



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.**

Pearson Scott Foresman Reading Street Grade 3

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design	30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	<p><i>Reading Street</i> offers professional development for all teachers on how to best implement the program in any classroom.</p> <p>The <i>First Stop on Reading Street</i> teacher resource includes a time-management aid and a built-in professional development feature designed for teachers of all experience levels. Lessons support modeling, guided practice, and teacher’s own teaching routines. Support and guidance for teachers on how to organize instruction, as well as their classrooms, is also included.</p> <p>The cohesive design helps teachers deliver instruction in the critical areas of phonemic awareness, phonics, vocabulary, comprehension, and fluency.</p>	<p><u>For examples:</u> First Stop on Reading Street Grade 3, pages 42 and 43.</p>
Fluency	25. Are there directions for how to pair students for partner reading?	The <i>First Stop on Reading Street</i> teacher resource offers professional development on the nature of fluency and how best to implement different types of fluency practices.	<p><u>For examples:</u> First Stop on Reading Street Grade 3, page 46.</p>
Fluency	26. Are students taught	Daily fluency lessons provide teachers	<u>For examples:</u>



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

	a specific error correction to use when reading with a partner?	suggestions for corrective feedback that students can use with the teacher or when reading with a partner.	Unit 4 Volume 2 Teacher Edition pages 153b, 154, 155, 156, 157, 173b
Vocabulary	21. Are various aspects of word study included (either under vocabulary or word recognition) such as Etymologies ?	Reading Street begins introducing students to the concept of Etymology by teaching prefixes, suffixes, and word origins from the earliest grades as a precursor to full instruction in Etymology at later grades.	<u>For examples:</u> Prefixes: Unit 1 Volume 2 Teacher Edition pages 166e, 166, 167, 176e, 178, 179, 179a Unit 4 Volume 1 pages 88a, 88, 89, 89a, 89b, 92c, 100c, 100d Suffixes: Unit 3 Volume 2 Teacher Edition pages 508e, 518, 519, 519a, 522, 523, 523a, 532c, 537h Unit 5 Volume 1 pages 216d, 216e, 284d Word Origins: Unit 3 Volume 2 Teacher Edition page 473a