



Indiana Department of Education Comprehensive Core Reading Program Self-Evaluation

Indiana Department of Education
Textbook Adoptions
151 West Ohio Street
Indianapolis, IN 46204-2798

Due: October 31, 2011

Zachary Foughty
Indiana Department of Education
Textbook Adoptions
151 West Ohio Street
Indianapolis, IN 46204-2798

SCHOOL GROUP

M. Vicky Hurwitz
Vice President, Strategic Planning

One Lake Street
Upper Saddle River, NJ 07458

T: 617.671.2108

www.PearsonSchool.com

Re: RFQ—Comprehensive Core Reading Program Self-Evaluation

October 31, 2011

Dear Mr. Foughty:

In response to the call for Comprehensive Core Reading Programs K–6 from the Indiana Department of Education, Pearson, through its School Group, offers the Reading Street Common Core 2011 edition, and a pre-publication sampler of the Reading Street Common Core 2013 update.

Reading Street 2011 is a comprehensive Reading and Language Arts series for 21st Century skills and college and career readiness. The curriculum delivers classic and soon-to-be classic literature, scientifically research-based and independently validated instruction, and equitable digital delivery of print assets for teachers, students, and families. It is aligned to the skills and domains in both the Indiana Academic Standards and the Common Core State Standards.

In addition, we respectfully submit a snapshot of the copyright update in development, our Reading Street Common Core Edition, 2013. This revision will honour the instructional integrity of the Reading Street brand efficacy, while emphasizing the tenets of the Common Core State Standards for ease-of-transition in preparation for the national assessments. The full 2013 program will be available for review in Spring 2012, and will include a full correlation to the Common Core Standards and the Indiana Academic Standards for English/Language Arts, Science and Social Studies.

Pearson has a rich tradition of partnership with individual educators, schools, and school systems. Over the past five years we have undertaken substantial efforts to transform our company into a solutions-focused entity with core capabilities in every area that impacts the children we serve. Our extensive scope of services combined with our vast, proven content in print and digital delivery make us an excellent choice for the Indiana initiative.

We appreciate the time it will take to review this response and look forward to discussing our proposal with you. Questions may be directed to me at 617.671.2108 or vicky.hurwitz@pearson.com.

Sincerely,



M. Vicky Hurwitz
Vice President, Strategic Planning

Executive Summary

The Indiana Department of Education (IDOE) is looking for qualified vendors to provide a Comprehensive Core Reading Program for K–6 students. Pearson offers Reading Street 2011 and a sampler of the 2013 edition as a comprehensive literacy solution to help the IDOE meet your 2010 Academic State Standards for Science and Social Studies as well as the Common Core State Standards for English Language Arts and Literacy for Social Studies/History, Science and Technical Subjects. These standards clearly outline what Indiana students should know and be able to do at each grade level and subject area. Reading Street 2011 aligns to these standards for maximum accountability.

Pearson Provides Resources and Experience

Pearson Education is the global leader in educational content, providing research-based print and digital programs to help students of all ages learn at their own pace, in their own way. The IDOE will benefit from Pearson's long-standing commitment to developing instructional materials that incorporate gold-standard research on best practices. Pearson is the only major publisher that consistently invests in outside validation studies that meet the rigorous criteria of the What Works Clearinghouse. These efficacy reports for Reading Street are available upon request.

As education standards and application technologies continue to evolve at great rates, it is critical for the IDOE to select a partner with the broad scope and proven success of Pearson. Corporate stability and longevity are critical elements when selecting a qualified partner; Pearson has a rich history of investing in and providing innovative solutions for schools to improve teaching and learning customized to the states's infrastructure, and toward the state vision. No other partner has Pearson's experience, range of hero brands, and the trained professionals who will support before, during and after the adoption process.

Experience Working with Indiana

Pearson Scott Foresman has been doing business with the state of Indiana for decades and has been a leader in all curriculum areas during that time. Our most recent offering of common core math for elementary was the choice of over 80 percent of the schools last year and our Science program led the state as well. Our reputation for service by the elementary representatives, Jason Venturi and Ron Buses, is outstanding. In addition to Jason and Ron, we have a staff of consultants who are reading specialists to assist in proper implementation of the program.

Reading Street Meets Indiana Academic Standards

Scott Foresman Reading Street 2011 is a scientific research-based program aligned to Indiana state and national standards. It consists of materials that teach students the fundamentals of reading while giving them opportunities to apply and further these skills to become life-long learners. Reading Street's research-based scope and sequence comes to life in the Student Anthology, Teacher Edition, and ancillaries, in both print and digital formats, that serve the range of proficiencies in the American classroom: Gifted, ELL, On-level, Strategic Intervention, and Striving reader. Reading Street serves more than 10,000 districts and more than 5 million students nationwide.

Backed by our powerful combination of resources, Pearson will be there in the future to help the IDOE harvest your investment and assist with your comprehensive core reading needs. We look forward to working with you to advance learning for your K–6 students.

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(attached for electronic version)

K–6 Correlations to Academic Standards
(attached for electronic version)

K-6 Indiana Core Standards Core Academic Concepts across the K–12 Continuum
(attached for electronic version)

K–6 Teacher’s Guide to understanding CCSS and Reading Street
(attached for electronic version)

PEARSON



Comprehensive Core Reading Program Self-Evaluation

A completed self-evaluation must be submitted on or before **October 31, 2011** to: textbook@doe.in.gov.

Subject Area in which submitting	Reading													
Category for which submitting	Comprehensive Core Reading Program													
Publisher	Pearson													
Title of submission	Reading Street													
Copyright date	2011, with a sample of the 2013 Common Core edition, final form May 2012													
Intended Grade Levels	K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana’s Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

Person preparing the self-evaluation:

Name	Vicky Hurwitz
Title	Vice President, Strategic Planning
Mailing Address	One Lake Street, Upper Saddle River, NJ 07458
Telephone	617.671.2108
Email Address	vicky.hurwitz@pearson.com





Signature

October 31, 2011

Date



WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

Reading Street is used by more than 5 million students in more than 10,000 U.S. districts and schools, including the Department of Defense International Schools. See Background Information Tab for more details.

HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students: Reading Street provides a robust instructional program with scaffolded support for English language learners (ELL). Reading Street includes ELL instructional strategies, alternate lessons, and grade-level readers to build vocabulary and key concepts each week. All materials are based on the three pillars of ELL instruction—Build Background, Access Content, and Extend Language—by program contributing author, Dr. Jim Cummins. See the Program Overview Tab for more details.

Special Education Students: Reading Street provides a robust instructional program with scaffolded support for special education. Program author Susan M. Reis, Ph.D. has brought her expertise and research concerning special education populations into the robust instructional strategies and teaching plans for exceptional education students found within Reading Street. Evidence of Dr. Reis's influence in the program is located behind the Differentiated Instruction tab in the back of each Teacher's Edition. See the Program Overview Tab for more details.

High Ability Students: Reading Street provides a robust instructional program with scaffolded support for students reading above grade level. Rigor and relevance are at the center of the program's architecture, to motivate and engage all students. Research tells us that rigor is one of the facets of motivation that encourages and challenges students to engage with text. Teachers are provided with ample components and program features to build life long readers and successful students. See the Program Overview Tab for more details.

DESCRIPTION OF SUBMISSION

I. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE

READING PROGRAM *The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.*

Ia. Educational Approach

As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

Reading Street 2011 is a comprehensive Reading and Language Arts series for the 21st Century. Explicit, systematic, high-quality instruction focuses on the five critical elements of reading : phonemic awareness, phonics, fluency, vocabulary, and comprehension, and the additional drivers of the Common Core—deep, transferable knowledge, concept development, and broad vocabulary development. See Description of Submission Tab for more details.

Ib. Teacher components of the Comprehensive Core Reading Program

(Please include the format description of each item & alignment with scientifically-based reading research.)

Reading Street is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and information writing, and personalized learning. A focus on concept development confirms that students are building that deep knowledge necessary for comprehension, and ultimately, college and career readiness. Results are driven by proven and essential teaching principles. See Description of Submission Tab for more details.

Ic. Student component of the Comprehensive Core Reading Program

(Please include the format description of each item and alignment with scientifically-based reading research.)

The dedicated authors of Reading Street have carefully organized the literature a student reads in a week to be high-interest, authentic text that allows for transfer of all the knowledge a student is gaining in their school day. Robust technology reinforces and enhances classroom instruction with videos, games, eText, and interactive practice activities. See Description of Submission Tab for more details.



DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

Teacher materials provide modeled teacher talk, embedded routines, and differentiated instruction support that turns every classroom teacher in to a reading specialist. All components are designed based on the research of our authors and of the gold standard educational research cited in the Foundational Research document that accompanies this submission. See Description of Submission Tab for more details.

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

All ancillary materials in both print and digital format are designed to offer engaging application opportunities for students that are multi-modal, authentic, high-level, and require a command of skills being presented in the instruction. See Description of Submission Tab for more details.

2c. Does your program have a companion intervention included with this submission?

Reading Street aligns to a tiered model of differentiated instruction in the core scope and sequence at the grade level to provide for intervention opportunities right in the teacher edition during whole group instruction. Intervention kits for Tier 2 and My Sidewalks Intensive intervention are part of our submission. See Description of Submission Tab for more details.

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? *Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).*

In your description, please address the following:

Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- *Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.*
- *Teacher instruction in the administration and interpretation of assessment that accompany the program.*
- *Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.*

Pearson School Group will deliver training throughout the first year of implementation and beyond. Pearson consultants provide support from basic product orientations to in-depth sessions and extended institutes to job-embedded support through classroom coaching. Our consultant services respond to the varied and changing needs of teachers. The cost is \$3500/day for 30 participants. See Professional Development Tab for more details.



The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

The program being submitted is print only.

HARDWARE AND EQUIPMENT

4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.

Any PC or Mac computer that meets the platform specifications for PearsonSuccessNet and are connected to an internet source. 1 GHz processor, 1GB ram and the standard plugins. Netbooks with the proper (1028 x 700) screen resolution

4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

Briefly list and describe the hardware and equipment that accompanies the core reading program.

No hardware comes with the product

4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (IPAD, NOOK, KINDLE, ETC.)

The product does come in e-reader format however, Reading Street is functional in the platform on an iPad, including assessment.

4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

There are several types of reports that the teacher can use. The teacher can also set the mastery level of the assessments within the product.

4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

Remediation is automatically assigned as the teacher sets the guidelines for mastery. Enrichment is also available. There is a foundation level for students that need additional help. The lessons are whiteboard ready, which means any of the tools used on a whiteboard will work in the teaching process.

LICENSING

5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?

With textbook adoption the digital components and standard support come with the product at no additional charge. Additional support packages are available for a fee. See the Description of Submission section, under Student Components for the Digital Components.

5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?

Per-student model, building model, concurrent seat model, corporation model, etc.

Each book represents a license or user log in.

5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?

The designated district administrators will be trained by Pearson in program maintenance and on uploading teachers and students. It is the districts responsibility to upload and maintain the students' information. Teachers are responsible for their own classrooms.



5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?

Yes, with announced maintenance outages.

Background Information

Requirement

The largest contracts for Reading Street are in the following states:

Arkansas	Iowa	Minnesota	New Jersey	South Dakota
Arizona	Idaho	Missouri	New Mexico	Tennessee
Colorado	Illinois	Mississippi	New York	Texas
Connecticut	Kansas	Montana	Ohio	Utah
Delaware	Massachusetts	North Carolina	Oregon	Washington
Florida	Maine	Nebraska	Pennsylvania	Wisconsin
Hawaii	Michigan	New Hampshire	Rhode Island	

Following is a list of the largest contracts for Reading Street by state, district and school.

Customer	State	City
WALDRON ELEMENTARY SCHOOL	AR	WALDRON
YOCUM ELEMENTARY SCHOOL	AR	EL DORADO
UNION ELEM SCH	AZ	TOLLESON
GREASEWOOD SPRINGS COMMUNITY SCHOOL	AZ	GANADO
EL PASO COUNTY SCHOOL DISTRICT #8	CO	FOUNTAIN
SKYVIEW ACADEMY CHARTER SCHOOL	CO	HIGHLANDS RANCH
COMMUNITY LEADERSHIP ACAD CHARTER	CO	COMMERCE CITY
PROSPECT RIDGE ACADEMY	CO	BROOMFIELD
GRISWOLD HIGH SCHOOL	CT	GRISWOLD
LISBON CENTRAL SCHOOL	CT	LISBON
GRISWOLD ELEMENTARY SCHOOL	CT	GRISWOLD
KUUMBA ACADEMY CHARTER SCHOOL	DE	WILMINGTON
HOLY CROSS ELEMENTARY SCHOOL	DE	DOVER
CORAL SPRING CHRISTIAN ACADEMY	FL	CORAL SPRINGS

Customer	State	City
SOLOMON ELEMENTARY SCHOOL	HI	WAHIAWA
CLARION-GOLDFIELD CMTY SD	IA	CLARION
WHITE PINE CHARTER SCHOOL	ID	IDAHO FALLS
ROCKFORD SCHOOL DISTRICT 205	IL	ROCKFORD
CAHOKIA UNIT SCHOOL DISTRICT #187	IL	CAHOKIA
NORTH CHICAGO SCHOOL DISTRICT	IL	NORTH CHICAGO
ROCKFORD SCHOOL DISTRICT #205	IL	ROCKFORD
QUEEN BEE SCHOOL DISTRICT 16	IL	GLENDALE HEIGHTS
RANTOUL CITY SCHOOLS DIST 137	IL	RANTOUL
FOREST TRAIL JHS	IL	PARK FOREST
MANTENO ELEMENTARY SCHOOL	IL	MANTENO
COOLIDGE ELEM SCH	IL	LANSING
NORTH CHICAGO COMMUNITY	IL	NORTH CHICAGO
FOSTER ELEMENTARY SCHOOL	IL	OAK FOREST
PRAIRIE GROVE JR HIGH SCHOOL	IL	CRYSTAL LAKE
HOOVER SCHOOL	IL	CALUMET CITY
OAK GLEN ELEMENTARY SCHOOL	IL	LANSING
KERKSTRA ELEMENTARY SCHOOL	IL	OAK FOREST
ROBERT HEALY ELEMENTARY SCHOOL	IL	CHICAGO
BEAUBIEN ELEMENTARY SCHOOL	IL	CHICAGO
SCHOOL DISTRICT U-46 WAREHOUSE	IL	ELGIN
MEDINAH ELEMENTARY SD 11	IL	ROSELLE
DAWES ELEMENTARY SCHOOL	IL	CHICAGO
REAVIS ELEMENTARY SCHOOL	IL	LANSING
BOARD OF EDUCATION DISTRICT 158	IL	LANSING
HAINES ELEMENTARY SCHOOL	IL	CHICAGO
DIRKSEN ELEMENTARY SCHOOL	IL	CHICAGO
MACOMB JR-SR HIGH SCHOOL	IL	MACOMB
WEGNER ELEMENTARY SCHOOL	IL	WEST CHICAGO
SANDRIDGE SCH DIST 172	IL	CHICAGO HEIGHTS
FRANKFORT COMM USD #168	IL	WEST FRANKFORT
PRATT UNIFIED SCHOOL DISTRICT #382	KS	PRATT

Customer	State	City
HOLY TRINITY SCHOOL	KS	LENEXA
LEONARD C SEAL ELEM SCHOOL	KS	DOUGLASS
IMMACULATE HEART OF MARY SCHOOL	KY	BURLINGTON
ENGLISH LANGUAGE LEARNERS	MA	DORCHESTER
CROSBY ELEMENTARY SCHOOL	MA	PITTSFIELD
MORNINGSIDE COMMUNITY ELEMENTARY	MA	PITTSFIELD
CONTE COMMUNITY ELEMENTARY SCHOOL	MA	PITTSFIELD
GROVER CLEVELAND MIDDLE SCHOOL	MA	DORCHESTER
WEST PARISH ELEMENTARY SCHOOL	MA	GLOUCESTER
COVE ELEMENTARY SCHOOL	MA	BEVERLY
HOLY NAME SCHOOL	MA	WEST ROXBURY
J OSGOOD ELEMENTARY SCHOOL	MA	COHASSET
MEMORIAL ELEMENTARY SCHOOL	MA	NATICK
NORTH BEVERLY ELEMENTARY SCHL	MA	BEVERLY
HANNAH ELEMENTARY SCHOOL	MA	BEVERLY
PLUM COVE ELEMENTARY SCHOOL	MA	GLOUCESTER
CLYDE BROWN ELEMENTARY SCHL	MA	MILLIS
EAST GLOUCESTER SCHOOL	MA	GLOUCESTER
BENNETT-HEMENWAY SCHOOL	MA	NATICK
LAWRENCE CATHOLIC ACADEMY	MA	LAWRENCE
ST MICHAEL SCHOOL	MA	NORTH ANDOVER
GEORGE MITCHELL SCHOOL	ME	WATERVILLE
WINSLOW ELEMENTARY SCHOOL	ME	WINSLOW
GRAND RAPIDS PUBLIC SCHOOLS	MI	GRAND RAPIDS
JACKSON PUBLIC SCHOOL DISTRICT	MI	JACKSON
EAST LANSING SCHOOL DISTRICT	MI	EAST LANSING
HOLT PUBLIC SCHOOL DISTRICT	MI	HOLT
OKEMOS PUBLIC SCHOOL DISTRICT	MI	OKEMOS
HASLETT PUBLIC SCHOOL DISTRICT	MI	HASLETT
CLARENCEVILLE SCHOOL DISTRICT	MI	LIVONIA
MICHIGAN TECHNICAL ACADEMY	MI	DETROIT
WILLIAMSTON CMTY SCHOOL DIST	MI	WILLIAMSTON

Customer	State	City
MERRITT PRIMARY SCHOOL	MI	NILES
LAKE CITY LOWER ELEMENTARY SCHOOL	MI	LAKE CITY
BRADFORD ACADEMY	MI	SOUTHFIELD
CENTRAL ELEMENTARY SCHOOL	MI	IRON MOUNTAIN
DANSVILLE PUBLIC SCHOOLS	MI	DANSVILLE
ROMULUS ELEMENTARY SCHOOL	MI	ROMULUS
HALE CREEK ELEMENTARY SCHOOL	MI	ROMULUS
ROOSEVELT ELEMENTARY SCHOOL	MN	DETROIT LAKES
HOWARD LAKE MIDDLE SCHOOL	MN	HOWARD LAKE
ROSSMAN ELEMENTARY SCHOOL	MN	DETROIT LAKES
WASHINGTON ELEMENTARY SCHOOL	MN	NEW ULM
BLOOMING PRAIRIE ISD 756	MN	BLOOMING PRAIRIE
PEM COMMUNITY HIGH SCHOOL	MN	PLAINVIEW
BRECKENRIDGE ELEM & MIDDLE SCHOOL	MN	BRECKENRIDGE
ROGERS ELEMENTARY SCHOOL	MO	KANSAS CITY
COLUMBIA SCHOOL DISTRICT	MO	COLUMBIA
FOREIGN LANGUAGE ACADEMY	MO	KANSAS CITY
PAIGE ELEMENTARY SCHOOL	MO	KANSAS CITY
KING 3-6 ELEMENTARY SCHOOL	MO	KANSAS CITY
HARTMAN ELEMENTARY SCHOOL	MO	KANSAS CITY
GARFIELD ELEMENTARY SCHOOL	MO	KANSAS CITY
GLADSTONE ELEMENTARY SCHOOL	MO	KANSAS CITY
WHITTIER ELEMENTARY SCHOOL	MO	KANSAS CITY
JAMES ELEMENTARY SCHOOL	MO	KANSAS CITY
TRAILWOODS ELEMENTARY SCHOOL	MO	KANSAS CITY
GARCIA ELEMENTARY SCHOOL	MO	KANSAS CITY
WHEATLEY ELEMENTARY SCHOOL	MO	KANSAS CITY
MELCHER ELEMENTARY SCHOOL	MO	KANSAS CITY
BANNEKER ELEMENTARY SCHOOL	MO	KANSAS CITY
PITCHER ELEMENTARY SCHOOL	MO	KANSAS CITY
WEEKS PK-2 ELEMENTARY SCHOOL	MO	KANSAS CITY
ATTUCKS ELEMENTARY SCHOOL	MO	KANSAS CITY

Customer	State	City
TROOST ELEMENTARY SCHOOL	MO	KANSAS CITY
PHILLIPS ELEMENTARY SCHOOL	MO	KANSAS CITY
KINGSTON ELEMENTARY SCHOOL	MO	CADET
CARVER ELEMENTARY SCHOOL	MO	KANSAS CITY
MARION C EARLY ELEMENTARY SCHOOL	MO	MORRISVILLE
LONGFELLOW MAGNET ELEM SCHOOL	MO	KANSAS CITY
JACKSON COUNTY SCHOOL DISTRICT	MS	VANCLEAVE
PETAL SCHOOL DISTRICT	MS	PETAL
N PIKE ELEM SCH	MS	SUMMIT
UNION ELEMENTARY SCHOOL	MS	UNION
OTKEN ELEMENTARY SCHOOL	MS	MCCOMB
RICHLAND ELEM SCH	MS	RICHLAND
SINGING RIVER ELEM SCHOOL	MS	GAUTIER
ARLINGTON HEIGHTS ELEM SCH	MS	PASCAGOULA
MARTIN'S BLUFF ELEMENTARY SCHOOL	MS	GAUTIER
CUT BANK SCHOOL DISTRICT 15	MT	CUT BANK
STATE TEXTBOOK WAREHOUSE	NC	RALEIGH
NORTHWEST HIGH SCHOOL DISTRICT	NE	GRAND ISLAND
MORTON ELEMENTARY SCHOOL	NE	LEXINGTON
SANDOZ ELEM SCH	NE	LEXINGTON
PERSHING ELEMENTARY SCHOOL	NE	LEXINGTON
JOHNSON CTY CENTRAL PUBLIC SCHOOL	NE	TECUMSEH
LOGAN VIEW PUBLIC SCHOOLS	NE	HOOPER
FIRE RIDGE ELEMENTARY SCHOOL	NE	MOUNT MICHAEL
MANCHESTER ELEMENTARY SCHOOL	NE	OMAHA
WAYNE COMMUNITY SCHOOL #17	NE	WAYNE
FILMORE ELEMENTARY SCHOOL	NE	GENEVA
SPRING RIDGE ELEMENTARY SCHOOL	NE	OMAHA
BRYAN ELEMENTARY SCHOOL	NE	LEXINGTON
WEST DODGE STATION ELEMENTARY SCH	NE	ELKHORN
MAPLE AVE SCHOOL	NH	GOFFSTOWN
PETERBOROUGH ELEM SCH	NH	PETERBOROUGH

Customer	State	City
SEABROOK ELEMENTARY SCHOOL	NH	SEABROOK
MILTON ELEMENTARY SCHOOL	NH	MILTON
BARTLETT ELEM SCH	NH	MANCHESTER
W B CRUISE MEMORIAL	NJ	PASSAIC
ROOSEVELT SCHOOL #10	NJ	PASSAIC
PUBLIC SCHOOL 8	NJ	JERSEY CITY
MARTIN L KING SCHOOL #6	NJ	PASSAIC
ABRAHAM LINCOLN ELEM SCHOOL 14	NJ	ELIZABETH
DR ANTONIA PANTOJA SCHOOL #27	NJ	NORTH ELIZABETH
ALFRED ZAMPELLA SCHOOL #27	NJ	JERSEY CITY
JOSEPH BATTIN SCHOOL #4	NJ	ELIZABETH
JOSEPH BRENSINGER ELEM SCH 17	NJ	JERSEY CITY
MARIO DRAGO ELEMENTARY	NJ	PASSAIC
ELMORA ELEMENTARY SCHOOL 12	NJ	ELIZABETH
GEORGE WASHINGTON SCHOOL #1	NJ	ELIZABETH
GUTTENBERG SCHOOL DISTRICT	NJ	GUTTENBERG
JOTHAM W WAKEMAN SCHOOL 6	NJ	JERSEY CITY
JUAN PABLO DUARTE SCHOOL 28	NJ	ELIZABETHPORT
MADISON-MONROE ELEMENTARY	NJ	ELIZABETH
ALEXANDER SULLIVAN ELEM SCH 30	NJ	JERSEY CITY
WHITNEY M YOUNG JR ELEM SCHOOL #15	NJ	JERSEY CITY
N M BUTLER ELEM SCHOOL 23	NJ	ELIZABETH
CHRISTOPHER COLUMBUS ES 15	NJ	ELIZABETH
PULASKI ELEMENTARY	NJ	PASSAIC
GILLETTE SCHOOL	NJ	GILLETTE
WINFIELD SCOTT ELEM SCHOOL 2	NJ	ELIZABETH
WOODROW WILSON ELEM SCHOOL 19	NJ	ELIZABETH
THOMAS JEFFERSON	NJ	PASSAIC
RONALD REAGAN ACADEMY SCHOOL #30	NJ	ELIZABETH
MAHATMA GANDHI ELEMENTARY SCHOOL 23	NJ	JERSEY CITY
JAMES MURRAY ELEMENTARY SCHOOL 38	NJ	JERSEY CITY
NICHOLAS COPERNICUS SCHOOL 25	NJ	JERSEY CITY

Customer	State	City
CHAPLIN WATTERS ELEMENTARY SCH 24	NJ	JERSEY CITY
DR ORLANDO EDREIRA ACADEMY SCH 26	NJ	ELIZABETH
MABEL HOLMES MIDDLE SCHOOL #5	NJ	ELIZABETH
DR ALBERT EINSTEIN ACADEMY SCHL #29	NJ	ELIZABETH
BENJAMIN FRANKLIN ELEM SCH 13	NJ	ELIZABETH
CHRISTA MCAULIFFE SCHOOL 28	NJ	JERSEY CITY
MARTIN L KING JR ELEMENTARY SCH 11	NJ	JERSEY CITY
MONSIGNOR JOAOS ANTAO SCHOOL 31	NJ	ELIZABETH
ROBERT MORRIS SCHOOL 18	NJ	ELIZABETH
MARQUIS DE LAFAYETTE SCHOOL 6	NJ	ELIZABETH
DR MICHAEL CONTI ELEMENTARY SCH 5	NJ	JERSEY CITY
PUBLIC SCHOOL 22	NJ	JERSEY CITY
TERRENCE C REILLY SCHOOL #7	NJ	ELIZABETH
FRANK R CONWELL ELEMENTARY SCH00L 3	NJ	JERSEY CITY
RAFAEL CORDERO ELEMENTARY SCHOOL 37	NJ	JERSEY CITY
PUBLIC SCHOOL 20	NJ	JERSEY CITY
PUBLIC SCHOOL 34	NJ	JERSEY CITY
DANIEL F RYAN PUBLIC SCHOOL 19	NJ	PASSAIC
PETERSTOWN ELEMENTARY SCHOOL #3	NJ	ELIZABETH
HARDING TOWNSHIP ELEMENTARY SCHOOL	NJ	NEW VERNON
JOHN MARSHALL ELEM SCH 20	NJ	ELIZABETH
ST JAMES SCHOOL	NJ	BASKING RIDGE
LAS CRUCES SCHOOL DISTRICT #2	NM	LAS CRUCES
AZTEC MUNICIPAL SCHOOL DISTRICT 2	NM	AZTEC
ROSWELL INDEPENDENT SCH DIST	NM	ROSWELL
HIGHLAND ELEMENTARY SCHOOL	NM	LAS CRUCES
MONTERREY ELEMENTARY SCHOOL	NM	ROSWELL
GALLUP-MCKINLEY COUNTY SCHOOLS	NM	GALLUP
DESERT HILLS ELEMENTARY SCHOOL	NM	LAS CRUCES
JORNADA ELEMENTARY SCHOOL	NM	LAS CRUCES
DEL NORTE ELEMENTARY SCHOOL	NM	ROSWELL
BERRENDO ELEMENTARY SCHOOL	NM	ROSWELL

Customer	State	City
HILLRISE ELEMENTARY SCHOOL	NM	LAS CRUCES
MISSOURI AVENUE ELEMENTARY SCHOOL	NM	ROSWELL
PARKVIEW ELEMENTARY SCHOOL	NM	SOCORRO
VALLEY VIEW ELEMENTARY SCHOOL	NM	LAS CRUCES
WASHINGTON AVENUE ELEM SCHOOL	NM	ROSWELL
SUNRISE ELEMENTARY SCHOOL	NM	LAS CRUCES
FRICANO ELEMENTARY SCHOOL	NY	LOCKPORT
SPRINGVILLE-GRIFFITH INST	NY	SPRINGVILLE
PS 114 L L TORRES	NY	BRONX
PORTVILLE CENTRAL SCHOOL DISTRICT	NY	PORTVILLE
STARPOINT INTERMEDIATE SCHOOL	NY	LOCKPORT
ALLEGANY ELEM SCH	NY	ALLEGANY
PS 70	NY	LONG ISLAND CITY
TODD ELEMENTARY SCHOOL	NY	BRIARCLIFF MANOR
OGDENSBURG CITY SCHOOL DISTRICT	NY	OGDENSBURG
PS 2Q	NY	EAST ELMHURST
ALOMA D JOHNSON CHARTER SCHOOL	NY	BUFFALO
BOYLE ROAD ELEM SCHOOL	NY	PORT JEFFERSON STATI
UTICA CITY SCHOOL DISTRICT	NY	UTICA
COLDEN ELEMENTARY SCHOOL	NY	COLDEN
THE ACADEMY CHARTER SCHOOL	NY	HEMPSTEAD
TERRYVILLE ROAD ELEM SCHOOL	NY	PORT JEFFERSON STATI
LOCUST VALLEY INTERMEDIATE SCH	NY	LOCUST VALLEY PORT JEFFERSON STATI
CLINTON AVE ELEM SCH	NY	PORT JEFFERSON STATI
BAYVILLE INTERMEDIATE SCHOOL	NY	BAYVILLE
SARANAC ELEM SCHOOL	NY	SARANAC
P S 35	NY	HOLLIS
MERRICK ACADEMY CHARTER SCHOOL	NY	QUEENS VILLAGE
PS 152 ANNEX	NY	BROOKLYN
PS 255	NY	BROOKLYN
BAYVILLE PRIMARY SCHOOL	NY	BAYVILLE

Customer	State	City
NORWOOD AVENUE ELEMENTARY SCHL	NY	PORT JEFFERSON STATI
ANN M MACARTHUR SCHOOL	NY	LOCUST VALLEY
ALEXANDER ELEMENTARY SCHOOL	OH	ALBANY
BATAVIA ELEMENTARY SCHOOL	OH	BATAVIA
WILLIAM BICK ELEMENTARY SCHOOL	OH	BETHEL
BATAAN ELEMENTARY SCHOOL	OH	PORT CLINTON
AMELIA ELEMENTARY SCHOOL	OH	AMELIA
R U L H ELEMENTARY SCHOOL	OH	RIPLEY
HUNTINGTON ELEMENTARY SCHOOL	OH	BRUNSWICK
JEFFERSON ELEMENTARY SCHOOL	OH	PORT CLINTON
C O HARRISON ELEMENTARY SCHOOL	OH	CINCINNATI
BRIGHT ELEMENTARY SCHOOL	OH	HILLSBORO
UPPER SANDUSKY EXEMPTED VILLAGE	OH	UPPER SANDUSKY
FAIRVIEW ELEMENTARY SCHOOL	OH	SHERWOOD
MEMORIAL ELEMENTARY SCHOOL	OH	BRUNSWICK
NORTHRIDGE LOCAL SCHOOL DIST	OH	JOHNSTOWN
EUCLID CITY SCHOOL DISTRICT	OH	EUCLID
HICKSVILLE ELEMENTARY SCHOOL	OH	HICKSVILLE
DELTA ELEMENTARY SCHOOL	OH	DELTA
OAKDALE ELEMENTARY SCHOOL	OH	CINCINNATI
CANTON CITY SCHOOL DISTRICT	OH	CANTON
WESTERN RESERVE ELEMENTARY	OH	COLLINS
JOHN FOSTER DULLES ELEMENTARY	OH	CINCINNATI
GREEN ELEMENTARY SCHOOL	OH	FRANKLIN FURNACE
UPSON ELEMENTARY SCHOOL	OH	EUCLID
IMAGINE ACADEMY AT SULLIVANT	OH	VALLEYVIEW
C.R. TOWSLEE ELEMENTARY SCHOOL	OH	BRUNSWICK
DAWSON BRYANT ELEMENTARY SCHL	OH	IRONTON
APPLEWOOD ELEMENTARY SCHOOL	OH	BRUNSWICK
ROOSEVELT ELEMENTARY SCHOOL	OH	CLEVELAND
WALTER KIDDER ELEM SCHOOL	OH	BRUNSWICK
SPRINGMEYER ELEMENTARY SCHOOL	OH	CINCINNATI

Customer	State	City
THOMAS JEFFERSON MAGNET SCHL	OH	CLEVELAND
DELSHIRE ELEMENTARY SCHOOL	OH	CINCINNATI
BRUNSWICK CITY SCHOOL DISTRICT	OH	BRUNSWICK
CREATE	OR	FOREST GROVE
HEMPFIELD AREA SCHOOL DISTRICT	PA	GREENSBURG
RIVERSIDE ELEMENTARY SCHOOL	PA	READING
THIRTEENTH & GREEN ELEMENTARY SCH	PA	READING
DERRY TWP SCHOOL DISTRICT	PA	HERSHEY
TENTH & GREEN ELEMENTARY SCHOOL	PA	READING
TENTH & PENN ELEMENTARY SCHOOL	PA	READING
AMANDA E STOUT ELEMENTARY SCHOOL	PA	READING
NORTHWEST AREA ELEMENTARY SCHOOL	PA	READING
THIRTEENTH & UNION ELEMENTARY SCH	PA	READING
LAUER'S PARK ELEMENTARY SCHOOL	PA	READING
TYSON SCHOENER ELEMENTARY SCHOOL	PA	READING
MT CARMEL AREA ELEMENTARY SCHOOL	PA	MOUNT CARMEL
SIXTEENTH & HAAK ELEMENTARY SCHOOL	PA	READING
TWELFTH & MARION ELEMENTARY SCHOOL	PA	READING
THOMAS H FORD ELEMENTARY SCHOOL	PA	READING
SOUTHMORELAND ELEMENTARY SCHOOL	PA	SCOTTDALE
GLENSIDE ELEMENTARY SCHOOL	PA	READING
CHARLEROI AREA ELEMENTARY CENTER	PA	CHARLEROI
AMITY INTERMEDIATE SCHOOL	PA	DOUGLASSVILLE
WALLINGFORD ELEMENTARY SCHOOL	PA	WALLINGFORD
NETHER-PROVIDENCE ELEM SCHOOL	PA	WALLINGFORD
MILLMONT ELEMENTARY SCHOOL	PA	READING
WILSON BOROUGH ELEMENTARY SCHOOL	PA	EASTON
SUSQUEHANNA CMTY SCHOOL DIST	PA	SUSQUEHANNA
WILLIAMS TOWNSHIP ELEMENTARY SCHOOL	PA	EASTON
BLUE RIDGE SCHOOL DISTRICT	PA	NEW MILFORD
BEAR CREEK COMMUNITY CHARTER SCHOOL	PA	WILKES BARRE
DEIBLER ELEM SCH	PA	PERKASIE

Customer	State	City
SELLERSVILLE ELEMENTARY SCHOOL	PA	SELLERSVILLE
AVONA ELEM SCHOOL	PA	EASTON
SOUTHMORELAND PRIMARY CENTER	PA	ALVERTON
BEDMINSTER ELEMENTARY SCHOOL	PA	PERKASIE
SWARTHMORE-RUTLEDGE SCHOOL	PA	SWARTHMORE
M M SEYLAR ELEMENTARY SCHOOL	PA	PERKASIE
J M GRASSE ELEMENTARY SCHOOL	PA	SELLERSVILLE
WEST ROCKHILL ELEMENTARY SCH	PA	SELLERSVILLE
PERKIOMEN VALLEY SCHOOL DISTRICT	PA	COLLEGEVILLE
CARL G LAURO ELEMENTARY SCHOOL	RI	PROVIDENCE
EXETER W GREENWICH REGIONAL SD	RI	WEST GREENWICH
ROBERT L BAILEY IV ELEM SCHOOL	RI	PROVIDENCE
ANTHONY CARNEVALE SCHOOL	RI	PROVIDENCE
FRANK D SPAZIANO ELEMENTARY SCHOOL	RI	PROVIDENCE
HARRY KIZIRIAN ELEMENTARY SCHOOL	RI	PROVIDENCE
CUMBERLAND HILL ELEM SCHOOL	RI	CUMBERLAND
ALFRED LIMA SCHOOL	RI	PROVIDENCE
MARY E FOGARTY ELEMENTARY SCHL	RI	PROVIDENCE
WINDMILL ST ELEMENTARY SCHOOL	RI	PROVIDENCE
ALAN SHAWN FEINSTEIN ELEM SCH	RI	PROVIDENCE
WEBSTER AVE ELEM SCH	RI	PROVIDENCE
FORTES ANNEX	RI	PROVIDENCE
COMMUNITY SCHOOL	RI	CUMBERLAND
DR MARTIN LUTHER KING ELEM SCH	RI	PROVIDENCE
VEAZIE STREET SCH	RI	PROVIDENCE
GEORGE J WEST ELEMENTARY SCHOOL	RI	PROVIDENCE
L F SACKETT ST ELEMENTARY SCHOOL	RI	PROVIDENCE
ABERDEEN SCHOOL DISTRICT 6-1	SD	ABERDEEN
C C LEE ELEM SCH	SD	ABERDEEN
MURPHREESBORO CITY SCHOOLS	TN	MURFREESBORO
CHRIST PRESBYTERIAN ACADEMY	TN	NASHVILLE
HOUSTON ISD CENTRAL WAREHOUSE	TX	HOUSTON

Customer	State	City
FORT WORTH ISD WAREHOUSE	TX	FORT WORTH
FRISCO IND SCHL DISTRICT WAREHOUSE	TX	FRISCO
KLEIN CENTRAL WAREHOUSE	TX	SPRING
CORPUS CHRISTI IND SCHOOL DIST	TX	CORPUS CHRISTI
MESQUITE ISD WAREHOUSE	TX	MESQUITE
EAGLE MOUNTAIN-SAGINAW ISD	TX	FORT WORTH
ALLEN INDEPENDENT SCHOOL DISTRICT	TX	ALLEN
WACO ISD WAREHOUSE	TX	WACO
BRYAN INDEPENDENT SCHOOL DISTRICT	TX	BRYAN
SAN ANGELO IND SCHOOL DISTRICT	TX	SAN ANGELO
PROFIT HIGH SCHOOL	TX	VICTORIA
CLINT INDEPENDENT SCHOOL DISTRICT	TX	EL PASO
SAN FELIPE DEL RIO CONS ISD	TX	DEL RIO
SUPPORT SERVICES FACILITY	TX	GEORGETOWN
COPPELL INDEPENDENT SCHOOL DISTRICT	TX	COPPELL
MESQUITE INDEPENDENT SCHOOL DIST	TX	MESQUITE
LONGVIEW SCHOOL DISTRICT WAREHOUSE	TX	LONGVIEW
ROMA ISD SHIPPING & RECEIVING	TX	ROMA
MANOR INDEPENDENT SCHOOL DISTRICT	TX	MANOR
CEDAR HILL INDEPENDENT SCHOOL DIST	TX	CEDAR HILL
SHELDON INDEPENDENT SCHOOL DISTRICT	TX	HOUSTON
EANES ISD WAREHOUSE	TX	AUSTIN
PROSPER MIDDLE SCHOOL	TX	PROSPER
VALLEY VIEW NORTH ELEMENTARY SCHL	TX	HIDALGO
LOCKHART IND SCHOOL DISTRICT	TX	LOCKHART
SAN ELIZARIO SCHOOL DISTRICT	TX	SAN ELIZARIO
SOMERSET IND SCHOOL DIST	TX	SOMERSET
ELGIN INDEPENDENT SCHOOL DISTRICT	TX	ELGIN
CALALLEN INDEPENDENT SCHOOL DIST	TX	CORPUS CHRISTI
BROWNWOOD ISD	TX	BROWNWOOD
ANDREWS INDEPENDENT SCHOOL DISTRICT	TX	ANDREWS
GATESVILLE ISD	TX	GATESVILLE

Customer	State	City
LEVELLAND INDEPENDENT SCHOOL DIST	TX	LEVELLAND
DECATUR ISD	TX	DECATUR
LIBERTY-EYLAU IND SCHL DIST	TX	TEXARKANA
BROWNSBORO JUNIOR HIGH SCHOOL	TX	BROWNSBORO
SAN FELIPE DEL RIO DISTRICT	TX	DEL RIO
CHINA SPRING INTERMEDIATE SCHOOL	TX	WACO
CARRIZO SPRINGS CONS IND SCH DIST	TX	CARRIZO SPRINGS
PROGRESO IND SCHOOL DISTRICT	TX	PROGRESO
NORTH LAMAR IND SCHOOL DISTRICT	TX	PARIS
HILLSBORO ISD	TX	HILLSBORO
LAMESA INDEPENDENT SCHOOL DIST	TX	LAMESA
GREENWOOD IND SCHOOL DISTRICT	TX	MIDLAND
SEALY ISD	TX	SEALY
PRINCETON HIGH SCHOOL	TX	PRINCETON
LLANO INDEPENDENT SCHOOL DISTRICT	TX	LLANO
SWEENEY IND SCHOOL DISTRICT	TX	SWEENEY
SPRING HILL ISD	TX	LONGVIEW
PLEASANT GROVE IND SCHOOL DISTRICT	TX	TEXARKANA
COLDSRING-OAKHURST CISD	TX	COLDSRING
CAMERON IND SCHOOL DISTRICT	TX	CAMERON
GOLDEN RULE CHARTER	TX	DALLAS
LA GRANGE ISD WAREHOUSE	TX	LA GRANGE
DENVER CITY INDEPENDENT SCHOOL DIST	TX	DENVER CITY
MEXIA IND SCHOOL DISTRICT	TX	MEXIA
TRI COUNTY COOPERATIVE/COMMERCE ISD	TX	COMMERCE
SHALLOWATER I S D	TX	SHALLOWATER
KIRBYVILLE JR HIGH SCHOOL	TX	KIRBYVILLE
LORENA INDEPENDENT SCHOOL DIST	TX	LORENA
DUBLIN INDEPENDENT SCHOOL DISTRICT	TX	DUBLIN
WHITNEY IND SCHOOL DISTRICT	TX	WHITNEY
CACHE COUNTY SCHOOL DISTRICT	UT	NORTH LOGAN
CANYONS SCHOOL SPECIAL EDUCATION	UT	SANDY

Customer	State	City
LYNN ELEM SCH	UT	OGDEN
EDISON ELEMENTARY SCHOOL	UT	OGDEN
CENTRAL MID SCH	UT	OGDEN
T.O. SMITH ELEM SCHOOL	UT	OGDEN
GRANDVIEW ELEM SCH	UT	OGDEN
DEE SCHOOL	UT	OGDEN
LINCOLN ELEMENTARY SCHOOL	UT	OGDEN
GRAMERCY SCHOOL	UT	OGDEN
HILLCREST SCHOOL	UT	OGDEN
WAHLUKE SCHOOL DISTRICT #73	WA	MATTAWA
WEST VALLEY SCHOOL DIST 363	WA	SPOKANE
WIND RIVER MIDDLE SCHOOL	WA	CARSON
ROSELAWN ELEMENTARY SCHOOL	WI	CHETEK
SCHOOL DISTRICT OF AUBURNDALE	WI	AUBURNDALE
ABBOTSFORD ELEMENTARY SCHOOL	WI	ABBOTSFORD

Program Overview

Requirement

Please provide the research to support the learning needs of all students within your program including:

- English Learner Students
- Special Education Students
- High Ability Students

Response

Scott Foresman Reading Street provides a robust instructional program with scaffolded support for English language learners (ELL), special education, and students reading above grade level.

Rigor and relevance are at the center of the program's architecture, to motivate and engage all students. Research tells us that rigor is one of the facets of motivation that encourages and challenges students to engage with text. Teachers are provided with ample components and program features to build lifelong readers and successful students.

Pearson sustains concept development by building context through a system of essential questions that create a culture of inquiry and allow for the development of the thinking skills necessary for students to build knowledge. The "big questions" embedded within the instructional program provide the foundation for the essential questions embedded in Reading Street's unit, weekly, and daily big questions.

“The essential elements include, but are not limited to, phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, and writing. Good reading programs carefully consider these elements and construct lessons that thoughtfully and deliberately ensure that all students, including students who do not readily profit from reading instruction, are provided with the type of reading instruction that will lead to success.”

*Dr. Sharon Vaughn, H.E. Hartfelder/
Southland Corporation Regents Professor at
the University of Texas, and Reading Street
Author*

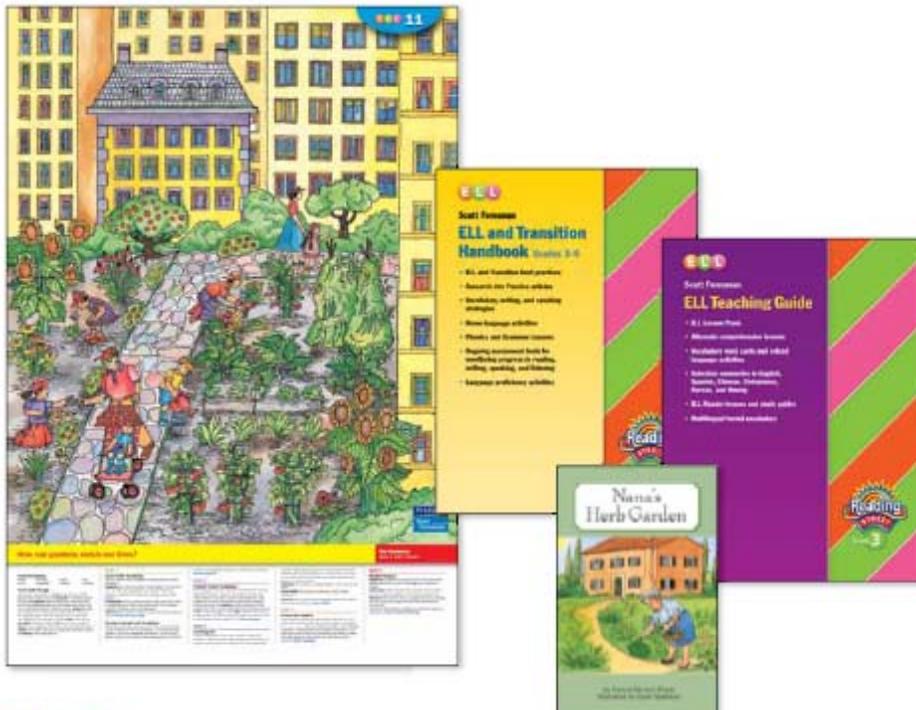
Another path that builds successful readers is the New Literacies strand built into the instructional program. New Literacies refers to the skills that students need to function successfully, both today and in their future. All students must be able to access, analyze, synthesize, and communicate in this information age. Building these New Literacies begins in grade 1 at the beginning of the third unit in Reading Street. Teachers will teach and help students develop the following skills:

- Reading web pages
- Using email
- Searching the Internet
- Evaluating online sources
- Using online references
- Using online directories

New Literacies systematically and explicitly prepare students to thrive in the 21st century and are based on the best instructional research of Dr. Don Leu and his team at the University of Connecticut.

Support for ELL Students

For teachers needing support for their limited English proficient students, *Reading Street* includes ELL instructional strategies, alternate lessons, and grade-level readers to build vocabulary and key concepts each week. All materials are based on the three pillars of ELL instruction—*Build Background*, *Access Content*, and *Extend Language*—by program contributing author, Dr. Jim Cummins.



Reading Street for ELL. Reading Street specifically addresses needs of students for whom English is not the first language.

ELL instruction in Reading Street includes instruction in all four domains—listening, speaking, reading, and writing—through the instructional design of the ELL portion of each weekly lesson (Teacher’s Editions and separate ELL Teaching Guides that develop ELL plans for each week’s instruction even further). The use of considerate text, the vocabulary treatment, and differentiated instruction specifically designed for ELL, all comprise our comprehensive ELL program. Components and multi-level teaching tips vary by language proficiency levels.

Vocabulary Development is Critical

“Having a strong vocabulary is not only a school goal, it is a characteristic that allows us to participate actively in our world, and it is viewed as the hallmark of an educated person.”

*Dr. Camille Blachowicz, Reading Street
Author*

Knowing that ELL students need multiple opportunities to develop strong vocabularies, Reading Street provides many vocabulary–building opportunities to students who are acquiring language and building their vocabularies. The ELL Comprehensive Package includes weekly ELL support for grades 1-6 through the ELL Teaching Guide, ELL Posters, ELL and Transition Handbook, and ELL Readers Bookshelf Collection. See descriptions that follow for the individual components:

- ELL Teaching Guide: This practical guide supports English language learners and teachers. It builds on the instruction in the Teacher’s Editions with weekly lesson planners, comprehension lessons, vocabulary activities, multilingual summaries, ELL Reader lessons and study guides, and multilingual lesson vocabulary. Grades 1–6
- ELL Posters: Colorful posters help English language learners practice tested vocabulary and concepts each day of the week. Grades K–6
- ELL and Transition Handbook: Resource book includes best practices and instructional strategies, lessons, research, and language activities to enhance comprehension and writing instruction for English Language Learners. Grades K–6
 - ELL and transition best practices
 - *Research into Practice* articles
 - Vocabulary, writing, and speaking strategies
 - Home–language activities
 - Phonics and grammar Lessons
 - Ongoing assessment tools for monitoring progress in reading, writing, speaking, and listening
 - Language proficiency activities
- ELL Readers: Grade–level fiction, nonfiction, and poetry selections develop English language learners’ vocabulary and comprehension skills each week. Includes ELL reader lesson plans from the ELL Teaching Guide. Grades 1–6
- Ten Important Sentences: Ten–sentence summaries of each selection help teachers focus on comprehension while expanding students’ English Key ideas from every Student Edition selection are included. Grades 1–6

Support for Special Education Students

Children in special education will benefit from the daily opportunities within Reading Street to engage with grade-level content through conceptually coherent, multi–modal, and leveled materials. These materials expose students to the academic and concept language they need to be successful.

Program author Susan M. Reis, Ph.D., has brought her expertise and research concerning special education populations into the robust instructional strategies and teaching plans for exceptional education students found within Reading Street. Evidence of Dr. Reis’s influence

in the program is located behind the Differentiated Instruction tab in the back of each Teacher's Edition.

Students either in ELL or special education programs will also benefit from the Tier 2 support that is built into the program for what the Association for Supervision and Curriculum Development (ASCD) terms our "striving populations". These are students who are two years or more below grade level and in need of intensive intervention.

Through a coherent system of design, program author Dr. Sharon Vaughn—an expert in the fields of differentiated instruction, Response to Intervention, and working with special populations—has lent her expertise to the activities found in the everyday teaching plans and behind the Differentiating Instruction tab in the back of the Reading Street Teacher's Editions.

With Reading Street's thoughtful, explicit, and intentional teaching plans and activities, teachers are able to intervene in a manner that builds the instructional strategies students below grade level need access to in order to succeed.

Features and Components to Support all Students

Teachers of students in special education report that the scaffolded instruction and instructional routines mentioned previously for ELL students are also applicable to students with specific challenges related to language acquisition, comprehension, and other learning disabilities. Other Reading Street program features and core instructional components—such as those described below—support ELL, special education, and students reading above grade level.

Features

Oral vocabulary, big ideas, priority skills, progress monitoring, and the leveled instructional strand are all essential features that Reading Street brings to teaching and learning for special populations.

Oral vocabulary—words we know and use when we speak—makes the transition to text easier and is a predictor of future reading success. In grades K–3, Reading Street provides explicit oral vocabulary routines to help students develop language.

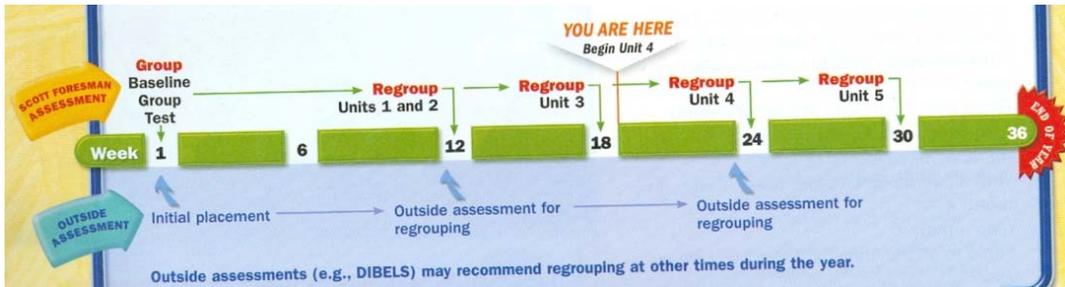
The big ideas found within the architecture of Reading Street are organized to promote language acquisition and concept development. Each selection connects to a big idea or concept, and each text supports the next. There is also a strong connection between language and vocabulary. This helps students build appropriate knowledge and read for meaning.

Five priority skills are embedded within the core instructional program. This feature guides teachers as they determine where to place their emphasis during instruction. By assessing key predictors, teachers can verify student success.

Teachers are able to better predict reading success through the monitoring progress feature of the assessment strand that runs throughout Reading Street. The Grouping for AYP feature involves a four-step assessment plan that supports all learners as they develop into competent readers. Each of the steps provides teachers with meaningful ways to monitor, assess, and plan their instruction.

Step	Details
<p>Step 1: Diagnose and Differentiate</p> <p>Diagnose: To make initial grouping decisions, use the Baseline Group Test or another initial placement test. Depending on children's ability levels, you may have more than one of each group.</p>	<ul style="list-style-type: none"> ▪ If a child's performance is below-level, then use the regular instruction and the daily Strategic Intervention found in the Teacher's Edition under the Differentiated Instruction tab. These interventions provide learning routines to help foster student growth and retention of strategies to improve reading. ▪ If a child's performance is on-level, then use the regular instruction for on-Level learners found in the Teacher's Edition. ▪ If a child's performance is advanced, then use the regular instruction and the daily instruction for advanced learners found in the Teacher's Edition under the Differentiated Instruction tab. These interventions provide learning routines to help foster student growth and promote continued learning as students are able to interact with advanced text.
<p>Step 2: Monitor Progress</p>	<ul style="list-style-type: none"> ▪ Monitor Progress boxes appear in the Teacher's Edition to help teachers check sound fluency, word reading, high-frequency words, retelling, and oral vocabulary ▪ Weekly Assessments are available on Day 5 of the weekly planner for phonics, high-frequency words, and comprehension ▪ Shared Reading Notes and skill strategy instruction during reading is provided ▪ Practice Book pages are available at point of use
<p>Step 3: Assess and Regroup</p>	<ul style="list-style-type: none"> ▪ Day 5 Assessments record results of weekly Day 5 assessments for phonics and high-frequency words to track children's progress ▪ Unit benchmark assessments are to be administered to check progress on literacy skills ▪ Use weekly assessment information, unit benchmarks assessment performance, and the Unit Assess and Regroup information to make regrouping decisions (see the timeline in the figure below)
<p>Step 4: Summative Assessment</p>	<ul style="list-style-type: none"> ▪ Benchmark Assessment are used to measure a child's masters of each unit's skills ▪ End-of-year benchmark assessment are used to measure a child's mastery of program skills covered in the grade level units

A Four-Step Assessment Plan. Each of the steps provides Indiana teachers with meaningful ways to monitor, assess, and plan their instruction.



Assessment Timeline. Teachers are able to better predict reading success with the monitoring progress feature of the assessment strand.

Teachers are able to use the leveled instructional strand to instruct, motivate and monitor student progress through the instructional plan. Teachers are provided instruction through any of the three pathways students follow as they progress through the program.

Pathway	Program Provisions
On-Level Instruction	<ul style="list-style-type: none"> ▪ Explicit instructional routines to teach core skills and strategies ▪ Ample practice for core skills ▪ Independent activities provide practice for core skills ▪ Leveled Readers and decodable readers provide additional reading and practice with core skills and vocabulary
Strategic Intervention	<ul style="list-style-type: none"> ▪ Daily strategic intervention provides more intensive instruction, more scaffolding, more practice with critical skills, and more opportunities to respond ▪ Decodable Readers practice word reading skills ▪ Reteach lessons (entitled Differentiated Instruction) in the tabbed section of the Teacher's Edition provide additional instructional opportunities with target skills ▪ <i>Listen to Me</i> Readers in kindergarten practice target skills and high-frequency words; Leveled Reader instruction in grades 1–3 builds background for the main selection and provides practice with target skills and vocabulary
Advanced Lessons	<ul style="list-style-type: none"> ▪ Daily Advanced lessons provide compacted instruction for accelerated learning, options for investigative work, and challenging reading content ▪ Independent Leveled Readers (kindergarten) and Leveled Readers (grades 1–3) provide additional reading tied to lesson concepts

Three Pathways. Indiana Teachers are able to use the leveled instructional strand to instruct, motivate and monitor student progress through the instructional plan.

Components

There are many other program components and instructional materials that come with the adoption of Reading Street. Some selections have been highlighted below because they have direct instructional implications for use with limited English proficient and special education students, as well as students reading above grade level.

- **Kindergarten Student Reader:** Provides weekly opportunities for students to read connected text, apply phonics skills, and read high-frequency words in context, 36 titles. Grade K
- ***Welcome to Kindergarten* and *Welcome to First Grade:*** Helps teachers set up their classrooms and keep them running smoothly. Each grade-specific volume includes strategies for classroom organization, effective instructional practices, and so on. Grades K–1
- **Kindergarten Review:** Designed for first grade teachers to use at the beginning of the school year. Teachers use the booklet with their students to review letter forms, consonant letter sounds, high-frequency words, concepts of print, and phonemic awareness. Grade 1
- ***Guide on the Side:*** A handbook that contains instructional routines and teacher resources to support research-based reading instruction. Teachers can also use this component in conjunction with their Teacher’s Editions to support student wherever they are in the instructional cycle. Grades K–6
- ***Research into Practice:*** Presents annotated lessons from kindergarten, grade 1, and grade 4 of *Reading Street*. The annotations describe lesson features at each grade level and cite research that supports their instruction. This component is ideal for Coaches and Principals to use with new teachers or teachers new to a grade level. Grades PK–6
- ***Assessment Handbook:*** Provides assessment strategies and tools to prepare students for high-stakes tests. Grades K–2/3–6
- ***Fresh Reads for Differentiated Test Practice:*** Administered weekly for fluency checks and to practice comprehension skills. Grades 1–6
- ***SuccessTracker:*** An online assessment and data management system with diagnostic prescriptions to *Reading Street* and alignment to standards. Grades K–6
- **Leveled Readers**
 - Independent Leveled Readers help advance readers practice comprehension skills, extend concepts, and connect to science and social studies each week. 36 titles. Grade K
 - Below-Level, On-Level, and Advanced Leveled Readers allow all students to practice the comprehension skill, vocabulary, and concepts of each week’s main selection. All three levels are also available online. Grades 1–6

- Leveled Readers Teaching Guide contains lesson plans and practice pages for each leveled reader. Fluency activities, assessment, and graphic organizers are included. Grades 1–6
- Leveled Readers Database is a searchable online database that provides access to over 1,000 leveled readers. Search by Guided Reading level, DRA™ level Lexile® level, skill, content area, and more. Students can listen to fluently read recording of every passage. Teachers can download and print lesson plans, practice pages, and even e-mail leveled readers and assignments. Grades K–6.
- Concept Literacy Leveled Readers use patterned, repetitive text to help low-level students understand basic concepts and grade-level themes. Most are nonfiction texts that focus on concept vocabulary. 12 titles per grade. Grades K–1
- Concept Literacy Leveled Readers Teacher’s Guide—contains reading lesson plans for each reader and a graphic organizer blackline master to enhance concept development. Grades K–1
- The trade book library extends students’ reading and concept development. Each unit has a Below-Level, On-Level, and Advanced book to support all abilities. The library includes a Teaching Guide with lesson plans. Grades 1–6
- Decodable Readers provide additional phonics practice and blending practice. Grades K–3
- Strategic Intervention Decodable Readers are targeted to below-level readers who need more practice applying phonics skills in text. Grades 1–2
- Alphabet Cards in English and Spanish are illustrated with vivid photographs. The cards develop letter and word recognition skills and can be used to connect sounds to letters. The cards can also be used to help students transition from Spanish to English. Grade K
- Picture Word Cards feature a photograph on front and the word on back. The cards can be used for phonemic awareness activities, phoneme sorting, and concept development. Grade K
- Phonics Activities CD contains sounds in words, nursery rhymes, and interactive practice to reinforce phonics and phonemic awareness skills. Grades K–2
- Phonics Songs and Rhymes Flip Chart contains colorfully illustrated songs and rhymes that can be sung to familiar tunes. Each chart provides practice of the weekly target phonics skills. Write-on/wipe-off surface. Grades K–2
- Phonics Songs and Rhymes Audio CD features recording of weekly Phonics Songs and Rhymes to introduce and practice weekly phonics skills. Grades 1–3

In summary, there are many Reading Street features, components, and instructional materials that can be used with a variety of student populations.

Program Feature or Instructional Component	ELL Students	Special Education Students	Students Reading Above Grade Level
Oral Vocabulary	✓	✓	✓
Big Ideas	✓	✓	✓
Priority Skills	✓	✓	✓
New Literacies	✓	✓	✓
Grouping for AYP	✓	✓	✓
Leveled Instructional Strands (on-level, strategic intervention, and advanced)	✓	✓	✓
Kindergarten Student Reader	✓	✓	✓
Welcome to Kindergarten and Welcome to First Grade	✓	✓	
Kindergarten Review	✓	✓	
Guide on the Side	✓	✓	✓
Research into Practice	✓	✓	✓
Assessment Handbook	✓	✓	✓
Fresh Reads for Differentiated Test Practice	✓	✓	✓
Success Tracker	✓	✓	✓
Leveled Readers: Independent Leveled Readers	✓	✓	✓
Leveled Readers: Below-level, On-level, and Advanced Leveled Readers	✓	✓	✓
Leveled Readers Teaching Guides	✓	✓	✓
Leveled Readers Database	✓	✓	✓
Concept Literacy Leveled Readers	✓	✓	✓
Concept Literacy Leveled Readers Teacher's Guides	✓	✓	✓
Trade Book Library	✓	✓	✓
Decodable Readers	✓	✓	✓
Strategic Intervention Decodable Readers	✓	✓	
Alphabet Cards in English and Spanish	✓	✓	✓
Picture Word Cards	✓	✓	✓
Phonics Activities CD-ROM	✓	✓	
Phonics Songs and Rhymes Flip Chart	✓	✓	
Phonics Songs and Rhymes CD	✓	✓	

Diverse Student Populations. Reading Street features, components, and instructional materials benefit a variety of Indiana student populations.

Description of Submission

Requirement

1. Identify and describe the components of the Comprehensive Core Reading Program. The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.

1a. Educational Approach. As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

Response

Reading Street—Common Core Overview

Scott Foresman Reading Street is unique by design to support any path and any pace of teaching. Teachers lead the way with smart, efficient resources—complete with flexible pacing plans, precise monitoring, and a robust, 100 percent equitable digital array.

Reading Street© 2011 is an all-new comprehensive Reading and Language Arts series for the 21st century, college and career readiness, the Common Core State Standards, and the Indiana standards for literacy, science and social studies. Explicit, systematic, high-quality instruction focuses on the five critical elements of reading that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension, and the additional drivers of the Common Core—deep, transferable knowledge, concept development, and broad vocabulary development. Our fully reciprocal writing strand presents the workshop model, six traits, writing for tests, mentor texts, and writing-on-demand.

Reading Street delivers classic and soon-to-be classic literature, scientifically research-based and validated instruction, and a wealth of groundbreaking online experiences for high student engagement. My Teaching Library, our teacher edition resource, takes the guesswork out of Response to Intervention with a strong core for prevention, emphasis on ongoing progress-monitoring and an explicit plan for managing small groups of students for maximum personalized learning. The architecture of sustained concept and language development accelerates all learners, including English language learners, toward greater proficiency.

Teaching Reading Street is teaching the Common Core. Reading Street is built to help teachers easily implement the Common Core State Standards through rigor and relevance,

text complexity, persuasive and informational writing, and personalized learning. A focus on concept development confirms that students are building that deep knowledge necessary for comprehension, and ultimately, college and career readiness. Reading Street—Common Core results are driven by proven and essential teaching principles. The program is organized around the following best practices:

- Engage students to read for meaning
- Connect acquired skills to increasingly complex tasks
- Transfer deep and transferable understanding to multiple genres
- Respond with efficiency to individual needs

Rationale Behind Reading Street

The rationale behind Reading Street includes the following concepts:

- Exploring big questions guides instruction and provides genuine opportunity for the development of expansive knowledge, reflective inquiry, and intertextual understandings
- Big questions establish realistic arenas for reading knowledge/instruction and launching points for further inquiry
- Transferring concept knowledge among a variety of situations, genres, and content areas stimulates student interest and increases their knowledge base and vocabulary for investigating topics
- Connecting to concepts in science and social studies encourages students to be curious and to inquire, thus applying literacy to further understanding in other areas (reading to learn)
- Connecting questions, concepts, and instruction to grade-level standards in content areas assists teachers in meeting science and social studies curriculum requirements
- Concrete examples of applied literacy assist in a teacher's development

Reading Street Research Base

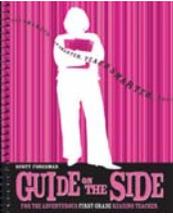
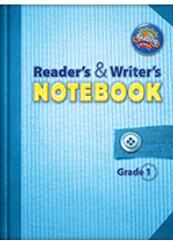
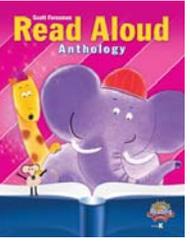
Reading Street has a long history as a research-based and validated core English Language Arts instructional program. The research base for the program can be found online at www.ReadingStreet.com. Validated studies are available upon request.

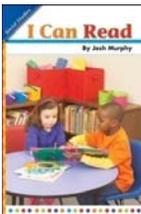
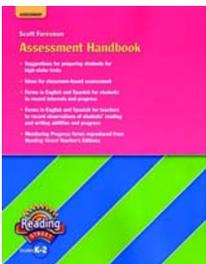
Requirement

1b. Teacher components of the Comprehensive Core Reading Program. Please include the format description of each item & alignment with scientifically-based reading research.

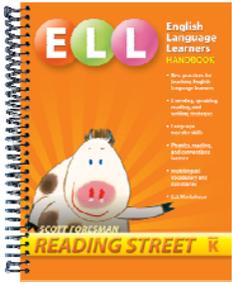
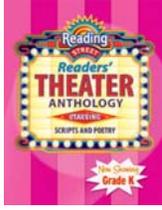
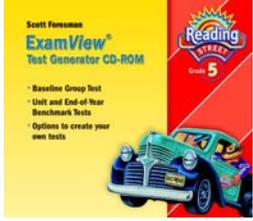
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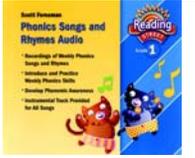
Reading Street 2011 Teacher Components List

	<p>First Stop on Reading Street (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Research base foundation. ▪ Program scope and sequence. ▪ Classroom management suggestions. ▪ Assessment Overview. ▪ Teacher Resources. ▪ Customize literacy and writing.
	<p>Reading Street Teacher's Edition (Grades K–6)</p> <ul style="list-style-type: none"> ▪ 6 units ▪ 2 volumes per unit ▪ 3 weeks of instruction in each volume
	<p>Guide on the Side (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Unique teacher edition resource. ▪ Instructional routines and mini-lessons. ▪ Comprehensive writing workshop. ▪ Guidance for assessing, grouping, and monitoring students' progress. ▪ Resources for learning communities.
	<p>Reader's & Writer's Notebook and Teacher's Manual (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Interactive weekly practice for comprehension, writing, vocabulary, grammar, spelling, phonics, and word study.
	<p>Read Aloud Anthology (Grades K–2)</p> <ul style="list-style-type: none"> ▪ Selections in a variety of genres build vocabulary and develop concepts.

	<p>Concept Literacy Leveled Readers and Teaching Guide (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Nonfiction text with a strong emphasis on concept vocabulary. ▪ Teaching guide includes a lesson plan for each week’s story. ▪ 36 titles (Grades K–1) ▪ 30 titles (Grades 2–6)
	<p>Leveled Reader Teaching Guide:</p> <ul style="list-style-type: none"> ▪ Lesson plans and practice pages for each Leveled Reader build comprehension skills, fluency, and vocabulary. Grades 1–6
	<p>ELL and ELD Reader Teaching Guides (Grades 1–6)</p> <ul style="list-style-type: none"> ▪ Differentiated lesson plans for weekly ELD and ELL readers. ▪ Scaffolded leveled support for language proficiency.
	<p>Assessment Handbook (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Ideas for classroom assessments prepare students for high-stakes tests. ▪ Rubrics, checklists, and numerous teaching resources in English and Spanish demonstrate models and methods for student evaluation and grading based on the most recent reading research.

	<p>Baseline Group Tests and Teacher's Manual (Grades K–6)</p> <ul style="list-style-type: none"> Administered as a placement test Identifies below-level, on-level, and advanced students Establishes baseline data
	<p>Fresh Reads for Fluency and Comprehension & Teacher's Manual (Gr 1-6)</p> <ul style="list-style-type: none"> Administered Weekly Provide leveled reading selection Practice on target and review comprehension skills Combine multiple choice and constructed-response questions.
	<p>Weekly Tests and Teacher's Manual (Grades 1-6)</p> <ul style="list-style-type: none"> Administered mid-week Contain Vocabulary and comprehension sections Measure target and review comprehension skills Combine multiple-choice and constructed-response questions.
	<p>Unit and End-of-Year Benchmark Assessments & Teacher's Manual (Gr K-6)</p> <ul style="list-style-type: none"> Administered at the end of each unit Provide one or two reading selections Assess unit target and review comprehension skills, vocabulary strategies, high-frequency words, phonics skills, grammar usage, and mechanic skills, as well as writing Combine multiple-choice and constructed-response questions
	<p>Writing Rubrics and Anchor Papers (Grades 1–6)</p> <ul style="list-style-type: none"> Rubrics for each weekly lesson. Anchor papers with student models

	<p>ELL Handbook (Grades K–6)</p> <ul style="list-style-type: none"> Professional development opportunities and full weekly support for each lesson. Develop English learners' abilities in listening, speaking, reading, and writing at individual language proficiency levels.
	<p>Readers' Theater Anthology (Grades K–6)</p> <ul style="list-style-type: none"> Drama and poetry selections for performance. Build reading fluency and teamwork skills.
	<p>Response to Intervention Kit (K–2) (3–6)</p> <p>Focus on priority skills! Instruction is organized by strand, so you can provide targeted focus and leveled mini-lessons for individuals or small groups.</p> <ul style="list-style-type: none"> Phonemic Awareness Teacher's Guide and Student Worktext Phonics and Decoding Teacher's Guide and Student Worktext Fluency Teacher's Guide and Student Worktext Vocabulary Teacher's Guide and Student Worktext Comprehension Teacher's Guide and Student Worktext Implementation Guide Routines Cards Letter Tiles (English/Spanish) Write-on/Wipe-off Boards A Tier 2 Solution
	<p>ExamView® CD-ROM:</p> <ul style="list-style-type: none"> Test generator makes it easy to create and customize Unit and End-of-Year Benchmark Tests to match state and national formats. Grades 2–6
	<p>AudioText CDs (Grades K–6)</p> <ul style="list-style-type: none"> Complete narration of entire Student Edition. Model Fluent Reading

	<p>Background Building Audio CDs (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Drama skits, interviews, songs, and more. ▪ Introduce key concepts and vocabulary for each Student Edition selection.
	<p>Digital Path Assets DVD-ROM (Grades K–6) Animations, Grammar Jammers, videos, activities, and games</p>
	<p>Interactive Digital Path (Grades K–6)</p> <ul style="list-style-type: none"> ▪ See it! Big Question Video, Concept Talk Video, ▪ Envision It! Animations, eReaders. ▪ Hear It! eSelections (Highlighted word-by-word reading), Grammar Jammer, Vocabulary Activities. ▪ Do It! Journal Word Bank, Story Sort, 21st Century Skills Activities, Vocabulary Activities, Success Tracker
	<p>Modeled Pronunciation Audio CD (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Correct pronunciation of all sounds in English and Sound Spelling Card songs.
	<p>Online Lesson Planner (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Organizational tool makes it easy to plan lessons from any computer. ▪ Create and customize your schedule, print and edit lessons, and view correlations to state standards.
	<p>Online Leveled Reader Database (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Searchable database provides access to over 2,000 Leveled Readers online. ▪ Search by Guided Reading level, DRA™ level, Lexile® level, comprehension skill, theme/topic, genre, and more.
	<p>Online Student Editions (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Students can access <i>Reading Street</i> textbooks at home or from a classroom technology center.
	<p>Online Assessment (Grades 1–6)</p> <ul style="list-style-type: none"> ▪ Online assessment and data management system with print and digital remediation content.
	<p>Online Teacher’s Editions (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Entire Teacher’s Edition online plus additional teaching resources.
	<p>Phonics Songs and Rhymes Audio CD (Grade K)</p> <ul style="list-style-type: none"> ▪ Weekly songs and rhymes introduce and practice weekly phonics skills and develop phonemic awareness.

	<p>Reading Street Readers DVD-ROM (Grades K–6)</p> <ul style="list-style-type: none"> All readers on DVD-ROM: Leveled Readers, Decodable Readers, ELL and ELD Readers. <p>Includes audio.</p>
	<p>Sing with Me Audio CDs (Grades K–2)</p> <ul style="list-style-type: none"> Build concepts and practice Amazing Words through songs
	<p>Student Edition CD-ROM (Grades K–6)</p>
	<p>Teacher Resource DVD-ROM (Grades K–6)</p> <p>Find all your teaching tools in one place: Daily Fix-It Transparencies (K-6), Writing Transparencies (1-6), Grammar Transparencies (1-6), Vocabulary Transparencies (1-2), Skill Lesson Transparencies (2-6), Research Transparencies (1-2), Graphic Organizers (K-6), Reader's & Writer's Notebook Student Edition and Teacher's Manual (K-6), Let's Practice It! Student Edition and Teacher's Manual (K-6), Phonics Activity Mat (K), Patterns Book (K), High-Frequency Word Cards (K-2), Tested Vocabulary Word Cards (3-6), Envision It! Picture Vocabulary Cards (2-6), 10 Important Sentences (1-6), Scoring Rubrics for Writing, and more.</p>

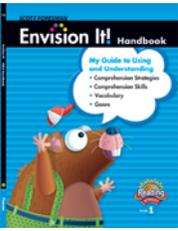
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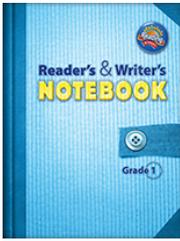
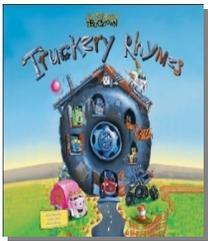
1c. Student component of the Comprehensive Core Reading Program. Please include the format description of each item and alignment with scientifically-based reading research.

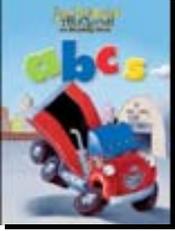
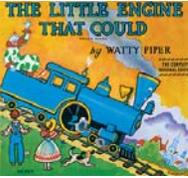
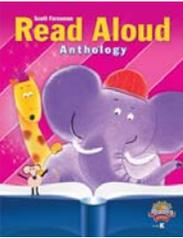
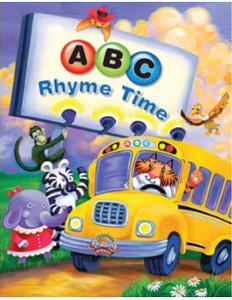
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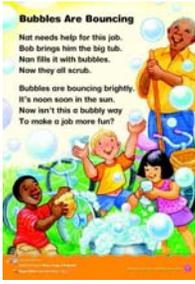
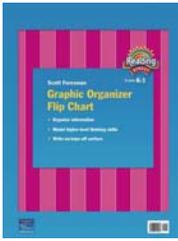
All student reading and practice materials are conceptually coherent and address the big idea of the unit that is rooted in science and social studies concepts. All components are designed based on the research of our authors and of the gold standard educational research cited in the Foundational Research document that follows this section.

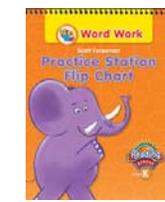
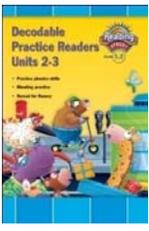
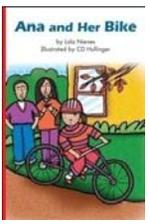
Reading Street 2011 Student Components List

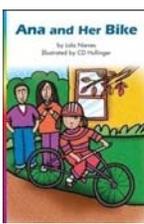
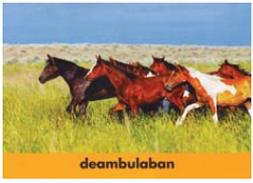
	<p>Envision It! Handbook (Grades 1–6)</p> <ul style="list-style-type: none"> Visual student resource for key comprehension and vocabulary skills, strategies, and genres.
	<p>Reading Street Student Edition (Grades 1–6)</p> <ul style="list-style-type: none"> Includes Envision It! Visual Skills Handbook 6 books (Grade 1) 2 books (Grades 2–6)

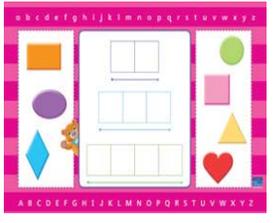
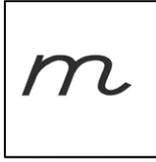
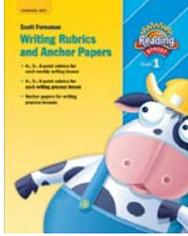
	<p>My Skills Buddy (Grade K)</p> <ul style="list-style-type: none"> ▪ Interactive Practice ▪ Apply new skills ▪ Get ready to read ▪ Decodable Practice Readers ▪ 6 books
	<p>Reader's & Writer's Notebook and Teacher's Manual (Grades K–6)</p> <ul style="list-style-type: none"> • Interactive weekly practice for comprehension, writing, vocabulary, grammar, spelling, phonics, and word study.
	<p>Big Books (Grades K–2)</p> <ul style="list-style-type: none"> ▪ Oversized full-color trade books provide shared reading opportunities. ▪ Opportunity to model fluent reading and to teach concepts of print. ▪ 24 books (Grade K) ▪ 12 books (Grade 1) ▪ 6 books (Grade 2)
	<p>Little Big Books</p> <ul style="list-style-type: none"> ▪ Little Books (Grades K–1) ▪ Reduced-size versions of the big books ▪ Independent reading opportunities ▪ 24 books (Grade K) ▪ 12 books (Grade 1)
	<p>Truckery Rhymes Big Book and Little Book (Grade K)</p> <ul style="list-style-type: none"> ▪ Classic nursery rhymes featuring the Trucktown characters <p>Big book format provides opportunity for shared reading and modeling</p>

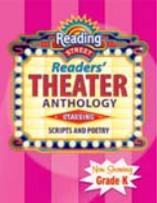
	<p>Trucktown ABCs Big Book and Little Book (Grade K)</p> <ul style="list-style-type: none"> ▪ Big book format provides opportunity for shared reading and modeling ▪ fluent reading. ▪ Development in oral vocabulary and concepts
	<p>Read Aloud Trade Books (Grade K-6)</p> <ul style="list-style-type: none"> ▪ Illustrated stories by well-known authors. ▪ Develop comprehension skills and encourage children to read for a variety of purposes. ▪ 12 titles
	<p>Read Aloud Anthology (Grades K–2)</p> <ul style="list-style-type: none"> ▪ Selections in a variety of genres build vocabulary and develop concepts
	<p>ABC Rhyme Time Big Book (Grade 1)</p> <ul style="list-style-type: none"> ▪ Alphabet book in rhyming format can be used to teach short vowels and consonant letter sounds ▪ Big book format is perfect for shared reading
	<p>Sing with Me Big Book and Little Book (Grades 1–2)</p> <ul style="list-style-type: none"> ▪ Weekly songs to demonstrate and practice oral vocabulary in context

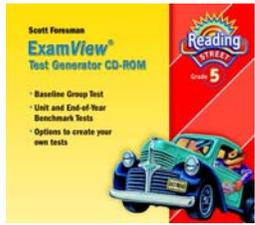
 <p>Bubbles Are Bouncing Not needs help for this job, Bob brings him the big tub. Non fills it with bubbles, Now they all scrub. Bubbles are bouncing brightly, It's noon soon in the sun. Now isn't this a bubbly way To make a job more fun?</p>	<p>Phonics Songs and Rhymes Flip Charts (Grade K)</p> <ul style="list-style-type: none"> Large, colorful chart introduces a new song each week Each song actively engages children in word work and helps connect sounds to letters
 <p>Graphic Organizer Flip Chart</p>	<p>Graphic Organizer Flip Charts (Grades K–1)</p> <ul style="list-style-type: none"> Write-on wipe-off charts for active learning
 <p>MUD FUN</p>	<p>Get Set, Roll! Readers</p> <ul style="list-style-type: none"> Get ready to VROOM! Jon Scieszka's trucks help children practice the weekly phonics skills Trucktown ABCs and the Big Book of Truckery Rhymes develop phonological awareness
	<p>Kindergarten Readers (Grade K)</p> <p>Listen to Me Readers</p> <ul style="list-style-type: none"> 36 titles Weekly reader practices target sound spellings by picturing objects that begin with the target sounds. Rebus words used with repetitio. Support for oral vocabulary development <p>Kindergarten Student Readers</p> <ul style="list-style-type: none"> 36 titles Weekly on-level reader practices target sound spellings and high-frequency words Continuous characters appear in weeks 1-5 Week 6 provides a realistic fiction or nonfiction story <p>Independent Readers</p> <ul style="list-style-type: none"> 36 titles <p>Weekly leveled reader that practices vocabulary and target comprehension skill</p>

	<p>Concept Literacy Leveled Readers and Teaching Guide (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Nonfiction text with a strong emphasis on concept vocabulary. ▪ Teaching guide includes a lesson plan for each week’s story. ▪ 36 titles (Grades K–1) ▪ 30 titles (Grades 2–6)
	<p>Leveled Readers (Grades 1–6)</p> <ul style="list-style-type: none"> ▪ Opportunities for differentiated instruction. ▪ Additional practice with the target comprehension skill and strategy of the main selection. ▪ Additional practice with tested vocabulary from the main selections. ▪ Provide all students with access to the theme/concept/topic of the main selection. ▪ Provide more nonfiction selections to address needs of classroom teachers and to address grade-level content areas. <p>Below-Level: 30 titles On-Level: 30 titles Advanced Level: 30 titles</p>
	<p>Leveled Practice Stations (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Ready-made leveled activities that support weekly skills, strategies, and concepts ▪ Flip charts are written in student-friendly language ▪ Management handbook includes rubrics, portfolios, and informal observation suggestions
	<p>Decodable Readers (Grades K–3)</p> <ul style="list-style-type: none"> ▪ Weekly colorful readers that reinforce and apply the target sound spellings. ▪ 3 volumes (Grade 1) ▪ 2 volumes (Grades 2–3)
	<p>English Language Development (ELD) Readers (Grades 1–6)</p> <ul style="list-style-type: none"> ▪ Weekly readers are appropriate for beginning and intermediate proficiency levels. ▪ Develop weekly concept and reinforce high-frequency vocabulary. ▪ 36 titles (Grade 1) ▪ 30 titles (Grades 2–3)

	<p>ELL Readers (Grades 1–6)</p> <ul style="list-style-type: none"> ▪ Weekly readers are appropriate for intermediate and advanced proficiency levels. ▪ Develop weekly concept and reinforce high-frequency vocabulary. ▪ 36 titles (Grade 1) ▪ 30 titles (Grades 2–6)
	<p>Envision It! Pictured Vocabulary Cards (Grades 1–6)</p> <ul style="list-style-type: none"> ▪ Colorful picture cards show word and picture on one side with activities on the other ▪ Multimodal activities reinforce vocabulary development and understanding
	<p>Tested Vocabulary Cards (Grade 1–6)</p> <ul style="list-style-type: none"> ▪ Weekly cards to reinforce high-frequency tested vocabulary
	<p>Alphabet Cards (Grade K)</p> <ul style="list-style-type: none"> ▪ Bilingual cards with vivid photos build letter and word recognition skills ▪ Develop understanding of the alphabetic principle
	<p>Letter Tiles (Grade K)</p> <ul style="list-style-type: none"> ▪ Lowercase letter tiles can be used for phonics and decoding instruction

	<p>Phonics Activities Mats (Grade K)</p> <ul style="list-style-type: none"> ▪ Bilingual mat shows English alphabet on one side and Spanish alphabet on the other ▪ Student word work and letter tile activities
	<p>Sound Spelling Cards (Grades 1–3)</p> <ul style="list-style-type: none"> ▪ 2-sided cards include a photograph and a list of spelling for each sound ▪ Blending routines help introduce sounds and spellings in the phonics lessons
	<p>Picture Cards (Grade K)</p> <ul style="list-style-type: none"> ▪ Interactive picture cards show a photograph and a list of spelling for each sound
	<p>Tactile Cards (Grade K)</p> <ul style="list-style-type: none"> ▪ Interactive cards feature D’Nealian letter on one side; ball-and-stick letter on the other. ▪ Lowercase letters are perfect for little fingers to trace
	<p>Retelling Cards (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Visuals from each Reading Street main selection to develop comprehension
	<p>Writing Rubrics and Anchor Papers (Grades 1–6)</p> <ul style="list-style-type: none"> ▪ Rubrics for each weekly lesson ▪ Anchor papers with student models

	<p>ELL Posters (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Weekly illustrated posters help English Language learners practice tested vocabulary and concepts ▪ Five days of oral language activities on each poster
	<p>AlphaBuddy Bear Puppet (Grade K)</p> <ul style="list-style-type: none"> ▪ Plush hand puppet makes learning engaging, effective, and fun
	<p>Readers' Theater Anthology (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Drama and poetry selections for performance ▪ Build reading fluency and teamwork skills
	<p>Response to Intervention Kit (K–2) (3–6)</p> <p>Focus on priority skills! Instruction is organized by strand, so you can provide targeted focus and leveled mini-lessons for individuals or small groups.</p> <ul style="list-style-type: none"> ▪ Phonemic Awareness Teacher's Guide and Student Worktext ▪ Phonics and Decoding Teacher's Guide and Student Worktext ▪ Fluency Teacher's Guide and Student Worktext ▪ Vocabulary Teacher's Guide and Student Worktext ▪ Comprehension Teacher's Guide and Student Worktext ▪ Implementation Guide ▪ Routines Cards ▪ Letter Tiles (English/Spanish) ▪ Write-on/Wipe-off Boards ▪ A Tier 2 Solution

	<p>ExamView® CD-ROM:</p> <ul style="list-style-type: none"> ▪ Test generator makes it easy to create and customize Unit and End-of-Year ▪ Benchmark Tests to match state and national formats. Grades 2–6
	<p>AudioText CDs (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Complete narration of entire Student Edition. ▪ Model Fluent Reading
	<p>Background Building Audio CDs (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Drama skits, interviews, songs, and more ▪ Introduce key concepts and vocabulary for each Student Edition selection
	<p>Digital Path Assets DVD-ROM (Grades K–6) Animations, Grammar Jammers, videos, activities, and games</p>
	<p>Interactive Digital Path (Grades K–6)</p> <ul style="list-style-type: none"> ▪ See it! Big Question Video, Concept Talk Video, ▪ Envision It! Animations, eReaders. ▪ Hear It! eSelections (Highlighted word-by-word reading), Grammar Jammer, Vocabulary Activities. ▪ Do It! Journal Word Bank, Story Sort, 21st Century Skills Activities, Vocabulary Activities, Success Tracker
	<p>Modeled Pronunciation Audio CD (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Correct pronunciation of all sounds in English and Sound Spelling Card songs
	<p>Online Lesson Planner (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Organizational tool makes it easy to plan lessons from any computer ▪ Create and customize your schedule, print and edit lessons, and view correlations to state standards
	<p>Online Leveled Reader Database (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Searchable database provides access to over 2,000 Leveled Readers online ▪ Search by Guided Reading level, DRA™ level, Lexile® level, comprehension skill, theme/topic, genre, and more
	<p>Online Student Editions (Grades K–6)</p> <ul style="list-style-type: none"> ▪ Students can access <i>Reading Street</i> textbooks at home or from a classroom technology center

	<p>Online Assessment (Grades 1–6)</p> <ul style="list-style-type: none"> Online assessment and data management system with print and digital remediation content
	<p>Online Teacher’s Editions (Grades K–6)</p> <ul style="list-style-type: none"> Entire Teacher’s Edition online plus additional teaching resources
	<p>Phonics Songs and Rhymes Audio CD (Grade K)</p> <ul style="list-style-type: none"> Weekly songs and rhymes introduce and practice weekly phonics skills and develop phonemic awareness
	<p>Reading Street Readers DVD-ROM (Grades K–6)</p> <ul style="list-style-type: none"> All readers on DVD-ROM: Leveled Readers, Decodable Readers, ELL and ELD Readers <p>Includes audio.</p>
	<p>Sing with Me Audio CDs (Grades K–2)</p> <ul style="list-style-type: none"> Build concepts and practice Amazing Words through songs
	<p>Student Edition CD-ROM (Grades K–6)</p>
	<p>Teacher Resource DVD-ROM (Grades K–6)</p> <p>Find all your teaching tools in one place: Daily Fix-It Transparencies (K-6), Writing Transparencies (1-6), Grammar Transparencies (1-6), Vocabulary Transparencies (1-2), Skill Lesson Transparencies (2-6), Research Transparencies (1-2), Graphic Organizers (K-6), Reader’s & Writer’s Notebook Student Edition and Teacher’s Manual (K-6), Let’s Practice It! Student Edition and Teacher’s Manual (K-6), Phonics Activity Mat (K), Patterns Book (K), High-Frequency Word Cards (K-2), Tested Vocabulary Word Cards (3-6), Envision It! Picture Vocabulary Cards (2-6), 10 Important Sentences (1-6), Scoring Rubrics for Writing, and more.</p>

Digital Components

Content Objects

Big Question Video

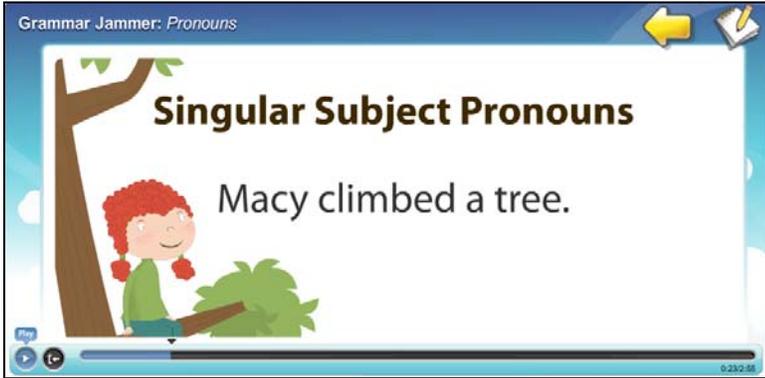
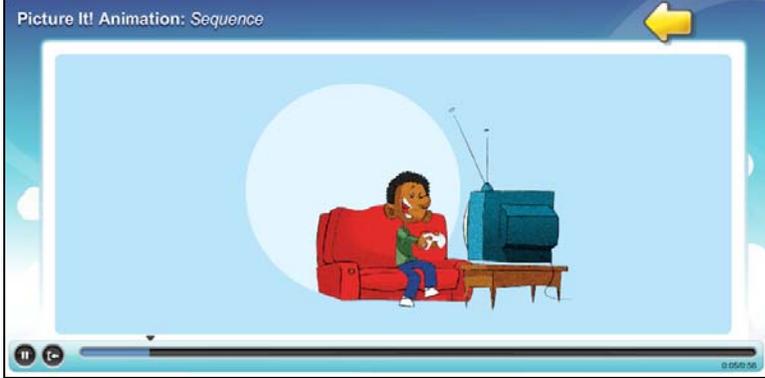
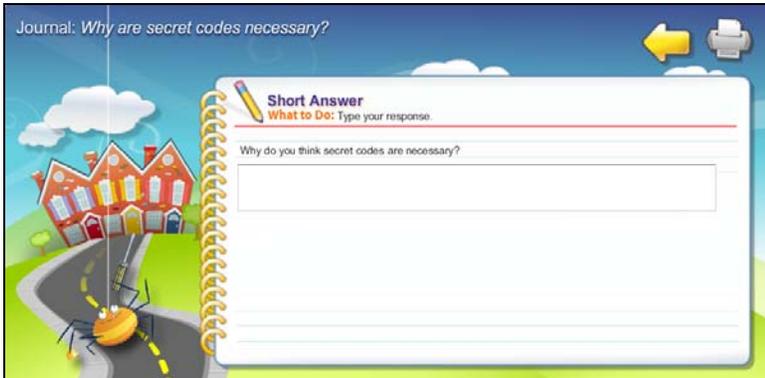
A compilation of video content that relates to weekly Concept Talk Videos which addresses the unit concept that is further explored through the questions of the week.



Concept Talk Video

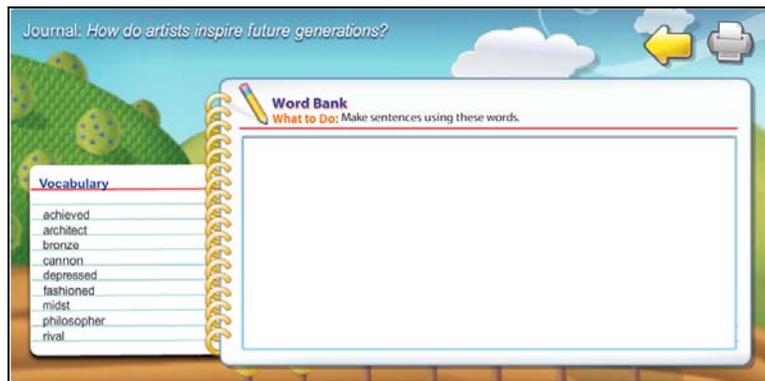
The concept talk question of the week is designed to activate prior knowledge, stimulate discussion and set a purpose for the main reading selection and ancillaries to come. This set of videos visually activates the concept addressed in the question of the week. It also includes on-screen vocabulary reinforcement of the Amazing Words.



<p>Grammar Jammer The Grammar Jammers are short animated songs or rhymes that provide direct instruction on the grammar and convention skills covered throughout the printed text.</p>	 <p>Grammar Jammer: <i>Pronouns</i></p> <p>Singular Subject Pronouns</p> <p>Macy climbed a tree.</p>
<p>Envision It! Digital Path animates the print art to supply direct, instructional audio support to further drive home comprehension skills such as cause and effect, making inferences, literary elements, and sequencing.</p>	 <p>Picture It! Animation: <i>Sequence</i></p>
<p>Journal Short Answer This journal is available with the Concept Talk Video, Grammar Jammer, Main Selections, and Paired Selections content objects.</p>	 <p>Journal: <i>Why are secret codes necessary?</i></p> <p>Short Answer <i>What to Do:</i> Type your response</p> <p>Why do you think secret codes are necessary?</p>

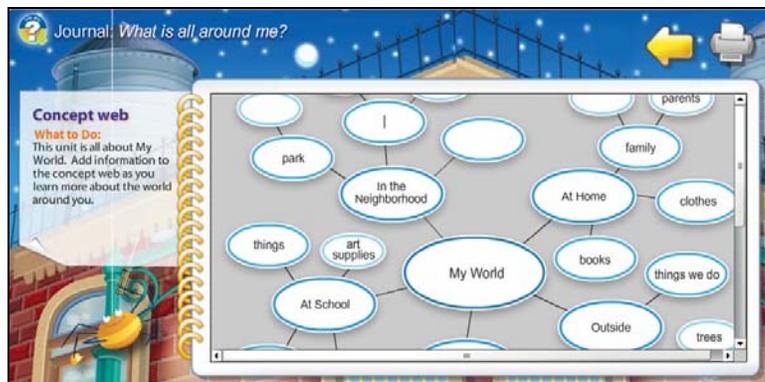
Journal Word Bank

The online journal is designed to encourage and support facilitated and prescriptive writing practices within the digital environment. This journal follows independently after the Tested Vocabulary Activities. A maximum of 10 words appear on a flashcard on the left side of the screen.

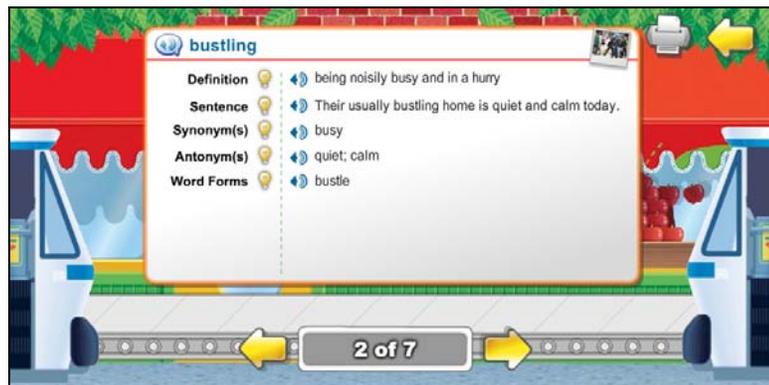


Journal Graphic Organizer

This online journal is designed to encourage and support facilitated and prescriptive writing practices within the digital environment. This journal is available with the Big Question content object. The journal graphic organizer contains a graphic organizer and some pre-populated content for guidance. Students can enter text into blank fields.



Flashcards
 Part of the Tested Vocabulary Activities practice. Students can practice key vocabulary words found in the weekly reading while learning contextual information from the synonyms, antonyms, and example sentence included on each card. Audio support is included for the words.



Memory Match
 Also part of the Tested Vocabulary Activities, Memory Match challenges students to memorize key vocabulary words by finding the missing word to a sentence using a deck of cards.

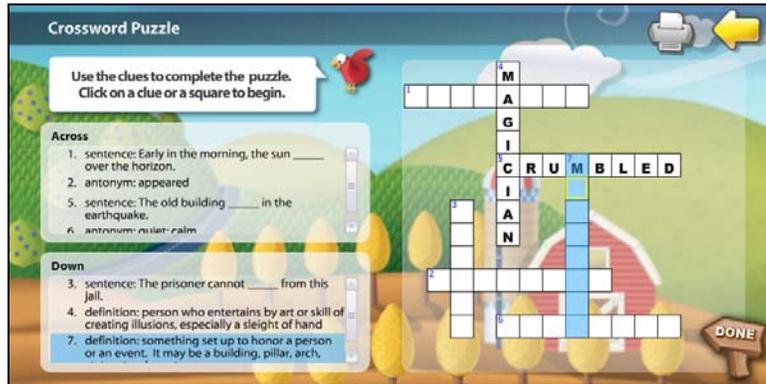


Poetry
 Students creatively make sentences, phrases, or poems using 'magnetic tiles' in this Tested Vocabulary Activity.



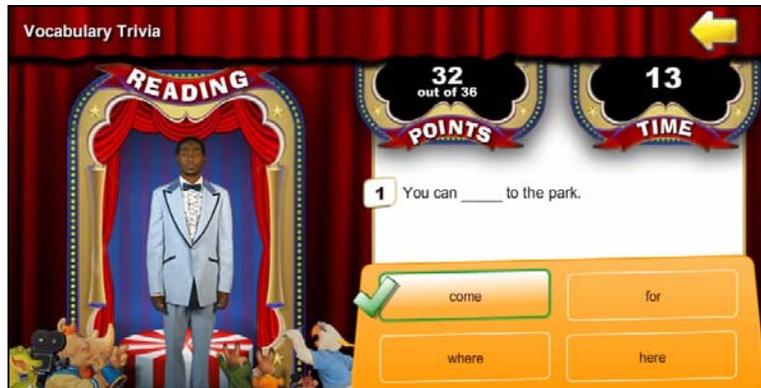
Crossword

Another Tested Vocabulary Activity, students respond to clues to fill in a crossword comprised of key vocabulary words. Students can check their answers and use the Show Answers comparison feature to see the correct answer compared to their answer.



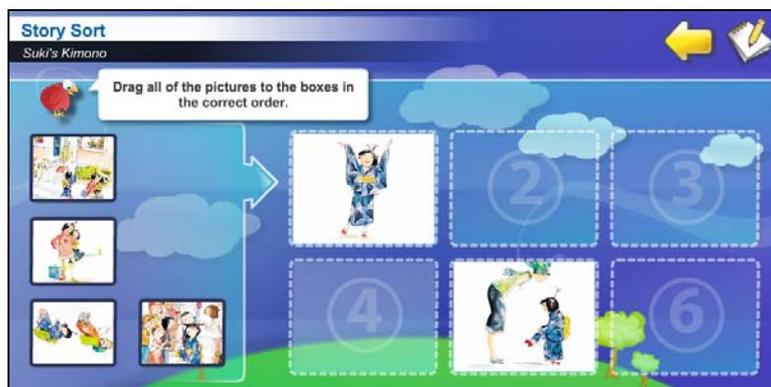
Vocabulary Trivia

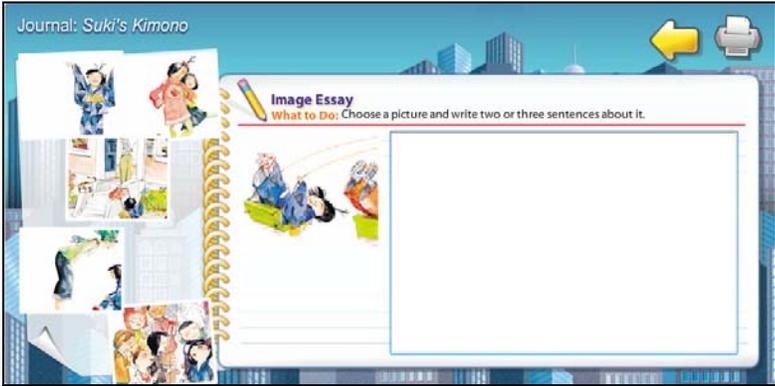
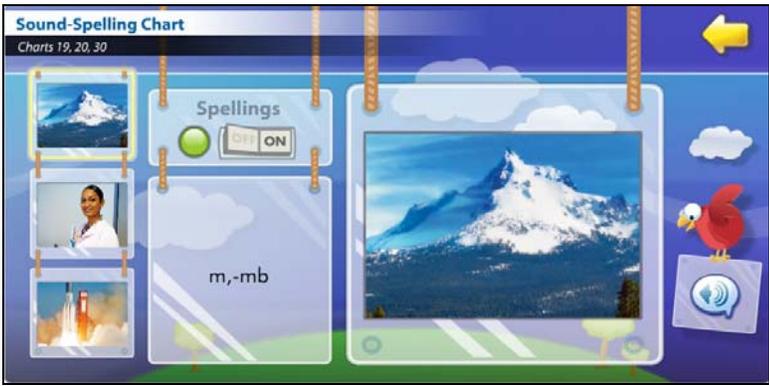
Students try to correctly answer vocabulary questions while trying to beat the timer in this Tested Vocabulary Activity.



Story Sort

This interactive sequencing activity allows the student to retell a story by sorting the thumbnails into the order of events from the story.



<p>Journal: Image Essay</p> <p>This online journal is designed to encourage and support facilitated and prescriptive writing practices within the digital environment. This journal is available with the Story Sort content object. The journal image essay contains a handful of graphics from the correlating story and students select an image to write about.</p>	
<p>Sound-Spelling Charts</p> <p>This content object supports the phonics strand in the Student and Teacher's Editions.</p>	

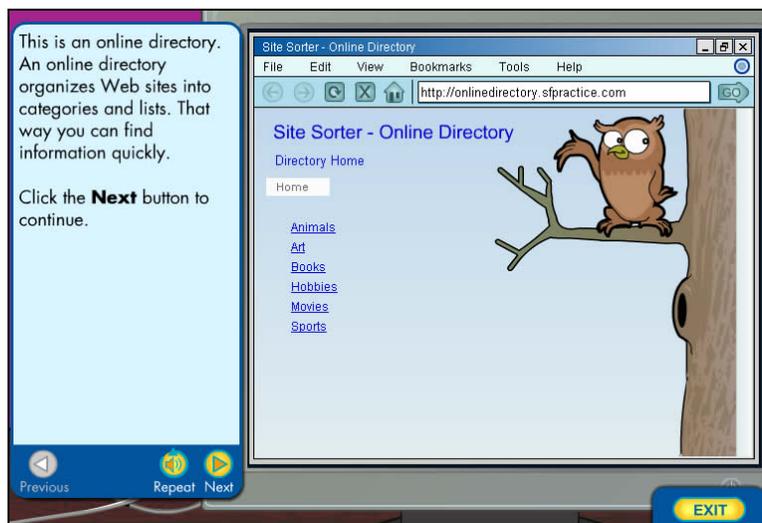
Sing with Me

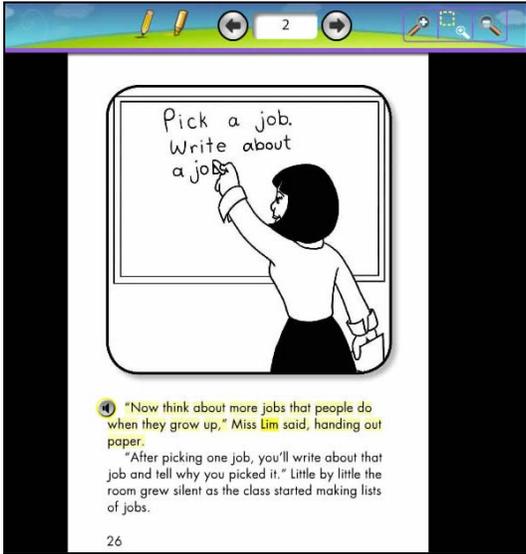
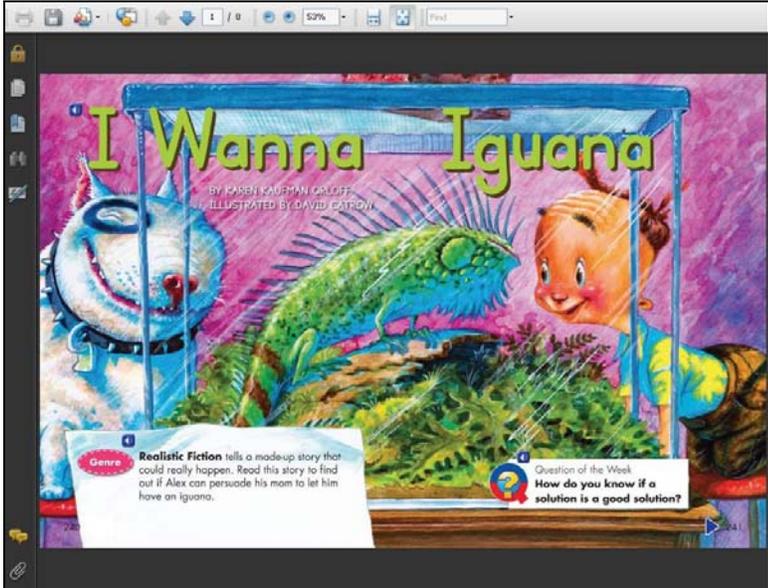
Oral vocabulary words and the weekly concept are introduced in this component through songs. Two audio tracks are available: one with words and one without. Students follow along on the screen during the song.



New Literacies

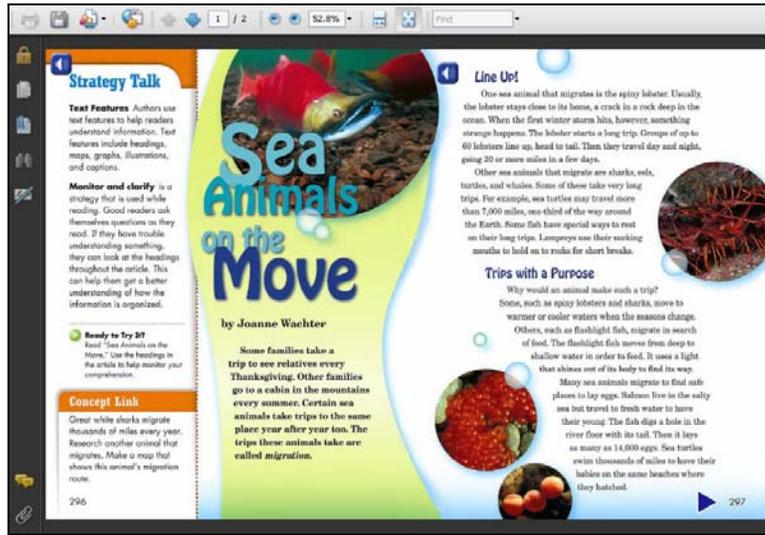
Learn comprehension strategies for new literacies in this activity. These online tutorials provide students with a way to learn about new resources in a technical world.



<p>Decodable eBooks These books are designed to support beginning reading practices through repetitive and targeted phonological skills. They allow students to underline and highlight words or sentences as well as listen to page-by-page audio while following along with word-by-word highlighting. A print button is available for these stories.</p>	 <p>The screenshot shows a digital interface for a decodable eBook. At the top, there is a navigation bar with a pencil icon, a page number '2', and a magnifying glass icon. The main content area features a whiteboard with the text "Pick a job. Write about a job." written on it. A teacher character is pointing to the whiteboard. Below the whiteboard, there is a paragraph of text: "Now think about more jobs that people do when they grow up," Miss Lim said, handing out paper. "After picking one job, you'll write about that job and tell why you picked it." Little by little the room grew silent as the class started making lists of jobs. The page number '26' is visible at the bottom.</p>
<p>Main eSelection The Main eSelections from the Student Edition are electronically available to students. These books open in the Adobe PDF Reader application and have audio support.</p>	 <p>The screenshot shows a digital interface for a main eSelection. The top part of the page displays the book cover for "I Wanna Iguana" by Karen Kaufman Collier, illustrated by David Catrow. The cover features a blue dog and a boy looking at a green iguana. Below the cover, there is a text box defining the genre: "Realistic Fiction tells a made-up story that could really happen. Read this story to find out if Alex can persuade his mom to let him have an iguana." To the right of this text box is a "Question of the Week" section with a question mark icon and the text: "How do you know if a solution is a good solution?". The page is displayed within a browser window with a toolbar at the top.</p>

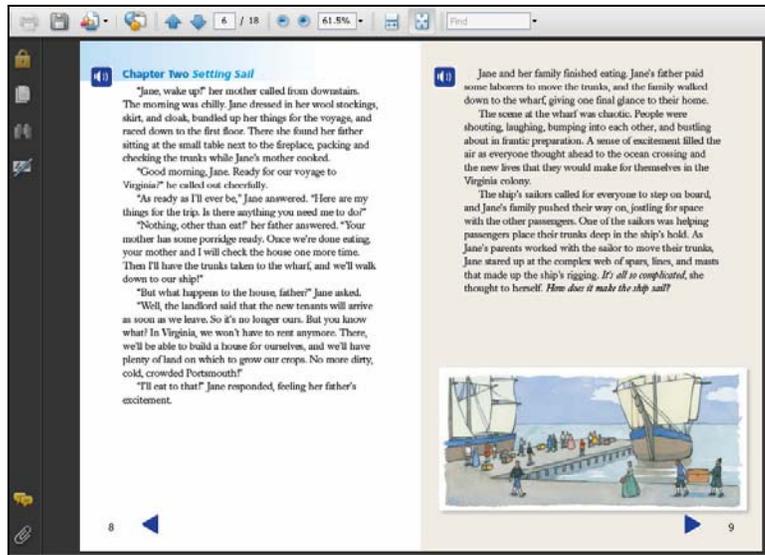
Paired Selection eText

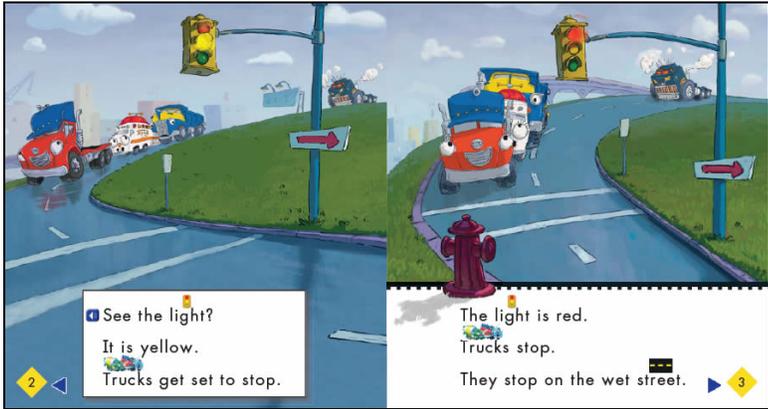
The Paired Selections from the Student Edition are available to students electronically. No print button is available for these stories. These books open in the Adobe® PDF Reader® application and have audio support.



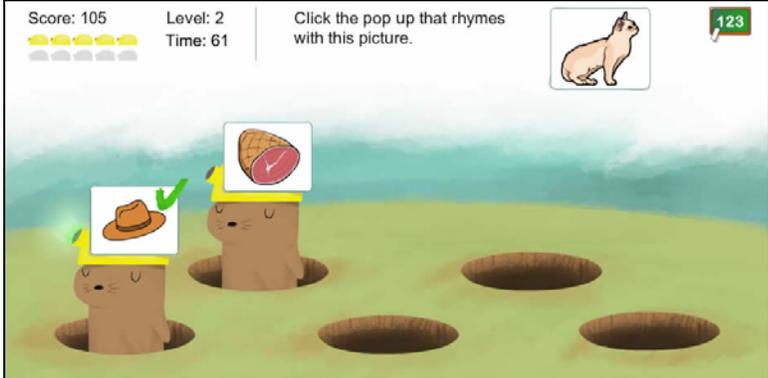
Weekly eReaders

These eReaders are available electronically for students. These open in the Adobe PDF Reader application and have audio support. eReaders are available in different content levels: Advanced, On-Level, Below-Level, Concept Literacy, ELL, and ELD.



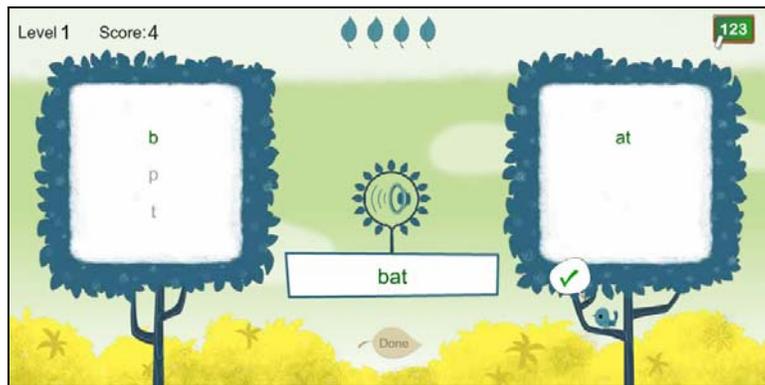
<p>Get, Set, Roll! Readers</p> <p>The Kindergarten Trucktown readers open in the Adobe PDF Reader application and have audio support.</p>	
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Four Bonus Activities were also released with the Reading National 2011 product. The activity contents and functionality are detailed below; instructions on how to access these activities on the Pearson SuccessNET (PSN) system follow the descriptions.

<p>Pick a Pop-Up</p> <p>Students practice their sound and letter recognition skills in this activity by trying to select the correct option from a random answer pool each round.</p>	
<p>Quick Catch</p> <p>Letters, letter combinations, vocabulary words, and many more language concepts are presented for the student to sort into categories. But hurry—the right options have to be sorted correctly before the timer runs out!</p>	

Word Challenge

Word parts are presented and the student chooses multiple parts to create vocabulary words. Audio support is provided for the word parts and whole words.



Letter Tile

An interactive tool that allows users to build words online. Teachers or students can change and highlight individual letters or word parts and compare words using this drag and drop tool. This activity has English and Spanish characters in a keyboard and alphabetic layout (upper and lower case).



Requirement

2. Identify and describe the ancillary materials. Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

2a. Ancillary Materials—Teacher Components. Please include the format description of each item and alignment with scientifically-based reading research.

Response

See response to 1b. in this section for Ancillary Materials—Teacher Components.

Requirement

2b. Ancillary Materials—Student Components. Please include the format description of each item and alignment with scientifically-based reading research.

Response

See response to 1c. in this section for Ancillary Materials—Student Components.

Requirement

2c. Does your program have a companion intervention included with this submission?

Response

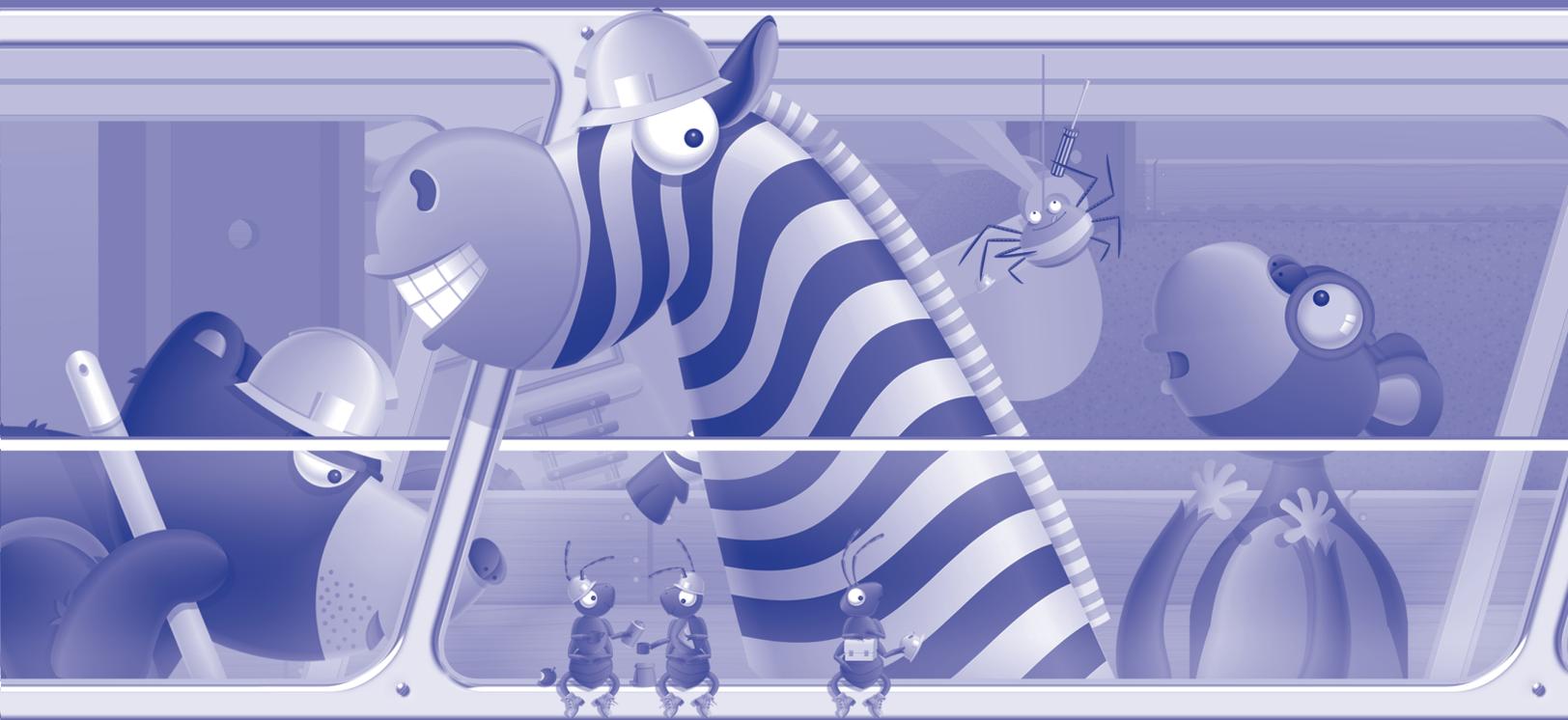
Reading Street Intervention

Reading Street—Common Core aligns to a tiered model of differentiated instruction. Instruction in the core scope and sequence at the grade level is differentiated to provide for intervention opportunities right in the teacher edition during whole group instruction. The small group lesson plans allow for the scope and sequence of skills at every grade level to be taught in instructional level text using the leveled readers. This can become a second tier of intervention for students who need more reinforcement in skills and remediation with grade level text.

Reading Street—Common Core also has a Response to Intervention kit that provides teachers with additional intervention that correlates to the grade level instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension. My Sidewalks on Reading Street is the explicit, intensive intervention that also aligns to the core of Reading Street—Common Core through its parallel concepts and vocabulary, but with a scope and sequence designed and proven to produce on average a year and half of achievement gains. The research of the Reading Street authors including Dr. Sharon Vaughn, Dr. Jeanne Paratore, and Dr. Connie Juel informed the opportunities for differentiation and intervention within the program.

PEARSON

Pearson Research Overview



Pearson Research Overview

Pearson Education is committed to using scientific, evidence-based methods in the development of its educational curricula. A research team composed of educational research methodologists has been working with Pearson for seven years to integrate scientific research practices into the development of its curricula. Pearson also collaborates with regional education laboratories, universities, and private research companies to independently evaluate the effectiveness and usability of its curricula. These studies are designed to meet the rigorous standards of the What Works Clearinghouse.

Four phases of research are incorporated into the development of each new curriculum. The goal of establishing such extensive research methods is to ensure that every program enables all children to learn the skills and concepts they need for academic success. During the first phase of the research process, previous editions of the curricula are evaluated to determine best instruction practices as demonstrated by scientific evidence. These practices will be incorporated into the current curricula to begin establishing a scientific research base.

During the second phase, the authors and researchers conduct extensive literature reviews on content, instructional practices, and education standards. The data is synthesized and embedded into the curricula.

During the third phase, formative research is conducted on the curricula under development. Classroom field tests investigate usability, teacher and student feedback, and preliminary curricula effectiveness. School administrators, content specialists, and classroom teachers systematically evaluate the curricula in development.

The final phase of research examines the implementation and effectiveness of the curricula. Independent, randomized-control-trial studies are conducted to provide scientific evidence of student achievement on standardized assessments. Implementation and best practices are documented throughout the study period to further contribute to the effectiveness of the curricula. Pearson believes that research needs to be ongoing, with continual feedback to inform product revisions to meet student and teacher needs.

Scott Foresman Reading Street Foundational Research

Pearson has used a variety of research methods as a base on which to build our reading program. *Scott Foresman Reading Street (Reading Street)* ©2008 provides explicit, systematic, high-quality instruction focusing on the five critical elements in reading that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The authors of the program have vast experience in reading and reading education that includes classroom teaching; school-based and district-wide administration; and research specialization in areas such as comprehension, assessment, motivation, literacy development, intervention, engagement, and technology. The backgrounds of the authors allow them to select the best of what research and their experience have shown to be effective in promoting student success in reading.

Existing Influential Research

The instructional design of *Reading Street* was influenced by methods successfully implemented in previous versions of Scott Foresman reading programs. Pearson began its effort to produce scientific, research-based reading programs with *Scott Foresman Reading*.

Pearson collaborated with the independent research firm Empirical Education, Inc., to examine the effectiveness of the *Scott Foresman Reading* ©2002 program and specifically of the component *Links to Reading First*. This component was developed as an intervention for struggling readers, and the concept would be used in the *Reading Street* program. The quasi-experimental study (Newman and Jaciw, 2005), called the *Effectiveness of Scott Foresman's Links to Reading First as an Intervention for Struggling Readers*, collected DIBELS Oral Reading Fluency achievement data for matched users and nonusers of *Scott Foresman Reading*. The researchers compared DIBELS scores for eighty-eight students in Grades 1–3. The study provided evidence of the positive impact of *Links to Reading First* when used with younger students. The *Scott Foresman Reading* users saw a gain of 9.48 beyond the nonusers across all grade levels.

Difference between the means for the DIBELS fluency score

Group	n	Mean	Standard Deviation	Difference	Effect Size
Scott Foresman	37	72.028	28.204	9.478	0.388
Control	51	62.550	25.213		

The results indicate that students using *Scott Foresman Reading* are likely to see greater gains in reading achievement than nonusers.

A second quasi-experimental study (Gatti, 2003), called the *Scott Foresman Reading Effect Size Study*, collected reading achievement data from the National Center for Educational Statistics for users and demographically matched nonusers of the Scott Foresman program. The researchers compared district-level, pre-Scott Foresman adoption reading scores in Grades K–6 to post-adoption year scores. Positive district achievement outcomes were defined as pre- to post-adoption year gains in achievement scores using the form of national percentile rankings. The results indicated that 88 percent of the districts and grades saw a gain in state scaled reading achievement scores (Gatti, 2003). The quasi-experimental design does not allow us to make assumptions of causation, but does indicate that districts using *Scott Foresman Reading* are likely to see gains in reading achievement outcomes.

The completion of this study enabled the authors to move onto the second phase of research, establishing the research base for the new product. The authors drew upon the best practices identified in the 2002 copyright and used them in the development of the new program. In addition, the authors conducted an exhaustive literature search to analyze current research establishing best instructional practices in reading. A compilation of the articles used in establishing the best practices that were incorporated into *Scott Foresman Reading* is available from Pearson upon request.

Reading Street Instructional Design

During the development of the instructional design, the authors gave special emphasis to the following five areas: priority skills and success predictors, progress monitoring, differentiated instruction, literature for learning and thinking, and writing instruction.

Priority Skills and Success Predictors

The National Reading Panel has identified five core areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. *Reading Street* author Sharon Vaughn has found that not every skill at every grade level is equally important. For example, beginning readers need ample time to practice phonics skills. Older readers may need phonics instruction as an intervention strategy. If students do not acquire the knowledge and skills in each of these areas at the appropriate time, they will be at risk of developing reading difficulties (Alliance for Excellent Education, 2003). *Reading Street* prioritizes skills at each grade level to ensure that instructional emphasis is placed on the right skill at the right time.

Progress Monitoring

Fountas (2003) states that constant evaluation of students' growth and needs alerts teachers to what seems to be working for each student and makes them aware of students who may need more scaffolding in a specific area or who may respond better to a different approach. *Reading Street* includes baseline, unit, and end-of-year benchmark assessments to assist teachers in monitoring the progress of their students. The assessments were developed by Beck Evaluation & Testing Associates, Inc., and were validated by Gatti Evaluation (Gatti, 2007). The baseline assessments allow teachers to identify students' needs and make initial grouping decisions. Vaughn et al. (2003) found that *smaller* group ratios increase the likelihood of academic success through student-teacher interactions, individualization of instruction, student on-task behavior, and teacher monitoring of student progress and feedback. The unit benchmark assessments allow the teacher to monitor student progress and tailor instruction as

needed to ensure students are mastering priority skills. The end-of-year assessment reports the cumulative achievement of the student and helps the teacher determine if the student is prepared for the state assessment.

Differentiated Instruction

Reading Street is aligned with the research-based 3-Tier Reading Model as a result of the authorship of Dr. Sharon Vaughn. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through differentiated instruction. Teachers have taught us that it is important to provide a daily plan for whole-group teaching and for meeting with small groups to attend specific needs. Our students benefit from customized instruction to differentiate for their needs. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes. (Vaughn et al., 2003). Furthermore, Reis et al. (2003) found that grouping academically talented students together for instruction has been found to produce positive achievement outcomes when the curriculum provided to students in different groups is appropriately differentiated.

Literature for Learning and Thinking

Stahl et al. (2004) found that storybook reading is the most powerful source of new vocabulary, including those academic words that are valued in school discourse. Books are literally "where the words are." *Reading Street* offers children stories, nonfiction texts, poems, and other genres through big books and read-alouds. Children's exposure to literature will help them continue to expand their knowledge of concepts and vocabulary.

Writing Instruction

Writing deepens students' understanding through exploration of ideas, organization and synthesis of information, and expression of themselves. Research shows that writing instruction also improves reading comprehension (Alliance for Excellent Education, 2004). *Reading Street* focuses on one of six important writing traits each week to give students time to acquaint themselves with the task of writing. A unit project allows them to bring all six traits together.

In addition to the five concepts introduced on page 4, the authorship team identified other areas requiring a strong research base. Because of the importance of these areas and the lack of space to adequately address each area in this document, a separate research document was created by Pearson to illustrate the connections between the research base and these program features. This document is available upon request from Pearson.

The Pearson formative research team began collecting data from teachers and administrators in May 2002. A total of 50 focus groups, including 436 teachers, were conducted across 15 U.S. cities from May 2002 through June 2004. The focus groups collected feedback on conceptualized Student Edition features and Teacher Edition prototypes, assessed the literature to be included in *Reading Street*, and were asked to report on current trends and issues in reading. At the same time, Pearson sent out a series of surveys to reach a wider population, and 449 educators responded to our questions. The surveys solicited their thoughts on assessment, skill strategies, teaching support, technology, professional development, leveled readers, and research. The input from the focus groups and surveys directly affected the development of *Reading Street*, further ensuring that it would meet the needs of all educators and students.

Scott Foresman Reading Street Summative Research

The summative research to support *Reading Street* began in spring 2005. This phase of the research process offers further scientific evidence of the program's overall effectiveness in raising achievement levels and developing reading proficiency for all students.

Integrated Assessments

The integrated baseline, benchmark, and end-of-year assessments in this program are essential to inform instruction. The integrated assessment feature is particularly important in reaching struggling students that may be falling behind during the school year and are not identified as in need of remediation. Pearson intended for the assessments to ensure teachers are aware of the students' progress in mastering state standards on an ongoing basis, rather than waiting until the end-of-year state assessment.

In order to assure teachers and administrators that the integrated assessments were valid, Pearson collaborated with Gatti Evaluation; the Wisconsin Center for Educational Research (WCER); and a group of measurement, mathematics education, and assessment experts. The goal of this study was to conduct quality assurance and content validation research on the questions in its *Scott Foresman Reading Street*. The ultimate goal of this effort was to ensure that elementary school teachers across the United States are presented with high-quality, well-aligned classroom assessments to reliably monitor student progress in mastering NAEP and state educational reading objectives. The assessments provide feedback to student learning, particularly important in populations with struggling students. Webb (1992) argued that assessment should be used "to make informed decisions throughout instruction based on current information available about what a student knows and about what a student is striving to know." The complete research report, *Scott Foresman Reading Street Benchmark Item-Validation Study*, is available on the Pearson Web site.

The study followed the Surveys of Enacted Curriculum (SEC) alignment evaluation model developed at WCER by Drs. Andrew Porter and John Smithson. The Council of Chief State School Officers (CCSSO) has assisted in the development of the SEC model because it feels methods of measuring and reporting on alignment can allow all parties to see where standards and assessment intersect and where they do not. This evaluation model has been jointly approved by the CCSSO, the Institute for Educational Sciences, and the National Science Foundation for use in both program evaluations and by states in meeting federal requirements for alignment between assessments and standards.

The *Scott Foresman Reading* editorial staff analyzed the independent study data and used it to improve the overall quality of the test questions as well as identify which questions could benefit from alignment modification. Through working with independent experts in an ongoing validation process, Pearson is able to provide benchmark assessments that are truly useful to classroom practitioners in guiding instruction toward mastering state objectives.

The SEC alignment index (AI), developed at WCER, provides a test-level summary measure to describe the extent of similarity in content descriptions between achievement tests and educational objectives for each state and grade. Perfect alignment will have an AI of 1.00 (e.g., a test compared to itself). An index of 0 indicates that there is no content in common across the two descriptions. The calculation of the alignment measure is based upon a cell-by-cell comparison made across the two-dimensional content descriptions, where each cell represents an intersection of topic by performance expectation category. While there are no established criteria for what represents “good” alignment, results from analyses conducted across ten states over the past three years in Grades 4, 6, and 8 yielded AIs with a range of 0.12 to 0.40, with a mean AI of 0.27.

The alignment indices of the *Reading Street* benchmark items were very good. The SEC state-by-grade test-level alignment index results range from 0.16 to 0.41, with a mean of 0.26 and a standard deviation of 0.06. The mean of 0.26 indicates that the *Reading Street* benchmark items tend to align as highly to state standards as the state assessment test items. The alignment data indicates that 98 percent of the alignment indices for the unit sample and 100 percent of the alignment indices for the end-of-year sample are above the median for the state assessment sample.

Independent Research

Scott Foresman also wanted independent, empirical evidence of the effectiveness of the product. During the first full school year that the product was in print (2005–2006), independent research company Magnolia Consulting conducted a randomized-control-trial study to examine product effectiveness. The study was designed to meet the rigorous standards of the What Works Clearinghouse.

Magnolia Consulting recruited five schools to participate in this study, including sites in urban NY, suburban OR, and rural WV. A total of 944 students and 48 teachers participated in the study. The schools represented considerable ethnic diversity, with minorities representing 43 percent of the total study sample. In addition, 54 percent of the students received free or reduced-price lunch, 20 percent were classified Limited English Proficiency, and 7 percent were classified Special Education. Student ability levels varied from very low reading ability to exceptional ability.

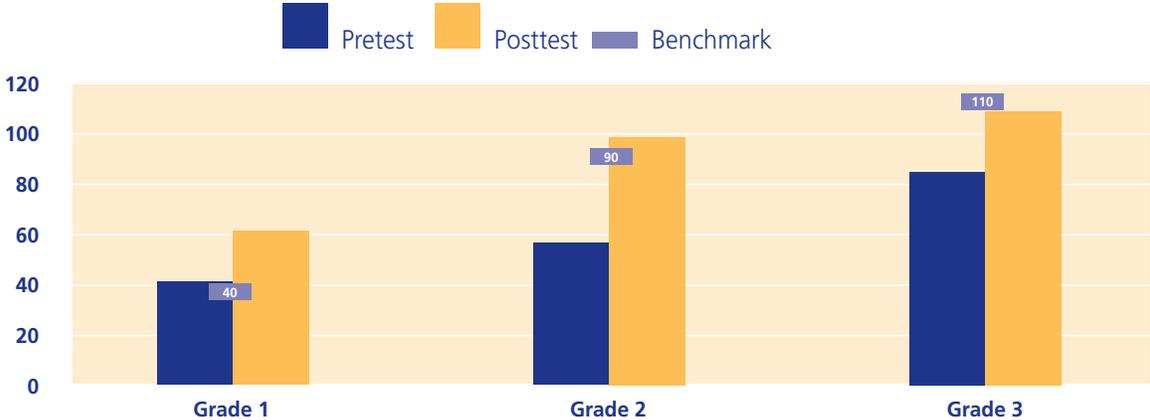
The Gates-McGinitie Reading Test 4th Edition (GMRT-4) and DIBELS assessment were used to measure student reading achievement. The GMRT-4 was given at the beginning and end of the school year, while the DIBELS was administered at the beginning, middle, and end of the year.

Student Performance Results

Magnolia determined that students who used *Reading Street* demonstrated statistically significant gains in reading achievement during the one-year study period. The gains were large, were documented by multiple measures, and were evident by the middle of the school year. First-grade students gained an equivalent of more than 45 percentile points on the GMRT-4 from pretest to posttest and more than 26 percentile points on the DIBELS Oral Reading Fluency test from midyear to posttest. Second-grade students gained an equivalent of more than 30 percentile points on the GMRT-4 and 36 percentile points on the DIBELS Oral Reading

Fluency. Finally, third-grade students gained an equivalent of more than 24 percentile points on the GMRT-4 and more than 25 percentile points on the DIBELS Oral Reading Fluency test from pretest to posttest. Students in first and second grade achieved higher than the benchmark scores for DIBELS Oral Reading Fluency, and nearly reached the benchmark at third grade after just one year of *Reading Street* implementation. This is particularly impressive in the second and third grades where students started the year scoring significantly below the benchmark goal.

DIBELS Oral Reading Fluency Scores



The analyses also indicated that the program worked equally with students of varying ability levels, including intervention, below-level, on-level, and above-level readers. The majority of *Reading Street* users advanced in reading-group level after just one year of usage. At the beginning of the school year, 18 percent of *Reading Street* students were in intervention-level reading groups. By the end of the year, this number had decreased by 10 percent. Twenty percent of *Reading Street* students began in above-level reading groups, and this number increased to 32 percent by the end of the year. These numbers are further proof that *Reading Street* will increase student achievement for all levels of learners.

Reading Ability: Group Shifts



The study also investigated whether using the *Reading Street* program resulted in increased student achievement as compared to other types of reading programs. The results did not show a significant difference between control and treatment student performance. It is important to recognize that teachers using *Reading Street* were able to show the same amount of growth during their first year of implementation as teachers using a program that had been in the districts for five to six years. The *Reading Street* teachers were able to overcome the implementation gap in their first year of implementation, which is very difficult. A third-grade *Reading Street* teacher commented, "Test scores have doubled. If anything, they have surpassed the other (non-*Reading Street* users) teachers' classrooms by a little bit, especially in vocabulary. They have better writing skills. They understand multiple questions. They have a Web site that they go to for state testing and they have surpassed the other classrooms."

Student Motivation and Engagement

In addition to providing evidence of efficacy, Magnolia Consulting investigated other outcomes associated with use of the *Reading Street* program. The full results of the report *An Efficacy Study on Scott Foresman's Reading Street Program: Year One Report*, are available on the Pearson Web site. A couple notable findings were that *Reading Street* teachers indicated that their students were highly engaged by the program, the program had multiple modes for learning and interaction (i.e., teacher-student, student-student, and independent work), the Teacher's Edition was easy to use, and there was a wealth of materials. A second-grade *Reading Street* teacher commented, "I really enjoyed this year's reading program. I can't believe how much my class retained from the beginning of the year. They have all become better readers and writers. I loved the assessments: they gave a clear picture of areas that a child has a weakness in. Thank you for letting me experience this pilot. I have become a better teacher due to this wonderful program."

Research Replication

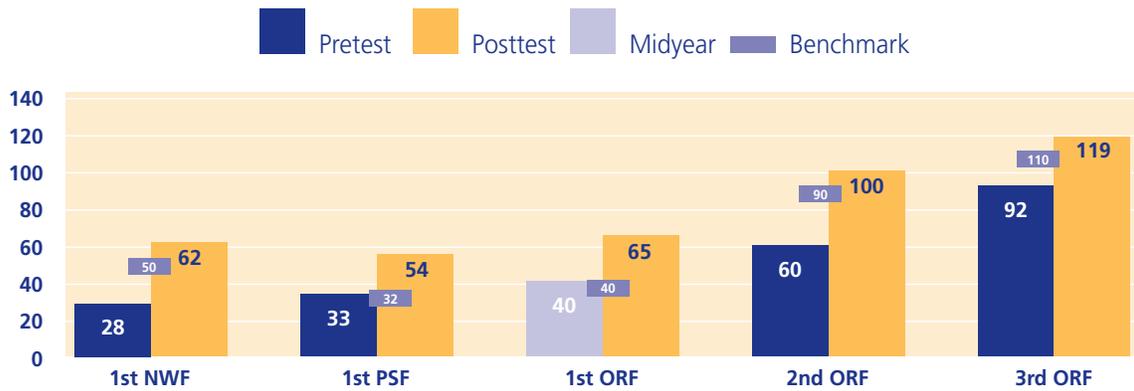
Scott Foresman was positively encouraged by the preliminary findings of this report but felt it was important to provide further evidence of effectiveness through replication of the study at additional schools. As such, Scott Foresman collaborated with Magnolia Consulting for a second year to examine the product. A randomized-control-trial design was again used. The study was conducted during the 2006–2007 school year.

Six schools participated in this study, including sites in suburban MA, rural KY, urban PA (two schools), and urban MA (two schools). A total of 1,207 students and 58 teachers were included in the study. The schools represented a diverse mix of geographic locations, ethnic compositions, socio-economic statuses, and performance levels.

Student Performance Results

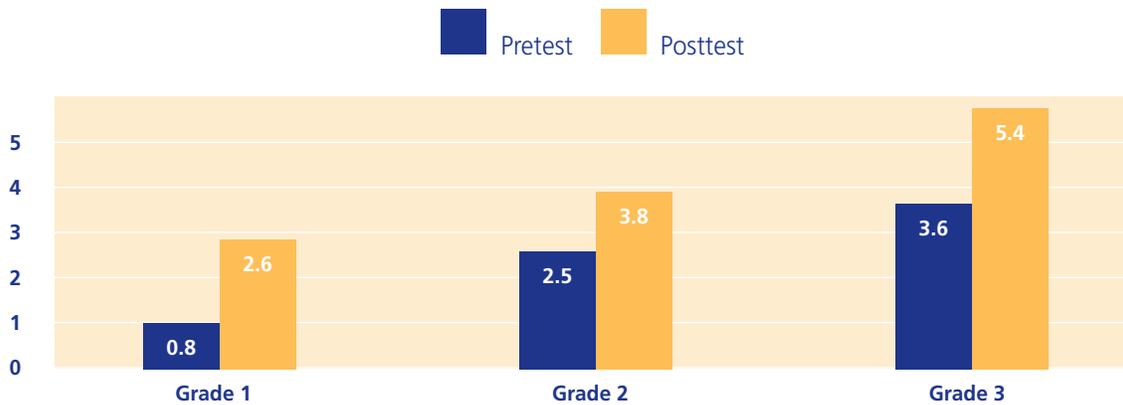
The results from the second year of data collection statistically confirmed that students using *Reading Street* significantly increase their reading achievement as evidenced by the GMRT-4 and DIBELS. Across grades, students demonstrated an average gain of 32 percentile points on the GMRT-4. All students reached, and often surpassed, the end-of-year benchmarks on all fluency measures. Second- and third-grade students gained an equivalent of 47 percentile points on the DIBELS Oral Reading Fluency (ORF) test.

DIBELS Oral Reading Fluency Scores



An analysis of the grade-equivalent scores on the GMRT-4 showed that *Reading Street* students gained more than one grade-equivalent level through the course of one school year. The average growth per year is one grade equivalent, and *Reading Street* users far surpassed that goal.

GMRT-4 Grade Equivalent Scores



The results also confirmed that *Reading Street* worked equally well for students of all ability levels. The students in the on-level and below-level groups gained significantly higher than students in the above-level and intervention-level groups, but each group demonstrated growth from pretest to posttest.

This study investigated other outcomes associated with use of the *Reading Street* program. The full results of the report, *An Efficacy Study on Scott Foresman's Reading Street Program: Year Two Report*, are available on the Pearson Web site. Resoundingly, teachers applauded the comprehensiveness of the *Reading Street* program. During focus groups, teachers described particular materials or components they especially liked. For example, they enjoyed the phonemic awareness lessons, differentiated materials (i.e., leveled readers), decodable readers, ELL materials, and the Fresh Reads assessment. Teachers also commented on liking the thematic and conceptual integration of the series across program components. The majority of teachers

commented on the advantage of the program containing science and social studies content connections. One first-grade teacher commented, “*Reading Street* materials have impacted my ability to run small groups. You don’t have to scramble if you don’t have anything for really low readers. You still have some of the decodables. The advanced group has their own materials and the on-level group is taken care of too.”

School coordinators and administrators also shared positive views of *Reading Street*. Aspects they most liked about the program included the differentiated materials and instruction, cross-content connections, the high quality of the materials, and the wealth of materials that provide teachers with everything they need. One administrator commented, “No Child Left Behind calls for a strengthening of academic achievement. The *Reading Street* program certainly does this by presenting materials and differentiated instruction to meet the needs of students who are on different levels. Additionally, this program has been very beneficial to our students. It is very motivational for both teachers and students.”

Scott Foresman conducted another study during the 2008–2009 school year. Though results were positive for the year-two study conducted by Magnolia Consulting, evaluators postulated that one school year was insufficient for *Reading Street* teachers to feel comfortable implementing a brand new curriculum with high fidelity. In fact, the researchers mentioned that “given the comprehensive repertoire of materials, it takes teachers about three months to become comfortable with the program” (Wilkerson et al., 2007, p. 51). As a result, the current study builds upon this previous research by specifically recruiting teachers with at least one year of previous experience implementing *Reading Street*.

Scott Foresman collaborated with another independent evaluator, Claremont Graduate University, to conduct “The Effects of *Reading Street* on Reading Achievement: A Focus on Second Year Curriculum Users”. This quasi-experimental matched pairs study tested the effectiveness of the *Reading Street* curriculum during the 2008–2009 school year in 2nd and 4th grades. Schools using *Reading Street* for at least one year prior to September 2008 were matched to comparison schools using a different elementary reading curriculum on school demographic variables. The academic research team worked with the sales force to recruit schools that were considered “high implementers” of the *Reading Street* program and who had participated in at least one day of professional development on the program. The final study sample was comprised of 26 schools from 3 geographic regions (Northeast: MA, ME, NY; Midwest: IA, KS, MN; and Southeast: WV) with 81 teachers and 1,594 students. Approximately one quarter of all students were non-Caucasian and roughly 40% received free/reduced lunch. The schools represent a diverse mix in geographic locations, ethnic compositions, socio-economic statuses, and performance levels.

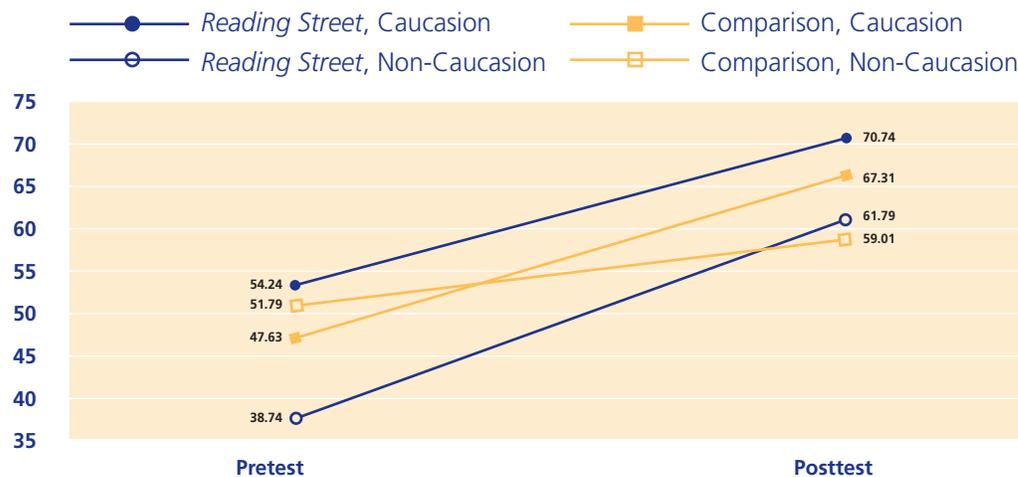
Performance Results

Students were assessed at the beginning and end of year with the Group Reading Assessment and Diagnostic Evaluation (GRADE). Findings show that students using *Reading Street* significantly improved over the course of the school year in reading achievement. Second-grade students improved, on average, 20 Normal Curve Equivalent (NCE) points on GRADE subtests of vocabulary, comprehension and total achievement. Fourth-grade students improved, on average, 22 NCE points across these same three GRADE subtests. By the end of the school year, second-grade students were performing at close to a fourth grade reading level (grade equivalent = 3.81) and fourth-grade students were performing at nearly a seventh-grade level (grade equivalent = 7.04).

In general, students across all demographic subgroups (ethnicity, grade level, lunch status and gender) significantly improved their reading achievement from pretest to posttest on the GRADE. Descriptively, students who were male, non-Caucasian, or received free or reduced lunch showed large gains in reading over the school year. These findings suggest that *Reading Street* may be particularly advantageous for students who are male, from minority backgrounds, or who are economically underprivileged.

Further, there was a significant condition-by-ethnicity cross-level interaction at second grade (see Figure 1).

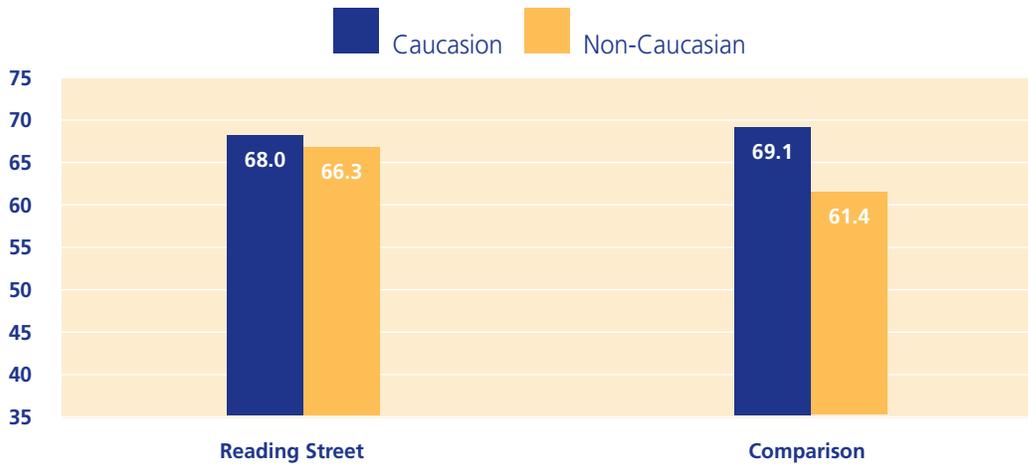
Figure 1: Differential Reading Gains by Condition and Ethnicity at Second Grade
y-axis: Normal Curve Equivalent Scores (Total Test)



A significant interaction is indicated in Figure 1 by the non-parallel lines from pretest to posttest across different subgroups of students. Parallel lines for all subgroups would indicate uniform growth from pretest to posttest, whereas the intersecting lines illustrates differential growth.

Specifically, at the end of the school year, the gap between the Caucasian and non-Caucasian scores for the comparison group was much larger than the gap between the Caucasian and non-Caucasian scores for the treatment group (See Figure 2).

Figure 2: Significant Condition by Ethnicity Interaction at Second Grade Indicates *Reading Street* May Close the Gap for Non-Caucasian Students
y-axis: Predicted Normal Curve Equivalent Scores (Total Test)



This suggests that for second grade, Reading Street, may be particularly beneficial for non-Caucasian students and may help close the achievement gap for these students.

These results are particularly noteworthy since they were obtained in the final statistical model which controls for all other potential sources of variation. We currently are unaware of another elementary reading program showing this growth using this level of scientific study. In future research we will focus on reexamining these hypotheses and replicating these results in order to further strengthen these conclusions and practical implications.

In Fall 2009, we began a two-year longitudinal efficacy study of *Reading Street* ©2011 in eight school districts across four regions of the United States. We will have a report of the first-year results in September 2010.

Conclusion

The breadth and depth of research that supports this program proves that *Reading Street* is truly a scientific, evidence-based program with empirical data to prove its effectiveness in increasing student reading achievement. Indeed, independent evaluators found that *Reading Street* students demonstrated statistically significant gains in reading achievement. Pearson is grateful for the opportunity to continue contributing to the efforts of the literacy research community.

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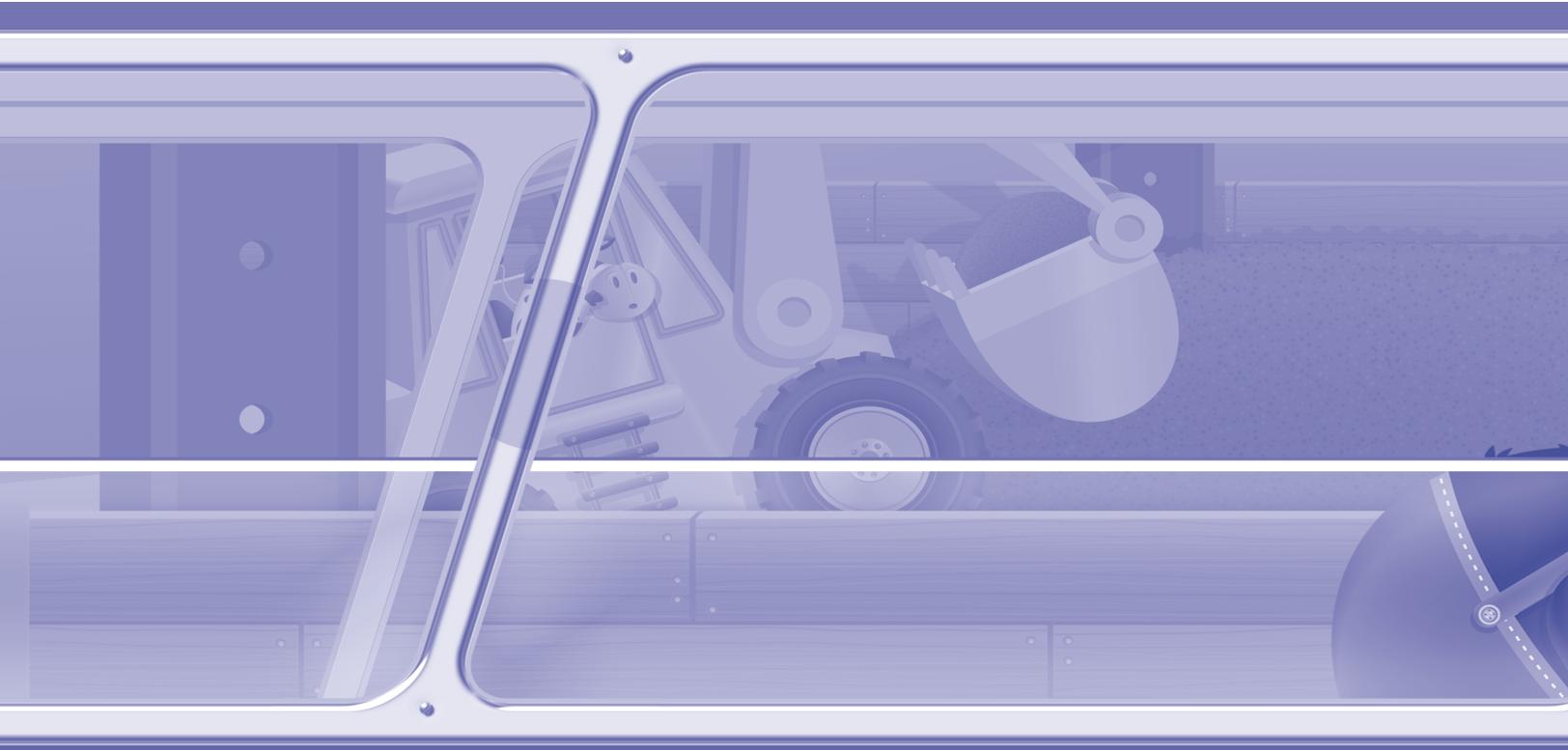
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Professional Development

Requirement

3. What professional development is available? Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.). In your description, please address the following:

Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.
- Teacher instruction in the administration and interpretation of assessment that accompany the program.
- Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.

Response

Improved Indiana teacher performance will lead to improved student achievement. With the appropriate support, teachers can help students achieve great results. Pearson School Group offers a complete range of instructional materials and services, provided by expert consultants, to support the needs of school districts and increase student achievement.

Pearson School Group stands ready to deliver training throughout the first year of implementation and beyond. Pearson consultants provide support ranging from basic product orientations to in-depth sessions and extended institutes to job-embedded support through classroom coaching. Our consultant services are designed to respond to the varied and changing needs of teachers. The cost is \$3500/day for 30 participants.

Pearson School Group provides professional learning opportunities consistent with the following National Staff Development Council standards:

- Requires resources to support adult learning and collaboration
- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- Uses learning strategies appropriate to the intended goal
- Applies knowledge about human learning and change

- Provides educators with the knowledge and skills to collaborate
- Prepares educators to apply research to decision making
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately

Professional Development Summary

Teachers

The professional development implementation of Pearson literacy programs for teachers begins with product orientation to the Comprehensive Core Reading Program and the ancillary materials. Training will be differentiated by grade levels, special needs teachers, and classroom paraprofessionals. Product orientation includes the following but is not limited to:

- An overview of Pearson literacy program materials by grade level, including ancillary materials as they support the Comprehensive Core Reading Program. Ancillaries include but are not limited to the following:
 - Program technology that provides an alternative delivery for instruction and supporting games, activities, audio, whiteboard ready resources, and all teacher and student resources online
 - Assessment that provides a wide variety of formal and informal assessment and progress monitoring for skill and strategy instruction—progress monitoring for weekly skills, weekly tests for transfer of skills, unit benchmark tests that support the CCSS, including performance based assessment ideas, and online tests for immediate scoring, diagnosis, and prescription
 - A wide variety of leveled reader libraries and differentiated lessons for strategic intervention, ELL support, text complexity resources, additional non-fiction texts, and acceleration for students
 - Common Core Implementation kits that include an overview and implementation guide to further support professional development for the CCSS, CCSS alignment posters to easily view the standards covered at a glance, family support resources for CCSS, weekly, unit, and end of year benchmark tests correlated to the CCSS, and additional writing opportunities to reinforce CCSS writing expectations
- An orientation to the Teacher's Edition
- An overview of the online resources
- An exploration of the literature and small group instruction resources

- A review of the weekly lesson format, including customized literacy models
- An in-depth discussion of the differentiated instruction materials and the daily lesson plans and implementation suggestions
- A lesson plan that supports the Indiana Common Core Standards alignment and implementation

As a follow up to product orientation for Indiana, Pearson will provide professional development opportunities for skill attainment of the literacy programs and application of the Common Core Standards. Major outcomes will include the following:

- Teachers will distinguish the difference between the purpose of the “core” components of literacy programs and those that can be used as resources for the classroom, for special needs and other resource teachers, with parents, and for independent activities. All components support the core scope and sequence and some resources can be used outside of the “core” lesson plan. Teachers will gain the skills to make professional judgments about these components.
- Teachers will evaluate the literacy lesson plans as they align to the Common Core Standards and create lesson plans and long term pacing plans to support the implementation of these standards
- Teachers will gain an in-depth knowledge of the multi-step assessment plans, and be able to monitor and adjust the use of these assessments to support assessing the Common Core Standards
- Teachers will understand the support the Pearson literacy programs offer for differentiated instruction through gaining a thorough knowledge of these lesson plans and strategies embedded throughout the programs, as well as the summative and formative assessments provided to aid in making grouping decisions
- Teachers will be aware of the correlation of Pearson literacy programs to the Common Core Standards, as well as to any state or district issues and will use this knowledge to support teaching that reflect these standards

Administrators and Literacy Leaders/Coaches

The professional development implementation begins with product orientation, focusing on awareness, and understanding of Pearson literacy programs, including the ancillary materials and their relationship to the Comprehensive Core Reading Program according to agreed upon district timelines. This product orientation will focus on an awareness and understanding of the implementation of Pearson reading programs from an administrative and/or literacy coach perspective. Participants will be provided information and suggestions that will assist them in supporting teachers as they begin the implementation of the reading programs aligned to the Common Core Standards. Topics will include, but are not limited to the following:

- Program components, philosophy, and lesson design

- Support and alignment to the Common Core Standards
- Meaningful assessment and data-driven instruction
- Administrator implementation and teacher accountability issues

Pearson Curriculum Specialists will work with Indiana district administrators to build the necessary skills to monitor the successful implementation of Pearson literacy classrooms. Major outcomes will include the following:

- Administrators will understand what a literacy classroom should look like, and trained to observe behaviors that support fidelity of the program and the alignment to the Common Core Standards
- Administrators will then be able to observe a literacy classroom and understand the best practices for the program's successful implementation, from year to year. Best practices will focus on the Common Core Standards and will reflect other district priorities in literacy education
- Administrators will be able to monitor the implementation of the assessment plan and adjust the program's assessments to fit in with the Indiana state assessments and any Common Core Assessment implementation
- Administrators will acquire the skills to work with the embedded technology assets and make informed decisions about its application in the district to support district outcomes

Product orientation, skill attainment, and specific application outcomes related to the different types of participants—administrators, literacy coaches, and teachers—will be provided throughout the program implementation, and will be replicated yearly for new teachers, literacy coaches, and administrators

Additionally, Pearson has the capacity to provide a full array of on-going, long-term, in-depth professional development opportunities upon adoption. Types of this training for literacy may include the following:

- **Coaching and Modeling.** This two-day, job-embedded coaching cycle will provide a model of effective implementation of Pearson literacy programs. The session includes one day of model teaching, a teacher debrief, and reflection on the implementation and planning the following day. On the second day, the teacher delivers the lesson, followed by a debrief and reflection session which leads to additional instructional planning.
- **Lesson Analysis.** The lesson analysis builds capacity for teachers. During this one-day workshop, teachers meet with a Pearson consultant to examine their student data and plan a lesson. The consultant provides a model lesson, which is observed and analyzed by teachers. Finally, teachers meet with the consultant to debrief and plan the next lesson.
- **On-Site Implementation Specialist.** The roll of the implementation specialist is to support the initial implementation of Pearson instructional programs and assure your return on instruction. The on-site implementation specialist is a negotiated position

available to support training and implementation for 30, 90, or 180 days. The implementation specialist will also be responsible for job-embedded coaching and modeling for Pearson literacy programs. Expected outcomes vary by length of term but can range from material ordering and understanding basic implementation of print and technology through additional embedded in-depth training specific to areas of identified need for specific schools and/or teachers.

The Leading the Way for Common Core State Standards Implementation

This series includes one-day sessions focused on the following:

- English Language Arts (K-6)
- Mathematics (K-6)
- Common Core Assessments
- Supporting Academic Behavior for Student Success
- English Learners and Students with Special Learning Needs

Administrators, curriculum directors, coaches, and other instructional leaders explore the implications the Common Core State Standards (CCSS) have on content and curriculum, classroom instruction and assessment, and building and district culture. It also explains how changes in those areas relate to successfully implementing the Common Core. Participants examine the likely impact of the Common Core on leaders, teachers, and students in their district. They also consider possible time frames and frameworks for implementation and learn about in-depth professional development opportunities that accommodate the needs of teachers and students.

Digging into the Reading Standards

This one-day workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Reading. Participants dig deeper into the topics of reading comprehension, text complexity, and informational texts. They learn how to select appropriately leveled texts and materials so that students are supported in meeting the high standards embedded within the CCSS. Strategies for teaching English language learners (ELLs) are also addressed throughout the workshop.

OUTCOMES

By the end of the workshop, participants will be able to do the following:

- Plan appropriate classroom libraries and other reading materials to scaffold students to higher standards
- Apply grade-appropriate instructional strategies that enrich comprehension of complex text, vocabulary, and fluency
- Incorporate reading comprehension strategies specific to informational texts.
- Support ELL students in achieving the CCSS reading standards.

Digging into the Writing Standards

This one-day workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Writing. Participants dig deeper into the writing genres, particularly Argumentation and Explanatory. They plan appropriately leveled writing prompts and assignments. Strategies for teaching English language learners (ELLs) are also addressed throughout the workshop.

OUTCOMES

By the end of the workshop, participants will be able to do the following:

- Plan appropriate writing prompts and assignments to scaffold students to higher standards.
- Apply grade-appropriate instructional strategies that support students in writing opinion/argument and informative/explanatory pieces.
- Support ELL students in achieving the CCSS writing standards.

Performance Based Assessments for English Language Arts

This one-day workshop explains performance-based assessments in relation to the Common Core State Standards (CCSS). Participants discuss the implications of performance-based assessments for English Language Arts (ELA) on classroom instruction and assessment. They review sample performance tasks, develop a template to create similar assessments, and learn strategies for implementation.

OUTCOMES

By the end of the workshop, participants will be able to do the following:

- Implement strategies to create and evaluate performance-based assessments.
- Use the sample performance tasks in Appendix B as a model for creating performance-based assessments.
- Use student samples in Appendix C as a model to evaluate student work.

Speaking and Listening Standards and Language Standards

This one-day workshop provides participants with a deeper look at the Common Core State Standards (CCSS) for Speaking and Listening and Language. Participants focus on incorporating speaking and listening standards and language standards into reading and writing lessons. Strategies for teaching English language learners (ELLs) are addressed throughout the workshop.

OUTCOMES

By the end of the workshop, participants will be able to do the following:

- Plan reading and writing lessons that incorporate speaking, listening, and language standards.
- Support ELL students in achieving the CCSS English Language Arts (ELA) standards.

Pearson will provide yearly support as identified by Indiana, use monthly meetings with literacy leaders and/or the implementation specialist to determine progress monitoring observational tools for fidelity checks throughout the implementation, and provide train-the-trainer models for literacy coaches. Topics at monthly meetings are driven by each district's specific need throughout the year.

Pearson also provides access to www.mypearsontraining.com, an online training site with expert instructors that provide pre-recorded or live webinars customized to district needs to deliver training on Pearson literacy programs.

In addition to direct professional development provided by Pearson curriculum specialists, Pearson also offers events with the expert authorship team that is at the forefront in literacy education research. Author visits, workshops, and district training sessions can be provided throughout the adoption. Literacy workshops for districts can be built around these author visits to further enhance the topics and to provide direct program strategies that can be implemented directly in the classrooms by district teachers.

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