



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 **no later than midnight on Wednesday, February 29.**

Publisher Name/Book Title/Grade Level: 1

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	#30	The program is intended for the classroom teacher. The label of Teacher’s Edition is meant to indicate that use. Due to the various ways in which school districts and individual schools identify classroom teachers, the school would determine who will receive and use program components. In addition, the Managing Small Groups: A How-To Guide as well as the PD videos, describe suggestions for teacher implementation of the program.	See labels on Teacher’ Edition; Managing Small Groups: A How-To Guide; and PD Videos on www.connected.mcgraw-hill.com .
Instructional Design	#31	The materials are intended for the teacher/student setting. Materials are identified as teacher materials and student materials. Due to the various ways in which school districts and schools are organized, the specific setting for which the materials are to be used in a particular school is to be determined by the school.	Note categorization of materials on bid organized as teacher materials and student materials.
Phonological /Phonemic Awareness	#15	Within a phonemic awareness instructional lesson, it is noted that the modeled instruction should focus on modeling with the initial position then final position (when appropriate). For vowels, the initial phoneme	See Treasures Teacher’s Edition, Unit 1 pages S8, S15, 63C in the



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		<p>modeling activity within the lesson focuses on identifying the vowel sound in the initial position. Then modeling for listening for the vowel sound in the medial position is provided.</p> <p>Working closely with our authors Dr. Jan Hasbrouck and Dr. Tim Shanahan, it was determined that the instruction in grade 1 focus on giving students support to blend and decode words early on so that students can begin reading early in the grade. This provides strong motivation for students and allows students to understand, in a meaningful way, the purpose of focusing on the sound/spelling relationships.</p> <p>It is of course understood that for some students there may be a need for more of exposure and specific opportunities for practice with phonemic awareness in beginning, final and medial positions. Targeted lessons can be found in the Tier 2 Intervention Phonemic Awareness Teacher’s Edition.</p>	<p>See Tier 2 Intervention Teacher’s Edition, K-3, pages 22-28; 44-50; 78-96.</p>
Phonemic Awareness	#20	<p>Instruction was intentionally provided throughout the year to provide for the diverse needs for students in any given classroom. If phonemic awareness instruction is not needed, it can be dropped by the classroom teacher or done as quick activities for continued practice.</p>	<p>Not applicable.</p>
Phonemic Awareness	#22	<p>The Sound Pronunciation CD Rom is available. In addition the articulation features on the Sound Spelling cards offers guidance on sound production. In addition, the modeling in each phonics lesson offers provides guidance on sound pronunciation for continuous and stop sounds.</p>	<p>See Sound Pronunciation CD Rom; see Sound-Spelling Cards. See Teacher’s Edition Unit 1 pages 7C, 7K, 25I as an example.</p>
	#19	<p>Working closely with our authors Dr. Jan Hasbrouck and</p>	<p>See Treasures Teacher’s Edition Unit 1</p>



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Phonics		<p>Dr. Tim Shanahan, it was determined that the instruction in grade 1 focus on giving students support to blend and decode words early on so that students can begin reading early in the grade. Our author input indicated that children do not have difficulty in decoding with blends and it is strong motivation for children to be able to decode and read as many words as they can early on.</p> <p>Over the three weeks of Start Smart, students are instructed in blending with all short vowels so that students can begin practicing decoding CVC words. This instruction enables those students who are ready to begin reading simple CVC words at the start of first grade. In Unit 1, Weeks 1-3, the instruction is focused on short a and short i to enable students to master blending and decoding with these vowels and mastering the concept of blending CVC words. In Weeks 4 and 5, students continue to blend with short a and i allowing students to read many more words by the 8th week of instruction.</p>	Weeks 1-5.
Phonics	#20	<p>Working closely with our authors Dr. Jan Hasbrouck and Dr. Tim Shanahan, it was determined that the instruction in grade 1 focus on giving students support to blend and decode words early on so that students can begin reading early in the grade. Our author input indicated that do not have difficulty in decoding with blends and it is strong motivation for students to be able to decode and read as many words as they can early on.</p> <p>Over the three weeks of Start Smart, students are instructed in blending with all short vowels so that students can begin practicing decoding CVC words.</p>	See Treasures Teacher’s Edition, Unit 1, Weeks 1-5.



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Phonics	#26	<p>The word lists at the back of each teacher's edition lists high-frequency words taught in each week. The sequence of words can also be found in the Unit Planner.</p> <p>Program authors, Jan Hasbrouck and Tim Shanahan reviewed the sequence of words as introduced.</p>	See Treasures Teacher's Edition, Unit 1, Word List pages T16-T27; Unit Planner pages viii-vix.
Phonics	#27	<p>Teachers are instructed to point out irregularities in sound/spellings, such as the /wu/ sound in the word <i>once</i>.</p>	See Treasures Teacher's Edition, Unit 4, page 75
Phonics	#32	<p>Strategies for decoding multisyllabic words, including chunking, are found in the second half of grade 1.</p>	See Treasure's Teacher's Edition, Unit 5, 155G ; Unit 6, 853C, 85G, 99C, 125F, 163G
Fluency	#27	<p>The Instructional Routine Handbook, found online at connected.mcgraw-hill.com offers suggestions on how to implement scaffolded fluency strategies, including partner reading.</p>	See pages R36-R37 of the Instructional Routines handbook found on www.connected.mcgraw-hill.com .
Vocabulary	#19	<p>In units 4-6 of grade 1, students are taught various vocabulary strategies each week. Instruction on various strategies, in addition to Dictionary is taught over time to ensure understanding and correct application.</p>	<p>See Treasures Teacher's Edition Pages as noted:</p> <p>Compound Words Unit 4, 59K Word Parts: Inflectional Endings Unit 4, 101K; Unit 5, 75K, 117K; Unit 6 129K Context Clues: Unit 4, 133K; Unit 5 155K; Unit 6, 75K, 163K</p>
Vocabulary	#20	<p>Meanings of prefixes and roots are taught in the second half of grade 1.</p>	See Treasures Teacher's Edition Pages: Unit 5, 155G, 155U



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Vocabulary	#21	Meanings of prefixes and roots are taught in the second half of grade 1.	See Treasures Teacher's Edition pages: Unit 5, 155G, 155u
Vocabulary	#22	Instruction on homonyms can be found in various lessons teacher edition lessons.	See Treasures Teacher's Edition pages: Unit 4 pages 14/15: Multiple Meaning Words prompt (saw); 29K: Multiple Meaning Words lessons (bill); 65N: Small group Multiple Meaning Words (various words)
Professional Development	#3	<p>The Assessment Handbook provides information on how to administer the program assessments and how to interpret the test scores.</p> <p>The Diagnostic Assessment also offers guidance on how and when to administer and how to interpret various diagnostic assessments.</p>	<p>See the Assessment Handbook page 25-27 for administering Weekly, Unit and Benchmark Assessments.</p> <p>See the Diagnostic Assessment, pages 1-31.</p> <p>See specific Weekly, Unit, and Benchmark Assessments for guidance on administration and scoring.</p>
Professional Development	#4	Customized professional development is planned with the district based on their needs. Plans include initial implementation sessions as well as others that are planned based on the district needs.	Plans are made based on the district needs
Professional Development	#4	Model lesson videos as well as a Leadership Handbook Reference Guide offers various support for classroom teachers, reading coaches and administrators.	See Administrator's Handbook online to guide classroom observations and support teachers. Additional model lesson videos are provided at point of use in online teacher edition to support teachers as program is implemented