



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 Friday, September 21.**

Publisher Name/Book Title/Grade Level: McGraw-Hill/ Reading Wonders: Comprehensive Core Program/ Grade 1

| Section | Indicator Number | Publisher Comments | Evidence |
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| <i>Example: Professional Development</i> | <i>Example: #4</i> | <i>Example: Info not originally provided to reviewers</i> | <i>Example: Customized options provided as noted in PD brochure attached.</i> |
| Fluency | #5 | Fluency instruction is cumulatively reviewed throughout. Quick Reviews on Word Work: Phonics lesson on Days 1-3 have students review sound/spelling fluency. Each day, students practice reading isolated words and connected text with increasing automaticity and fluency. The Practice Book passages are also another resource that students use to practice fluency throughout the week. In the second half of grade one, a focus on specific fluency skills such as phrasing, expression, intonation and rate is taught, practiced and reviewed through units 4-6. Fluency Assessment passages also ask students to bring together the fluency skills they have learned to date. | See TE: Unit 2, T12, T22, T32, T35, Unit 4, T31, T35, T49 See www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher’s Edition Resources Assessments Fluency Assessments Student Practice Your Turn Practice Book, 239-241; 323-325 |
| Fluency | #24 | The program clearly shows the teacher how to determine independent, instructional, and frustrational reading levels for individual students. Pages 2–9 of Running Records/Benchmark Books show how to take and evaluate a Running Record so as to identify a student's reading level, style, and strategy use. | See www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher |



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| | | Accuracy Percentages aligned with Independent, Instructional, and Frustrational Levels are noted on page 9 | Grade 1 Teacher’s Edition Resources Assessments Running Records/Benchmark Assessment books. (Accuracy Percentages aligned with Independent, Instructional, and Frustrational Levels are noted on page 9) |
| Fluency | #25 | There is a guide to help teachers calculate fluency rate. Pages 6 and 7 of the Fluency Assessment and pages 90 and 91 of the Placement and Diagnostic Assessment explain how to arrive at a Words Correct Per Minute (WCPM) score and an Oral Reading Accuracy Rate | See www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher’s Edition Resources Assessments Fluency Assessment, p 6-7 Placement and Diagnostic Assessment p90-91 (Pages 6 and 7 and pages 90 and 91 of the Placement and Diagnostic Assessment explain how to arrive at a Words Correct Per Minute (WCPM) score and an Oral Reading Accuracy Rate) |
| Fluency | #26 | There are directions for how to pair the students for partner reading. The instructional routine cards, specifically the fluency card R37 –R38 online, provide instructions on pairing students for partner reading | See www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher’s Edition Professional Development Instructional Routines, R37-R38 |
| Fluency | #27 | Students are taught a specific error correction to use | See |



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| | | when reading with a partner. Instructional Routines: Fluency, Card R37-R38 online for instructions on pairing students for partner reading | www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher's Edition Professional Development Instructional Routines, R37-R38 |
| Fluency | #28 | There is continuous progress monitoring of oral reading fluency. Beginning in the middle of grade 1, Fluency Goals (WCPM targets) are identified. Students practice fluency daily using the Workstation Activity Cards, the leveled fluency passages found in the Your Turn Practice Book as well as the Approaching and Beyond Reproducibles. Then teachers are asked to assess groups of students each week to monitor the oral reading fluency of students. Using Assessments Results charts on both the Weekly Assessment and Unit Assessment TE pages provide suggestions for remediation base on Fluency rates. See also Instructional Routine Cards for Fluency: R37 online for instructions on error correction with reading partners. | See TE: Unit 4, T77A-T77B; T408-T409 www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher's Edition Resources Assessments Fluency Assessment Professional Development Instructional Routines, R37 |
| Fluency | #29 | There is an end-of-the-year fluency goal of correct words per minute given for each grade. Fluency assessments are administered throughout the year, and student performance is compared to the appropriate fluency norms. | See www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher's Edition Resources Fluency Assessment p 9 |
| Phonics | #23 | Students are continually applying phonics skills taught to connected texts.. At grade 1, the following resources include familiar and unfamiliar decodable text for application of foundational skills: | Reading Writing Workshop: All Shared Reads (Ex Book 1 p 14-13) See |



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| | | <p>Reading Writing Workshop—all Shared Reads Decodable Passages Your Turn Practice Book Take Home books. Leveled Readers and Literature anthology selections also provide opportunities for students to apply decoding with the phonics skills they have learned to connected text.</p> | <p>www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher's Edition Resources Student Practice Your Turn Practice Book, 75-76, 125-126 Teacher Resources Decodable Passages</p> |
| Comprehension | #7 | <p>Learning to determine which strategy to use and why (metacognition) is part of instruction. Teachers model use of the strategy while reading the Big Book at the beginning of each week in the first three units. (See Teacher Edition: Unit 2: T10-T11.) .Also, students learn why to use particular strategies and skills during the TE skill lessons (See TE: Unit 2: T16-17) Students also learn to discern which strategy is appropriate while reading the main weekly selections. (See TE:U5 113C-E]</p> | <p>Teacher's Edition, Unit 2 T10-11, TE Unit 2, T16-17, TE Unit 5, T113C-113E</p> |
| Assessment | #1 | <p>Assessments that teachers can use to guide student movement through the program are included Placement and Diagnostic Assessment serves as the initial screening instrument and contain assessments that can be assigned throughout the year to monitor student progress and pinpoint students' strengths and weaknesses. Running Records/Benchmark Books contains individually administered assessments that identify students in need of intervention and/or acceleration. Fluency Assessment contains the reading passages used to assess students' ability to read accurately, fluently, and with understanding. Weekly Assessment quickly and efficiently measures students' incremental progress through the program's</p> | <p>See www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher's Edition Resources Assessments Placement and Diagnostic Running Records/Benchmark Books Weekly Assessments Unit Assessments</p> |



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| | | <p>featured comprehension, vocabulary, reading foundations, and language conventions skills. Selection Tests assess students' knowledge of selection vocabulary and their understanding of anthology selections.</p> <p>Unit Assessment monitors students' progress through the curriculum and gauges their understanding of previously-taught skills using a variety of item types to better allow for analysis of complex text.</p> <p>Benchmark Assessment measures students' progress toward end-of-year goals and prepares students for the rigor and format of high-stakes testing.</p> | |
| Assessment | #2 | <p>The program provides teacher guidance in using assessment results to differentiate instruction. Weekly, Unit, and Benchmark Assessments feature scoring and cut-score guidelines in the Teacher Introduction pages. These include rubrics for scoring the responses to the writing prompts and for scoring the short- and extended-response items. (Correct response parameters are supplied for these items as well.) Fluency Assessment provides fluency norms against which student performance can be compared. The Progress Monitoring and Summative spreads in the TE provide cut-scores for assessments with suggestions for remediation. The Assessment Handbook assists instructors in administering and scoring the various assessment components as well as providing guidelines for using the resultant data in designation and grouping decisions.</p> | <p>See TE Unit 2, T77A-77B, T408-T409 See www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher Grade 1 Teacher's Edition Resources Assessments Weekly Assessments Unit Assessments Benchmark Assessments Assessment Handbook Fluency Assessment</p> |
| Assessment | #3 | <p>The assessments identify students who are at risk or already experiencing difficulty learning to read. Student performance in Weekly, Unit, and Benchmark Assessments indicates understanding of previously-taught material and relates to how well students are progressing through the CCSS.</p> | <p>See www.mhreadingwonders.com/reviewer Username: INreview1 Password: wonders2014 Grade 1--Go Digital Log in as Teacher</p> |



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Placement and Diagnostic Assessment testing can identify students who are at-risk and in need of intensive instruction. (See "Placement Decisions for Grades 1–2" on pages 8 and 9.)

Grade 1 Teacher's Edition
Resources

Assessments

Weekly Assessments

Unit Assessments

Benchmark Assessments

Placement and Diagnostic Assessment
8-9