review of all syllable types with connected text.</p>	Full
1r	Regular, systematic assessment of word recognition and analysis progress.	<p>Pre-, formative, and post-assessments for each sequence cover HFW and word analysis skills.</p> <p>Formative assessments include multisyllabic word decoding and encoding aligned to the scope and sequence.</p> <p>Teacher Data Trackers include trackers for word recognition skills with corrective action guidance.</p>	Full

Criterion 1.5

Reading Fluency Development*

Grades 1–2 only | Non-negotiable | Indicators 1s–1u | 12 pts available

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1s	Systematic, evidence-based, explicit instruction in oral reading fluency.	Decodable reader lessons include explicit fluency modeling by the teacher with prosody guidance. Program Support Manual cites fluency research as a program foundation. Fluency routines built into lesson structure beginning in Sequence 1.	Full
1t	Varied, frequent practice opportunities for automaticity and prosody beginning mid-Grade 1 through Grade 2.	Decodable books used for multiple readings within and across lessons. Digital interactive reader available for student listening and recording of their own oral reading. Lessons include partner reading and teacher-guided reading routines. Sequence 3 and 4 decodables increase text complexity to support fluency development at Grade 1-2 levels.	Full
1u	Regular, systematic assessment of oral reading fluency progress.	Alternate Day 3 Progress Monitoring option includes in-context decoding and comprehension assessment that measures oral reading. Post-assessments for each sequence include connected text reading. Teacher Data Trackers include fluency progress monitoring with guidance for corrective action.	Partial

Gateway 3: Teacher & Student Supports

Implementation Quality | ELA FS v2.1

Criterion 3.1

Teacher Supports

All grades | Indicators 3a–3g | 13 pts available

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
3a	Teacher guidance with useful annotations and suggestions for enacting student and ancillary materials.	<p>Every lesson includes black-text teacher directions and teal-text student-facing script clearly delineated.</p> <p>Lesson overview boxes, corrective feedback sections, and instructional tips embedded throughout.</p> <p>Program Support Manual provides lesson-by-lesson implementation guidance and overview of all materials.</p>	Full
3b	Full, adult-level explanations of foundational skills concepts so teachers can improve their own knowledge.	<p>Program Support Manual includes detailed explanations of phonological awareness, phonics, orthographic mapping, and the Science of Reading.</p> <p>Oral articulation guidance (including mouth-position descriptions for all 44 phonemes) builds teacher knowledge.</p> <p>Science of Reading Academy: free 6-module, 28-video professional development course provided with program.</p>	Full
3c	Well-designed lessons with effective structure and pacing completable within a school year.	<p>Pacing Guide included in Program Spreadsheet with grade-level scope across K–2.</p> <p>Lesson timing embedded throughout (e.g., Skill Introduction: 1 min, Oral Articulation: 2 min, Word Mapping: 5 min, Decoding: 10 min, Encoding: 5 min).</p> <p>Child-based, not grade-based design allows for flexible pacing to match student mastery.</p>	Full
3d	Strategies for informing all stakeholders, including parents/caregivers, about the program.	<p>Program includes parent communication suggestions embedded in supplemental materials.</p> <p>Student Progress Tracking Sheets designed for student self-monitoring — can be shared with families.</p> <p>Note: Formal parent communication templates are not a prominent program feature.</p>	Partial
3f	Consistent teacher guidance for use of instructional tools and supports.	<p>MAP-IT mat, grapheme cards, HFW deck, and Elkonin boxes all described with step-by-step usage directions.</p> <p>Digital resources (program spreadsheet, student platform) explained with guidance for integration.</p> <p>Tool usage woven into scripted lesson plans — teachers receive guidance within each lesson, not just in separate manuals.</p>	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
3g	Publisher-produced alignment documentation of standards addressed by questions, tasks, and assessments.	<p>Program Spreadsheet includes scope and sequence with grade-level alignment.</p> <p>Assessment materials organized by sequence and skill, with clear connection to program scope and sequence.</p> <p>Note: Formal state standards alignment crosswalk is available on the program spreadsheet but not embedded within individual lesson plans.</p>	Partial

Criterion 3.2

Student Supports

All grades | Indicator 3j | 4 pts available

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
3j	Strategies and supports for students in special populations to work with grade-level content.	<p>Tier 2 intervention pathway built into every lesson alongside Tier 1 whole-group instruction. Review and challenge versions of most activities differentiate for students above and below grade level.</p> <p>Corrective Feedback sections address common error patterns with specific instructional recommendations.</p> <p>Child-based (not grade-based) design with preassessments allows placement at the appropriate skill level for any learner.</p>	Full

Narrative-Only Indicators (Unscored)

Indicator	Focus	Evidence in Structured Literacy with E.A.S.E.
3d	Stakeholder communication — students, families, caregivers	Student Progress Tracking Sheets support student self-monitoring and family sharing. Additional parent-facing resources available through StructuredLiteracy.com and Science of Reading Academy.
3o	Cultural representation and integration of diverse backgrounds	Decodable texts include a range of characters and settings. Program emphasizes universal access through child-based (not grade-based) design. Additional reviewer documentation recommended in this area.
3.MLL	Multilingual learner supports drawing on oral and home language resources	Oral articulation guidance supports phoneme clarity beneficial to MLLs. Explicit phoneme instruction and corrective feedback procedures help MLLs develop accurate phoneme-grapheme knowledge. Formal MLL-specific scaffolds not explicitly documented — opportunity for program expansion.

Estimated Rating: Meets Expectations across all Gateways for Grade 1 (Gateway 1: 70/72 available points; Gateway 3: 15/17 available points). Criterion 1.3 (Phonics) and Criterion 1.2 (Phonemic Awareness) — both non-negotiable — are estimated to receive full scores, enabling progression to Gateway 3. The two partial indicators (1u: fluency assessment documentation; 3d/3g: stakeholder communication and standards crosswalk) do not affect the overall Meet Expectations rating but represent areas where additional program documentation would strengthen the submission.

About This Document

This alignment was prepared by Laprea Education using the EdReports ELA Foundational Skills Core Content Review Criteria v2.1 and Evidence Guide v2.1, and the Structured Literacy with E.A.S.E. Second Edition program materials including the Program Support Manual, Sound Sequence, Sequences 1–4, Supplemental Sequence, Program Assessments, Program Spreadsheet, Teacher Data Trackers, and Student Progress Tracking Sheets.

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