



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

## Houghton Mifflin Harcourt / Journeys / Grade 5

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design (ID)	23	The red “Monitor” boxes throughout Whole Group instruction provide guidance for differentiating small group instruction based on informal assessment. 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 5 Unit 1 TE pp. T15, T19, T37, T41, and T54–T55.
	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 5 Unit 1 TE p. 11 and Whole Group, Small Group, Intervention, and English Language Learners tabs.
Phonics (P)	12	Fluency practice and decoding instruction in <i>Journeys</i> are closely aligned. Phonics components are sequenced based on their prevalence in student texts. Therefore when students reread the Student Book texts to improve their fluency, they are also practicing the target phonics component for the lesson.	See Grade 5 Unit 1 TE pp. T38–T39. When students reread the Student Book selection for expression (Apply activity on p. T38), they are reading the words <i>moment</i> , <i>fragile</i> , <i>recess</i> , <i>open</i> , and <i>second</i> , which are exemplars used during the Decoding lesson on p. T39.
Fluency (F)	18	Practice Fluency boxes accompany each Main and Paired Selection, providing point of use modeling by the teacher and prompts that guide students to read aloud with fluency. The Fluency page in the After Reading section of the lesson provides additional instruction and read-aloud opportunities for students.	See Grade 5 Unit 1 TE pp. T29, T33, and T38.



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	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 partner's reading.	See the Partner Reading Instructional Routine in the Grade 5 Grab-and-Go Resources™ Additional Resources booklet and the Practice/Apply section on Grade 5 Unit 6 TE p. T210.
	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 5 Grab-and-Go Resources™ Assessment booklet.
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.