



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Houghton Mifflin Harcourt / Journeys / Grade 2

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design (ID)	26	The red “Monitor” boxes throughout Whole Group instruction provide guidance for forming flexible small groups based on student progress. At the end of each Whole Group lesson, a Progress Monitoring spread helps teachers interpret student scores for each skill category of the Weekly Test. Prescriptions include Tier I Reteaching lessons for students who score in the middle range or Tier II Intervention lessons for students who score in the low range.	See Grade 2 Unit 1 TE pp. T17, T31, T49, T59, and T70–T71.
	30	The explicit instruction and consistent lesson design of <i>Journeys</i> enables a wide range of instructional staff to implement the program with fidelity. The tabbed sections of the TE help districts and schools plan who provides general and specialized instruction.	See Grade 2 Unit 1 TE Whole Group, Small Group, Intervention, and English Language Learners tabs.
	31	A comprehensive reading program such as <i>Journeys</i> is typically implemented in a general education classroom. The consistent lesson design and tabbed sections of the TE give schools flexibility in delivering specific instruction in other settings. For example, the <i>Journeys</i> Digital activities may be used in a computer lab and Intervention or ELL instruction may be delivered in a resource room. Professional Development training will provide guidance on implementing <i>Journeys</i> in specific instructional settings.	See Grade 2 Unit 1 TE p. 11 and Whole Group, Small Group, Intervention, and English Language Learners tabs.
Phonics (P)	19	Instructional Routine 11 provides steps for blending regular high-frequency words as well as strategies for recognizing irregular high-frequency words.	See Instructional Routines in the Grade 2 Grab-and-Go Resources™ Additional Resources booklet.
	20	Instructional Routine 11 provides steps for recognizing and blending the decodable parts of high-frequency words. Advanced phonics lessons, such as Words with Silent Consonants, teach students to recognize irregularities in certain letters.	See Instructional Routines in the Grade 2 Grab-and-Go Resources™ Additional Resources booklet and Grade 2 Unit 5 TE pp. T336–T337.



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	28	Explicit instruction in common syllable types is found throughout Grade 2, beginning with the CVC syllable pattern in Unit 1 and progressing to final stable syllables such as <i>-tion</i> and <i>-le</i> in Unit 6.	For examples, see Grade 2 Unit 1 TE pp. T138–T139 and T426; Grade 2 Unit 2 TE pp. T334–T335; Grade 2 Unit 3 TE pp. T424–T425; Grade 2 Unit 5 TE pp. T240–T241; and Grade 2 Unit 6 TE pp. T430–T431.
	29	Advanced structural analysis skills, such as compound words and final stable syllables, are taught in the phonics lessons.	For examples, see Grade 2 Unit 3 TE pp. T392–T393, T400–T401, and T424–T425; and Grade 2 Unit 6 TE pp. T430–T431.
	30	Like all phonics skills in Grade 2, advanced structural analysis skills are taught first in isolation and then in connected texts.	For example, see Grade 2 Unit 6 TE p. T430, where the final stable syllable <i>-le</i> is taught first in isolated words; p. T431 where students read individual words and sentences with <i>-le</i> words; and p. T433 where students read decodable, connected text with <i>-le</i> words.
Fluency (F)	5	Fluency skills, such as accuracy, rate, and expression, spiral throughout the Grade 2 lessons. The last focus on a particular skill in Unit 5 or 6 constitutes a cumulative review of that aspect of fluency. Additionally, children’s fluency is assessed at the end of the year on the Unit 6 Fluency Test, providing teachers with a cumulative assessment of students’ ability to read fluently.	See fluency skills in Lessons 26–30 on Grade 2 Unit 6 TE pp. xii–xiii. Also see the Unit 6 Fluency Test in the Grade 2 Grab-and-Go Resources™ Assessment booklet.
	25	Students time their readings and record their reading rate results during Comprehension and Fluency Ready-Made Work Station activities.	See the Green Activity on the Comprehension and Fluency Ready-Made Work Station on Grade 2 Unit 1 TE p. T10.
	26	Using the Observation Checklists, teachers collect data and record observations about each student’s oral reading fluency. This information informs partnering decisions.	See the Observation Checklists in the Grade 2 Grab-and-Go Resources™ Assessment booklet.
	27	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 the Partner Reading Instructional Routine in the Grade 2 Grab-and-Go Resources™ Additional Resources booklet and the Guided Practice/Apply sections on Grade 2 Unit 5 TE p. T146.



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	29	End-of-year fluency benchmarks for on-level readers, expressed as Words Correct Per Minute, are provided in the Introduction of the Grab-and-Go Resources™ Assessment booklet.	See the Grade 2 Grab-and-Go Resources™ Assessment booklet.
Comprehension (C)	7	<p><i>Journeys</i> provides in each lesson explicit instruction on research-based comprehension strategies, giving students the tools they need to repair a breakdown in their comprehension. Stop and Think boxes in Student Book selections train students to rely on metacognition to self-assess their understanding, prompting them to think about how they know what they know and why these would use certain strategies. Through Think Alouds, teachers model active monitoring of comprehension and the application of effective strategies when comprehension breaks down, thus empowering students to manage their own learning. The following diverse strategies are taught and retaught within and across all grades of <i>Journeys</i>: Analyze/Evaluate; Infer/Predict; Monitor/Clarify; Question; Summarize; and Visualize. While some readers acquire these strategies informally, explicit instruction, modeling, and practice using these strategies enhance understanding for all students. Research shows that to be most effective, reading comprehension instruction must support students, directly and explicitly, with how to use the strategies needed to comprehend a text. By employing a gradual release model of instruction, <i>Journeys</i> guides teachers who are expert readers in transferring their skills and knowledge to students who are building their skills. By embedding strategy instruction in the context of reading, <i>Journeys</i> guides students to activate strategies at point of need, when comprehension breaks down.</p>	For example, on Grade 2 Unit 3 TE p. T406 the Monitor/Clarify strategy is reviewed using a Projectable before reading begins; on p. T410, the teacher models the use of the strategy in the context of the selection using a Think Aloud; on p. T412 students practice using the strategy with teacher support; and on p. T417, students independently apply the strategy as needed during reading. Students are prompted to think metacognitively about their comprehension needs and activate other known strategies as appropriate.



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Professional Development (PD)	1	Specific times were not noted as each Indiana school district may differ in teacher release time frames. Implementation sessions follow adult learning guidelines providing time for concept development and practice	Adequate time will be given in training sessions for concept development and practice
	2	Page 4 of the Implementation document explains the Teacher as Leaders training option providing on site teacher experts to provide peer coaching and modeling. Ongoing support is provided through our Classroom Connect elearning online environment.	Please see Teachers as Leaders option in Implementation document page 4 and website hmhelearning.com
	3	All components are explained including the assessments during the initial implementation training. Our on-demand elearning site also provides additional professional development concerning the administering and interpreting of assessments	See Implementation Document for initial training and hmhelearning.com website. Additional targeted training options are available including using and interpreting assessments as needed by the district page 5 in implementation document.
	4	Pages 2-4 of the implementation document explains training for administrators, teachers, Teachers as Leaders (coaches) and explains that training can be customized as needed by the district	See Implementation Document pages 2-4
	5	Principal checklists are provided during the administrator training (see page 3—classroom observation “look fors”). Online support is provided 24/7 via our Classroom Connect website.	Page 3 of Implementation document and hmhelearning.com website
		More customized professional development options are available in our PD brochure at a charge.	See PD brochure for customized professional development options above and beyond product implementation. These are at a charge to the district.