



# 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 Friday, September 21.**

**Publisher Name/Book Title/Grade Level:**

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design (ID)	1. Is there empirical research on this program’s efficacy?	Information was not originally provided to reviewers.	Pearson consistently invests in outside efficacy studies of their core reading series that meet the rigorous criteria of the What Works Clearinghouse (WWC). These studies are available in their entirety through Kevin Meade, Pearson Manager for the State of Indiana. An executive summary on the results of our latest two-year longitudinal study, conducted by Gatti Evaluation, is attached to this document for your perusal. Our Pearson Product Development group utilizes a synthesis of the foundational research of our esteemed authorship team and these efficacy studies to inform instructional design and best practices, making our all-new <b>Common Core Reading Street ©2013</b> inclusive of the highest Scientifically-based Reading Research (SBRR) as we developed in accord with the Publisher’s Criteria for CCSS.
Instruction Design (ID)	8. Do instructional materials increase in difficulty as a student’s skills strengthen?	<b>Reading Street Grade 2</b> instructional materials increase in difficulty as the skills in each strand (e.g., phonics; conventions) increase with difficulty. <b>Reading Street Common Core Teacher’s Edition Index Grade 2</b> includes a program scope and sequence	<b>Reading Street Common Core Teacher’s Edition Index Grade 2</b> has the program scope and sequence on pp. 6–17. <b>Reading Street Common Core Teacher’s Edition Index Grade 2</b> “Pacing



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		and a Grade 2 pacing chart that exhibits the increase in the difficulty of skills.	Chart” is located on pp. 2–5.
Instructional Design (ID)	<b>10.</b> Is there a clear and logical organization to the lessons in: the order and procedures of each day’s lesson?	<b>Reading Street</b> is organized in a clear and logical manner to facilitate teaching and classroom management by clearly identifying and labeling the order of and procedures for each day’s lessons. The <i>Day at a Glance</i> feature for each day outlines the strands and skills of instruction, and each day is color-coordinated with large headings on pages to identify instructional strands. <b>First Stop Grade 2</b> teacher resource includes tips and information on setting up and organizing one’s classroom and teaching effectively. <b>First Stop Grade 2</b> teacher resource includes annotated lessons for both whole group and small group instruction.	See the <b>Reading Street Teacher’s Editions Grade 2</b> for examples of organizational features on the following pages:  <b>Unit 1</b> pp. 20j–51k <b>Unit 4</b> pp. 84j–119k  See <b>First Stop Grade 2</b> for examples of organizational and teaching tips and for annotated lessons on the following pages: <b>pp. 7–34; 40–41</b>  See <b>Grade 2 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> < <a href="http://www.pearsonsuccessnet.com">http://www.pearsonsuccessnet.com</a> > for <b>First Stop</b> .
Instructional Design (ID)	<b>12.</b> Are teacher directives highly detailed to ensure accurate implementation?	The <b>Reading Street Teacher’s Editions Grade 2</b> contains teacher directives that are highly detailed. Each day and each lesson includes, in order, step-by-step instruction for teachers to follow. Many lessons include scripting in blue font that is stated for teachers to use exactly as written.	See the <b>Reading Street Teacher’s Editions Grade 2</b> for teacher directives that are highly detailed on the following pages:  <b>UNIT 1</b> pp. 20j, 22a–22b, 44h, 47a, 47b <b>UNIT 4</b> pp. 27a–28a, 45a, 46b, 46–47, 48–49, 83b, 83c, 166–167, 168–169
Instructional Design (ID)	<b>15.</b> Are there coordinated instructional sequences and instructional routines which include: Cumulative review?	The <b>Reading Street Teacher’s Editions Grade 2</b> program contains one full week of cumulative review instruction in each unit.	See the <b>Reading Street Teacher’s Editions Grade 2</b> “Optional Review Week” cumulative instruction on the following pages:  <b>Unit 2</b> pp. UR•1–UR•57 <b>Unit 5</b> pp. UR•1–UR•57



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Phonics (P)	7. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	<b>Reading Street Grade 2</b> phonics consists of explicit and systematic instruction that follows a clearly defined, research-based sequence of skills, starting with individual consonant and short vowel sound-spelling correspondences.	See the “Pacing Chart” in <b>Reading Street Common Core Teacher’s Edition Index Grade 2</b> on pp. 2–5 to view the sequence of all phonics skill instruction.
Phonics (P)	10. Are students taught an explicit strategy to decode words by their individual sounds?	The <b>Reading Street Grade 2</b> phonics program teaches students an explicit strategy to decode words by individual sounds through its instruction in the <b>Reading Street Teacher’s Editions Grade 2</b> and in <b>First Stop Grade 2</b> .	See the <b>Reading Street Teacher’s Editions Grade 2</b> for explicit decoding routines on the following pages: <b>Unit 1</b> pp. 85a, 86, and 86a <b>Unit 2</b> pp. 281a, 282, and 282a  See <b>First Stop Grade 2</b> for a more explicit “Sound-by-Sound Blending” routine on pg. 44.  See <b>Grade 2 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> < <a href="http://www.pearsonsuccessnet.com">http://www.pearsonsuccessnet.com</a> > for <b>First Stop</b> .
Phonics (P)	28. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?	All of the phonics instruction in the <b>Reading Street Grade 2</b> program is explicit and systematic, including the use of the various types of syllables.	See the <b>Reading Street Teacher’s Editions Grade 2</b> for explicit instruction in the use of syllable types on the following pages: <b>Unit 1</b> p. 55a <b>Unit 2</b> pp. 189a, 251a, 317a <b>Unit 4</b> p. 22a, 122a
Fluency (F)	23. Do students have opportunities to time themselves and graph results after rereading the same text?	A reproducible Fluency Progress Chart is available in <b>First Stop Grade 2</b> . Student timing and graphing results would be at the discretion of the classroom teacher.	See <b>First Stop Grade 2</b> , Monitoring Fluency, pages 58–60.  See <b>Grade 2 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> < <a href="http://www.pearsonsuccessnet.com">http://www.pearsonsuccessnet.com</a> > for <b>First Stop</b> .
Fluency (F)	24. Are there directions for how	<b>First Stop Grade 2</b> teacher resource offers professional development on the nature of fluency and	See <b>First Stop Grade 2</b> , Monitoring Fluency, pages 58–60.



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	to pair students for partner reading?	how best to implement different types of fluency practices.	
Fluency (F)	<b>25.</b> Are students taught a specific error correction to use when reading with a partner?	Daily fluency lessons in the <b>Reading Street Teacher's Editions Grade 2</b> provide, whether with a decodable reader or a selection from the <b>Reading Street Student Editions Grade 2</b> teachers suggestions for corrective feedback that students can use with the teacher or when reading with a partner.	For examples, see the following <b>Reading Street Teacher's Editions Grade 2</b> pages:  <b>Unit 1</b> pp. 56b–56c, 71b, 108e–108f <b>Unit 4</b> pp. 76f, 80e–80f, 83a, 160–161  See <b>Grade 2 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> < <a href="http://www.pearsonsuccessnet.com">http://www.pearsonsuccessnet.com</a> > for <b>First Stop</b> .
Vocabulary (V)	<b>13.</b> Are a limited number of words selected for robust, explicit vocabulary instruction?	<b>Reading Street</b> teaches robust oral vocabulary with an explicit routine. Each week, the <b>Reading Street Teacher's Editions Grade 2</b> teaches an average of 8 words per week.	See the following <b>Reading Street Teacher's Editions Grade 2</b> pages to note the limited number of robust oral vocabulary words that are taught each week.  <b>Unit 1</b> pp. 20a, 52a, 82a, 114a, 150a <b>Unit 4</b> pp. 20a, 52a, 82a, 114a, 150a