



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: Kindergarten

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	#14	Throughout the program, activities that require students to recognize rhyme and produce rhymes are included.	See Treasures Teacher’s Edition pages: Unit 1 pages 35, 119, 203; Unit 4 page 963; Unit 5 pages 1055, 1084, 1223, 1245; Unit 6 page 1315.
Phonological/Phonemic	#16	Phonological Awareness instruction on counting	See Treasures Teacher’s Edition pages:



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Awareness		syllables is included.	Unit 8 page 1847; Unit 9 page 2263
Phonemic Awareness	#25	Instruction for Phonemic Awareness was intentionally provided throughout the year to provide for the diverse needs of students in any given classroom. If phonemic awareness instruction is not needed, it can be phased out by the teacher or continued as quick review activities.	Not Applicable
Phonics	#23	While not explicitly pointed out to students, high frequency words taught include both regular and irregular words. When regular high-frequency words are decodable based on the scope and sequence of instruction, the students are taught to decode and blend the sound-spellings of the word.	See Teacher’s Edition page Unit 4, 887; Unit 8, 1944
Fluency	#11	In Kindergarten, sound-spelling fluency; word automaticity, and connected text fluency is part of the weekly instructional routine throughout the grade.	See the follow pages from Treasures Teacher’s Edition Unit 7 as an example of the weekly instructional routine: Day 1: Sound-Spelling Fluency (1571) Day 2: Echo Reading with the Big Book (1580); Sound-Spelling Fluency (1583); Day 3: Take-Home Book for Fluency Practice (1590) Sound-Spelling Fluency (1592); Day 4: Model Fluency with a Read Aloud(1598); Sound/Spelling Fluency (1601); Reread Decodable Reader for Fluency 1602; Day 5: Word Automaticity to build fluency 1606. Throughout Small Group lessons Fluency instruction and activities are also provided. Similar instructional routines can be found throughout the weeks.



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