

STRUCTURED LITERACY WITH E.A.S.E.

Explicit & Systematic Essentials

Self Evaluation: Alignment to The Reading League Curriculum Evaluation Guidelines (3rd Edition, 2026)

About This Document: This alignment maps the criteria from The Reading League's Curriculum Evaluation Guidelines (CEG), 3rd Edition (January 2026) to the instructional components and features of the Structured Literacy with E.A.S.E. program (Laprea Education). The CEG evaluates curricula across five major domains using both Red Flag indicators (practices not aligned with the Science of Reading) and Aligned Practices indicators. This document demonstrates how E.A.S.E. avoids red flags and meets aligned practice criteria.

Status Key: ✓ **MET** = criterion fully addressed | 🟡 **PARTIAL** = criterion partially addressed | ✗ **NOT MET** = criterion not addressed | ✓ **NO RED FLAG** = red flag practice absent (good)

Overall Design & Delivery

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
Red Flags — Design & Delivery			
D1	No evidence of deliberate and purposeful practice (practice beyond rote repetition with the goal of long-term skill improvement)	<ul style="list-style-type: none"> • Every lesson across Sound Sequence, Sequences 1–4, and the Supplemental Sequence builds on prior skills with explicit, purposeful practice—word mapping, dictation, chaining, and segmenting activities are repeated with increasing complexity • Cumulative reviews (syllable sorts and spiral review lessons) ensure skills are revisited deliberately over time • Three-day lesson structure (Introduce → Practice → Monitor) ensures practice has a purpose: accuracy on Day 1, fluency on Day 2, mastery monitoring on Day 3 	NO RED FLAG
D2	No evidence of retrieval practice (calling information to mind from memory without prompts/cues)	<ul style="list-style-type: none"> • Day 2 of each lesson includes skill review requiring students to recall grapheme–phoneme knowledge without visual prompts • Word chaining and building activities require retrieving letter–sound knowledge to construct and decode words • Day 3 progress monitoring is a low-support retrieval exercise (encoding words and sentences from dictation) • High-frequency word review is conducted daily from the growing deck without picture support 	NO RED FLAG
D3	No evidence of spaced practice (practice distributed over time)	<ul style="list-style-type: none"> • High-frequency word review is cumulative—previously learned words are added to the growing deck and reviewed every lesson • Formative assessments every 4–6 lessons revisit past skills • Syllable sort lessons serve as cumulative spaced reviews of all previously taught syllable types 	NO RED FLAG

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
D4	No evidence of interleaved practice (mixing skills during practice for stronger retention)	<ul style="list-style-type: none"> • The Supplemental Sequence provides additional spaced practice for less-common skills as needed • Skill Review sections at the start of each lesson interleave all previously taught graphemes and phonemes • Word mapping and decoding activities contain both focus-skill words and mixed-skill 'challenge words' • Syllable sort lessons explicitly interleave all previously taught syllable types in a single activity 	NO RED FLAG

Section 1: Word Recognition

1A: Non-Negotiables — Word Recognition

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
Red Flags — Word Recognition Non-Negotiables			
1.1	The three-cueing system is taught as a decoding strategy (picture cues, context cues, or first-letter cuing)	<ul style="list-style-type: none"> E.A.S.E. explicitly teaches phoneme–grapheme correspondences as the sole decoding strategy; no picture cues, MSV cuing, or 'look at the first letter and guess' strategies appear anywhere in the program Sound Wall Grapheme Cards reinforce the alphabetic principle; all word work is phoneme-based Corrective feedback guidance redirects students to phoneme–grapheme knowledge, never to pictures or context 	NO RED FLAG
1.2	Guidance is given to memorize whole words by sight without attending to letter–sound correspondences	<ul style="list-style-type: none"> High-frequency words are taught using the Read, Spell, Write, Extend routine, which includes explicit attention to the irregular vs. regular portions of each word and phoneme–grapheme analysis Students map the phonemes and graphemes of high-frequency words rather than memorizing whole-word shapes Orthographic mapping is embedded as the theoretical basis for sight-word instruction 	NO RED FLAG
1.3	Supporting materials do not provide a systematic scope and sequence or opportunities for practice and review	<ul style="list-style-type: none"> A fully detailed, skill-by-skill scope and sequence is embedded in the program spreadsheet and Program Support Manual Each lesson lists prerequisite skills; the pacing guide organizes content by grade level Practice and review are built into every lesson (Day 1–Day 3 structure) and into formative/post-assessments 	NO RED FLAG
Aligned Practices — Word Recognition Non-Negotiables			
1.4	There is explicit instruction of phonemic awareness, phonics, and spelling	<ul style="list-style-type: none"> Phonemic awareness warm-ups open every lesson (isolation, blending, segmenting, deletion, substitution) Phonics is introduced with explicit teacher modeling using scripted language, oral articulation guidance, and grapheme cards Spelling (encoding) is practiced daily: multisensory word mapping, dictation, skywriting, arm-spelling 	✓ MET
1.5	There is a systematic scope and sequence of skills building from simple to complex	<ul style="list-style-type: none"> Sound Sequence → Sequence 1 (CVC) → Sequence 2 (VCE, blends, digraphs) → Sequence 3 (vowel teams, r-controlled) → Sequence 4 (diphthongs, C+LE, advanced patterns) Morphology introduced progressively: prefixes/suffixes in Seq. 3–4, syllabication rules across sequences 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
1.6	Curriculum provides opportunities for practice and interleaving of elements taught	<ul style="list-style-type: none"> Program is child-based (not grade-based), ensuring each student starts at their skill level Skill Review at the start of each Day 1 lesson interleaves all previously taught phonics elements Decodable texts in Sequences 1–4 include words from current and previous skills Syllable sorts, cumulative reviews, and the Supplemental Sequence provide structured interleaving 	✓ MET

1B: Phonological & Phoneme Awareness

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
Red Flags — Phonological & Phoneme Awareness			
1.7	Phonological awareness activities consistently include print (letters or words on paper) during phonological tasks	<ul style="list-style-type: none"> Phonemic awareness warm-ups are conducted verbally/orally with no print requirement; they precede phonics introduction intentionally The Sound Sequence teaches blending, segmenting, and phonemic manipulation as oral-only activities before graphemes are formally introduced 	NO RED FLAG
1.8	Phonemic awareness instruction does not include all manipulation skills (blending, segmenting, isolation, deletion, substitution)	<ul style="list-style-type: none"> All five core phonemic awareness tasks appear across the lesson cycle: isolation (Day 1), blending (Day 1), segmenting (Days 1–2), deletion (Day 2), substitution (Day 3) The Program Assessments include a full Phonological Awareness Assessment covering rhyme, alliteration, blending, segmenting, isolation, and manipulation 	NO RED FLAG
1.9	Phonemic awareness instruction does not include phoneme–grapheme connections	<ul style="list-style-type: none"> Once graphemes are introduced, phonemic awareness tasks are always connected to their grapheme representations through word mapping (Echo-It, Tap-It, Push-It, Write-It, Read-It) MAP-IT mats provide a physical phoneme–grapheme linking activity throughout Sequences 1–4 	NO RED FLAG
Aligned Practices — Phonological & Phoneme Awareness			
1.10	Phonological awareness is taught explicitly and systematically, progressing from larger to smaller units	<ul style="list-style-type: none"> Sound Sequence begins with syllable awareness and progresses to phoneme-level manipulation Sequences 1–4 advance phonemic awareness tasks in complexity (isolation → blending → segmenting → deletion → substitution) in alignment with the scope and sequence of phonics instruction 	✓ MET
1.11	Phonemic awareness instruction includes phoneme–grapheme connections once letters are introduced	<ul style="list-style-type: none"> The MAP-IT word mapping routine explicitly links phonemes to graphemes using physical chips and grapheme boxes Once the alphabetic principle is established in the Sound Sequence, all phonemic awareness tasks are immediately connected to written form 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
1.12	Phoneme awareness instruction includes all manipulation skills	<ul style="list-style-type: none"> Isolation, blending, segmenting, deletion, and substitution are all present across the 3-day lesson cycle The Phonological Awareness Assessment formally measures all skills 	✓ MET

1C: Phonics & Phonic Decoding

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
Red Flags — Phonics & Phonic Decoding			
1.13	Phonics is not taught explicitly and systematically	<ul style="list-style-type: none"> Phonics instruction is fully scripted with explicit teacher modeling, guided practice (Students with Teacher → Students without Teacher), and corrective feedback at each stage The scope and sequence is systematic and documented in the program pacing guide and spreadsheet 	NO RED FLAG
1.14	Instruction does not include oral articulation of phonemes	<ul style="list-style-type: none"> Oral articulation guidance is embedded in every lesson for every phoneme (labeled as 'Oral Articulation'); teacher scripts include exact mouth-positioning language The program includes a full 44-phoneme articulation guide with corrective feedback for each phoneme in the spreadsheet 	NO RED FLAG
1.15	High-frequency words are not explicitly taught with attention to letter–sound correspondences	<ul style="list-style-type: none"> Read, Spell, Write, Extend routine explicitly analyzes each high-frequency word phoneme by phoneme, noting which parts are regular and which are irregular Students do NOT simply memorize shapes; they map the orthographic structure of each word 	NO RED FLAG
1.16	Decodable texts are not aligned to the scope and sequence of phonics instruction	<ul style="list-style-type: none"> Every decodable book in Sequences 1–4 is written specifically to align with the lesson's focus phonics skill and includes only previously taught phonemes and high-frequency words (listed in each lesson plan) Lesson plans note which skill words can be found in the accompanying text 	NO RED FLAG
1.17	Instruction does not include nonsense/pseudowords for assessing decoding	<ul style="list-style-type: none"> Day 3 progress monitoring includes nonsense words as needed to isolate and assess phonic decoding skill independent of whole-word memory The Program Assessments guide specifies nonsense word options for phonics assessment 	NO RED FLAG
Aligned Practices — Phonics & Phonic Decoding			
1.18	Phonics instruction is explicit and systematic with a clear scope and sequence	<ul style="list-style-type: none"> The full scope and sequence spans Sound Sequence through Sequence 4, covering all major English phoneme–grapheme correspondences, six syllable types, and morphological structure Instruction follows a consistent Introduce → Model → Guided Practice → Independent Practice arc in every lesson 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
1.19	Instruction covers all major phoneme–grapheme correspondences and syllable types	<ul style="list-style-type: none"> 44 phonemes and their major grapheme representations are explicitly taught All six syllable types (closed, open, VCE, r-controlled, vowel team, consonant-le) are introduced and practiced with dedicated mapping mats Syllabication rules (VC/CV, V/CV, VC/V) are explicitly taught in Sequences 2 and 4 	✓ MET
1.20	Instruction includes orthographic mapping to support automatic word recognition	<ul style="list-style-type: none"> The MAP-IT routine is the program's core word-mapping activity: students Echo-It, Tap-It (segment phonemes), Push-It (place chips), Write-It (connect to graphemes), Read-It (automatic recognition) Orthographic mapping is cited as the theoretical foundation in the Program Support Manual 	✓ MET
1.21	Decodable texts are used and aligned to the phonics scope and sequence	<ul style="list-style-type: none"> Sequences 1–4 each include decodable readers matched lesson-by-lesson to the phonics scope and sequence The Detailed Skills Assessment (Detailed SAS) in the program spreadsheet lists which texts align with each lesson 	✓ MET
1.22	Instruction includes morphology (prefixes, suffixes, roots)	<ul style="list-style-type: none"> Morphology lessons are embedded in Sequences 3 and 4 (Day 3 Morphology activity) The Supplemental Sequence includes standalone lessons on prefixes and suffixes The scope and sequence covers common suffixes (-ing, -ed, -er, -est, -ness, -less, -ful, -ly) and spelling rules (1-1-1 Rule, Silent e with Suffixes) 	✓ MET

1D: Fluency

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
Red Flags — Fluency			
1.37	Oral reading fluency practice does not include repeated reading	<ul style="list-style-type: none"> Decodable texts are sent home each lesson with explicit parent guidance to read books multiple times throughout the week (at-home reading guides) Day 2 and Day 3 reading activities revisit the same text for repeated reading with prosody modeling 	NO RED FLAG
1.38	Fluency practice does not include teacher modeling of fluent reading with prosody	<ul style="list-style-type: none"> Day 2 small-group instruction begins with the teacher modeling fluent, expressive reading of the first page of the decodable text Echo reading is explicitly recommended as the most supportive reading mode, during which the teacher models rate and prosody for students to imitate 	NO RED FLAG
Aligned Practices — Fluency			
1.43	Fluency instruction addresses accuracy, automaticity, and prosody	<ul style="list-style-type: none"> Program Support Manual explicitly defines all three fluency components (accuracy, automaticity, prosody) and explains how each is developed within the lesson structure 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
1.44	Fluency instruction includes supported oral reading opportunities	<ul style="list-style-type: none"> • Day 2 text reading moves students from accuracy (decoding) toward automatic, expressive reading with teacher modeling • Multiple supported reading modes are provided: echo reading, choral reading, partner reading, and independent reading (ordered from most to least supportive) • Teacher-assisted reading is the default; independence is released gradually based on demonstrated mastery 	✓ MET
1.45	Fluency instruction uses decodable texts aligned to the learner's current phonics knowledge	<ul style="list-style-type: none"> • All fluency practice occurs in decodable texts written to the current lesson's phonics skill; no leveled or predictable texts are used for core instruction • Texts contain only previously taught phonics patterns and high-frequency words 	✓ MET

Sections 2–4: Language Comprehension, Reading Comprehension & Writing

2–4 Non-Negotiables

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
Red Flags — Language Comprehension Non-Negotiables			
2.1	Read-aloud opportunities emphasize simple/narrative texts only; not sufficiently complex or knowledge-building	<ul style="list-style-type: none"> Decodable readers in Sequences 1–4 include expository texts on science and social studies topics (insects, geography, community helpers, etc.) in addition to narrative texts Building Background Knowledge activities pre-teach content knowledge before reading, building schema for complex topics Small-Group Front-Loading activities include topic introductions and story previews connected to real-world knowledge 	NO RED FLAG
2.2	Opportunities to bridge existing knowledge to new knowledge are not apparent	<ul style="list-style-type: none"> Every lesson in Sequences 1–4 includes a dedicated Building Background Knowledge activity that explicitly activates prior knowledge before introducing new concepts Vocabulary Builder Sheets, Topic Introduction sheets, and Story Previews all connect new information to students' existing knowledge 	NO RED FLAG
Aligned Practices — Language Comprehension Non-Negotiables			
2.4	Read-aloud/text reading opportunities include diverse, complex texts for background knowledge and vocabulary	<ul style="list-style-type: none"> Decodable books span narrative and expository genres; nonfiction texts build domain knowledge in science and social studies Audio versions of texts are available to support students still developing the code 	✓ MET
2.5	Opportunities to bridge existing to new knowledge are available	<ul style="list-style-type: none"> Building Background Knowledge half-sheets, Vocabulary Builder sheets, and Topic Introduction activities are embedded in every Sequence 1–4 lesson Small-group front-loading provides differentiated pre-teaching of key concepts before reading 	✓ MET
2.6	Opportunities for multilingual learners to build background knowledge in home language using visuals	<ul style="list-style-type: none"> ELL supports are embedded throughout: translation app guidance, native-language activation before English explanation, visual supports (grapheme cards, images), and dual-language approaches The Program Support Manual dedicates a section to ELL Supports with specific instructional modifications for each lesson component 	✓ MET

2B: Background Knowledge

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
2.7	Background knowledge is explicitly built before and during reading	<ul style="list-style-type: none"> Day 1 of each lesson in Sequences 1–4 includes Building Background Knowledge half-sheets, Vocabulary Builder sheets, and Story Preview activities that explicitly build knowledge before reading Small-Group Front-Loading includes Topic Introduction to pre-teach concepts students will encounter in the decodable text 	✓ MET
2.8	A variety of text types and topics are used to develop broad knowledge	<ul style="list-style-type: none"> Decodable books in E.A.S.E. include both narrative and informational texts across science, social studies, and real-world topics, building content knowledge alongside decoding skills 	✓ MET

2C: Vocabulary

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
2.13	Vocabulary instruction provides rich, explicit word learning	<ul style="list-style-type: none"> Vocabulary is explicitly taught in every lesson: at-home reading guides direct parents to discuss 2 vocabulary words from the text and use them in sentences Small-group instruction includes vocabulary word introduction with definitions, visuals, and guided use before reading the decodable text 	✓ MET
2.14	Multiple encounters with target words are provided	<ul style="list-style-type: none"> Vocabulary words appear in the decodable text, are pre-taught before reading, and reviewed at home; this provides a minimum of three exposures in different contexts 	✓ MET
2.16	Morphological awareness is explicitly taught to support vocabulary	<ul style="list-style-type: none"> Morphology lessons (Seq. 3–4 Day 3) teach prefixes, suffixes, and base word relationships explicitly Students apply morphological knowledge to decode and define unfamiliar multisyllabic words The Supplemental Sequence includes standalone affix mini-lessons 	✓ MET
2.17	Vocabulary instruction is adapted for multilingual learners	<ul style="list-style-type: none"> ELL support guidance instructs teachers to introduce vocabulary words in students' native languages before English, use translation apps, and provide visual supports Vocabulary Builder Sheets use images to support word meaning for students with limited English vocabulary 	✓ MET

2D: Language Structures

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
2.22	Language structure (syntax/semantics) is explicitly addressed	<ul style="list-style-type: none"> Sentence-level activities are embedded throughout: students read and encode sentences in every lesson, with a focus on accurate prosody in oral reading Syntax monitoring is included in the Teacher Data Trackers as an explicit data-collection tool The Program Support Manual includes a dedicated section on Language Structure with definitions, research, and assessment guidance 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
2.24	Instruction supports understanding of sentence structures in text	<ul style="list-style-type: none"> Decodable texts are written with progressively complex sentence structures matching students' developing language; teachers model reading with prosody to demonstrate syntactic boundaries 	✓ MET

2E: Verbal Reasoning

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
2.27	Instruction supports verbal reasoning (inference, metaphor, figurative language)	<ul style="list-style-type: none"> Verbal Reasoning is a named component in the Program Support Manual with dedicated definitions, research, instructional guidance, and assessment tools Comprehension activities in Day 3 Focus Skill Practice sheets prompt students to make inferences, describe settings, and explain character traits—tasks requiring verbal reasoning Reading comprehension questions in at-home reading guides prompt prediction, inference, and character analysis 	✓ MET
2.28	Students are given opportunities to engage in discussion and inferential thinking	<ul style="list-style-type: none"> At-home reading guides direct parents to practice specific comprehension strategies (predicting, character traits, main idea) through discussion with students Small Group Comprehension activities in Day 3 include text-based discussion questions and student response tasks 	✓ MET

2F: Literacy Knowledge

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
2.33	Concepts of print are explicitly taught	<ul style="list-style-type: none"> The Sound Sequence includes explicit Concepts of Print instruction (print directionality, word boundaries, punctuation) assessed with a dedicated Concepts of Print Assessment in the Program Assessments guide Print concepts are assessed formally and inform placement and instruction 	✓ MET
2.34	Genre awareness is developed	<ul style="list-style-type: none"> Students encounter both narrative and expository text genres in decodable readers; Day 3 comprehension activities reference genre-specific text features (setting, character traits, main idea, cause/effect) 	ⓘ PARTIAL

Section 3: Reading Comprehension

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
3.1	Reading comprehension instruction includes explicit strategy instruction	<ul style="list-style-type: none"> Comprehension strategies are embedded in every lesson: Day 3 Focus Skill Practice sheets target specific comprehension skills (e.g., character traits, story setting, main idea, predictions) 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
3.2	Text-dependent questions and tasks support comprehension	<ul style="list-style-type: none"> • At-home reading guides reinforce the same comprehension strategy practiced in class, providing spaced application • Small Group Comprehension questions in Day 3 lessons require students to answer questions about the decodable text they read • Focus Skill Practice sheets include tasks such as 'Describe the setting,' 'Draw and label,' and 'Explain why'—all requiring text-based reasoning 	✓ MET
3.3	Students are supported to engage with text above their independent decoding level through read-alouds	<ul style="list-style-type: none"> • Story Previews and audio versions of decodable texts allow students to access story content before decoding independently • Small-Group Front-Loading builds comprehension of text content separately from decoding instruction 	✓ MET

Section 4: Writing

4A: Handwriting

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
4.3	Handwriting instruction is explicit and systematic with corrective feedback	<ul style="list-style-type: none"> Letter Formation is an explicit component of the Sound Sequence, with scripted guidance for forming each letter and a dedicated Letter Formation with Corrective Feedback resource in the program spreadsheet The spreadsheet includes upper and lowercase letter formation guidance with specific corrective feedback for common errors 	✓ MET
4.4	Handwriting instruction addresses both manuscript and supports automaticity	<ul style="list-style-type: none"> Letter formation is practiced multisensorially: skywriting (air), tactile surfaces, and paper; repetition and guided practice support automaticity The program includes corrective feedback procedures for all 26 letters to address formation errors before they become habits 	✓ MET

4B: Writing — Spelling

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
Red Flags — Writing/Spelling			
4.5	Spelling/encoding is not explicitly taught alongside decoding	<ul style="list-style-type: none"> Encoding is a daily instructional activity in every lesson: word mapping (Write-It step), dictation sentences, skywriting, arm spelling, and the word collection activity all require students to encode The Program Support Manual explicitly states that encoding reinforces the phoneme–grapheme connections built through decoding 	NO RED FLAG
Aligned Practices — Writing/Spelling			
4.6	Encoding is taught explicitly using phoneme–grapheme knowledge	<ul style="list-style-type: none"> Every encoding activity requires students to segment spoken words into phonemes and map each phoneme to its grapheme, reinforcing the bidirectional phoneme–grapheme connection Multisensory encoding routines (tactile, visual, kinesthetic) are embedded in every lesson 	✓ MET
4.7	Spelling instruction includes morphological knowledge	<ul style="list-style-type: none"> Spelling rules connected to morphology are explicitly taught: 1-1-1 Rule, Silent e with Suffixes, and syllable division rules help students spell morphologically complex words Morphology exercises in Seq. 3–4 require students to encode base words + affixes in written form 	✓ MET
4.8	Encoding/spelling is assessed	<ul style="list-style-type: none"> Day 3 progress monitoring is primarily an encoding assessment (dictated words and sentences) 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
		<ul style="list-style-type: none"> • Post-assessments, formative assessments, and phonics assessments all include encoding tasks • Teacher Data Trackers include dedicated encoding tracking with corrective action recommendations 	

4C: Writing — Composition

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
4.11	Students have opportunities to compose connected text using taught skills	<ul style="list-style-type: none"> • Students write sentences using focus phonics words and high-frequency words in encoding dictation activities each lesson • Day 3 Focus Skill Practice sheets include written response activities connected to comprehension (e.g., describe and label) 	🟡 PARTIAL
4.12	Sentence-level writing is explicitly taught	<ul style="list-style-type: none"> • Dictation activities include full sentences (not just isolated words), requiring students to compose grammatically correct sentences from phonics and high-frequency words • Sentence-level syntax is addressed within the encoding routine throughout all four sequences 	✓ MET
4.13	Extended writing (paragraph/multi-sentence) is supported	<ul style="list-style-type: none"> • The primary focus of E.A.S.E. is foundational literacy (decoding, encoding, fluency); extended composition is not a primary program component at this time • Sentence-level encoding provides the foundation for composition but paragraph-level writing instruction is limited 	🟡 PARTIAL

Section 5: Assessment

5: Assessment Non-Negotiables & Aligned Practices

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
Red Flags — Assessment			
5.6	Assessments result in benchmarks based on a leveled-text gradient	<ul style="list-style-type: none"> E.A.S.E. assessments measure phonics, decoding, encoding, and fluency skills aligned to the program's scope and sequence—not leveled-text gradients No running records tied to leveled texts are used; all assessments are skill-based 	NO RED FLAG
5.7	Foundational skills assessments are primarily running records or cueing-strategy-based tools	<ul style="list-style-type: none"> No running records or MSV-based assessment tools are used in E.A.S.E. All phonics assessment focuses on phoneme–grapheme correspondence, decoding of real and nonsense words, and encoding 	NO RED FLAG
5.8	Phonics skills are not assessed	<ul style="list-style-type: none"> Six targeted Phonics Assessments are included: CVC; Blends, Digraphs, Trigraphs; Glued Sounds and VCE; VV and VR; CV, Closed Syllable Exceptions, and VV; Silent Letters and Multisyllabic Words Sequence-specific preassessments, formative assessments, and post-assessments all include phonics skill assessment 	NO RED FLAG
5.9	Phoneme awareness is not assessed	<ul style="list-style-type: none"> A complete Phonological Awareness Assessment is included in the Program Assessments guide, covering rhyme, alliteration, blending, segmenting, isolation, and manipulation tasks 	NO RED FLAG
5.10	Decoding skills are assessed using real words only	<ul style="list-style-type: none"> Day 3 progress monitoring includes both real and nonsense words; the Program Assessments guide specifies nonsense word options to isolate phonic decoding ability 	NO RED FLAG
5.11	Oral reading fluency (ORF) assessments are not used	<ul style="list-style-type: none"> Fluency assessment is embedded in Day 2 and Day 3 text reading; the Program Support Manual includes guidance for assessing fluency (accuracy, automaticity, prosody) during oral reading Fluency progress monitoring is tracked in the Teacher Data Trackers 	NO RED FLAG
5.12	Assessment does not address aspects of language comprehension	<ul style="list-style-type: none"> The Program Assessments guide includes comprehension assessment tasks; the Teacher Data Trackers include syntax monitoring and vocabulary assessment tools The Program Support Manual contains dedicated sections on assessing vocabulary, background knowledge, language structure, and verbal reasoning 	NO RED FLAG
Aligned Practices — Assessment			
5.14	Assessments include screening, diagnostic, and progress monitoring to prevent future reading difficulties	<ul style="list-style-type: none"> Screening: Phonics Assessments and Sound Sequence assessments (alphabet, phonological awareness, concepts of print) identify students at risk Diagnostic: Sequence preassessments pinpoint the exact lesson where instruction should begin 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
5.15	Foundational skills assessments identify students' instructional needs	<ul style="list-style-type: none"> Progress Monitoring: Lesson-embedded Day 3 progress monitoring and formative assessments (every 4–6 lessons) track ongoing growth Preassessments for each sequence help teachers place students at the correct starting lesson The Quick Skills Assessment (Quick SA) in the program spreadsheet allows teachers to identify which skills are taught in each lesson for targeted placement 	✓ MET
5.16	Phonics skills are assessed using both real and nonsense words	<ul style="list-style-type: none"> Day 3 progress monitoring and Phonics Assessments include both real words and nonsense words The Program Assessments guide explicitly provides nonsense word assessment options alongside real-word tasks 	✓ MET
5.17	Oral reading fluency (ORF) assessments are used, usually first grade and beyond	<ul style="list-style-type: none"> Fluency is assessed through oral reading of decodable texts beginning in Sequence 1 (approximately first grade); accuracy, automaticity, and prosody are all observed and tracked The Teacher Data Trackers include fluency progress monitoring sheets with corrective action guidance 	✓ MET
5.18	A systematic spelling survey/inventory analyzes phoneme, grapheme, and morpheme knowledge	<ul style="list-style-type: none"> Encoding assessments in Day 3 progress monitoring and post-assessments systematically assess phoneme–grapheme encoding knowledge The formative assessment cycle assesses encoding of current and previously taught phonics patterns including morphological elements 	✓ MET
5.19	Phonological/phonemic awareness (PA) is assessed in kindergarten/first grade and older students with PA weaknesses	<ul style="list-style-type: none"> The Phonological Awareness Assessment is included for all students entering the Sound Sequence, regardless of age or grade; it is used for older students exhibiting PA weaknesses to determine placement Assessment identifies which specific PA skills (blending, segmenting, deletion, etc.) require intervention 	✓ MET
5.20	Assessments address both word recognition and language comprehension	<ul style="list-style-type: none"> The full assessment suite covers: phonics, decoding, encoding, fluency (word recognition strand) and vocabulary, background knowledge, syntax, and verbal reasoning (language comprehension strand) Teacher Data Trackers consolidate data from both strands in one accessible tool 	✓ MET
5.21	Trends in group scores can identify overall MTSS effectiveness	<ul style="list-style-type: none"> Teacher Data Trackers are designed to surface classroom-level trends, supporting Tier 1, 2, and 3 decision-making within an MTSS framework The How to Use guide in the Data Trackers includes corrective action recommendations based on group patterns 	✓ MET
5.22	Assessments have a defined purpose aligned with their use (screeners vs. comprehensive diagnostics)	<ul style="list-style-type: none"> The Program Support Manual clearly distinguishes assessment types: Phonics Assessments and sequence preassessments for diagnostic/placement; Day 3 progress monitoring for ongoing formative use; post-assessments for summative evaluation; formative assessments for instructional adjustment every 4–6 lessons 	✓ MET

CEG #	CEG Criterion (3rd Ed.)	Evidence in Structured Literacy with E.A.S.E.	Status
5.23	Multilingual learners are assessed in their home language when feasible	<ul style="list-style-type: none"> • The Program Support Manual includes ELL assessment guidance, including strategies for supporting assessment access in students' home languages where possible • Assessment Supports for ELL Students section provides specific accommodations 	✓ MET

Alignment Summary

The table below summarizes the alignment status of Structured Literacy with E.A.S.E. across all CEG (3rd Edition) domains. The program demonstrates strong, comprehensive alignment to The Reading League's evidence-based standards across all sections.

CEG Domain	Criteria Reviewed	✓ Met / No Red Flag	ⓘ Partial	✗ Not Met
Overall Design & Delivery	Deliberate practice, retrieval practice, spaced practice, interleaving	4	0	0
Sec. 1: Word Recognition (Non-Neg., PA, Phonics, Fluency)	Red flags avoided + aligned practices across phonics, PA, fluency	18	0	0
Sec. 2–4: Language Comprehension, RC & Writing	Background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge, reading comprehension	16	2	0
Sec. 4A–C: Writing (Handwriting, Spelling, Composition)	Letter formation, encoding/spelling, sentence and composition writing	5	2	0
Sec. 5: Assessment	Screening, diagnostic, progress monitoring, ORF, spelling, PA, LC assessment, MTSS, ELL	13	0	0
TOTALS	56 criteria reviewed across all sections	56	4	0

Notes on Partial Ratings

2F.34 — Genre Awareness: E.A.S.E. exposes students to both narrative and expository texts through its decodable readers and comprehension activities. While genre-specific features (text structures, signal words) are implicitly addressed in comprehension tasks, formal explicit genre instruction is not a primary program component. This is expected given the program's foundational literacy focus.

4C.11 — Extended Writing / Composition: Structured Literacy with E.A.S.E. is primarily a foundational literacy program targeting decoding, encoding, phonemic awareness, and fluency. Sentence-level writing is embedded in every lesson through dictation, but extended composition (paragraph or multi-paragraph writing) is not a primary instructional focus. Teachers wishing to extend into composition writing may supplement with a writing composition program.

4C.13 — Extended Composition Support: Same rationale as 4C.11. The program lays a strong foundation for composition through its encoding and sentence-writing work; standalone composition instruction is outside its primary scope.