



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 K:

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>Reading Street offers professional development for all teachers on how to best implement the program in any classroom.</p> <p>The First Stop on Reading Street 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.</p> <p>The cohesive design helps teachers deliver instruction in the critical areas of reading instruction–phonics, vocabulary, comprehension, writing, research, speaking and listening.</p>	For examples, see First Stop on Reading Street Grade K, pp. 36–38.
Instructional Design	31. Does the program specify the instructional setting (e.g., general education	<p>Reading Street offers professional development for all teachers on how to best implement the program in any classroom.</p> <p>The First Stop on Reading Street teacher resource includes support and guidance for</p>	For examples, see First Stop on Reading Street Grade K, pp. 36–38.



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	classroom, computer lab, or resource room)?	teachers on how to organize instruction, as well as their classrooms.	
Phonemic Awareness	13. Do students count the number of words in spoken sentences?	Reading Street Kindergarten provides thorough phonological awareness lessons that cover all areas that research has proven to be effective in developing children’s pre-reading. One example area would be counting the number of spoken words in sentences.	For examples of lessons involving counting the number of words in sentences, see the following pages in the Kindergarten Reading Street Teacher’s Edition, Unit 1 pp. 53, 84, 121, 180, 446, 551
Phonemic Awareness	28. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	Reading Street Kindergarten offers robust explicit and systematic phonemic awareness instruction. The teacher’s editions provide all the support that teachers need to teach and reteach phonemic awareness. As a support activity, Reading Street offers a Modeled Pronunciation CD for use in a listening center or as part of a computer-based program.	For examples, see the Reading Street Modeled Pronunciation CD .
Phonics	7. Does the program teach both consonants and vowels?	Reading Street Kindergarten introduces all consonants and vowels through explicit systematic instruction with a variety of support pieces. Reading Street ©2011 does not include instruction in long vowels. Reading Street ©2013 Common Core Edition provides explicit instruction in both short and long vowels.	For examples of long vowel lessons, see the following Kindergarten Reading Street Teacher’s Edition pages: Short and Long a Unit 2 —pp. 20-21; 24-25; 36-37; 40-41; 54-55; 56-57; 83; 89; 93; 94-95; 181 Unit 6 —pp. 20-21; 24-25; 36-37; 40-41; 54-55; 56-57; 95; 96-97; 181; 281 Short and Long e



			<p>Unit 4—pp. 420-421; 424-425; 436-437; 440-441; 454-455; 456-457; 491; 492-493; 516-517</p> <p>Unit 6—pp. 218-219; 222-223; 234-235; 238-239; 252-253;</p> <p>Short and Long i</p> <p>Unit 2—pp. 420-421; 424-425; 436-437; 440-441; 454-455; 456-457; 495; 496-497; 520-521</p> <p>Unit 6—pp. 20-21; 24-25; 36-37; 40-41; 54-55; 56-57; 95; 96-97</p> <p>Short and Long o</p> <p>Unit 3—pp. 418-419; 422-423; 434-435; 438-439; 452-453; 454-455; 481; 491; 492-493; 516-517</p> <p>Unit 6—pp. 420-421; 424-425; 436-437; 440-441; 454-455</p> <p>Short and Long u</p> <p>Unit 5—pp. 224-225; 228-229; 240-241; 244-245; 258-259; 260-261</p> <p>Unit 6—pp. 318-319; 322-323; 334-335; 338-339; 352-353; 395; 396-397; 420-421; 424-425</p> <p>(Note: Reading Street provides extensive coverage of short and long vowel instruction with many opportunities for spiral review. In the interest of space, we have only included a sampling of page references. Additional examples</p>
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			can be provided upon request.)
Fluency	15. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	<i>Reading Street</i> begins teaching quality error correction strategies at the earliest grades. Strategies such as rereading a word, word list, or sentence correctly are all examples found in the program. The <i>Kindergarten Reading Street Teacher’s Edition</i> provides daily explicit instruction through the <i>Reading Decodable Books Routine</i> that is first established in unit 1 week 1 and continues throughout the grade level.	For examples, see <i>Reading Street Teacher’s Edition–Kindergarten</i> . One week from each unit is listed here: Unit 1 –pp. 435, 451, 466 Unit 2 –pp. 123, 139, 154 Unit 3 –pp. 323, 339, 354 Unit 4 –pp. 121, 137, 152 Unit 5 –pp. 25, 41, 56 Unit 6 –pp. 125, 141, 156
Vocabulary	21. Is computer technology used to help teach vocabulary?	<i>Reading Street</i> provides digital tools for vocabulary instruction on SuccessNet, the program’s companion website.	Kindergarten children learn new vocabulary best when information is presented using multiple modalities through song, rhyme, and touch. SuccessNet Vocabulary activities include: <ul style="list-style-type: none"> ▪ Sing with Me interactive charts ▪ High-Frequency Word Activities ▪ Amazing Word Activities ▪ Grammar Jammers