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

Macmillan McGraw-Hill/Treasures/Grade Level: 3

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design	#30	<p>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.</p> <p>In addition, the Managing Small Groups: A How-To Guide as well as the PD videos, describe suggestions for teacher implementation of the program.</p>	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.
Phonics	#8	The phonics and spelling for every week focus on the same spelling pattern and are taught in the Teacher’s Edition during Word Study time outlined on the Suggested Lesson Plan. This instruction gives students ample opportunities to encode and decode words with the week’s spelling pattern so students can understand	In Unit 1 Week 1 of the Treasures Teacher’s Edition, see the Word Study section on the Suggested Lesson Plan on pages 6E-6F to see instructional plan for spelling and phonics.



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

		<p>how sounds map into print. Students begin the week by learning the spelling pattern of the week. On day 2, in phonics instruction, they learn to decode the same spelling pattern and practice decoding words with that pattern, sorting the words by pattern, and the practice dictation with words that have that pattern.</p> <p>Throughout the remainder of the week in whole group, students focus on their spelling words, sorting them by pattern, learning meanings, and proofreading them.</p> <p>A phonics Word Study box appears with every main selection and points out words within the selection that have the spelling pattern of the week.</p>	<p>The 5-Day Spelling lessons on pages 33E- See Treasures Teacher’s Edition pages 33F, Phonics on pages 7C-7D, and dictation on page 7D are all interrelated.</p> <p>The Phonics/word Study box on page 12 of the Main Selection instruction extends the week’s spelling/phonics pattern to the weekly reading.</p>
Fluency	#10	<p>Fluency instruction is suggested for every day, and on some days students will have fluency opportunities in whole group and small group instruction, as well as in the literacy workstations and with reader’s theater.</p>	<p>Suggested daily fluency instruction for whole group each week is outlined in the Suggested Lesson Plan in the Teacher’s Edition. For example, see Unit 1 Week 1, Suggested Lesson Plan pages 6E-6F</p> <p>Other opportunities for whole group fluency during the week include the Read Aloud: Model Fluency section in Unit 1 Week 1, page 7B and preparing for a reader’s theater play that appears in the Read Aloud Anthology on page 7B.</p> <p>Students also have added fluency opportunities throughout the week using the Reading Fluency Literacy Workstation Flip Chart card. For example, Unit 1 Week 1 Teacher’s Edition page 6K, Fluency Card 1. There is a fluency card for each week’s instruction.</p> <p>In Small Group there are also</p>



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

			<p>opportunities throughout the week. Fluency instruction occurs in the Approaching Leveled Reader Lessons 2 and 3 and the Fluency Lesson. Example pages in Unit 1 Week 1 are 33O, 33P, 33Q. Instruction occurs in the On Level, Fluency lesson and Leveled Readers Lesson 2 on pages 33T and 33V; Beyond Fluency Leveled Reader Lesson 2, pages 33X and 33Z, and ELL Fluency on page 33DD.</p>
Fluency	#20	Students have ample practice opportunities at their independent level to help build fluency through whole group and small group instruction and application.	<p>In Small Group there are fluency opportunities throughout the week: Fluency instruction occurs in the Approaching Leveled Reader Lessons 2 and 3 and the Fluency Lesson. Example pages in Unit 1 Week 1 are 33O, 33P, 33Q. Instruction occurs in the On Level, Fluency lesson and Leveled Readers Lesson 2 on pages 33T and 33V; Beyond Fluency Leveled Reader Lesson 2, pages 33X and 33Z, and ELL Fluency on page 33DD.</p> <p>This small group instruction is also supported by the Fluency Literacy Workstation Flip Chart and whole group instruction as well as leveled fluency passages each week in the approaching, on-level, and beyond practice Books.</p>
Fluency	#24	Students time themselves with partners during their fluency lesson using a fluency passage from a fluency Practice Book or Reproducible page at their level. They record their results—words correct per minute--on a	Teacher’s Edition: Unit 1: 29A; 59A; 73A; 105A; 139A; Practice Book pages 6, 16, 26, 36, 46



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

		<p>chart at the bottom of the page.</p> <p>In the Teacher’s Edition in the weekly Small Group Focus on Fluency section in the Leveled Reader lesson in the last paragraph, students practice doing timed readings and then do a final reading. The teacher marks errors and then helps students record and graph their results.</p>	<p>Teacher’s Edition Unit 1, Week 1, page 33P; Unit 1 Week 2, page 65P; Unit 1 Week 3, page 33N, Unit 1 Week 4, page 111P; Unit 1 Week 5, page 145P</p>
Fluency	#25	<p>Suggestions for grouping students are provided in <i>Managing Small Groups: A How To Guide</i>, which is provided with the Treasures materials for teachers. The guide is also referenced at the beginning of each week’s instruction on the Managing the Class page.</p>	<p>Grouping suggestions are covered in the chart in Chapter 3 on pages 33-35 of the <i>Managing Small Groups: A How To Guide</i>,</p>
Vocabulary	#5	<p>In the Teacher’s Edition, students review the previous week’s vocabulary daily with a variety of suggested activities.</p> <p>Students are assessed on knowledge of words from weeks in the unit during the unit assessment</p>	<p>Referenced in Teacher’s Edition on Day 1 of 5-Day Vocabulary lesson for daily review and in Approaching Level vocabulary;</p> <p>Example pages: Unit 1 Week 2, page 65C and page 65K.</p> <p>Cumulative review is referenced in the same place in each week’s instruction.</p>
Vocabulary	#7	<p>On the Oral Language spread at the beginning of each week’s instruction in the Teacher’s Edition, students are instructed in meanings of two or three oral vocabulary words. Then they listen to questions about the photo that incorporates the words and give answers using the words—so that students are using the vocabulary in listening and speaking. There are also ELL opportunities for listening and speaking using the vocabulary on this spread.</p>	<p>Oral language, build background, Unit 1, page 6-7, 34-35, 66-67; 78-79; 112-113</p> <p>See also Oral Language lessons at the beginning of each week in Units 2-6.</p>
Comprehension	#24	<p>Main idea is taught with pictures in the Teacher’s Edition in a small group Approaching Level lesson.</p>	<p>Teacher’s Edition, Unit 1 Week 3, page 77Q</p>



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