



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Houghton Mifflin Harcourt / Journeys / Grade 4

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design (ID)	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 4 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 4 Unit 1 TE p. 11 and Whole Group, Small Group, Intervention, and English Language Learners tabs.
Fluency (F)	19	In lessons in which the Fluency skill is Accuracy/Self-Correction, teachers model and students practice stopping when they make an error and rereading from the beginning of the sentence. Instructional Routine 7: Repeated Reading guides teachers to have students repeat a word correctly before continuing. Additionally, Corrective Feedback boxes on Decoding pages provide step-by-step teacher scripting for precise correction of an error. Teachers correct the error instantly, guide students to give the correct answer, check students' understanding, and then reinforce learning by returning after a brief period of time to the difficult word to confirm that students can read it automatically.	See Grade 4 Unit 5 TE pp. T23, T35, T40, and T41 and Instructional Routine 7 in the Grade 4 Grab-and-Go Resources™ Additional Resources booklet.
	21	In every lesson, students have multiple texts to practice fluent reading: Student Book Main and Paired Selections, Leveled Readers, Vocabulary Readers, and Write-In Readers for struggling readers. For additional texts at specific reading levels, teachers can search the	See Grade 4 Unit 1 TE pp. T2–T4 for an example of texts that students practice reading fluently each week and Grade 4 Comprehensive Language and Literacy Guide pp. 112–121 for additional Leveled



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		Online Leveled Readers Database on Think Central by grade, genre, title, or level or the Leveled Readers Database at the end of the Comprehensive Language and Literacy Guide to find a precise fit for a student to practice fluent reading. Easier or more difficult Leveled Readers from other grades can be accessed online.	Readers that may be used for fluency practice.
	22	Section Two of the Diagnostic Assessment provides reading passages that are sequenced from beginning first grade through beginning sixth grade reading levels. The student's reading performance yields scores for decoding accuracy, comprehension, and fluency, including not just Words Correct Per Minute but also expression, meaningful phrasing, and comprehension through retelling and responses to questions—all important aspects of fluency. Information in the "Using the Results" and "Sample Case Study" sections coach teachers on how to analyze miscues, compare scores to given benchmarks, and determine reading levels for individual students, based on test scores.	See Section Two of the Diagnostic Assessment.
	23	Each Fluency Test Record Form 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.	See the Fluency Tests in the Grade 4 Grab-and-Go Resources™ Assessment booklet. Also see Section Two of the Diagnostic Assessment.
	24	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 4 Unit 1 TE p. T298.
	25	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 4 Grab-and-Go Resources™ Assessment booklet.
	26	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	See the Partner Reading Instructional Routine in the Grade 4 Grab-and-Go Resources™ Additional Resources booklet and the Practice/Apply section on Grade 4 Unit 6 TE p. T210.



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		partner's reading.	
	27	Running Records in the Grab-and-Go Resources™ Lesson booklets and Fluency Tests in the Grab-and-Go Resources™ Assessment booklet provide progress-monitoring throughout the year. The Fluency Tests measure expression, comprehension through retelling, and Words Correct Per Minute. In addition, Section Two of the Diagnostic Assessment provides reading passages that are sequenced from beginning Grade 1 through beginning Grade 6 reading levels. The student's reading performance yields scores for decoding accuracy, comprehension, and fluency, including not just Words Correct Per Minute but also expression, meaningful phrasing, and comprehension through retelling and responses to questions—all important aspects of fluency. Information in the “Using the Results” and “Sample Case Study” sections coach teachers on how to analyze miscues, compare scores to given benchmarks, and adjust instruction for each student, based on test scores. The Diagnostic Assessment may be administered at various points during the year to gauge student progress.	See the Grade 4 Grab-and-Go Resources™ Lesson booklets and Assessment booklet and the Diagnostic Assessment.
	28	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 4 Grab-and-Go Resources™ Assessment booklet.
Vocabulary (V)	25	Journeys online resources at thinkcentral.com help students acquire and apply Target Vocabulary across a range of contexts. Online resources include Vocabulary in Context Cards, Vocabulary Readers, eStudent Books with audio glossaries, and interactive whiteboard lessons that support the use of vocabulary strategies. These resources, which are included with the purchase of the program, can be used by individual students and small groups or projected for use with a whole class.	See Journeys Grade 4 Resources on thinkcentral.com.



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Professional Development (PD)	5	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.
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