

## Laprea Education Self-Evaluation

# EdReports Alignment — Kindergarten

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

Explicit & Systematic Essentials | Laprea Education

ELA Foundational Skills Review Criteria v2.1 | Kindergarten

✓ Full Alignment

~ Partial Alignment

✗ Not Met

### Executive Summary — Estimated Ratings (Kindergarten)

Kindergarten has the most available points (70) because it includes all scored criteria: Criterion 1.1 (Alphabet Knowledge, K only), Criterion 1.2 (Phonemic Awareness, K–1 only), Criterion 1.3 (Phonics), and Criterion 1.4 (Word Recognition). Criterion 1.5 (Fluency) is not scored in Kindergarten.

Criterion	Available Points	Est. Score	Rating
<b>GATEWAY 1: Alignment to Research-Based Practices</b>			<b>Meets</b>
1.1 Alphabet Knowledge (K only)	10	10	<b>Meets</b>
1.2 Phonemic Awareness (K–1)*	16	16	<b>Meets</b>
1.3 Phonics (Decoding & Encoding)*	32	32	<b>Meets</b>
1.4 Word Recognition & Word Analysis	12	12	<b>Meets</b>
1.5 Fluency — NOT SCORED in Kindergarten	—	—	<b>N/A</b>
<b>GATEWAY 1 TOTAL</b>	<b>70</b>	<b>70</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 | Kindergarten

## 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 devotes 26 lessons to alphabet letters — one lesson per letter — explicitly teaching the letter name, its most common sound, and uppercase/lowercase formation.</p> <p>Letter Formation with Corrective Feedback guide (Program Spreadsheet) provides stroke-by-stroke formation for all 52 letter forms.</p> <p>Embedded oral articulation guidance helps teachers accurately model each letter's corresponding phoneme.</p>	Full
1b	Materials provide systematic, frequent practice to recognize and name letters.	<p>Cumulative grapheme card review built into every Sound Sequence lesson; previously introduced letters reviewed daily before introducing the new one.</p> <p>Alphabet Letters and Sounds Assessment used to track letter-name and letter-sound knowledge throughout the year.</p> <p>Student Progress Tracking Sheets allow students to color-track mastered letters, supporting regular self-monitoring and teacher review.</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 Day 1 lessons open with syllable-level awareness (blending, segmenting, deletion, substitution); Day 2 lessons advance to onset-rime and initial/final phoneme isolation — mirroring the research-based progression from larger to smaller units.</p> <p>Program Support Manual cites Blachman, Brady, and Moats to justify the sequence, explicitly stating: instruction moves from word/syllable to intra-syllable to phoneme level.</p> <p>PA scope aligns directly to phonics scope: phoneme awareness activities in each lesson are tied to that lesson's focus phoneme/grapheme.</p>	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1d	Materials include systematic, explicit phonemic awareness instruction with repeated teacher modeling.	Every lesson includes scripted PA warm-up with teacher model → students with teacher → students independently (gradual release). Oral articulation guidance for each phoneme is embedded in the lesson, supporting accurate teacher modeling. Corrective Feedback sections included in every lesson plan to redirect student errors back to correct phoneme production.	Full
1e	Materials include daily, brief phonemic awareness lessons.	PA warm-up activities (2–5 minutes) are embedded in every Sound Sequence lesson, providing daily practice tied to the lesson's focus phoneme. As students move into Sequence 1–2 (which spans much of Kindergarten), PA continues through blending/segmenting routines linked to each new grapheme. Lesson timing is explicitly structured in the lesson overview, ensuring PA stays brief and focused rather than extended.	Full
1f	Materials regularly and systematically offer assessment opportunities for phonemic awareness.	Phonological Awareness Assessment in the Program Assessments spiral covers syllable awareness, rhyme, onset-rime, and phoneme-level skills. Assessments designed as pre- and progress-monitoring tools to capture student growth at multiple points in the year. Teacher Data Trackers include a PA progress monitoring tracker with corrective action recommendations per skill.	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 phonics sequence with evidence-based explanation for order.	Kindergarten phonics spans the Sound Sequence (26 individual letter-sound lessons) through Sequence 1 (CVC patterns, all short vowels) and into Sequence 2 (double-letter endings <i>_ff/ _ll/ _ss/ _zz, _ck</i> , all six major digraphs, <i>r//s</i> blends, and final blends). Sequence moves from single consonants → short vowels → CVC patterns → doubled finals → digraphs → blends — a high-utility, simple-to-complex order. Program Spreadsheet research tab provides evidence-based rationale for sequencing decisions.	Full
1h	Materials are absent of the three-cueing system.	No picture, meaning, or syntax cues suggested anywhere in the program as a decoding strategy.	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
		<p>Word mapping (MAP-IT: Echo-It, Tap-It, Push-It, Write-It, Read-It) is the sole decoding framework — fully phoneme-grapheme based.</p> <p>Corrective Feedback sections consistently direct teachers to address errors at the phoneme-grapheme level.</p>	
1i	Reasonable pacing with skills taught one at a time and practiced to automaticity with cumulative review.	<p>Sound Sequence introduces one letter-sound per lesson; Sequences 1–2 introduce one phonics pattern per three-day lesson cycle.</p> <p>Cumulative review embedded: grapheme card deck expands lesson by lesson; previously taught patterns reviewed daily.</p> <p>Syllable Sorts provide periodic cumulative review of all syllable types introduced so far.</p> <p>Formative assessments every 4–6 lessons confirm mastery before advancing.</p>	Full
1j	Systematic, explicit phonics instruction with repeated teacher modeling.	<p>All lessons fully scripted with color-coded text: black for teacher directions, teal for student-facing delivery.</p> <p>Gradual release embedded in every lesson: Teacher Models → Students with Teacher → Students Without Teacher.</p> <p>Oral articulation with mouth-position guidance supports accurate phoneme modeling for every new phoneme introduced.</p>	Full
1k	Frequent practice opportunities to decode and encode words with common and newly taught patterns.	<p>Every three-day lesson (Sequences 1–2) includes decoding practice (words, phrases, sentences) and encoding practice (dictation, sentence encoding) tied directly to the focus skill.</p> <p>MAP-IT word mapping provides daily structured phoneme-grapheme practice before decoding and encoding activities.</p> <p>Decodable readers aligned to the lesson's focus 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 generalizations introduced incrementally in Sequence 2: doubled final consonants (_ff, _ll, _ss, _zz), _ck after short vowels — one rule per lesson.</p> <p>Rules practiced in encoding dictation within the same lesson and revisited in cumulative review routines.</p> <p>Assessment spiral includes encoding checks to measure spelling rule automaticity.</p>	Full
1m	Decodable texts aligned to program scope and sequence with multiple reading opportunities.	<p>Decodable readers introduced in Sequence 1 and Sequence 2 (both covered in Kindergarten), each aligned to the lesson's focus skill.</p> <p>Lesson plans include guided reading and fluency practice using decodables across multiple days within each lesson cycle.</p> <p>Digital platform provides printable and interactive decodable reader versions for repeated practice.</p>	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
1n	Regular, systematic assessment of phonics progress in- and out-of-context.	Day 3 of every Sequence 1–2 lesson includes lesson-embedded Progress Monitoring (encoding in isolation); alternate option assesses decoding in connected text. Kindergarten phonics assessments available for Sequence 1 (CVC), Sequence 2 (Blends/Digraphs), with guidance on timing: 'Kindergarten students should not be assessed on phonics skills until phonological awareness is established — typically mid- to end-of-year.' Pre-, formative, and post-assessments included for each sequence; Teacher Data Trackers facilitate ongoing data collection.	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 high-frequency words, with spiraling review.	High-frequency words introduced through orthographic mapping: students identify decodable and irregular parts before practicing. HFW card deck grows cumulatively throughout Sequences 1–2; previously taught words reviewed daily. Words introduced alongside phonics instruction so students connect known patterns to HFW analysis.	Full
1p	Frequent practice opportunities to decode high-frequency words in isolation and in context.	Daily HFW review with the growing card deck builds automaticity in isolation. HFW embedded in decodable texts so students encounter and read words in connected reading context. Encoding tasks include HFW in dictated sentences, building automaticity in writing as well as reading.	Full
1q	Explicit instruction in syllabication and morpheme analysis with practice opportunities.	CVC Syllable Type introduced explicitly in Sequence 1 Lesson 1 — Kindergarten students learn to identify and apply the CVC pattern. Syllable Sort (Sequence 1, Lesson 13) provides cumulative review of CVC patterns. Program notes that Kindergarten students can learn what a CVC syllable is and differentiate long and short vowel sounds — consistent with EdReports K expectations. Note: Full seven-syllable-type sequence and morpheme analysis are introduced in Sequences 2–4 (Gr. 1–2); K scope is appropriately limited.	Full
1r	Regular, systematic assessment of word recognition and analysis progress.	HFW and CVC word recognition assessed through pre-, formative, and post-assessments aligned to Sequences 1–2.	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
		Progress Monitoring (Day 3) includes word-level encoding and decoding for each lesson skill. Teacher Data Trackers include word recognition trackers with corrective action guidance.	

**Criterion 1.5: Reading Fluency Development — Not Scored at Kindergarten**

Per EdReports ELA FS v2.1, Criterion 1.5 (Reading Fluency) is not scored in Kindergarten. Fluency instruction begins in Grade 1 (mid-year) and is scored in Grades 1 and 2. Structured Literacy with E.A.S.E. begins building the decoding accuracy foundation in Kindergarten through decodable texts in Sequences 1 and 2 that prepare students for fluency development in Grade 1.

# Gateway 3: Teacher & Student Supports

Implementation Quality | ELA FS v2.1 | Kindergarten

## 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>Every lesson includes clearly delineated teacher directions (black text) and student-facing script (teal text) with embedded instructional tips.</p> <p>Program Support Manual provides an overview of every material component and how to use it within lessons.</p> <p>Lesson overview boxes and corrective feedback sections guide teachers in real time.</p>	Full
3b	Adult-level explanations of foundational skills concepts to build teacher knowledge.	<p>Program Support Manual explains phonological awareness, phonics, orthographic mapping, the Science of Reading, and the alphabetic principle at an adult level.</p> <p>Oral articulation guidance describes how to produce all 44 phonemes accurately — building teacher knowledge of sound production.</p> <p>Science of Reading Academy (free 6-module, 28-video course) provides deep professional learning on all foundational skills components.</p>	Full
3c	Well-designed lessons with effective structure and pacing completable within a school year.	<p>Pacing Guide in the Program Spreadsheet maps Sound Sequence and Sequences 1–2 across a Kindergarten year.</p> <p>Lesson timing embedded throughout: Sound Sequence Day 1 (Skill Intro: 1 min, PA warm-up, Letter Formation, Decoding, Encoding); Sequences include minute-level time guidance per activity.</p> <p>Child-based (not grade-based) design allows teachers to adjust pacing to match student mastery without losing instructional cohesion.</p>	Full
3d	Strategies for informing all stakeholders, including families, about the program.	<p>Student Progress Tracking Sheets are designed for student self-monitoring and can be shared with families to communicate growth.</p> <p>Science of Reading Academy provides background families 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 card deck, HFW deck, and Elkonin boxes are each explained with step-by-step usage directions in the Program Support Manual.</p> <p>Tool use is woven directly into scripted lesson plans so teachers receive guidance within</p>	Full

Indicator	EdReports Criteria	Evidence in Structured Literacy with E.A.S.E.	Alignment
		instruction, not just in separate reference documents. Digital resources (program spreadsheet, student platform at StructuredLiteracy.com) described with implementation guidance.	
3g	Publisher-produced alignment documentation of standards addressed by questions, tasks, and assessments.	Program Spreadsheet includes scope and sequence with grade-level alignment across K–2 standards. Assessment materials organized by sequence and skill, with clear connection to the program's phonics and PA scope and sequence. Note: Formal standards crosswalk is available in the Program Spreadsheet but not printed within individual lesson plans — reviewers should reference the spreadsheet.	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.	Tier 2 intervention pathway built into every lesson alongside Tier 1 whole-group instruction. Review and challenge versions of most activities differentiate for students performing below or above grade level. Corrective Feedback sections address common Kindergarten error patterns with specific instructional recommendations. Child-based (not grade-based) placement design: preassessments used to start any student at the correct skill level, ensuring access for all learners regardless of prior exposure.	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 resources available via StructuredLiteracy.com and the Science of Reading Academy.
3o	Cultural representation and integration of diverse backgrounds	Decodable texts include varied characters and settings. Program's child-based design supports universal access. Additional reviewer documentation of cultural representation recommended.

<b>3.MLL</b>	Multilingual learner supports drawing on oral and home language resources	Oral articulation guidance with explicit phoneme production support benefits MLLs developing English sound-symbol knowledge. Explicit MLL-specific scaffolds not formally documented — 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, Sound Sequence, Sequences 1–2, Supplemental Sequence, Program Assessments, Program Spreadsheet, Teacher Data Trackers, and Student Progress Tracking Sheets.

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