What is Pearson Forward? Developed in partnership with the Montgomery County Public Schools (MD), [Forward](#) is a K–5 instructional system of services, tools, and curriculum. Forward incorporates Montgomery County's best practices while balancing the needs of schools and districts nationwide. It fully supports Common Core teaching and learning and offers districts a multi-year partnership to assist with change management.

- It was **built** with full collaboration with Montgomery County Public Schools (MD), but it is available to districts nationwide
- It **emphasizes** the development of critical and creative thinking and academic success skills throughout instruction
- It **services a broader solution** by combining curriculum, assessment and professional development, and includes extensive on-site and virtual professional support and coaching. Everything is in one place
- It **ensures** equity of access and accomplishment in schools with a broad range of socioeconomic and performance need

How does Forward help teachers? Forward is built on a foundation of sustainability and includes a three-year implementation plan. As part of this multi-year partnership, a Forward Education Specialist moves schools and districts from a stage where expert led support and scaffolding help drive the implementation to a stage where school leaders are confidently able to use the tools and resources by which to collaborate in self-managed ways. Forward provides:

- Digital access to a K-5 curriculum focused on thinking and academic success skills that teach children to think critically and develop key habits of mind for college, career, and civic life
- In-depth and integrated learning across reading, writing, mathematics, science and social studies
- Access to thousands of student lesson pages, interactive whiteboard activities, visual learning animations, and notes to support teaching
- Built-in performance-based assessment tasks to nurture student success around skills such as collaboration, metacognition and intellectual risk-taking
- Content-area formative assessments to measure student understanding of key subject matter
- An array of on-demand Professional Development offerings
- Implementation Services, including:
    - A systematic review of school practices, processes, and systems to help determine readiness and set priorities for implementation planning
    - Onsite Professional Support
    - Online Leadership Institute to assist administrators, instructional coaches, and teacher leaders with successful implementation of Forward

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What is Pearson's relationship with Montgomery County Public Schools? Forward was developed through an innovative product development approach—a true public/private partnership with the Montgomery County Public Schools (MCPS) in Maryland.

- MCPS is the 17th largest school system in the US
- The district was the recipient of the 2010 National Baldrige Quality Award

What is the research behind Forward? In an effort help more students reach their full potential MCPS studied their graduates as they traveled to higher education, tracking the percentage of students who were accepted to college and the percentage of students who made it to junior year. From there, they studied those results to determine the skills and knowledge that students need to be successful in college and the workplace. To trace student understanding and provide parents with a clear roadmap to guide their children's progress, MCPS developed criteria for success and back-mapped those criteria all the way to Kindergarten. MCPS found that successful students were critical and creative thinkers who had developed academic success skills and the district set out to identify guidelines for a program that would change the rules for elementary education.

Are there differences between Forward and Montgomery County's Curriculum 2.0?
Five distinct core subjects were integrated into the development of Forward: Reading, Writing, Math, Science, and Social Studies. MCPS' Curriculum 2.0 also includes Health, Informational Literacy, Music, and Art. In some cases, the MCPS curriculum focused on Maryland state science and social studies standards. Forward has been expanded or revised to meet the needs of states nationwide. All changes in the core program reflect scientific research, state implementation models, and Common Core State Standards. Forward reflects a true partnership between Pearson and MCPS. As part of our collaboration, the national curriculum was reviewed by staff in MCPS to ensure that the program aligns with the essence and philosophy of the district's vision.

How is Forward delivered? Forward lives on [SuccessNet Plus](#) Pearson's K-12 learning management system.

Is Forward appropriate for use in a 1:1 classroom? Students can access content online and view animations on their computer. However, because Forward was designed to function as a teaching and planning tool, it works best in classrooms equipped with a teacher readily accessible computer with internet access and either a projector or interactive whiteboard. Schools with access to other technology resources, such as tablets or document readers may incorporate them.

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What are the Thinking and Academic Success Skills? Based on the research conducted by MCPS and endorsed by expert consultants, the thinking and academic success skills (TASS) are the key skills and habits of mind that students need to be successful in school, college and the workplace. These skills provide the basis for integration of instruction across subjects.

Is Forward aligned to the Common Core State Standards? Forward is one of the first curriculums written for the Common Core State Standards for English Language Arts and Mathematics that also integrates Science and Social Studies. Standards are organized into a unique sequence to maximize student acquisition of content and to ensure integration through thinking and academic success skills for each marking period. Forward adheres to the CCSS approach to text complexity. Small-group reading includes carefully leveled selections that progress in terms of readability, topic complexity, and word count. Forward also helps teachers strongly focus on the CCSS for mathematics, deepening students' conceptual understanding and procedural skills. It brings coherence to teaching math both within and across grade levels by connecting practice standards with content. An emphasis on mathematical reasoning develops depth of understanding and college and career readiness. By encouraging students to think mathematically when solving problems, deep understandings and connections are made within mathematical relationships.

How is the content within Forward organized? Forward provides a week-by-week pacing strategy, so you teach the right skills at the right time. Every grade consists of four Parts, each encompassing nine weeks of instruction, and the curriculum is organized by content area and grade level, including desired outcomes, standards, and indicators/objectives.

- The **Unifying Question** connects the Thinking and Academic Success Skills to each of the five subject-areas. The goal of the Unifying Question is to support integration and build understanding across all subjects.
- The **Part Overview** provides access to content and assets for nine weeks of instruction.
- **Integration Guides** drill-down to the week level, providing an overview of an integrated week of instruction.
- **Weekly Planners** for each subject allow teachers to plan for instruction in a flexible manner, based on students' specific needs or abilities.

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How was the Scope & Sequence developed for each subject in Forward? Pearson worked closely with Montgomery County Public Schools (MCPS) to develop the Forward Scope & Sequence. In all cases, the MCPS Scope & Sequence was the starting point, including incorporating integration of subjects around the thinking & academic success skills. The Common Core State Standards (CCSS) were always a factor in the development of the Scope & Sequence for Reading, Writing, and Math. Here is a description of how the subjects were developed:

Reading: The Forward editorial team used the MCPS Scope & Sequence as a starting point for the Reading curriculum. In certain places, modifications were made, and were guided by research-based programs such as Reading Street™. For example, in the study of phonics, Forward elected to follow a slightly different progression and referred to the Reading Street™ Scope & Sequence. In addition, Forward elected to extend the study of phonics through grade 3, which was not part of the MCPS Scope & Sequence.

Handwriting instruction in Forward was extended into grade 3, and incorporated the Reading Street progression. Forward elected to provide additional handwriting practice, referring to a dedicated handwriting program, called D'Nealian Handwriting, a Pearson Scott Foresman product.

Writing: In general, Forward's Writing Scope & Sequence adhered to the MCPS Scope & Sequence. Some variations were made to better integrate with other content areas when it was important for writing to reflect the work going on in another subject.

Math: Forward's Math Scope & Sequence adhered to the MCPS Scope & Sequence. Teachers might notice specific differences between Forward and other texts in that Forward teaches addition and subtraction (as well as multiplication and division) together rather than teaching them as separate topics or chapters. The Pearson Math team considers that MCPS used a thoughtful and comprehensive approach, although the order may be a bit different from what teachers are used to seeing. It's important to note that MCPS also considered fluency, as well as the CCSS as they shaped their Scope & Sequence.

Science: Forward's Science Scope & Sequence was developed to combine elements of Pearson's Interactive Science program and the MCPS science curriculum, which was developed with the Next Generation Science Standards (NGSS) in mind. Grades K-2 focus on a range of foundational science skills, in which each grade builds on the last. Grades 3-5 focus on developing core ideas through inquiry and exploration. All grades focus on the four science disciplines of:

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- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering, Technology, and the Applications of Science

It is important to note that Forward was developed when NGSS were still in draft phase, but care was taken that the program does address NGSS' core ideas and disciplines. While Forward may not reflect the exact sequence of final NGSS, the science curriculum does align with the Next Gen Standards in terms of its philosophy of covering content in depth.

Social Studies: The Forward editorial team used the MCPS Scope & Sequence as a starting point; from there, they compared the MCPS Scope & Sequence to those from two established Pearson products, myWorld Social Studies and Pearson Scott Foresman Social Studies. Pearson consulted with the editors of myWorld Social Studies about how they developed their Scope & Sequence, and made further modifications to Forward as a result.

It is important to note that the Forward Grade 4 Scope & Sequence differs from the MCPS Scope & Sequence because MCPS focuses their Grade 4 curriculum on Maryland history. Since Forward was built for a national audience, the Grade 4 curriculum focuses on state studies, enabling the curriculum to be adapted to meet the needs of the specific state in which the program is being implemented.

What is Forward's philosophy on pacing? Are the skills designed to be taught to mastery, or it is more important to remain with the pacing of the program and wait for skills to spiral? Teachers with deep knowledge of the CCSS understand that they are intended to act as learning progressions. In fact, the CCSS are very much anti-spiral review. The purpose is to teach fewer concepts but progress through lessons so students gain a deep conceptual understanding and reach fluency. For this reason, is important to keep to the pacing of Forward in order to cover the full year; however, if teachers do not feel that the students are learning the content, they should work to revise their approach to best meet the needs of their class.

How does Forward support English Language Learners and students with special needs? Forward promotes school-wide participation in core instructional planning. The program provides access to built-in materials for ELL and SPED support staff, including an **ELL Overview** (Grades K-5), which provides details about how Forward can be adapted to teach ELLs, and strategies for teaching ELLs and meeting their specific needs. The final pages of this document provide support for teachers as they plan lessons for ELLs and include samples that guide

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teachers on how to use the planners to achieve maximum results.

Teachers also have access to grade-specific **ELL Teaching Support**. Each document includes support for teaching a specific grade/Part of Forward to English-language Learners, including the Thinking and Academic Success Skills, Unifying Questions, indicators for standard English and academic vocabulary acquisition, sample language objectives and structures, concepts and topics grouped by English Language Proficiency standards, and academic vocabulary lists. In addition, Forward also includes point-of-use ELL strategies from the market-leading Pearson A+RISE® system. Some strategies are in the form of cards; some are video.

How does Forward support differentiated instruction? Forward was built on several key philosophies:

- Teachers know their students best
- Teachers are professionals who can determine and share best practices in a collaborative planning environment
- Forward was designed as a teaching and planning tool that provides access to hundreds of sample learning tasks, notes to support teaching, student lesson pages, animations, videos, and interactive games. These materials do not create a scripted program, but instead a set of resources from which teachers can build the most appropriate content for their classes

For each Part of instruction, the **UDL Strategies Guide** helps to ensure that all students have multiple means to access content and demonstrate mastery, by providing recommendations on how to adjust instruction to meet the needs of every learner. The guide models each strategy for differentiating instruction, as it is intended for use within each Part.

Each Weekly Planner includes **Additional Resources for Differentiation**. This collection of assets provides a wealth of resources to support the week's objectives. The **Guide for Additional Resources** provides an overview of resource with a suggestion for how to use it, including guidance about whether the material is targeted at struggling or advanced learners. Please note that while these materials are available at the week level, they are not aligned to specific SLTs since Forward is intended to be flexible.   Teachers can link out to tips for differentiated instruction in select SLTs.

How are students assessed within Forward? Forward takes assessment beyond the "right answer," helping teachers evaluate students' critical thinking and reasoning. **Success Skills assessments** nurture and measure attainment of the thinking and academic success skills. These observational assessments are embedded into the curriculum and engage students in

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classroom activities that are consistent with the Common Core State Standards for Reading, Writing, and Mathematics. Success Skills assessments are:

- Open-ended; there may be more than one "right answer," or more than one way of getting at the correct solution, giving students the ability to choose, where possible.
- Focus on measuring the thinking and academic success skills, rather than traditional academic content, and are <u>not</u> intended to support high-stakes summative inferences.
- Embedded into the curriculum; the goal is for assessment to be seamless with instruction.
- Distributed across domains; a student may demonstrate a skill in one subject, but not in another, so we recommend assessing across subjects.
- Easy to administer, and can be completed within a single class period. There are 7-9 Success Skills assessments per Part (distributed across subjects in weeks 6-9).

Checks for Student Understanding which have been built into each SLT, offer a second type of observational assessment. Teachers can use these to develop exit tickets, or determine and score student mastery.

Teachers also have access to **Content-Area formative assessments** (CAAs), which measure student understanding of core content, and can be tracked online. These assessments are:

- Organized by concept and/or topic, as identified in the Forward instructional system
- Conceptual in nature, to align to the CCSS

There are 3 Content-area Assessments per subject, per Part. Teachers who elect to print and distribute these formative assessments can record student responses manually using Gradebook.

Can assessment data be disaggregated within SuccessNet Plus or manipulated to analyze student trends? Assessment data can be disaggregated. Please visit Report Types.

Does Forward come with any print components? Forward offers a series of Collaborative Readers, Leveled readers, and Classroom Libraries at each grade. These books complement the Forward curriculum and other resources that are delivered digitally. Please visit our website for product and pricing information.

What is Forward's approach to teaching phonics? Forward combines explicit instruction, guided practice, collaborative learning, and independent reading and writing. Teachers have access to a digital Teaching Guide* for Phonics and Phonological Awareness in Grades K-3, and Word Analysis in Grades 4 and 5. These resources, which are aligned to the CCSS, follow the

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traditional scope & sequence for phonics and vocabulary and were designed to work in small and whole group settings.

Teachers may purchase Phonics Kits in Grades K-3 and Word Analysis Kits in Grades 4 and 5 to support this instruction; students can practice the skills they have learned through the use of Decodable Readers that appear in the kits. The acquisition of skills over time will allow students the opportunity to practice and apply newly learned and previously developed skills. Resources to teach Foundational Skills appear within each Weekly Planner for reading.

What assessment tools are used in Forward to identify reading levels? Forward offers three versions of an Assessment Handbook—one for grades K/1, 2/3, and 4/5. The Assessment Handbook helps teachers analyze students' skills at the beginning of the year and assists in placing students in the correct reading groups. It is agnostic in terms of reading assessment programs, so it is not dependent on teacher using DRA2, for example. However, if teachers are comfortable with an existing assessment tool, it is possible, and in fact may be advisable for them to incorporate those familiar resources into their reading program within Forward.

The Assessment Handbook provides:
- Recommendations for grouping based on skill, interests, or specific instructional need
- Checklists to track reading behaviors, strategies, knowledge about books and print and oral language
- Benchmark charts to help gauge individual students' progress quarterly in terms of vocabulary, comprehension, fluency, and phonics
- Instruction on how to conduct Running Records, and includes a Reading Behaviors checklist to help with assignments based on readiness and skills
- Reading Logs and other tools for ongoing assessment

Is Professional Development offered? Forward helps build capacity through an array of embedded professional development tools. The goal is to effectively implement the program and free up teachers' time. Professional Development content can be accessed by grade- level and content area, or at point of use within the program based on a detailed scope and sequence that maps individual PD content objectives to the place in the curriculum where it will most likely be needed.

What types of Professional Development courses are available?
- Thinking and Academic Success Skills Courses
- Foundational Skills Courses, including:
  - Universal Design for Learning (UDL)

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- o Peer Coaching
- o Effective Questioning Strategies
- o Meeting the Needs of English Language learners
- o Oral Language Development
- o 21st Century Literacy Skills
- o Collaborative Planning
- Performance-Based Assessment Courses, including:
  - o What is a Performance-Based Assessment?
  - o Using Rubrics with performance-Based Assessments
  - o Creating your own Performance-Based Assessments
- Data Courses, including:
  - o Types of Assessment
  - o Analyzing Assessment Data
  - o Adjusting Instruction based on Assessment Data

For Teachers

How do I know where to start after I log-in? Click on the Curriculum tab on the homepage. Then, click on the Getting Started Guide. Online tutorials and corresponding guides are also accessible at [myPearsonTraining](#).

Does Forward provide support for teachers who are not comfortable with an entirely digital format? To aid with the transition to digital, online tutorials and corresponding guides are accessible at [myPearsonTraining](#). In addition, Pearson provides multiple sites for Technical Support (and to support your technology implementation). [Community Connection](#) provides a searchable knowledge base to help you answer common questions.

Go to this site to connect with Pearson Technical Support via chat and email. It is very important that you ask the Technician for a TICKET# when you call directly. If the case is escalated to ADVANCED SUPPORT, that ticket number is essential.

What is the role of the Education Specialist assigned to my school? Throughout implementation, Pearson Education Specialists provide technical support in an ongoing and collaborative basis to help get implementation practices underway. The specialists will provide feedback on progress together with scaffolding as needed in order to maintain progress. To help ensure cohesiveness of implementation across the district, the Education Specialists will nurture the development of strong connections among all of the schools. During the course of a day, the Education Specialist will work with school leaders, teachers, and coaches. Whenever the Education Specialists visit a school, they can support a variety of staff in these ways:

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With Teachers

- Co-plan lessons, individually or with teacher teams
- Model lessons or facilitate teacher collaborative planning meetings
- Observe teachers and provide feedback
- Co-facilitate teacher collaboration team meetings and PD

With Leaders

- Strategize to problem solve implementation issues
- Co-plan meetings to be facilitated with staff or events to support implementation
- Co-facilitate meetings with principals or lead teachers
- Model leadership team meetings

What does a typical lesson look like in Forward? Forward provides teachers with a Weekly Planner for each subject. On the left of the planner, you will see the Enduring Understanding, the Essential Question and the key skills to be taught during that week. On the right, you will see an array of Sample Learning Tasks (SLTs) to help you get there. These planners allow teachers plan for instruction in a flexible manner, based on students' specific needs or abilities.

What should I do to prepare for a lesson or a week's worth of lessons? Start by reviewing the Part Overview. Then, drill down to the Weekly Planners. Select SLTs based on what you feel will work best for your students.

I've been told that I will need to plan collaboratively with my peers; what does collaborative planning look like in Forward? While it is assumed that collaborative planning will take many forms, a typical outline for collaborative planning is: **Plan, Do, Study, Act**

1. Plan the curriculum to be implemented for the next one to three weeks; discuss data that is available to inform planning, and possible instructional approaches to include in your planning.
2. Do: Implement the plan in your classroom, and analyze whether it could be improved in any way.
3. Study: Review your instruction and student learning; analyze your results and reflect upon what you've learned.
4. Act: Decide on changes needed to improve your planning as you prepare for the next collaborative planning cycle.

Forward offers an online course that showcases the benefits of collaboration, and the skills each teacher should hone in to collaborate effectively. Please note that planning time is largely dependent on a school or district's master schedule, which may need to be adjusted.

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How much time should I allocate to each subject? As a guideline, plan for spending one hour per subject each day. However, depending on the subject, integration among subjects, demands of cross-curriculum projects, and other considerations, the amount of time a subject requires may vary. One good resource for monitoring pacing is the At-a-Glance-Planner, which shows suggested durations for covering skills within each subject across a nine-week part. The At-a-Glance-Planner can be accessed from the Part folder in the TOC View or the Resources section in the Program view.

How are the 11 TASS linked to the mathematical practices of the CCSS? The Math SLTs are aligned to the math practices, with each SLT labeled to indicate which math practice the activity or lesson develops. While the TASS are not deliberately aligned to the CCSS standards in math, the TASS represent higher order thinking skills and students fluent in the TASS will be more prepared to master the mathematical practices. PD materials in the program also support teacher training on Math CCSS.

How are the 11 TASS linked to the CCSS for literacy? The Reading and Writing SLTs are aligned to the CCSS. While the TASS are not deliberately aligned to the CCSS standards in ELA, the TASS represent higher order thinking skills and students fluent in the TASS will be more prepared to master the rigor of the ELA standards. PD materials in the program also support teacher training on ELA CCSS.

How do I know which CCSS are covered in each marking period or week of instruction? A **Curriculum Concepts & Topics Chart** presents the standards that are covered in that marking period. **Common Core correlation charts** are also available within each Weekly Planner, and drill down to the standards covered in each SLT. Downloadable **Scope & Sequence spreadsheets** also provide a big picture overview by identifying for each Part, Week and Subject the standards that are covered and their corresponding SLTs. These spreadsheets allow teachers to easily track the SLTs that have been taught in order to fulfill all of the standards.

With regard to Science and Social Studies, how are Next Gen standards addressed in Forward? As we developed the Science curriculum we made efforts to align to the Next Generation Science Standards while recognizing that those standards were far from final during our development process. The program follows the spirit of the Next-Gen Science Standards, especially for grades 3-5, in that we emphasize in-depth coverage of a more focused set of topics.

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The Social Studies curriculum was developed while the College Career and Civic Life Framework (C3) were in draft form. We learned that the framework has been designed to serve as a resource for states when revising their standards. It provides suggestions for what students should be able to achieve at the end of grade bands (K-2, 3-5, 6-8, and 9-12). The TASS and the hands-on nature of much of the Social Studies curriculum will prepare students for the direction of the C3 standards.

How might I incorporate special projects in Science or Social Studies into the Forward curriculum? The Forward curriculum provides a "roadmap" to covering Science concepts. If a school has a history of doing special projects at specific times of the year, it might be beneficial for them to keep the project where it is and move some other science content. For instance, Forward teaches phases of the Moon observations throughout Grade 5, Part 3. It could be that a school moves the project there and the moon observation project can be shifted or truncated slightly.

Has any sheltering been done with English-language learners in Montgomery County?
Montgomery County does do sheltering in their schools. However, it varies by school and student need. The resources available in Forward are based on resources used within the district to support students using the curriculum.

Where can I identify the DRA level for each book in the Leveled Reader library?
For each grade, Forward provides teachers with access to a collection of comprehensive lesson guides for each leveled reader; at the end of each document is a chart that captures summary information about each book, including DRA level.

What options do teachers have for assigning homework in Forward? There are several ways to find materials appropriate for homework assignments in Forward:
- Forward provides hundreds of animations, videos, interactive games, and student lesson pages, which can be used to reinforce lessons completed in class. Teachers can assign digital assets for students to complete online, or print and distribute hard copy materials, where appropriate.
- Consider taking a different approach to homework based on the subject area; for example, students might start a writing assignment in class and finish the rest as homework. Projects in science or social studies could work the same way.
- Encourage students to read independently as their homework, and have them complete a Reflective Journal.

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Can I use content from another program in addition to Forward?

Teachers may elect to incorporate their own content in conjunction with the curriculum topics presented in Forward, and since every SLT within Forward has a closure portion that links back to these skills, we recommend that any non-Forward assets also tie back. For this reason, we've developed the **Forward Flex Guide**, which provides guidance on:

- How to locate Curriculum Concepts and Topics
- How to read an SLT
- How to incorporate custom content resources (such as a favorite book)
- How to tie custom assets to the TASS

Why can't I access digital reader audio? If a digital reader includes audio, an icon will appear next to that selection. To ensure that you are able to access this audio, please set your browser to either Internet Explorer (PC-users) or Safari (Mac-users). Please note that audio files are currently <u>not</u> supported in Chrome or Firefox.

Why am I logged-out of Forward after a period of inactivity? As data becomes more and more critical to districts in order to justify funding, and understand how to make their classrooms more effective, it becomes more important that Pearson's data points are more concise. By allowing a user to stay idle in the system with no activity for more than 60 minutes, the data essentially becomes less accurate. Please note that users are notified prior to being logged off.

Who should I contact if I haven't received my Collaborative Readers, Leveled Readers, or Classroom Library Collection?

If you haven't received your order, or if items are missing, please contact Customer Service:
- E-mail: k12cs@custhelp.com or Phone: 800-848-9500 (prompt 2).
- Reference your Order# and the ISBN(s) and indicate that a replacement kit is needed.

For Administrators

How can I monitor progress of all teachers using Forward within my district? District Administrators will have access to the OneView implementation portal, which houses progress monitoring reports for school leaders, and the Forward instructional support toolkit and the schedule of visits from the Education Specialist assigned to your school or district. Visit www.sasoneview.com to get started. Upon logging-in to OneView, District Administrators will "land" on the first school within their district (alphabetically); from there, they will be able to access the Welcome Page, which includes:
- Content / Communication Resources
- Progress-Monitoring page

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- Admin Reports
- Access to "My School Sites" page, which allows you to navigate to other schools within a district

Is it true that Forward has the potential to save a school or district money over time?
Forward involves a similar financial commitment to purchasing all curriculum needed for an elementary school. However, unlike traditional curriculum, a partnership with Pearson to implement Forward also includes extensive professional development, assessments and job-embedded coaching to support successful implementation.

For Parents & Guardians

How is Forward different from the curriculum currently being taught in my child's school or district? Forward offers an integrated curriculum, which means that it takes advantage of natural connections among content areas. For example when students in grade 1 study weather, they will simultaneously focus on data collection and measurement in math. This integration allows teachers to use real life examples to teach math and use accurate math concepts to teach science. In addition, Forward emphasizes the development of critical and creative thinking and academic success skills throughout instruction. These skills have been shown to help students develop into independent, successful learners.

The Thinking and Academic Success Skills sound very hard. What if my child falls behind? Research has shown that even young children can be taught these skills. Each skill is introduced in a way that children can understand, appropriate to their ages and abilities.

Is it true that Forward does not come with a textbook? Forward provides a wealth of quality resources that will help teachers deliver the digitally-accessible content to students. Teachers can print out materials as necessary. Schools can also purchase a handpicked library of collaborative readers and classroom libraries--quality volumes meant to be used in the class to reinforce learning, and leveled readers that can be used for the purpose of small group literacy instruction. In addition, familiar books and other resources can easily be incorporated into the Forward curriculum, using the Forward Flex Guide. Teachers are free to incorporate materials that they have found to be effective through their past experiences.

Will my child's teachers have to be trained to teach the Forward curriculum? Pearson is poised to assist with the change management that a successful rollout requires. For this reason, schools are provided a range of Professional Development, Field Support, and Implementation Plans for the first three years to ensure a successful transition to Forward, including:

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- A **systematic review** of school practices, processes, and systems to help determine readiness and set priorities for implementation planning
- Onsite Professional Support
- Online **Leadership Institute** to assist administrators, instructional coaches, and teacher leaders with successful implementation of Forward
- Key **Communication Resources** for parents, teachers and school administrators, to support the roll out and implementation of Forward, including:
  - o Teacher Introduction to Forward
  - o Parent/Back to School Night Introduction to Forward
  - o Customizable Superintendent Letter
  - o Customizable Letter to Parents and Families from Principal and Teacher
  - o Thinking & Academic Success Skills Framework
  - o Parent Guides consisting of an Overview and a PPT version of the Concepts & Topics Charts found in the integrated curriculum

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