

*Laprea Education Self- Evaluation*

# EdReports Alignment — Grade 2

## Structured Literacy with E.A.S.E.

*Explicit & Systematic Essentials | Laprea Education*  
 ELA Foundational Skills Review Criteria v2.1 | Grade 2

✓ Full Alignment

~ Partial Alignment

✗ Not Met

### Executive Summary — Estimated Ratings (Grade 2)

Grade 2 has 56 available points. Criterion 1.1 (Alphabet Knowledge) and Criterion 1.2 (Phonemic Awareness) are not scored at Grade 2. Criterion 1.5 (Fluency) is non-negotiable at Grade 2 and expects both decodable and grade-level text practice.

Criterion	Available Points	Est. Score	Rating
<b>GATEWAY 1: Alignment to Research-Based Practices</b>			<b>Meets</b>
1.1 Alphabet Knowledge — NOT SCORED at Grade 2	—	—	N/A
1.2 Phonemic Awareness — NOT SCORED at Grade 2	—	—	N/A
1.3 Phonics (Decoding & Encoding)*	32	32	<b>Meets</b>
1.4 Word Recognition & Word Analysis	12	12	<b>Meets</b>
1.5 Reading Fluency (Gr. 1–2)*	12	10	<b>Meets</b>
<b>GATEWAY 1 TOTAL</b>	<b>56</b>	<b>54</b>	<b>Meets</b>
<b>GATEWAY 3: Teacher &amp; Student Supports</b>			<b>Meets</b>
3.1 Teacher Supports	13	11	<b>Meets</b>
3.2 Student Supports	4	4	<b>Meets</b>
<b>GATEWAY 3 TOTAL</b>	<b>17</b>	<b>15</b>	<b>Meets</b>

\* 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 | Grade 2

## Criteria 1.1 & 1.2: Not Scored at Grade 2

Per EdReports ELA FS v2.1, Criterion 1.1 (Alphabet Knowledge) and Criterion 1.2 (Phonemic Awareness) are not scored in Grade 2. Structured Literacy with E.A.S.E. builds on the strong phonemic awareness and alphabet knowledge foundations established in the Sound Sequence and Sequences 1–2 (K–1).

### 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 phonics sequence with evidence-based explanation for order.	<p>Grade 2 phonics spans Sequence 4 (36 lessons): CV syllable type, open vowels (a/ā/, i/ī/, o/ō/, u/yū/, e/ē/), diphthongs (oy/oi, ow/ou, oo, ue/ui/ew, aw/au), C+LE syllable type, advanced syllable division (V/CV, VC/V, V/V), silent letters, and multisyllabic word work — plus ongoing use of Sequence 3 (VV vowel teams, VR) from Grade 1.</p> <p>Sequence moves from previously learned VCE and VV patterns (cumulative) into diphthongs, advanced syllable types, and morphological complexity in a clear simple-to-complex progression.</p> <p>Program Spreadsheet provides research rationale for sequencing; Sequence 4 is explicitly labeled Grade 2 throughout the scope and sequence.</p>	Full
1h	Materials are absent of the three-cueing system.	<p>No picture, meaning, or syntax cues used as decoding strategies anywhere in Sequence 4 materials.</p> <p>Word mapping (MAP-IT) remains the decoding framework through Grade 2, anchoring all instruction in phoneme-grapheme relationships.</p> <p>Corrective Feedback sections throughout Sequence 4 direct teachers back to phoneme-grapheme analysis when errors occur.</p>	Full
1i	Reasonable pacing with skills taught one at a time and practiced to automaticity with cumulative review.	<p>Sequence 4 introduces one phonics pattern per three-day lesson cycle (e.g., oy/oi in Lesson 18, ow/ou in Lesson 19, ow/ō/ in Lesson 20 — distinct lessons for distinct patterns).</p> <p>Cumulative review built in: grapheme card deck, Syllable Sorts (Lessons 10, 26, 36), and spelling rule review across lessons.</p> <p>Formative assessments every 4–6 lessons confirm mastery before advancing.</p> <p>Challenge words in each lesson extend practice for students who achieve automaticity quickly.</p>	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1j	Systematic, explicit phonics instruction with repeated teacher modeling.	<p>Fully scripted lessons throughout Sequence 4 with teacher directions (black) and student-facing script (teal).</p> <p>Gradual release (Teacher Models → Students with Teacher → Students Without Teacher) embedded in every lesson.</p> <p>Oral articulation guidance continues in Sequence 4 for new phonemes such as diphthongs (/oy/, /ow/), which are explicitly described.</p>	Full
1k	Frequent practice opportunities to decode and encode words with common and newly taught patterns.	<p>Every three-day lesson in Sequence 4 includes: decoding practice (Skill Words, Challenge Words, phrases, sentences on Focus Skill Practice sheets), and encoding practice (Syntax Activity sentence anagrams, dictation words and sentences).</p> <p>MAP-IT phoneme-grapheme mapping precedes decoding and encoding in each lesson.</p> <p>Decodable readers aligned to each Sequence 4 lesson's focus skill for connected text practice.</p>	Full
1l	Spelling rules taught one at a time at a reasonable pace and practiced to automaticity.	<p>Grade 2 spelling rules each receive dedicated lessons: Plural Possessives (L1), _y+1-1-1 Rule (L30), _y Spelling Rule (L31), and affixes applied to base words (Lessons 13–16, 28–29).</p> <p>Rules are practiced through encoding dictation within each lesson and revisited in cumulative formative assessments.</p> <p>Program explicitly notes spelling rules as a distinct lesson type in the scope and sequence.</p>	Full
1m	Decodable texts aligned to program scope and sequence with multiple reading opportunities.	<p>Decodable readers provided for Sequence 4 lessons, directly aligned to the Grade 2 focus skills (diphthongs, CV syllable type, C+LE, multisyllabic words).</p> <p>Lesson plans include guided reading and fluency practice using decodables across Day 1–3 within each lesson cycle.</p> <p>Digital platform offers additional aligned decodable books and an interactive reader supporting repeated oral reading and recording.</p> <p>Note: For Grade 2, EdReports expects fluency practice to include both decodables and grade-level texts. Grade-level texts are used in the comprehension/vocabulary strand embedded in lessons; reviewer should document this evidence explicitly.</p>	Full
1n	Regular, systematic assessment of phonics progress in- and out-of-context.	<p>Day 3 of every Sequence 4 lesson includes lesson-embedded Progress Monitoring (encoding in isolation); alternate option assesses decoding and comprehension in connected text.</p> <p>Six phonics assessment tests available (including Sequence 4-level tests: CV/Closed Syllable Exceptions/Diphthongs; Silent Letters/Multisyllabic Words).</p> <p>Pre-, formative (every 4–6 lessons), and post-assessments provided for Sequence 4; Teacher Data Trackers document progress and provide corrective action guidance.</p>	Full

**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 HFW, with spiraling review.	Orthographic mapping used consistently through Grade 2: students identify decodable and irregular parts of HFW before practicing. HFW card deck grows cumulatively from Sequences 1–4; previously taught words reviewed as needed within Sequence 4 lessons. Sequence 4 Lesson 2 (y /ē/, /ī/) and other pattern lessons revisit how previously irregular-seeming patterns become regular as phonics knowledge expands.	Full
1p	Frequent practice decoding high-frequency words in isolation and in context.	Daily HFW review with the growing card deck maintains automaticity in isolation throughout Grade 2. HFW embedded in decodable texts and sentence dictation, building automaticity in connected reading and writing. Sequence 4 encoding tasks (sentence anagrams, dictation sentences) require students to use HFW within authentic writing contexts.	Full
1q	Explicit instruction in syllabication and morpheme analysis with practice opportunities.	Grade 2 (Sequence 4) provides the most extensive word analysis instruction in the program: CV syllable type (L3), V/CV and VC/V syllable division (L12), V/V syllable division (L35), C+LE syllable type (L32–L33), and all six syllable types reviewed in Syllable Sorts (L10, L26, L36). Morpheme analysis: eight lessons on prefixes (un_, re_, in_, sub_, pre_, dis_, mis_, non_, be_, de_) and three lessons on suffixes (_ion, _ment, _ous, _ish, _able, _ure), each explicitly taught with meaning-change discussion. Spelling rules tied to morphology: _y+1-1-1 Rule and _y Spelling Rule address how base words change when suffixes are added. Students apply word analysis in decoding and encoding tasks in connected text across all Sequence 4 lessons.	Full
1r	Regular, systematic assessment of word recognition and analysis progress.	Sequence 4 pre-, formative, and post-assessments cover multisyllabic word decoding and encoding, syllable type identification, and morpheme analysis. Phonics assessment tests 5 and 6 (CV/Diphthongs; Silent Letters/Multisyllabic Words) specifically assess Grade 2-level word recognition and analysis skills. Teacher Data Trackers include trackers for word analysis skills with corrective action guidance.	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.	<p>Decodable reader lessons in Sequence 4 include explicit fluency modeling by the teacher, with guidance on reading rate, accuracy, and prosody.</p> <p>Program Support Manual cites fluency research as a program foundation; fluency development in Grade 2 built on the accuracy foundation established in Grades K–1.</p> <p>Repeated reading routines (same decodable used across Day 1–3) are explicitly structured in lesson plans.</p>	Full
1t	Varied, frequent practice opportunities for automaticity and prosody through Grade 2 (including decodables and grade-level texts).	<p>Decodable readers for every Sequence 4 lesson used for multiple readings across the three-day cycle.</p> <p>Digital interactive reader supports student oral reading recording and listening — enabling self-monitoring of fluency.</p> <p>Comprehension and vocabulary components of Day 2–3 lessons use grade-appropriate text excerpts and discussions beyond the decodable, supporting Grade 2’s expectation of varied text types.</p> <p>Note: EdReports expects Grade 2 materials to explicitly vary fluency practice between decodables and grade-level texts. The program’s comprehension/vocabulary components serve this role but reviewer documentation of specific grade-level text fluency practice is recommended.</p>	Partial
1u	Regular, systematic assessment of oral reading fluency progress.	<p>Alternate Day 3 Progress Monitoring option includes in-context decoding and reading assessment measuring oral reading accuracy. Post-assessments for Sequence 4 include connected text reading components.</p> <p>Note: Explicit fluency rate (words-correct-per-minute) measurement tools are not a prominently documented program feature. Reviewer should note whether the Teacher Data Trackers include fluency rate benchmarks or whether schools are expected to supplement with a standalone ORF assessment.</p>	Partial

# Gateway 3: Teacher & Student Supports

Implementation Quality | ELA FS v2.1 | Grade 2

## 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 annotations and suggestions for enacting student and ancillary materials.	<p>Sequence 4 lessons fully scripted with color-coded text, lesson focus boxes, small-group support suggestions, and corrective feedback embedded throughout.</p> <p>Program Support Manual describes how to use every material component across all sequences including Sequence 4.</p> <p>Sequence 4 includes Front-Loading support (Day 1) and Small-Group Support sections to guide differentiated implementation.</p>	Full
3b	Adult-level explanations of foundational skills concepts to build teacher knowledge.	<p>Program Support Manual explains syllable types, morphology, diphthongs, and multisyllabic word decoding at an adult level — skills concentrated in Grade 2.</p> <p>Oral articulation guidance for Grade 2 phonemes (diphthongs, silent letters) builds teacher knowledge of complex phoneme production.</p> <p>Science of Reading Academy (6-module, 28-video professional development course) included with the program.</p>	Full
3c	Well-designed lessons with effective structure and pacing completable within a school year.	<p>Pacing Guide in the Program Spreadsheet maps Sequences 3–4 across a Grade 2 year.</p> <p>Three-day lesson cycle with embedded timing guidance structures each Sequence 4 lesson.</p> <p>Child-based design allows teachers to adjust pacing to match student mastery while maintaining instructional coherence.</p>	Full
3d	Strategies for informing all stakeholders, including families, about the program.	<p>Student Progress Tracking Sheets support student self-monitoring and family communication of growth.</p> <p>Science of Reading Academy provides background families and community members can access.</p> <p>Note: Formal parent-facing communication templates are not a prominent program feature — an opportunity for supplemental documentation.</p>	Partial
3f	Consistent teacher guidance for use of instructional tools and supports.	<p>MAP-IT mat, grapheme cards, HFW deck, and Elkonin boxes each described with step-by-step usage directions embedded within scripted lesson plans.</p> <p>Sequence 4 introduces Syntax Activity (Sentence Anagrams) as a new encoding tool — fully explained in lesson directions.</p>	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
		Digital student platform use explained with guidance for integration throughout Sequence 4.	
3g	Publisher-produced alignment documentation of standards addressed by questions, tasks, and assessments.	<p>Program Spreadsheet includes scope and sequence with grade-level alignment across K–2 standards.</p> <p>Sequence 4 assessment materials organized by lesson and skill, with clear connection to Grade 2 phonics standards.</p> <p>Note: Formal standards crosswalk is available in the Program Spreadsheet but not printed within individual lesson plans.</p>	Partial

<b>Criterion 3.2</b>	<b>Student Supports</b> <i>All grades   Indicator 3j   4 pts available</i>
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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 Sequence 4 lesson alongside Tier 1 whole-group instruction; Day 1 Front-Loading and Small-Group Support sections provide targeted differentiation.</p> <p>Review and Challenge versions of most activities differentiate for students below and above grade level (Challenge Words and Challenge sentences in every lesson).</p> <p>Corrective Feedback sections address common Grade 2 error patterns (e.g., vowel team confusion, diphthong errors) with specific instructional recommendations.</p> <p>Child-based placement design with preassessments allows students who have not yet mastered Sequences 1–3 skills to receive appropriate instruction in Grade 2 without grade-level gatekeeping.</p>	Full

## Narrative-Only Indicators (Unscored)

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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 of progress. Science of Reading Academy provides accessible background for families. Formal parent communication templates are not a prominent program feature.
3o	Cultural representation and integration of diverse backgrounds	Sequence 4 decodable texts include varied characters, settings, and real-world topics. Program's child-based design supports universal access. Reviewer

		documentation of specific cultural representation in Grade 2 texts is recommended.
<b>3.MLL</b>	Multilingual learner supports drawing on oral and home language resources	Oral articulation guidance for complex Grade 2 phonemes (diphthongs, silent letters) supports MLLs developing English phoneme-grapheme knowledge. Explicit MLL-specific scaffolds not formally documented — an opportunity for program expansion.

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## 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, Sequences 3–4, Supplemental Sequence, Program Assessments, Program Spreadsheet, Teacher Data Trackers, and Student Progress Tracking Sheets.

*Structured Literacy with E.A.S.E. is published by Laprea Education. EdReports is an independent nonprofit. This document is prepared for planning purposes and does not constitute an official EdReports review rating.*