



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 2:

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design	#30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)	<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 a time-management aid and a built-in professional development feature designed for teachers of all experience levels. Lessons support modeling, guided practice, and 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>	For examples, see First Stop on Reading Street Grade 2, pages 42 and 43



Instructional Design	#31 Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	<i>Reading Street</i> offers professional development for all teachers on how to best implement the program in any classroom . The <i>First Stop on Reading Street</i> teacher resource includes support and guidance for teachers on how to organize instruction, as well as their classrooms.	For examples, see <i>First Stop on Reading Street</i> Grade 2, pages 42 and 43
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Fluency	#25. Are there directions for how to pair students for partner reading?	The <i>First Stop on Reading Street</i> teacher resource offers professional development on the nature of fluency and how best to implement different types of fluency practices. The <i>Reading Street</i> Teacher’s Edition provides fluency lessons specific to paired reading throughout the grade level and across grade levels.	For examples, see <i>First Stop on Reading Street</i> Grade 2, page 46. For paired reading lessons, see Grade 2 Reading Street Teacher’s Edition pages: Unit 1 Volume 1–pp. 43b; 49b, 71b; 79a; 103a; 111a Unit 2 Volume 1–pp. 207a; 215a; 239a; 245b; 267a; 275a Unit 4 Volume 1–pp. 26-27; 51b; 60-61; 81b; 90-91; 117a
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<p>Vocabulary</p>	<p>#22 Are various aspects of word study included (either under vocabulary or word recognition) such as:</p>	<p>Reading Street introduces students to word study such as figurative language from the earliest grades.</p> <p>The Reading Street Teacher's Edition provides explicit figurative language lessons covering idioms, metaphors, personification, and similes.</p>	<p>For figurative language lessons, see Grade 2 Reading Street Teacher's Edition pages:</p> <p>Idioms Unit 2 Volume 2–p. 354c Unit 3 Volume 1–p. 371b Unit 5 Volume 1–p. 277b</p> <p>Metaphors Unit 4 Volume 2–p. 187c</p> <p>Personification Unit 4 Volume 2– p. 187c</p> <p>Simile Unit 3 Volume 1–p. 405b</p>
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<p>Professional Development</p>	<p>#2 Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow up assistance as they put new concepts into practice?</p>	<p>Reading Street offers professional development for all teachers, coaches, administrators, and peers on how to best implement the program in any classroom.</p> <p>The First Stop on Reading Street teacher resource includes support and guidance for teachers on the research base of the program and best instructional practices on Phonics, Phonemic Awareness, Word Structure, Fluency, Vocabulary, Comprehension, Writing, Assessment, Differentiated Instruction, 21st Century Skills. Additionally, First Stop supports teachers by providing professional development on how to best meet the needs of the English Language Learners in their classrooms.</p> <p>The First Stop on Reading Street, Grade 2 includes a Teacher Resource section with more support for oral vocabulary lists, tested vocabulary lists, glossary of reading terms, re-teach lessons, student progress reports, and title of the grade-level leveled readers.</p>	<p>For examples, see First Stop on Reading Street Grade 2:</p> <p>Section 1: Research into Practice on Reading Street, pp. 9-39 Section 2: Guide to Reading Street, pp. 41–54 Section 3: Assessment on Reading Street, pp. 55–67 Section 4: Writing on Reading Street, pp. 69–74 Section 5: Differentiate Instruction on Reading Street, pp. 75–80 Section 6: English Language Learners on Reading Street, pp. 81–102 Section 7: Customize Literacy on Reading Street, pp. 109–136 Section 8: 21st Century Skills on Reading Street, pp. 137–144 Teacher Resources for Grade 2, pp. 145–298</p>
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