



In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov **no later than midnight on Wednesday, February 29.**

Pearson Scott Foresman Reading Street Grade 1

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design	10b. Is there a clear and logical organization to the lessons in: the inclusion of all necessary materials?	Reading Street is organized in a clear and logical manner. The program facilitates teaching and classroom management by clearly identifying and labeling the materials needed to implement the program with fidelity at the daily and weekly level.	Reading Street begins every week with an overview of the weekly instructional materials. In the weekly front matter, the pages titled <i>Resources on Reading Street</i> detail by strand the materials that a teacher will need to gather for the week’s instruction. For examples, see Unit 2 pp. 44b-44d. The weekly Small Group Time planner clearly lays out the resources available to teachers to use in the small group instruction. For examples, see Unit 2 pp. 44f-44g. Additionally the small group time instructional pages clearly picture and label the materials a teacher will need to implement the lessons. For examples, see Unit 2 pp. DI•22–DI•42.



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

			At the Reading Street instructional page level, the support materials are pictured and labeled every day on the pages at point of use for teachers. For examples, see Unit 2 pp. 44j–49f.
--	--	--	--

Instructional Design	17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	Reading Street provides clear guidance for for teachers to document student progress and inform instruction in several ways.	First Stop on Reading Street, Grade 1 provides a comprehensive overview of the assessment opportunities provided in Reading Street . The instruction in Reading Street is designed to keep students on the path to reading success by informing instruction. Detailed instructions for administering all program assessments in Reading Street are provided in First Stop on Reading Street, Grade 1 , pp. 53–66. Reading Street incorporates ongoing formative assessment, providing teachers with immediate feedback to inform instruction. Daily formative assessment guides teachers to inform instruction and choose re-teaching options. For examples, see Reading Street Grade 1 Unit 5 Teacher’s Edition pp. 56a, 59a, 78g, 87b, and 88b.
-----------------------------	--	---	--



<p>Instructional Design</p>	<p>30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?</p>	<p>Reading Street offers professional development for all teachers on how to best implement the program in any classroom.</p> <p>The First Stop on Reading Street teacher resource includes time-management and built-in professional development features designed for teachers of all experience levels. Lessons support modeling, guided practice, and a teacher’s own teaching routines.</p> <p>The cohesive design helps teachers deliver instruction in the critical areas of reading instruction–phonics, vocabulary, comprehension, writing, research, speaking and listening.</p>	<p>For examples, see First Stop on Reading Street Grade1, pp. 40 and 41.</p>
<p>Instructional Design</p>	<p>31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?</p>	<p>Reading Street offers professional development for all teachers on how best to implement the program in any classroom.</p> <p>The First Stop on Reading Street, Grade 1 teacher resource includes support and guidance for teachers on how to organize instruction and provides suggestions for organizing their classrooms.</p>	<p>For examples, see First Stop on Reading Street, Grade 1, pp. 40 and 41.</p>
<p>Phonological/ Phonemic Awareness</p>	<p>6. Are assessments included to</p>	<p>Reading Street includes ongoing / progress monitoring assessments to measure and monitor progress of phonological/phonemic</p>	<p>The corrective feedback opportunities in Reading Street offer point-of-use assessments to inform instruction and</p>



	measure and monitor progress in phonological/phonemic awareness?	awareness.	mastery of skills. Additionally, all phonological and phonemic awareness lessons provide corrective feedback to support instruction at point of use in the lesson. For examples, see the following pages in the Grade 1 Teacher's Edition Unit 1 pp. 122-123 and 142c.
Phonological/Phonemic Awareness	9. Are there instructions for PA activities to alert the teacher to student readiness?	Reading Street includes professional development to guide teachers in student's phonological/phonemic awareness readiness.	First Stop on Reading Street, Grade 1 offers extensive support on defining phonological/phonemic awareness and the development progression of the skills. See First Stop on Reading Street, Grade 1 pp. 44 and 45.
Phonological/Phonemic Awareness	20. Does the program specify when oral language PA activities should be phased out?		Following the research and guidance of Reading Street author Dr. Sharon Vaughn of the University of Texas, the grade 1 Teacher's Edition provides phonological /phonemic awareness throughout grade 1.
Phonics	40. Are words used in advanced phonics activities also found in student texts?	In Reading Street Grade 1 , words used in the phonics lessons (advanced phonics) are practiced and applied in student texts.	Reading Street provides instructional opportunities for students who are beyond grade level. The advanced small group lessons provide explicit instruction with additional phonics skills for students. Opportunities for children to practice the additional words in context are provided with the



			Advanced Phonics Selection and the Advanced leveled readers. See the following pages in the Grade 1 Reading Street Teacher's Edition: Unit 3—pages DI•30, DI•31, DI•32
Fluency	24. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?	Reading Street provides instruction for assessing fluency and words correct per minute in order to determine independent, instructional, and frustrational reading levels. A Fluency Progress Chart, Weekly Assessment Charts, and unit-level information for assessing and regrouping are provided to help teachers monitor student progress and make informed decisions about students' reading levels and grouping options.	For information about determining reading levels, see First Stop on Reading Street, Grade 1 , pages 47, 58-59, and 66a–66e. Additional professional development opportunities for fluency instruction are available on MyPearsonTraining.com (free online professional development available 24/7).
Fluency	25. Is there a guide to help teachers calculate fluency rate?	Reading Street provides a guide to assist teachers as they calculate individual fluency rates.	Reading Street provides extensive information for teachers for fluency instruction and how to calculate fluency. See First Stop on Reading Street, Grade 1 , pages 47, 58-59, and 66a–66e. Additional professional development opportunities for fluency instruction are available on MyPearsonTraining.com (free online professional development available 24/7).
Fluency	26. Are there directions for	The First Stop on Reading Street teacher resource offers professional development	For examples, see First Stop on Reading Street Grade 2 , pages 47,



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

	<p>how to pair students for partner reading?</p>	<p>on the nature of fluency and how best to implement different types of fluency practices.</p> <p>The <i>Reading Street Teacher's Edition</i> provides fluency lessons specific to paired reading throughout the grade level and across grade levels.</p>	<p>58-59, and 66a–66e.</p> <p>For paired reading lessons, see the following pages in the Grade 1 Reading Street Teacher's Edition:</p> <p>Unit 3—pages 19c, 41a, 51c, 81a, 91c, and 115b. Unit 4—pp. 127c, 151a, 161c, 187b, 197c, and 225a.</p> <p>Additional professional development opportunities for fluency instruction are available on MyPearsonTraining.com (free online professional development available 24/7).</p>
<p>Fluency</p>	<p>27. Are students taught a specific error correction to use when reading with a partner?</p>	<p><i>Reading Street</i> provides instruction for teachers to teach error correction strategies when reading with a partner.</p>	<p>Daily fluency lessons provide teachers suggestions for corrective feedback that students can use with the teacher or when reading with a partner.</p> <p>For paired reading lessons, see the following pages in the Grade 1 Reading Street Teacher's Edition:</p> <p>Unit 2—pages 111c, 135a, 145c, 161b, 167a, 167e, 169a, 177c, 199a, and 199b. Unit 5—pages 137c, 163a, 173c, 199b, 209c, and 239a.</p> <p>Additional professional development</p>



			opportunities for fluency instruction are available on MyPearsonTraining.com (free online professional development available 24/7).
Vocabulary	25. Is computer technology used to help teach vocabulary ?	Reading Street provides digital tools for vocabulary instruction on SuccessNet , the program’s companion website.	First grade children learn new vocabulary best when information is presented using multiple modalities through song, rhyme, and touch. SuccessNet vocabulary activities include: <ul style="list-style-type: none"> • Interactive vocabulary activities through games • Online Journal activities • Sing with Me interactive charts • High-Frequency Word Activities • Amazing Word Activities • Grammar Jammers
Comprehension	7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	Reading Street explicitly teaches comprehension strategies, as well as reasons why we use strategies to support our understanding of text.	In Reading Street , explicit instruction is provided to the teacher to teach the strategy, model the strategy, and then guide children as they master implementing strategies with all text they read both in class and independently. <p>Strategy instruction and reference materials have been included in all Grade 1 Student Editions in a section titled Envision It! Visual Strategies Handbook</p>



			<p>For example, see the following pages in the Grade 1 Teacher’s Edition:</p> <p>Unit 1—pages 102c, 104–105, 110-111, 111a, and 112-113. Unit 3—pages 52c, 54-55, 58-59, 70-71, 73a, and 74-75.</p>
<p>Assessment</p>	<p>2. Does the program provide teacher guidance in using assessment results to differentiate instruction?</p>	<p>Reading Street provides guidance in using assessment results to differentiate instruction.</p>	<p>Reading Street provides many opportunities for teachers to use assessment to inform instruction and differentiate instruction.</p> <ul style="list-style-type: none"> • Formative assessments are provided every day through the “Don’t Wait Until Friday” checkpoints. • Ongoing point of use corrective feedback suggestions are provided at point of use for teachers to make instructional decisions. • The Reading Street Assessment Handbook offers professional development to support teachers’ understanding of how assessment informs instructional decisions that teachers makes with all groups. • The Grade 1 First Stop on Reading Street provides a chapter on assessment and how a teacher can use assessment to inform instruction. See pages 53–66. <p>Additional professional development</p>



			opportunities for assessment are available on MyPearsonTraining.com (free online professional development available 24/7).
Assessment	3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	Reading Street provides assessments for teachers to identify students who are at risk for experiencing difficulty and those who are struggling.	Reading Street provides an extensive collection of assessments including but not limited to the following: <ul style="list-style-type: none"> • A Baseline Assessment that teachers administer in the beginning of the school year to help identify students strengths and weaknesses. • Formative Assessment Reading Street provides teachers with quick checks to monitor progress and respond to children’s difficulties on the spot. • Assess and Regroup Suggestions for assessing each child’s progress and regrouping based on those assessments are provided every six weeks.
Professional Development	3. Are teachers taught how to administer and interpret assessments that accompany the program?	Assessment in Reading Street is designed to be integrated with instruction to keep students on the path to reading success by informing instruction. Detailed instructions for administering all program assessments in Reading Street are provided in First Stop on Reading Street, Grade 1 .	For detailed instructions on administering program assessments, including how and when to use each and how results inform instruction and grouping, see First Stop on Reading Street, Grade 1 , pages 53–67.