



Indiana Department of Education
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Houghton Mifflin Harcourt/*Journeys Common Core/Grade 5*

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design	26	The Daily Assessments provide precise IF/THEN statements that provide objectives-based criteria for forming flexible groups to reteach, reinforce, or extend skills and learning objectives. Additionally, at the end of each whole group lesson in the TE, a Progress Monitoring spread helps teachers interpret student scores for each skill strand of the Weekly Test. Guidelines prescribe Tier I Reteaching lessons for small groups of students who score below target in one strand.	For examples of Daily Assessment small group guidelines, see Grade 5 Unit 4 TE pp. T15 and T41. For examples of Progress Monitoring small group guidelines, see Grade 5 Unit 4 TE pp. T56–T57.
Phonics	16	The Grade 5 phonics and decoding sequence includes advanced word structure analysis, such as Prefixes and Word Roots in Lesson 26, Greek Word Roots in Lesson 28, and Latin Word Roots in Lesson 29.	See the Decoding lessons on Grade 5 Unit 6 TE pp. T37, T131, and T177.
Phonics	17	Phonics instruction in <i>Journeys Common Core</i> follows a consistent instructional design—Teach/Model, Practice, Apply—in which phonic elements are taught first in isolation, then in decodable words, and finally in connected texts.	See explicit instruction of advanced phonics skills on Grade 5 Unit 6 TE pp. T37, T131, and T177.
Phonics	22	Advanced phonics strategies are applied to reading and interpreting connected, complex text.	See Grade 5 Unit 6 TE p. T177 for an example of students applying their knowledge of Latin Word Roots to the Student Magazine selections.
Phonics	23	Concepts and specific words taught during advanced phonics lessons are found in the complex texts in the Student Book and Student Magazine.	For example, the Latin root <i>port</i> is taught in the Lesson 29 Decoding lesson (Grade 5 Unit 6 TE p. T177) and found in the Lesson 29 Student Magazine selection “Fossil Fish Found”: <i>important</i> , p. 51.
Fluency	21	Information in the “Using the Results” and “Sample Case Study” sections of the Diagnostic Assessment coach teachers on how to analyze miscues, compare scores to given benchmarks, and determine reading levels for individual students, based on test scores.	See pages 36–47 of the Diagnostic Assessment, which can be viewed from the Grade 5 <i>Journeys Digital Gateway</i> on Think Central.
Fluency	22	Each Fluency Test Record Form in the Grade 5 Grab-and-	See the fluency rate guide at the bottom of



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		Go™ Assessment booklet includes an easy-to-follow guide for calculating fluency rate (words correct per minute). An expanded guide is also provided in Section Two of the Diagnostic Assessment.	pages FT2, FT6, FT10, and FT14 of the Grade 5 Grab-and-Go™ Assessment booklet and the directions for calculating fluency rate on page 34 of the Diagnostic Assessment. Both the Grab-and-Go™ Assessment booklet and the Diagnostic Assessment can be viewed from the Grade 5 Journeys Digital Gateway on Think Central.
Fluency	23	Students time their readings and record their reading rate results while rereading the Anchor Text during select Comprehension and Fluency Literacy Center activities.	See the Entry Level (Get Started!) activity on the Comprehension and Fluency Literacy Center on Grade 5 Unit 5 TE p. T310.
Fluency	24	Using the Observation Checklists and Fluent Reader Checklist, teachers collect data and record observations about each student's oral reading fluency. This information informs partnering decisions.	See the Observation Checklists on pages OC1–OC18 and the Fluent Reader Checklist on page PA1 of the Grade 5 Grab-and-Go™ Assessment booklet, which can be viewed from the Grade 5 Journeys Digital Gateway on Think Central.
Fluency	25	The Partner Reading Instructional Routine guides students to listen for specific aspects of fluent, accurate reading and provide feedback to their partner. Fluency lessons on Accuracy prompt students to use self-stick notes or logs to record errors during their own or their partner's reading.	See Instructional Routine 8 on page 17 of the Grade 5 Grab-and-Go™ Additional Resources booklet, which can be viewed from the Grade 5 Journeys Digital Gateway on Think Central, and the Comprehension and Fluency Literacy Center on Grade 5 Unit 1 TE p. T164.
Fluency	27	End-of-year fluency benchmarks for on-level readers, expressed as Words Correct Per Minute, are provided in the Introduction of the Grade 5 Grab-and-Go™ Assessment booklet.	The Words Correct Per Minute chart on page vi of the Grade 5 Grab-and-Go™ Assessment booklet specifies 129–149 WCPM as an end-of-year fluency goal for Grade 5. The Grab-and-Go™ Assessment booklet can be viewed from the Grade 5 Journeys Digital Gateway on Think Central.
Professional Development	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?	Yes, the Professional Development document explains the plan for coaches and training options providing on site teacher experts to provide peer coaching and modeling. Ongoing support is provided through our Classroom Connect elearning (hmhelearning.com) online environment. On hmheducation.com/journeys teachers and administrators can access video clips of model lessons to facilitate application of the content.	See the Comprehensive Professional Development Plan. For 24/7 anytime, anywhere professional development visit: Classroom Connect: hmhelearning.com and hmheducation.com/journeys For additional Curriculum-aligned courses



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		For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.	please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.
Professional Development	3.Are teachers taught how to administer and interpret assessments that accompany the program?	<p>Yes, the assessment components are explained including how to administer and interpret assessments during the training. Our on-demand elearning site (hmhelearning.com) also provides additional professional development concerning the administering and interpreting of assessments.</p> <p>For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.</p>	<p>See the Comprehensive Professional Development Plan.</p> <p>For 24/7 anytime, anywhere professional development visit: Classroom Connect: hmhelearning.com</p> <p>For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.</p>
Professional Development	4.Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English learners, special education, coaches, and principals)?	Yes, the professional development document explains training for administrators, teachers, coaches, parents and explains that training can be customized as needed by the school corporation to fit their teacher and student population.	See the Comprehensive Professional Development Plan.
Professional Development	5.Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	<p>Principal checklists are provided during the administrator training.</p> <p>In addition to the onsite training the onsite resources are available 24/7: Classroom Connect website: hmhelearning.com Classroom Connect gives you the support you need to teach Houghton Mifflin Harcourt's programs successfully anytime, anywhere. Teachers and administrators can access video clips of model lessons to facilitate application of the content at hmheducation.com/journeys.</p> <p>For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.</p>	<p>See the Comprehensive Professional Development Plan.</p> <p>For 24/7 anytime, anywhere professional development visit: Classroom Connect: hmhelearning.com and hmheducation.com/journeys</p> <p>For additional Curriculum-aligned courses please see our The Leadership & Learning Center (Professional Development and Consultanting Service) Catalog; pages 72 – 73.</p>