



**Comprehensive Core Reading Program Self-Evaluation**

A completed self-evaluation must be submitted on or before October 31, 2011 to: [textbook@doe.in.gov](mailto:textbook@doe.in.gov).

Subject Area in which submitting	Reading													
Category for which submitting	Comprehensive Core Reading Program													
Publisher	School Education Group, a division of The McGraw-Hill Companies, Inc.													
Title of submission	Treasures													
Copyright date	2011													
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:

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Signature 

Date 10/27/11



## WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

The following are some of the large districts that are currently implementing Treasures:  
(New York, Syracuse, NY), (Pittsburgh, PA), (Anne Arundel County, MD), (West Palm Beach, Palm Beach County, Pinellas County, FL), (Knoxville, Nashville, TN), (Atlanta, GA), (East Baton Rouge Parish, Jefferson Parrish, LA), (Plano, Garland, Grand Prairie, Arlington, Austin, Houston, Northeast ISD, San Antonio, Laredo, Brownsville, TX), (Oklahoma City, OK), (Wichita, KA), (Santa Fe, Albuquerque, Rio Rancho, Bernillo, El Paso, NM), (Peoria, AZ), (Colorado Springs, Ft. Collins, CO), (Provo, Washington School District, UT), (Boise City Public Schools, ID), (Los Angeles Unified School District, San Bernardino, Santa Barbara, Palm Springs, Modesto, Stockton, CA)

The following states have reviewed and placed McGraw-Hill Treasures on their state list: (Tennessee, Florida, Louisiana, Oklahoma, Alabama, California, Idaho, Georgia)

The following states have reviewed and placed MH Treasures 2011, the newest copyright, on their state list: (Texas, North Carolina, Arkansas, New Mexico)

## 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:** TREASURES provides the latest of proven researched-based English Learner instruction using Visual Vocabulary Resources and Interactive Question-Response routines from Dr. Diane August's research (program author). Front-loaded EL instruction ensures English Learners access to the core curriculum each and every week.

The program also includes content and language support for English Learners in the Core Program and is found in the Treasures Teacher's Edition:

- At point of use in the Teacher's Wrap-Around are English Learner Support Boxes with discussion prompts at the different levels of language acquisition: Beginning/Early Intermediate; Intermediate; Early Advanced. (See "Talk About It" lesson – day one of every week - for an example)
- Differentiated Instruction Yellow Pages for Small Group Instruction (See the "Yellow Pages" in the Teacher's Edition) include 30 minutes daily instruction/lesson plans for Building Background, Academic Language, Vocabulary, and Access to Core Content, Fluency, Grammar, Writing, and Spelling. Students are provided with support to access the core text and English Learner Practice Reader (Purple Level).
- The English Language Learner Resource Book contains the unique research-based Interactive Question-Response instructional routine developed by Dr. Diane August.
- Visual Vocabulary Resources Book for each grade level provides pictures and instructional routines for every Story Vocabulary Word, Function Words and Phrases, Basic Words for each week of instruction for the student edition story as well as the English Learner Practice Reader (Purple book).

1) The Authorship Team for TREASURES was created with the expertise of nationally-recognized academics including Diane August (author of the National Panel Report on Language-Minority Children and principal investigator in the Brownsville, Texas, ELD study), Dr. Donald Bear (author of Words Their Way with English Learners), Jana Echevarria (co-creator of the SIOP model and principal researcher at the Center for Research on the Educational Achievement and Teaching of English Language Learners), and David Francis (Director of the Center for Research on the Educational Achievement of English Learners). Their classroom-tested and validated instructional practices form the basis of the program.



2) More Talk (Language Production) than Any Other Program. Talk, talk, and more talk is an underlying principle of the program—from the Visual Vocabulary routine, Interactive Question-Response discussions, Think/Pair/Share opportunities, Retelling Card leveled language acquisition prompts, Vocabulary Blackline Masters with interactive routine, Partner Talk Sentence Frames, and other tools ensure students are engaged in the active production of English from the beginning of the lesson to the end. Rather than sitting passively for a large portion of the lesson as in most programs, students in Treasures have the amount of language opportunities—both structured and unstructured—needed to make the progress necessary to rapidly acquire English reading, writing, speaking, and listening skills.

3) Innovative Resources with Research-Based Instructional Routines: The resources available in Treasures are highly-scaffolded, scripted, flexible, interactive, and make teachers' lives easier by reducing the amount of prep time needed to effectively teach the lessons. These resources include the Visual Vocabulary Resources, Practice Readers, Sound-Spelling Cards with moving mouth articulation support, My New Words Picture Dictionary and Activity Book, and other resources.  
See attached supporting research documents.

Special Education Students: Special Education Student's require a wide range of student levels along with multiple pathways of instruction. TREASURES' proven 3 Tiered approach to instruction provides teachers with the print and digital tools necessary to support Special Education Student's needs. Tier 1 represents the core curriculum that is found in the Treasures Teacher's Edition, which includes whole class instruction as well as differentiated instruction for four groups: Approaching/Strategic Students (Orange Level); On/Benchmark Level (Blue Level); Above/Advanced Level (Green Level) and English Learners (Purple Level). In addition to differentiated instruction in the Teacher's Editions there are four leveled Practice Readers per week: Approaching/Strategic (Orange); On/Benchmark Level (Blue); Above (Green) and English Learners (Purple). Tier 2 support is found in the Teacher's Edition Yellow Pages for Small Group Instruction. Includes 30 minutes daily instruction/lesson plans for phonemic awareness/phonics, vocabulary, comprehension and fluency. Students are provided with support to access the core text, Approaching (orange level) Leveled Reader (Orange Level), Decodable Books (Gr. K-2). The Treasures Teacher Resources include an Approaching Level Blackline Master Reproducible book that mirrors the Practice book with pages at an Approaching or Strategic Level. Strategic Intervention books are included in the Tier 2 support addressing the foundational skills in vocabulary, phonemic awareness, phonics, fluency, writing/grammar and comprehension. Tier 3 Reading Triumphs Readers are considered to be "Intervention Anthologies". They begin approximately two grade levels below and increase to about a year below grade level as the school year progresses. Reading Triumphs Readers are decodable and the text slowly builds on previously-mastered content. The table of Contents for each Reader clearly lists phonics skills and comprehension skills for each leveled story in the reader. These stories may be used to practice specific skills students are lacking and/or provide fluency and comprehension practice for below level students. TREASURES provides teachers and students with the necessary tools to meet the needs of Special Education Student's and ensure each student's educational success.

See attached supporting research document: Macmillan/McGraw-Hill Treasures Comprehensive Reading Curriculum.

High Ability Students: TREASURES provides excellent support for High Ability Students with (beyond level) instruction every week. An accelerated scope and sequence is embedded in your Core Teacher's edition so that advanced students are always working on key instructional skills and strategies aligned to the future grade level. Advanced standards-based instruction is reflected throughout the entire unit. These advanced associated standards are then taught in your beyond resources in whole group and small group instruction. Small group instruction also includes specific lessons for Gifted and Talented students. This approach provides a clear roadmap for preparing and accelerating students for the next grade level's expectation. These resources include a Weekly Five Day Plan, Beyond Level Practice Readers (every week), and Beyond Level Practice Reproducible.



Additionally, advanced Lesson Plans for the Classroom Library are found at the back of each Teacher's Edition in the Appendix. Other resources appropriate for advanced students include: Leveled Reader Database allowing students to scaffold to advanced reads in their own grades or above, Extension Activities from the ready-made Workstation Flipcharts, as well as the Research Toolkit and Research and Inquiry Activities from the TREASURES Website. When designing TREASURES, authors made sure that this framework was easy and accessible to teach in the core teacher's edition so that high ability students are always a focus and connected to upcoming grade level content both in whole group and small group instruction. See attached supporting research document: MacMillan/McGraw-Hill Treasures Comprehensive Reading Curriculum.

## 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.*

TREASURES is a comprehensive, research-based, integrated reading/language arts program for grades K-6 designed to engage students and enhance reading proficiency both in print and digital (see supporting research document: Macmillan/McGraw-Hill Treasures Comprehensive Reading Curriculum). This curriculum provides instruction in the five essential elements of early literacy (phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension strategies) and offers differentiated instruction for students with a wide range/variety of abilities. In addition the curriculum is 100% aligned to the Common Core State Standards and provides outstanding support to teachers and students in the areas of Informational Text, Text Complexity, Text Evidence and Collaborative Conversations based on the latest research.

The curriculum includes both whole and small group instruction, leveled readers, and supplemental materials and activities such as theme projects, cross-curricular activities, and literacy center activities. To gauge student understanding and monitor progress, the program offers such techniques as daily quick check observations, weekly assessments, running records, and unit and benchmark assessments.

TREASURES incorporates best practices and research-based strategies, using a unit/week of instruction system for each grade that allows teachers and students maximum flexibility and organizational support. Each grade, at grades 1-6, has six units; each unit has five weeks for a total of 30 weeks of instruction for each grade. (Kindergarten has 10 units of 3 weeks each). These are supplemented by "Start Smart" sections at the beginning of each grade to help review prior year's content. Goals and objectives for each week and each unit are clearly stated at the start of instruction and continue to be clearly and transparently supported and measured as each week's instruction is presented. Each week, specific comprehension questions focus on critical thinking, reasoning and application of key skills and strategies taught. A wide variety of practice and activity opportunities including games, puzzles and paper and pencil exercises are also presented in the program so that students have a multiplicity of decision making opportunities presented in various engaging formats.

A wide variety of assessment tools are provided so that all students have the opportunity to master course content utilizing multiple modalities. In the program's student resources, "quick check" questions which focus on key skills and strategies are presented at particular points in every story so that students are able to "self-check" themselves as they read. Each comprehension check section offers assessment explicitly focused on skills and strategies taught that week as well as text evidence support and questions that give students the opportunity to make connections across texts. Further support is given for the teacher in every teacher's edition to help assess student mastery of taught skills and strategies and assist



teachers in providing appropriate small group instruction. A number of varied assessment tools, including diagnostic, benchmark and selection tests are provided. Both weekly assessments and unit assessments are provided to assess student mastery of course content. Other specific assessment tools are provided in the program to assess fluency and to apply answering question strategies with non-fiction text. All of the above assessment tools support teachers in providing individualized instruction that ensures student success with proven results.

### **Ib. Teacher components of the Comprehensive Core Reading Program**

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

The philosophy of the TREASURES is built on whole and small group instructional paths based on the most recent research (see supporting research document: Macmillan/McGraw-Hill Treasures Comprehensive Reading Curriculum), lending itself to the most natural application of differentiated instruction and focused on student centered learning. The core teacher components are available in print and digital (listed below) enables teachers to easily meet the needs of all students in the following levels approaching, on, beyond, english learners and students with special needs through differentiated instruction. Teachers are provided excellent core resources to be easily accessed daily during whole and small group lessons.

#### **CORE TEACHER COMPONENTS:**

Teacher's Editions (K-6) - One teacher's edition per unit with explicit instruction in the essential elements, writing, oral language, spelling grammar and small group instruction (print and digital)

Sing, Talk, Rhyme Chart (K) - Support teachers with the introduction of key skills and spiral review (print and digital)

Teaching Chart (1st) - Support teachers with the introduction of key skills and spiral review (print and digital)

Literature Big Books (K-3) - Fiction and nonfiction big books for whole group instruction

Big Book of Exploration (K) - Nonfiction big book for shared reading (print and digital)

### **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 core student components are centered on individualized, student learning. These components are available in print and digital (listed below) providing students with the necessary tools to access a variety engaging fiction and nonfiction titles. TREASURES also provides instruction and practice needed to scaffold students to access complex text and locating text evidence weekly. Students will experience collaborative conversation within whole group, small group, and with partners to support listening and speaking skills.

See attached supporting research document: Macmillan/McGraw-Hill Treasures Comprehensive Reading Curriculum.

Student Book (1-6) - Engaging stories based on multiple genres for each week of instruction to introduce, apply and extend the weekly skills; 60% nonfiction, partnership with Time for Kids, 3 reading selections every week with fiction and nonfiction pairs, integrated test strategies, weekly connections to science or social studies, award-winning authors and stories. (print and digital)

Student Activity Book (K) - color unit activity books with take-home stories (print and digital)

Decodable Readers (K-2) - color phonics-based readers (print and digital)

Leveled Readers (K-6) Fiction and Nonfiction including 4 levels approaching, on-level, beyond and ELL readers for each week of instruction to apply skills and match students to text. The Leveled Readers also accelerate approaching level student to On Level, On Level to Beyond Level, and English Language Learners to on Level. (print and digital)

TIME FOR KIDS Student Edition (1-6) - Motivating nonfiction magazines provide additional Informational Text to support



the CCSS. (print and digital)

## 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.)*

TREASURES provides an abundance of ancillary teacher components to support leveled practice, activities and specific Leveled Readers are also differentiated to help ensure students are matched to resources and text at their own ability level. Adaptability, differentiation and a variety of learning methodologies are all elements of the TREASURES integrated reading/language arts program for grades K-6. The following ancillary materials are available in print and digital to enable teachers to meet the needs of all students easily and effectively to ensure proven student success.

See attached supporting research document: Macmillan/McGraw-Hill Treasures Comprehensive Reading Curriculum.

Spelling Practice Book (1-6) – Daily spelling practice (print and digital)

Grammar Practice Book (1-6) – Daily grammar practice (print and digital)

Leveled Practice (1-6) – Daily practice on weekly skills at the approaching-, on-, beyond-, and ELL-level (print and digital)

Kindergarten Practice Book (K) – Daily practice on weekly skills (print and digital)

Large Alphabet and Sound/Spelling Cards (K-2)

Small Alphabet & Sound/Spelling Cards (K-2)

Transparencies (1-6) – Instructional transparencies for daily language, comprehension, study skills, graphic organizers, fluency, writing, the writing process, vocabulary, vocabulary strategies and grammar (digital)

Teacher's Resource Book (K-6) – Resources for word and picture sorts, vocabulary, reading, writing, word study, rubrics, handwriting and more (print and digital)

Retelling Cards (K-2) – 4-color weekly retelling cards with modeled and guided instruction (print and digital)

Oral Vocabulary Cards (K-2) – 4-color laminated cards with stories and vocabulary instruction on the back of each card to extend oral vocabulary instruction (print and digital)

Read-Aloud Anthology (K-6) – Reader's Theater and read-alouds of multiple genres based on weekly themes and skills (print and digital)

Home School Connection Book (K-6) – Weekly take-home stories, parent letters and activities (print and digital)

Workstation Flipcharts (K-6) – 4 movable, laminated centers with weekly connections to science, social studies, reading, writing and word study (print and digital)

Grammar and Writing Handbook (1-6) – A student handbook including grammar and writing rules and practice (print and digital)

Treasures for Teachers (K-6) – Professional Development DVDs with classroom videos (digital)

ELL Teacher's Resource Book (K-6) – A separate teacher's guide to extend ELL instruction (print and digital)

Small Groups A How-To Guide (K-6) – A guide to managing small group instruction (print and digital)

Rotation Charts (K-6) – Rotation charts and magnetized name plates to aid in small group management

Foldables (K-6) – Dinah Zike's 3-D graphic organizers connected to reading/writing skills (digital)

Weekly Student Contracts (K-6) – Weekly activity checklists to aid in small group management (digital)

Assessment Handbook (K-6) – A guide to understanding Treasures assessments (print and digital)

Fluency Assessment (1-6) – Weekly fluency passages (print and digital)

Running Records (K-6) – Running records to help guide instruction (print and digital)

Screening, Diagnostic, Placement (K-6) – Assessments to use for placement into small groups (print and digital)



Weekly Assessments (1-6) – Weekly and leveled assessments with new reads (print and digital)  
Unit and Benchmark Assessments (K-6) – Unit assessments, benchmark assessments, rubrics and anchor papers (print and digital)  
Online Teacher’s Editions (K-6)  
Online Pupil Editions (1-6)  
TeacherWorks Plus (K-6) – CD-ROM containing all teacher’s editions, ancillary materials, an interactive lesson planner, and links to online resources  
StudentWorks Plus (1-6) – CD-ROM containing grade-level pupil editions with audio and note-taking functions, and links to online activities  
Leveled Reader Database (K-6) - An online searchable database of hundreds of leveled readers allows searches by genre, skills, subject, and keyword and also provides integrated audio and print options.  
Fluency Solutions (1-6) – Audio CDs of weekly fluency passages with modeled reads and prompts for pre- and post-reads  
Listening Libraries (K-6) – Audio CDs of core stories, approaching, on, beyond and ELL leveled readers  
New Adventures with Buggles and Beezy (K-3) – CD-ROM containing phonics and phonemic awareness games and activities based on the scope and sequence of the program  
Sound Pronunciation Audio CD (K-6) - Audio CD that helps build fluency with sounds and pronunciations of English.  
Exam View (1-6) – CD-ROM containing pre-made assessments and test generation capabilities  
Classroom Presentation Toolkit (K-6) - CD-ROM containing ready-made, dynamic PowerPoint lesson presentations using visuals, graphic organizers, and other assets from the program to grab students' attention.  
Vocabulary Puzzlemaker (1-6) – CD-ROM containing 3-click puzzles based on weekly spelling and vocabulary words with print and computer-based practice  
Accelerated Reader Quizzes (1-6) – AR quizzes of leveled readers and core selections (digital)

## **2b. Ancillary Materials – Student Components**

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

TREASURES goal is to address the needs of all students in the classroom by providing individualized instruction centered around each student’s specific needs. This is accomplished with whole group and small group based on the latest research (see supporting research document: Macmillan/McGraw-Hill Treasures Comprehensive Reading Curriculum) along with core student materials and ancillary materials listed below. All ancillary materials support core instruction and provide students with manipulatives to guarantee student success.

Leveled Practice (1-6) – Daily practice on weekly skills at the approaching-, on-, beyond-, and ELL-level (print and digital)  
Kindergarten Practice Book (K) – Daily practice on weekly skills (print and digital)  
Spelling Practice Book (1-6) – Daily spelling practice (print and digital)  
Grammar Practice Book (1-6) – Daily grammar practice (print and digital)  
Grammar and Writing Handbook (1-6) – A student handbook including grammar and writing rules and practice (print and digital)  
Large Alphabet and Sound/Spelling Cards (K-2)  
Small Alphabet & Sound/Spelling Cards (K-2)  
Large Letter Cards (K-2)  
Small Letter Cards (K-2)  
Vocabulary/High Frequency Words Cards (K-6)  
Photo Cards (K-2)

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

**Yes: Reading Triumphs is a comprehensive reading intervention program designed for students (K-6) who are 2 years below grade level. It provides intensive instruction to accelerate learning for children with serious reading difficulties. Each week of instruction in Reading Triumphs is parallel to Treasures to provide the additional support students**



**need for specific skills. Reading Triumphs Readers are decodable and the text slowly builds on previously-mastered content. The table of Contents for each Reader clearly lists phonics skills and comprehension skills for each leveled story in the reader. These stories may be used to practice specific skills students are lacking and/or provide fluency and comprehension practice for below level students.**

**See attached supporting research document: Macmillan/McGraw-Hill Treasures Comprehensive Reading Curriculum.**

## 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.*

Professional Development Statement

### I. McGraw-Hill School Education Group's Commitment

McGraw-Hill is committed to assisting educators achieve their reading curriculum goals through interactive training sessions and workshops that address research-based practices and strategies. Our comprehensive initial implementation training and on-going professional development options provide a variety of sessions and products designed to enhance teaching and learning. All initial on-site- training as well as required follow up sessions will be provided at no charge.

### II. Planning Meeting

Upon the adoption of Macmillan/McGraw-Hill Treasures, SRA Imagine It, or Wright Group LEAD21 an initial meeting will be scheduled with district curriculum leaders and McGraw-Hill School Education Group representatives to discuss district goals and objectives and to develop a customized training plan.

Initial training will delivered on-site by experienced McGraw-Hill School Education Group consultants. Options for follow up sessions include additional consultant lead sessions, train-the-trainer packages, webinars and on-line training.

### III. Initial Implementation Training

#### A. Initial Program Inservice

The goal of the initial implementation sessions is to provide teachers with a thorough introduction to their new reading program. These program-specific sessions are designed to assist classroom teachers, literacy coaches



and administrators in implementing their new reading program with fidelity. This session translates research into practice and will be customized to meet district preferences and needs. Initial implementation includes topics such as:

- Overview of Print Resources
- Overview of Digital Resources
- Overview of Common Core State Standards
- Program alignment to and built-in support for the Common Core State Standards, ELA
- Lesson Overview
- Instructional Support and Tools for Teaching:
  - Phonemic Awareness and Phonics
  - Vocabulary
    - Tier 2, Academic Language
    - Tier 3, Domain Specific Vocabulary
  - Building Fluency
  - Comprehension
- Whole Group and Small Group Instruction
- Classroom Organization and Management
- Differentiated Instruction
- Rtl Support and Resources
- Assessment Options
- Language Arts Instruction
- Differentiated Spelling
- Writing Instruction

#### B. Hands-on Technology Training

This session provides hands-on training for maximizing the power of program digital resources. Internet and device (computer or tablet) access for teachers is required for this session.

#### IV. On-going Support

For the life of the adoption the McGraw-Hill School Education Group will continue to support districts by providing resources such as:

- Annual New Teacher Training
- On-site, Consultant-lead Workshops
- Webinars
- On-line Training
- SEG Digital Technical Support



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.*

No specific hardware or equipment is needed to use the program, though it is compatible with hardware devices in classrooms today.

Our online platform for digital content requires the following minimum system requirements:

For PC

- Windows XP or higher
- Internet Explorer 7+, Firefox 3+, or Safari 4+

For Mac

- Mac OS 10.4.9 or higher
- Safari 4+ or Firefox 3+

All systems must run Flash 10 or higher and have Javascript and Browser Cookies enabled. Additionally, all pop-up windows, flash video, and MP3s should be unblocked in the internet browser.

To access content on CD-ROM, a computer with a CD-ROM or DVD-ROM drive is required. The same operating system requirements above also apply to the CD-ROMs available in the program.

### 4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

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

None.

### 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 digital content of the program is smartboard compatible. A majority of the program is available digitally as PDFs via an online platform.

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

Progress Reporter is an online assessment tool that can be used in conjunction with the program to not only manage and create tests, but to track student progress and mastery of standards and skills. The online application contains many types of reports (both color-coded graph-based and text-based) that provide assistance in helping the teacher turn the data into meaningful remediation.

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



Our online digital platform - ConnectED - provides the opportunity for teachers to customize their resources by uploading their own digital content. Teachers are also able to use the platform to assign their own uploaded digital content to their students.

## LICENSING

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

The online digital portion of the program is provided via student and teacher online subscriptions. Access to the digital portion for both student and teacher is provided free with the purchase of the core program. No additional licensing fees are associated with access.

### **5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?**

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

Per-student model

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

The district identifies an individual or individuals who will be responsible for distributing codes to the teachers in the district. Student accounts can be set up and managed by the teacher. If requested, the publisher will work with districts to facilitate this process.

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

Yes. Additionally, tech support is available by calling 800-678-2747.