



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

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 K**

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>
Phonemic Awareness	#20	Reviewers did not have the materials containing this information.	Physical representations are just one of the strategies used in phonemic awareness instruction to prepare students for the printed word. Most physical responses occur during phonemic awareness. Examples of these activities can be found in the following Teacher’s Lesson Guide locations. We’ve also identified physical responses while working with print, spelling, or letter writing. Teacher’s Lesson Guide, Unit 1, pp. 73, 83 (phonemic awareness) Teacher’s Lesson Guide, Unit 3: 44, 58, 70, 117, 142 (phonemic awareness), 261 (spelling) Teacher’s Lesson Guide, Unit 4, pp. 30, 44, 99, 113, 127 (phonemic awareness), 130 (letter writing), 141, 232 (phonemic awareness)
Phonics	#22	Reviewers did not have the materials containing this information.	The LEAD21 program philosophy is built on the notion that students see other books at the same time as phonics



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			<p>Instruction in order to build and reinforce early literacy skills. Students have ample opportunity to read decodable texts to practice reading the skills taught and practiced during phonics instruction. Students read the Decodable Readers after their daily Phonics instruction during Book Corner. Page references cited are representative of this work.</p> <p>Teacher's Lesson Guide, Unit 4, pp. 116–117, 188–189, 261</p> <p>Teacher's Lesson Guide, Unit 5, pp. 30–31, 45, 117, 189</p> <p>Teacher's Lesson Guide, Unit 6, pp. 45, 117</p>
Fluency	#15	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 Handbook, p. 13. Then students reread the same selection every day, each day focusing on a different skill: expression, phrasing, pacing, rehearsal, and presentation.</p> <p>Additionally, students use the self-assessment in their Practice Companion workbooks to evaluate themselves on the Fluency readings, judging the accuracy of reading individual words and on expression and phrasing for each Fluency selection.</p>
Assessment	#3	Reviewers did not have the materials containing this information.	<p>The LEAD21 Assessments identify students who are at risk or already experiencing difficulty learning to read. At the beginning of the year, teachers use a</p>



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			<p>Group Placement Assessment located in the Assessment Handbook to screen students and place them in one of the program's four groups—Intensive, Strategic, Benchmark, or Advanced—in accordance with the students' proficiency in essential literacy skills. Students are assessed throughout the year via the Weekly Assessments, Unit Assessments, Quarterly Benchmark Assessments, and Reading Progress Assessments. Combined with observation, teachers have the data they need to help adjust instruction to ensure success for all.</p>