



# 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 Common Core Reading Street ©2013 inclusive of the highest Scientifically-based Reading Research (SBRR) as we developed in accord with the Publisher’s Criteria for CCSS.
Instructional Design (ID)	26. Are there guidelines for forming flexible groups based on	Information was not originally provided to reviewers.	Beginning placement assessment with progress monitoring occurs weekly through selection and unit assessments and ongoing fluency assessment. Specific



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	student progress?		directions for forming flexible groups based on student progress are found in <b>Grade 4 First Stop on Reading Street</b> , pages 46-47, and 59-64. See <b>Grade 4 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> for <b>First Stop</b> .
Fluency (F)	12. Are irregular words taught to be recognized automatically?	Fluency instruction and practice at grades 4–6 in <b>Reading Street</b> focuses on accuracy, pace/rate, and expression/prosody. Irregular words and irregular spelling patterns are taught in word analysis and spelling lessons. Instruction and practice in recognizing irregular words and patterns are provided in those lessons.	For examples, see the following <b>Grade 4 Reading Street Teacher’s Edition</b> pages.  <b>Spelling Lessons</b> <ul style="list-style-type: none"> <li>• Unit 2, page 183c</li> <li>• Unit 4, page 67c</li> <li>• Unit 6, page 459c</li> </ul> <b>Word Analysis Lessons</b> <ul style="list-style-type: none"> <li>• Unit 1, page 24c</li> <li>• Unit 4, page 24c</li> </ul>
Fluency (F)	16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?	Fluency practice is provided each week in the Student Edition. Practice includes work with decodable texts and texts that include phonic elements and word types students have been previously taught.	For examples, see the following <b>Grade 4 Reading Street Teacher’s Edition Reread for Fluency Lessons</b> <ul style="list-style-type: none"> <li>• Unit 1, pages 24-25</li> <li>• Unit 2, pages 176-177</li> <li>• Unit 3, pages 434-435</li> <li>• Unit 4, pages 116-117</li> <li>• Unit 5, pages 204-205</li> </ul>
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>Grade 4 First Stop on Reading Street</b> . Student timing and graphing results would be at the discretion of the classroom teacher.	See <b>Grade 4 First Stop on Reading Street</b> , Monitoring Fluency, pages 50-52. See <b>Grade 4 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> for <b>First Stop</b> .
Fluency (F)	24. Are there directions for how to pair students for	The <b>First Stop on Reading Street</b> teacher resource offers professional development on the nature of fluency and how best to implement different types of	See <b>First Stop on Reading Street Grade 4</b> , page 39 and pages 50-52. See <b>Grade 4 My Teacher Resources</b> on



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	partner reading?	<p>fluency practices.</p> <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><a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> for <b>First Stop</b>.</p> <p>For examples of paired reading lessons, see the following pages in the <b>Grade 4 Reading Street Teacher's Edition</b>:</p> <p><b>Unit 2:</b> page 303b  <b>Unit 3:</b> pages 348-349  <b>Unit 4:</b> pages 84-85  <b>Unit 5:</b> page 247b  <b>Unit 6:</b> page 416-417</p> <p>Additional professional development opportunities for fluency instruction are available on <a href="http://MyPearsonTraining.com">MyPearsonTraining.com</a> (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 suggestions for corrective feedback that students can use with the teacher or when reading with a partner.	<p>For examples, see the following <b>Grade 4 Reading Street Teacher's Edition</b> pages:</p> <ul style="list-style-type: none"> <li>• <b>Unit 5</b>, pages 230-231, 232-233</li> <li>• <b>Unit 6</b>, pages 416-417, 418-419</li> </ul>
Professional Development (PD)	1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	<i>Reading Street</i> includes a variety of professional development resources for teachers to learn new concepts and practice what they have learned.	<p>Professional development resources in <i>Reading Street</i> include the following:</p> <ul style="list-style-type: none"> <li>• <b>First Stop on Reading Street, Grade 4.</b> See <b>Grade 4 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> for <b>First Stop</b>.</li> <li>• Instructional wrap notes in the Teacher's Edition that address whole class, small group, and ELL instruction</li> <li>• Teacher's Edition instructional scripting and modeling of skills and strategies</li> <li>• MyPearsonTraining.com (free online professional development available 24/7)</li> </ul>



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Professional Development (PD)	2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	<p><b>Reading Street</b> offers professional development for <b>all teachers, coaches, administrators, and peers</b> on how best to implement the program in <b>any classroom</b>.</p> <p>The <b>First Stop on Reading Street</b> teacher resource includes support and guidance for teachers on the research base of the program and best instructional practices on Phonics, Phonemic Awareness, Word Structure, Fluency, Vocabulary, Comprehension, Writing, Assessment, Differentiated Instruction, and 21<sup>st</sup> Century Skills. Additionally, <b>First Stop</b> supports teachers by providing professional development on how to best meet the needs of English Language Learners in classrooms.</p> <p>The <b>First Stop on Reading Street, Grade 4</b> includes a Teacher Resource section with more support for oral vocabulary lists, tested vocabulary lists, glossary of reading terms, re-teach lessons, student progress reports, and titles of the grade-level leveled readers.</p>	<p>For examples, see <b>First Stop on Reading Street Grade 4</b>:</p> <p><b>Section 1:</b> Research into Practice on Reading Street, pp. 7–32  <b>Section 2:</b> Guide to Reading Street, pp. 35–43  <b>Section 3:</b> Assessment on Reading Street, pp. 45–64  <b>Section 4:</b> Writing on Reading Street, pp. 65–70  <b>Section 5:</b> Differentiate Instruction on Reading Street, pp. 71–76  <b>Section 6:</b> English Language Learners on Reading Street, pp. 77–104  <b>Section 7:</b> Customize Literacy on Reading Street, pp. 105–130  <b>Section 8:</b> 21<sup>st</sup> Century Skills on Reading Street, pp. 131–134  <b>Teacher Resources for Grade 4</b>, pp. 139–220          See <b>Grade 4 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> for <b>First Stop</b>.</p>
Professional Development (PD)	3. Are teachers taught how to administer and interpret assessments that accompany the program?	<p>Assessment in <b>Reading Street</b> is designed to be integrated with instruction to keep students on the path to reading success by informing instruction. Detailed instructions for administering all program assessments in <b>Reading Street</b> are provided in <b>First Stop on Reading Street, Grade 4</b>.</p>	<p>For detailed instructions on administering program assessments, including how and when to use each and how results inform instruction and grouping, see <b>First Stop on Reading Street, Grade 4</b>, pages 45–64. See <b>Grade 4 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> for <b>First Stop</b>.</p>
Professional Development (PD)	4. Is program PD customized to meet participants’ varying needs (e.g., first-	<p><b>Reading Street</b> is designed to meet the needs of all individuals responsible for delivering instruction to students, including classroom teachers, literacy coaches, teacher’s aides, and principals. To that end,</p>	<p>Customizable professional development resources in <b>Reading Street</b> include the following:</p> <ul style="list-style-type: none"> <li>• <b>First Stop on Reading Street, Grade 4</b></li> </ul>



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	<p>year teachers, high ability, English learners, special education, coaches, and principals)?</p>	<p>program professional development can be readily customized to meet a variety of needs and levels of experience. Determining which professional development resources will be most useful and how to customize those resources is at the discretion of the individual district or school.</p>	<p>See <b>Grade 4 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> for <b>First Stop</b>.</p> <ul style="list-style-type: none"> <li>• Instructional wrap notes in the teacher’s edition that address whole class, small group, and ELL instruction</li> <li>• Teacher’s edition instructional scripting and modeling of skills and strategies</li> <li>• MyPearsonTraining.com (free online professional development available 24/7)</li> </ul>
<p>Professional Development (PD)</p>	<p>5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?</p>	<p><b>Reading Street</b> provides in-class modeling and online professional development support available 24/7 to provide additional training and follow-up.</p>	<p>Professional development support provided in <b>Reading Street</b> includes the following:</p> <ul style="list-style-type: none"> <li>• <b>First Stop on Reading Street, Grade 4</b> for program research base, classroom management suggestions, and information for teaching critical elements of literacy. See <b>Grade 4 My Teacher Resources</b> on <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> for <b>First Stop</b>.</li> <li>• MyPearsonTraining.com for anytime online training and support</li> <li>• Teacher’s edition support for addressing a variety of learning styles and grouping for instruction.</li> </ul>