



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: Macmillan McGraw-Hill/Treasures/Grade Level: 4

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	#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>
Instructional Design	#31	#31	<p>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.</p>
	#25	Suggestions for grouping students are provided in	Grouping suggestions are covered in the



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Fluency		<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.	chart in Chapter 3 on pages 33-35 of the <i>Managing Small Groups: A How To Guide</i> . Also see Teacher Edition pages 37S (Unit 1) and 325L (Unit 3) for examples of directions for how to pair students.
Fluency	#26	Each week fluency instruction focuses on a specific skill or skills, such as reading with proper intonation or phrasing. Though it is not usually stated, the clear implication is that students should focus on errors related to those skills when reading with partners.	See pages 188K (Unit 2), 474K (Unit 4), and 610K (Unit 5), for examples where partners are told what specific kinds of errors to listen for.