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In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to [textbook@doe.in.gov](mailto:textbook@doe.in.gov) **no later than midnight on Wednesday, February 29.**

**Publisher Name/Book Title/Grade Level: McGraw-Hill/Wright Group LEAD21/Grade 5**

| Section                                  | Indicator Number   | Publisher Comments  | Evidence  |
|--|--------------------|---|---|
| <i>Example: Professional Development</i> | <i>Example: #4</i> | <i>Example: Info not originally provided to reviewers</i>         | <i>Example: Customized options provided as noted in PD brochure attached.</i>   |
| Instructional Design                     | #31                | Reviewers did not have the materials containing this information. | The LEAD21 program assumes that the instructional setting is a general education classroom by referring to the “classroom,” as in: “Show students the area where your <i>classroom</i> library is located” (Teacher’s Lesson Guide, Unit 1, p. xxi), and “You may also wish to collaborate with a Library or Media Specialist to gather resources for your <i>classroom</i> .” (Teacher’s Lesson Guide, Unit 1, p. xxiii). It is generally implied that the instructional setting is a general education classroom, unless otherwise indicated. |
| Phonics                                  | #22                | Reviewers did not have the materials containing this information. | The instructional plan in LEAD21 is such that all skills and strategies are introduced and taught in a whole-class setting and then reinforced immediately in small differentiated reading sessions where students read familiar and unfamiliar connected texts. The “Read” sections in small-group reading consistently instruct the teacher to “Remind [students] to use the skills and strategies they learned in  |



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|         |     |   | whole group [to help them as they read],” and “[As students read] Circulate to reinforce theme concept, skills, and strategies” (Example: Teacher’s Lesson Guide, Unit 6, pp. 178-179).   |
| Phonics | #23 | Reviewers did not have the materials containing this information. | The words used in advanced phonics activities are also found routinely and consistently in student texts (Examples: Teacher’s Lesson Guide, Unit 1, p. 99, Noun Suffixes lesson [-er]: <i>villager</i> appears on Theme Reader page 24; Teacher’s Lesson Guide, Unit 2, p. 39, Greek and Latin Roots lesson [-cycle]: <i>bicycle</i> appears on Theme Reader page 84.)  |
| Fluency | #18 | Reviewers did not have the materials containing this information. | Teacher prompts are included to encourage students to read aloud in order to determine skills application and accuracy throughout the Teacher’s Lesson Guide and the Practice Companion workbook fluency lessons each day of instruction each week. Each day the teacher has students read aloud the fluency selection in various methods, such as echo reading, choral reading, or shared choral reading (Teacher’s Lesson Guide, Unit 1, pp. 15 and 27) with instructions to read aloud for specific purposes, such as reading “with emotion to communicate the poem’s mood or feeling” (Teacher’s Lesson Guide, Unit 1, p. 39, Fluency), or rehearsing “with appropriate pacing” (Teacher’s Lesson Guide, Unit 1, p. 51, Fluency).<br>Additionally, teachers have students read aloud the fluency selections in the Practice Companion workbooks in order to conduct |



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|         |     |   | <p>miscue analyses found in the Assessment Handbooks on pages 13-14 of the Assessment Handbook.</p>   |
| Fluency | #19 | Reviewers did not have the materials containing this information. | <p>Students practice one fluency selection each week. Teachers conduct miscue analyses, including word-level errors of mispronunciation, using the Practice Companion workbooks and the Assessment Handbooks, pp. 13-14 and 144-145. Then students reread the same selection every day, each day focusing on a different skill: expression, phrasing, pacing, rehearsal, and presentation. Additionally, students use the Reading Response Forms in their Practice Companion workbooks to evaluate themselves and their reading partners on the Fluency readings, judging the accuracy of individual words, pacing, expression, and clarify after the first, the second, and the final readings for each Fluency selection.</p> |
| Fluency | #25 | Reviewers did not have the materials containing this information. | <p>The Practice Companion workbook fluency lessons provide directions for how to pair students for partner reading. Evaluation forms are provided to guide students in evaluating their partners' reading for pacing, expression, word accuracy, and clarity.</p> <p>Additionally, throughout the small group differentiated reading sessions, students are instructed to partner read and are given a variety of strategies for doing so as in, "Have partners reread the chapter.... Have students pause periodically so that you may monitor understanding of the</p>  |



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|            |     |   | theme concepts and vocabulary” (Teacher’s Lesson Guide, Unit 1, p. 18), and “Have partners read alternate paragraphs aloud” (Teacher’s Lesson Guide, Unit 1, p. 31), and “Have partners read pages 30-41, reading alternate pages aloud. Have them pause after every two pages to jot down theme concepts and vocabulary” (Teacher’s Lesson Guide, Unit 1, p. 91).  |
| Fluency    | #26 | Reviewers did not have the materials containing this information. | Specific fluency skills—expression, phrasing, and pacing—are explicitly taught in a whole group setting throughout each week of the LEAD21 program. Then students use the Reading Response Forms in their Practice Companion workbooks to evaluate themselves and their reading partners on the Fluency readings, judging the accuracy of individual words, pacing, expression, and clarify after the first, the second, and the final readings for each Fluency selection. |
| Vocabulary | #9  | Reviewers did not have the materials containing this information. | Throughout LEAD21 Grade 5, students are exposed to diverse vocabulary through listening to or reading narrative and expository texts. Throughout the year, students are explicitly taught about 550 new vocabulary words that are then reinforced in context within the Theme Readers and the Differentiated Readers, which contain 50% narrative texts and 50% expository texts. Students can also listen to the eBooks online.  |
| Vocabulary | #11 | Reviewers did not have the materials containing this information. | LEAD21 provides a variety of texts that allow students ample opportunities to engage in wide reading at their   |



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|            |     |   | <p>independent levels through the Differentiated Readers. The Differentiated Readers offer four levels of text to match students' reading abilities from the Intensive level (one or more years below grade-level reading), to the Strategic level (one year below grade-level reading), to the Benchmark level (on-level reading), and to the Advanced level (one or two years above grade-level reading). The Differentiated Readers offer a variety of fiction such as, short stories, folktales, fantasy, historical fiction, realistic fiction, and science fiction, and also offer a variety of informational and expository texts.</p>   |
| Vocabulary | #16 | Reviewers did not have the materials containing this information. | <p>Grade 5 students experience repeated exposure to approximately 550 new words in rich and multiple contexts throughout the LEAD21 program. Students are explicitly pre-taught new words in a routine that provides several exposures in one lesson, by offering a definition, an example, and a sentence containing the word. Students also interact verbally with their teacher and peers by responding to questions about the words. Before encountering the words in context, students respond to self-evaluations of their own knowledge of the words. Subsequently, students encounter the words in context throughout their whole group and small group readings, using the Theme Readers and Differentiated Readers, and they participate in whole group and small group discussions that incorporate the words. Students also</p> |



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|            |     |   |  |
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|            |     |   | <p>experience listening to and reading the words in context in a digital environment, using their online eBook versions of the texts. Additionally, students practice the words each week, using the Practice Companion Vocabulary worksheets. Finally, students engage in online Vocabulary Activities to reinforce and solidify knowledge of the words.</p>  |
| Vocabulary | #17 | Reviewers did not have the materials containing this information. | <p>Grade 5 students using the LEAD21 program, students are given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts. Students encounter their new words in context throughout their whole group and small group readings, using the Theme Readers and Differentiated Readers. Students also experience reading the words in context in a digital environment, using their online eBook versions of the texts. Additionally, students practice the words each week, using the Practice Companion Vocabulary worksheets. Finally, students engage in online Vocabulary Activities to reinforce and solidify knowledge of the words.</p> |