



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 **no later than midnight on Friday, September 21.**

Publisher Name/Book Title/Grade Level:

Section	Indicator Number	Publisher Comments	Evidence
Phonics (P)	14. Does the program clarify that high frequency words can be both regular and irregular?	High-frequency words from Grade 3 as well as from previous grades are taught and reviewed during the appropriate Phonics lessons.	For previous grades’ instruction, see <i>First Stop on Reading Street, Grade K</i> , pages 130-141, <i>First Stop on Reading Street, Grade 1</i> , pages 144-165, and <i>First Stop on Reading Street, Grade 2</i> , pages 152-175. See <i>First Stop on Reading Street, Grade 3</i> , pages 148-153. See My Teacher Resources for each respective grade on www.pearsonsuccessnet.com for <i>First Stop</i> .
Phonics (P)	18. Are irregular words pre-taught before students read connected texts?	Irregular words are always pre-taught prior to reading connected text. The words are first taught on Day 1 during a Word Analysis lesson. Students then practice words in isolation, then in sentences, and in connected text in the Student Edition and with decodable practice passages throughout the week.	For examples, see the following Grade 3 Reading Street Teacher’s Edition pages: <ul style="list-style-type: none"> • Unit 3, pages 504a, 504-505, 505a-b, 518c-d, 532f • Unit 4 pages 22a, 22-23, 23a-b, 36c-d, 46f • Unit 5, pages 256a, 256-257, 257a-b, 272c-d, 248f
Fluency (F)	24. 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.	For examples of professional development on the nature of fluency, see <i>First Stop on Reading Street Grade 3</i> , page 44 and pages 54-56.



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		<p>The <i>Reading Street Teacher's Edition</i> provides fluency lessons specific to paired reading throughout the grade level and across grade levels.</p>	<p>For examples of paired reading lessons, see the following pages in the Grade 3 Reading Street Teacher's Edition:</p> <p>Unit 1: page 185b Unit 3: pages 444-445 Unit 4: page 43b Unit 5: page 281b</p> <p>See Grade 3 My Teacher Resources on www.pearsonsuccessnet.com for First Stop.</p> <p>Additional professional development opportunities for fluency instruction are available on MyPearsonTraining.com (free online professional development available 24/7).</p>
Fluency (F)	25. Are students taught a specific error correction to use when reading with a partner?	Daily fluency lessons provide teachers with suggestions for corrective feedback that students can use with the teacher or when reading with a partner.	<p>For examples, see the following Grade 3 Reading Street Teacher's Edition pages:</p> <ul style="list-style-type: none"> • Unit 2, pages 304-305, 306-306 • Unit 3, pages 374-375, 376-377 • Unit 4, pages 58-59, 60-61 • Unit 5, pages 258-259, 260-261
Vocabulary (V)	23. Is dictionary use explicitly taught using grade-appropriate dictionaries?	Dictionary use is taught using grade-appropriate dictionaries as part of the instruction. Each Student Edition contains a grade-appropriate Glossary/Dictionary and there are instructions for teaching students to use this resource in the Teacher Edition.	<p>For examples, see the following Grade 3 Reading Street Student Edition pages:</p> <ul style="list-style-type: none"> • Volume 1, pages 542-553 • Volume 2, pages 536-547 <p>For additional examples, see the following Grade 3 Reading Street Teacher's Edition pages:</p> <ul style="list-style-type: none"> • Unit 1, pages 96e, 96-97 • Unit 3, pages 410e, 410-411 • Unit 4, pages 60e, 60-61 • Unit 6, pages 436e, 437-438



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