



# Indiana Department of Education

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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.**

**Macmillan McGraw-Hill/Treasures/ Grade Level: 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	# 10, first entry	<p>In the Teacher’s Edition, the order and procedure for each week of instruction is identified on the Suggested Lesson Plan pages. The lesson plan identifies five day instruction in the following categories: Oral Language, (including listening, speaking, and viewing) Word Study (including vocabulary, phonics, and spelling), Reading (including comprehension and fluency), Language Arts (including writing and grammar), and Assessment.</p> <p>A five-day lesson plan for differentiated instruction with small groups (including approaching, on-level, and beyond level students, as well as ELL learners) is also provided.</p>	<p>For example, see Teacher’s Edition Unit 1: 6E-6F See Suggested Lesson planners in all units.</p> <p>Teacher’s Edition Unit 1: 6G-6H See Suggested Lesson planners in all units</p>
Instructional Design	# 25	The recommendations that follow the Start Smart lessons in the Unit 1 Teacher’s Edition provide suggestions for how to create and manage flexible grouping.	<p>For example, see Teacher’s Edition Unit 1 Start Smart: S6 Quick Phonics Survey S8 Spelling Inventory S16 Differentiated Instruction S20 Comprehension S22 Fluency S27, S28 Diagnostic Assessment</p>



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		<p>Directions for flexible grouping are found in <i>Managing Small Groups: A How-to Guide</i>.</p> <p>The Diagnostic Assessment provides direction for setting up flexible grouping and instruction.</p> <p>In the Teacher’s Edition, the Quick Check feature that appears throughout each week’s whole group instruction for phonics/word study, vocabulary, comprehension, and fluency provides direction for small group instruction.</p>	<p>Grouping suggestions are covered on the chart in chapter 3, page 33, of the <i>Treasures</i> handbook <i>Managing Small Groups: A How-to Guide</i>.</p> <p><i>Diagnostic Assessment: Screening/ Placement</i></p> <p>Teacher’s Edition Unit 1: Quick Check 7D, Quick Check 8, Quick Check 9B, Quick Check 27A</p>
Instructional Design	#29	<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 <i>Managing Small Groups: A How-To Guide</i> as well as the PD videos, describe suggestions for teacher implementation of the program.</p>	<p>See labels on Teacher’ Edition; <i>Managing Small Groups: A How-To Guide</i>; and PD Videos on <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>.</p>
Phonics	#5	<p>In the Teacher’s Edition, the Phonics Maintenance section of the Approaching Level Small Group lessons includes a cumulative review of previously taught phonics skills.</p> <p>In the Teacher’s Edition, phonics and spelling are taught in tandem. Therefore, the spelling lessons for each week include a cumulative review of previously taught phonics elements.</p>	<p>For example, see Teacher’s Edition Unit 2: Approaching Small Group Phonics Maintenance 157J, 179J, 239J</p> <p>Teacher’s Edition: Unit 1 : Day 2 of 5-Day Spelling Spiral Review, 71I</p> <p>Unit 2 : Day 2 of 5-Day Spelling Spiral Review, 179E</p> <p>Day 2 of Unit 3: 5 -Day Spelling Spiral</p>



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		The decodable passages in the Teacher’s Resource Book provide opportunities for a cumulative review of previously taught phonics elements.	Review, 319I  Grade 5 Teacher’s Resource Book : 6, 7, 8
Phonics	# 10	<p>In the Teacher’s Edition, the Phonics Maintenance section of the Approaching Level Small Group lessons includes a cumulative review of previously taught phonics skills.</p> <p>In the Teacher’s Edition, phonics and spelling are taught in tandem. Therefore, the spelling lessons for each week include a cumulative review of previously taught phonics elements.</p> <p>The decodable passages in the Teacher’s Resource Book provide opportunities for a cumulative review of previously taught phonics elements.</p>	<p>For example, see Teacher’s Edition Unit 2: Approaching Small Group Phonics Maintenance 157J, 179J, 239J</p> <p>Teacher’s Edition: Unit 1 : Day 2 of 5-Day Spelling Spiral Review, 71I</p> <p>Unit 2 : Day 2 of 5-Day Spelling Spiral Review, 179E</p> <p>Day 2 of Unit 3: 5 -Day Spelling Spiral Review, 319I</p> <p>Grade 5 Teacher’s Resource Book: 14, 15, 16</p>
Fluency	#19	After error correction, students are asked to reread materials again correctly. For the most part this directive is implied rather than explicitly stated in the instruction.	<p>For example, see Teacher’s Edition Unit 3: Fluency Workstation Card, 308K</p> <p>Teacher’s Edition Unit 4: Fluency Workstation Card, 450K</p> <p>Teacher’s Edition Unit 5: Fluency Workstation Card, 524K</p>
Fluency	# 22	At the conclusion of Start Smart in Unit 1 of the Teacher’s Edition, it is recommended that the teacher assess each student’s oral reading fluency in order to establish a baseline. To assess student skills and	<p>For example, see Teacher’s Edition Unit 1: Fluency S22</p> <p>Diagnostic Assessment: Grade 5 fluency</p>



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		determine grouping placement, the Diagnostic Assessment can be used.	passages, 110-121
Fluency	#24	<p>Students time themselves during their fluency lesson using a fluency passage from the Practice Book or Reproducible at their level. They record the results—words correct per minute—on a chart at the bottom of the page.</p> <p>In the Teacher’s Edition in the weekly Small Group Focus on Fluency section in Leveled Reader lesson, students do a final timed reading of a passage they have been practicing. The teacher helps students record and graph their results.</p>	<p>For example, see Teacher’s Edition Unit 1: 89A, 119A Grade 5 Practice Book: 32, 41</p> <p>Teacher’s Edition Unit 2: Approaching Small Group Focus on Fluency, 157 P</p> <p>Teacher’s Edition Unit 4: Approaching Small Group Focus on Fluency, 513P</p> <p>Teacher’s Edition Unit 5: Approaching Small Group Focus on Fluency, 589T</p>
Fluency	#25	Directions for flexible grouping are found in <i>Managing Small Groups: A How-to Guide</i> .	Grouping suggestions are covered on the chart in chapter 3, page 33, of <i>Managing Small Groups: A How-to Guide</i> .
Fluency	#26	While reading with partners, students are encouraged to provide feedback. This feedback should focus on the fluency skills for the week, as well as those skills previously taught.	<p>For example, see Teacher’s Edition Unit 1: Fluency Workstation Card, 6K</p> <p>Teacher’s Edition Unit 6: Fluency Workstation Cards, 654K, 686K</p>
Vocabulary	#5	Opportunities for cumulative review of previously taught vocabulary are provided in Approaching-Level Small Group Lessons.	<p>For example, see Teacher’s Edition Unit 3: Approaching Small Group Review Previously Taught Vocabulary, 375K</p> <p>Teacher’s Edition Unit 5: Approaching</p>



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			<p>Small Group Review Previously Taught Vocabulary, 643K</p> <p>Teacher’s Edition Unit 6: Approaching Small Group Review Previously Taught Vocabulary, 749K</p>
Vocabulary	#10	Teacher Read-Alouds include excerpts of higher level trade books and variety of genres.	<p>For example, see</p> <p>Teacher’s Edition Unit 3: Read Aloud, 321 A</p> <p>Teacher’s Edition Unit 5: Read Aloud, 591A</p> <p>Teacher’s Edition Unit 6: Read Aloud, 655A</p>
Vocabulary	# 23	Instruction on dictionary use is included in both the Student Edition and Teacher’s Edition. It is implied that the type of dictionary used in the classroom would be grade 5 appropriate and accessible. The definitions that appear in the grade 5 Student Edition glossary are grade-level appropriate.	<p>For example, see</p> <p>Grade 5 Student Edition: 220, 622</p> <p>Teacher’s Edition: Unit 2: Vocabulary, 220</p> <p>Teacher’s Edition Unit 5: Vocabulary, 622</p> <p>Student Edition Glossary, 786-804</p>
Vocabulary	# 25	Computer technology is used to help with vocabulary instruction	<p>For example, see</p> <p>ConnectED to access Vocabulary Activities</p>
Comprehension	#5	The Student Edition and Teacher’s Edition provide opportunities for ongoing, weekly instruction and review of grade-appropriate comprehension skills and strategies.	<p>For example, see</p> <p>Student Edition</p> <p>Comprehension Skill: Theme, 253, 323, 729</p> <p>Teacher’s Edition Unit 3, Week 1</p> <p>Comprehension Skill: Theme, 253A-253B</p> <p>Teacher’s Edition Unit 3, Week 4</p> <p>Comprehension Skill: Theme, 323A-323B</p> <p>Teacher’s Edition Unit 6, Week 1</p> <p>Comprehension Skill: Theme, 679B review</p>



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			<p>Teacher’s Edition Unit 6, Week 4 Comprehension Skill: Theme, 729A-729B Teacher’s Edition Unit 4, Week 1 Comprehension Strategy: Generate Questions, 389A</p> <p>Teacher’s Edition Unit 4, Week 2 Comprehension Strategy: Generate Questions, 417A</p> <p>Teacher ‘s Edition Unit 6, Week 1 Comprehension Strategy: Generate Questions, 657A</p> <p>Teacher’s Edition Unit 6, Week 4 Comprehension Strategy: Generate Questions, 729A</p>
Motivation and Engagement	#3	The Read to Find Out questions in the grade 5 Student Edition help establish goals for student reading.	<p>For example, see Student Edition: page 38, 76, 100</p> <p>See Read to Find Out question on opening page of each Student Edition selection.</p>
Professional Development	#1	Professional Development is planned upon adoption with each district providing the support needed for successful implementation. Districts have input into the length of training and the specific training provided	<b>Professional Development plan created with the district</b>
Professional Development	#2	Plans for coaches, and administrators are found in the Administrator’s Handbook. This provides an observation checklist and information that will help administrator’s support teacher implementation	Online Administrator’s Handbook
Professional Development	#3	There is support for teachers found in the specific assessments for weekly, unit and benchmark. Also there is more information in the Diagnostic Assessment Handbook	Diagnostic Assessment Handbook