



## EdReports Publisher Response:

We value EdReports' commitment to high-quality educational materials and appreciate the reviewers' time and effort in evaluating our materials and providing feedback.

We are pleased to see that EdReports recognizes several strengths within our program. Specifically, the reviewers have highlighted systematic and explicit instruction of letter recognition, phonemic awareness, phonics and high frequency words, as well as our structured routines and cumulative review. We are proud that these aspects align with our goal of providing high-quality educational resources that meet the needs of educators and students.

While we appreciate the review, we are disappointed with certain aspects of the evaluation and the response to our errors and omissions report. We believe that some of our key program features were not accurately represented, and the review did not fully account for the context and intent behind these components. Despite our efforts to provide clarifications and additional information, these concerns were not adequately addressed in the final report.

The review noted a mismatch between our phonemic awareness scope and sequence and our phonics scope and sequence and also highlighted the absence of supporting research in our manual for our scope and sequence. We are confident that our alignment to Common Core Standards for foundational reading justifies our current scope and sequence and have no plans to adapt the current skills or the order in which they are taught. PTR instructs and evaluates phonemic awareness through two methods: the first involves the Advanced Oral PA booklet, derived from the research of David Kilpatrick and featured in Volume 1 of LETRS training. Classroom kits include colored magnet sets that educators utilize for demonstrations and addressing student errors. The second method involves conducting lessons in small groups, where students utilize magnetic boards and letter tiles to enhance their skills in segmenting and sound manipulation during Segment and Write and Old Word New Word activities. These practices enable teachers to monitor progress toward phonemic proficiency informally on a daily basis, as well as through weekly or bi-weekly unit assessments.

Additionally, the current review process does not consider our 5-day training module. Professional development is paramount when implementing any foundational reading program because it equips educators with the skills, knowledge, and confidence to effectively deliver the curriculum. As reading is a complex process, teachers need implementation support to ensure that they can address diverse student needs, adapt to new challenges, and utilize evidence-based practices. While manuals provide step-by-step instructions, they often lack the depth and context that our professional development sessions offer. These support sessions enable teachers to ask questions, engage in discussions, and participate in hands-on activities that deepen their comprehension and mastery of the program. Without professional

development, even the most well-designed reading programs may falter, as the effectiveness of the program hinges on the proficiency and dedication of the educators implementing it.

However, we do acknowledge that there are areas for improvement identified by EdReports and PTR takes this feedback seriously. We are dedicated to continuous improvement and are already taking steps to address these concerns. For example, we have already added a sentence dictation routine to the weekly spelling lessons that will allow students to practice and apply phonics knowledge when writing sentences. Our curriculum team is currently working to add more specific language to our syllabication lessons and to incorporate passage reading to our unit assessments in both kindergarten and first grade. After our 2017 EdReports review we added decodable books to our program, and we make that same assurance to improving in the area of assessment. Additionally, we believe our phonemic awareness and phonics scope and sequence follows best practices and plan to add research references to our manual to support this.

We are committed to transparency and accuracy in our materials, and we hoped that the review process would reflect a more comprehensive understanding of our program's strengths and nuances. Moving forward, we will continue to refine our resources and strive to ensure that their benefits are fully recognized and understood.

Open and constructive feedback is essential for growth and improvement. To this end, we welcome ongoing dialogue with educators and reviewers to ensure our program evolves and better serves the needs of the educational community.

Thank you again to EdReports and all the educators who participated in this review and we look forward to continuing our partnership to enhance the quality of education for all students.