



Comprehensive Core Reading Program Self-Evaluation

*A completed self-evaluation must be submitted on or before June 15, 2011 to:
textbook@doe.in.gov.*

Subject Area in which submitting	Reading													
Category for which submitting	Comprehensive Core Reading Program													
Publisher	Houghton Mifflin Harcourt													
Title of submission	Journeys Common Core													
Copyright date	2014													
Intended Grade Levels	K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana's Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

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Tracy Jacobson
Signature

6/15/2012
Date

WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

Adopted in in 2011/2012 (this is a sampling of the districts that have purchased): New York City; Milwaukee, WI; Cincinnati, OH; Kenosha, WI; Omaha, NE; Cherry Creek School District, CO; Winchester Public School, CT; Christina School District, DE; Kirby School District, IL; Niles School District, IL; Des Moines, IA; Sioux Central School District, IA; Garden City, KS; Peabody School District, MA; Buena Vista School District, MI; Ypsilanti School District, MI; Burnsville-Egan-Savage School District, MN; Sauk-Rapids School District, MN; Carthage School District, MO; Maryville School District, MO; Dillon School District, MT; Fremont School District, NE; Clifton School District, NJ; East Orange School District, NJ; Orange Township, NJ; Greenwich Central School District, NY; Mandan, ND; Shaker Heights, OH; Springfield City, OH; Harrisburg, PA; Lower Merion, PA; Pennsbury, PA; Warwick, RI; Hill City School District, SD; Park City, UT; Centralia, WA; Beloit, WI; Flambeau, WI; West DePere, WI; Washakie, WI; Journeys was listed in the state of Texas and North Carolina

Submitted in June, 2012: Florida, Alabama, Louisiana, Tennessee

The Journeys Common Core Edition is based on the research of the 2011/2012 copyright.

HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students:

Please see attached document entitled The Journeys Program: A Research-Based Approach, Strand 6: Meeting All Students' Needs Through Differentiation and Strategic Intervention, pages 50–57.

Special Education Students:

Please see attached document entitled Journeys: Differentiating Instruction for Students with Special Needs, by David J. Chard, Ph.D.

High Ability Students:

Please see attached document entitled The Journeys Program: A Research-Based Approach, Strand 6: Meeting All Students' Needs Through Differentiation and Strategic Intervention, pages 50–57.



See Efficacy Study for Journeys for additional documentation.

DESCRIPTION OF SUBMISSION

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE READING

PROGRAM *The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.*

1a. Educational Approach

As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

Journeys Common Core is a rigorous core reading program created to help meet the diverse needs of all students to successfully meet the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, K–5 and the Standards for English Language Arts, Grade 6. The instructional design is based on the Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2 and Grades 3–12, and reflects the scientifically-based research supporting the Standards listed in Appendix A. Like the Common Core State Standards themselves, Journeys Common Core reflects an integrated model of literacy. Instruction and application in the four strands—Reading, Writing, Speaking and Listening, and Language—are linked to the complex texts and topics with which students engage.

1b. Teacher components of the Comprehensive Core Reading Program

(Please include the format description of each item & alignment with scientifically-based reading research.)

Focus on Texts

Journeys Common Core places the reading of complex texts at the center of instruction. In every lesson, students read and engage with complex text every day, beginning on Day 1. Pre-reading activities are focused on text-based skills and information, such as introducing Target Vocabulary and topical background information necessary for deep understanding, without distracting from or revealing any of the text to be read.

Organized to Build Students’ Knowledge Base

Each lesson in Journeys Common Core consists of an Anchor Text—a full-length or extended text in the Kindergarten Big Books or Grades 1–6 Student Books that students read and analyze over three days—and a paired selection. At select points throughout the year, full-length Trade Books provide students with the opportunity to build stamina and persistence in their reading. In this way, students become accustomed to reading rich, high-quality texts in a variety of genres, styles, and lengths, a vital step toward college and career readiness. These collections of texts are organized around content-area Domains, such as Life Science, The Arts, or Civics. The texts in each lesson are tied to a specific Lesson Topic, such as The Environment, Visual Arts, or Citizens’ Rights. Various texts with the same or related Lesson Topics are featured within and across grades to systematically develop the knowledge base of students in each of the Domains. For additional information on Domains and Topics, including a



complete list of the Domains explored in Journeys Common Core, see pp. viii–ix in any TE.

Reading Foundations

Journeys Common Core provides explicit, systematic instruction, diagnostic support, and distributed practice for the full range of foundational skills in the Reading Standards: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. The instructional model in the TE lessons—Teach/Model, Guided Practice, Apply—ensures direct, consistent delivery of instruction to students and immediate supported and independent practice for each sub-strand of the Foundational Skills. Interactive Whiteboard Lessons for each phonics skill support instruction and engage students in interactive application. Daily Assessment opportunities support teachers’ diagnoses of students’ understanding and application of foundational skills with either IF/THEN statements that lead to re-teaching, reinforcement, or extension activities or Corrective Feedback that provides step-by-step teacher scripting for precise correction of an error. A clear developmental sequence for each foundational skill includes distributed practice, in which students return to previously learned skills throughout the year to reinforce learning and then extend application to new and varied texts. Destination Reading activities provide game-like practice and responsive feedback.

Fluency

Fluency is a particular focus of the Journeys Common Core materials. Each TE lesson features a target fluency skill that is modeled by the teacher during the Teacher Read Aloud on Day 1; applied by students as they read emergent and decodable texts and grade-level complex text in the K–6 Student Books, the Grades 1–2 Decodable Readers, and the K–6 Leveled Readers; and the focus of extended whole-group and small-group instruction on Day 3 or 4. Additional fluency application is provided through the Comprehension and Fluency Literacy Centers and in Cold Reads, a collection of 30 passages of increasing difficulty at each grade that students read “cold” to practice and demonstrate fluent reading.

Academic Vocabulary

Journeys Common Core provides direct instruction in general academic vocabulary (Tier Two words) with repeated exposure and application throughout each lesson in multiple contexts and across all language domains. In Kindergarten and Grade 1, the lesson’s Oral Vocabulary is introduced through the Read Aloud Book (K) or Teacher Read Aloud (Grade 1) using child-friendly explanations. In Grade 1, additional Selection Vocabulary necessary to comprehend the Anchor Text is introduced prior to reading. In Grades 2–6, the Target Vocabulary is previewed through the Teacher Read Aloud and introduced through the Vocabulary in Context pages in the Student Book, which provide a textual and visual context for each word. “Think About It” and “Talk It Over” activities on the Vocabulary in Context Cards help students internalize the new words. Daily Vocabulary Boost activities during Opening Routines (K–3) prompt students to use the vocabulary in new and varied contexts. During the Enrich Vocabulary (K) or Apply Vocabulary Knowledge (1–6) instruction on Day 3, students develop an awareness of word parts and word relationships, identify real-life connections between words and their uses, and incorporate the academic vocabulary into collaborative discussions and written responses. During small-group instruction in Grades 2–6, students encounter the Target Vocabulary in new contexts—the Informational Vocabulary Reader and the Leveled Readers—and apply the vocabulary in writing through the Vocabulary Reader’s Write About It activity. Students also acquire and apply domain-specific vocabulary (Tier Three words) related to the Lesson Topic during the Extend the Topic activities.

Text Complexity and Quality

Each Journeys Common Core student text has been carefully selected by subject-matter experts for its high quality; its contribution to a balance of nonfiction and fiction and a diverse representation of genres and voices; its value when being closely read and reread; its level of appeal to young readers; its alignment to qualitative and quantitative measurements; and its contributions to the development of



students' knowledge base. As evidence of these criteria, Text Exemplars from Appendix B are included throughout the program. Grade-level text complexity was determined through careful consideration and application of the qualitative dimensions defined in Appendix A—levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands. As recommended by Appendix A, Journeys Common Core student texts also underwent a broad quantitative analysis that includes Lexile, DRA, Spache, and New Dale-Chall measurements. A Text Complexity Rubric in the TE summarizes the qualitative and quantitative determinations for each Student Book Anchor Text and paired selection (Grades 1–2), helping teachers assess text complexity at a glance and informing reader and task considerations. For more information about Text Complexity in Journeys Common Core, see pp. vi–vii in any TE.

Text-Dependent Questions

The following features in the Journeys Common Core Student Book guide students to re-read, compare, and synthesize information acquired from texts: Analyze the Text notes prompt students to focus on specific parts of the text when re-reading; Dig Deeper instruction guides students in how to analyze a text; Your Turn activities lead students in synthesizing ideas from the text through collaborative conversations and responsive writing; and Compare Texts activities prompt students to compare and contrast the Anchor Text and paired selection as well as integrate textual ideas with their own experiences and knowledge of the world. Interactive Whiteboard Lessons focused on text analysis provide additional instruction and motivate students to reread closely.

Argumentative, Narrative, and Explanatory Writing

In Journeys Common Core, students receive daily writing instruction and engage in the full range of writing required by the CCSS: writing opinions, writing to inform, and writing narratives. Writing prompts and instruction are featured prominently in each Student Book. In Kindergarten, each Write About It! activity on the Your Turn spread provides an age-appropriate prompt for responding to the Big Book. In Grades 1–6, a Write About Reading activity on each Your Turn spread guides students to respond in writing to the Anchor Text and to draw upon textual evidence to validate their ideas. A complete writing lesson features student-friendly instruction, a writing traits checklist, and a student writing model. A Common Core Writing Handbook at each grade can be used to scaffold or extend the writing lessons covered in Journeys Common Core, as well as provide a writing resource tool that students can refer to throughout the year. The handbook begins with 30 interactive writing lessons that provide information and practice on opinion, informative, and narrative writing and correspond to and support the 30 writing lessons in Journeys Common Core. The handbooks at Grades 1–6 include additional information on the writing traits, process writing, writing workshops, technology, research, and checklists and rubrics, as well as additional writing forms and models. Students can produce and publish their writing online with myWriteSmart, a collection of digital tools that supports all stages of the writing process and features interactive graphic organizers, teacher and peer review, Common Core writing tips at point of use, Research and Media Performance Tasks that include the ability to create multimedia visual displays in presentations, and Performance Assessment prompts. The online Write Smart program as well as Interactive Whiteboard Lessons focused on opinion, informative, and narrative writing provide additional instruction and interactive practice. For an overview of the writing resources in Journeys Common Core, see pp. x–xi in any Kindergarten TE and pp. xii–xiii in any Grades 1–6 TE.

Short, Focused Research

Throughout Journeys Common Core, students engage in short and sustained research projects. Research Report writing lessons spanning two weeks in the TE and Student Books are featured at each grade. Research and Media Performance Tasks, which require students to gather, organize, and present research around a specific topic, are featured at the beginning of each unit in the TE. In every other lesson, the Day 5 Extend the Topic spread features a multi-day Research and Media Literacy project that requires students to research and present information based on the lesson's texts and topic. As students progress through the project, they can capture their notes and ideas in myWriteSmart. In



addition, an Interactive Whiteboard Lesson focused on research provides a motivating and interactive learning experience. At Grades 4–6, a Weekly Internet Challenge prompts students to use websites to conduct short, focused research on a specific topic.

Support for All Students

Journeys Common Core provides support and scaffolding to equip all students, including those who are reading below grade level, to engage with and comprehend complex text. On Day 1 in Grades 1–2, students are introduced briefly to key vocabulary (Words to Know/Target Vocabulary), a Target Skill and Strategy for comprehension, and the necessary background to read successfully the Anchor Text in the Student Book for the first time. As students read, teachers help them think through the text with guided questioning. On Day 2, students conduct a second read of the Anchor Text as teachers provide support in analyzing short sections of the text. The Dig Deeper instruction in the Student Book guides students' analysis, while the Your Turn activities lead students to hold collaborative conversations and write independently about the ideas and information in the text. On Day 3, students reread the Anchor Text again, this time supported by the Reader's Guide pages in the Reader's Notebook, which prompt students to respond to the Anchor Text with appropriate text evidence. At any point in the year that a student struggles to read the on-level complex text in the Student Book, Journeys Common Core provides a textual on-ramp to on-level reading with the Write-In Reader (Tier II), approximately two grade levels below, and the Struggling Readers Leveled Reader, approximately one grade level below. Both Readers feature the same vocabulary and skills as the Anchor Text and are topically related, giving students the tools they need to participate in the academic discussions around the on-level complex text.

Scholarship and Research Base

A Research Bibliography in the Resources section of each TE identifies the research base upon which Journeys Common Core is built. Research that is also included in the bibliography in Appendix A of the Common Core State Standards is noted by a red Common Core logo. The Journeys Common Core author team led the integration of this research into the program's instructional and assessment design, ensuring that Journeys Common Core is a research-based, comprehensive curriculum that reflects best practices in English Language Arts and literacy instruction. The author team includes Irene Fountas, who co-developed the nation's most-used standard for leveling text for small group instruction; Shane Templeton, co-author of *Words Their Way*; MaryEllen Vogt, Distinguished Professor Emerita at California State University, Long Beach and a member of the California Reading Hall of Fame; and John J. Pikulski, who previously served on the Reading Committee of NAEP and is a member of the International Reading Association's Reading Hall of Fame. Complete research and efficacy studies are available from Houghton Mifflin Harcourt.

1c. Student component of the Comprehensive Core Reading Program

(Please include the format description of each item and alignment with scientifically-based reading research.)

Student Books, Kindergarten

Review and reinforce high-frequency word instruction, provide oral and written response activities for each week's Big Book selection, and two decodable reading selections per week, which support phonics and high-frequency word instruction and provide opportunities for fluency development.

Student Books, 1–6

Feature Anchor and paired selections for each lesson, as well as vocabulary, comprehension, grammar, and writing instruction. Questions and activities focus on close analysis of texts and citing text evidence in writing and speaking.



Common Core Reading Adventures Student Magazines, 3–6

Provide high-quality literature, informational texts, and instructional content offering students the opportunity to learn and master the Common Core State Standards through an engaging magazine format.

Common Core Leveled Readers, K–6

Leveled by Consulting Author Irene Fountas, the on level, above level, below level, and ELL Leveled Readers feature a balance of fiction and informational text, reinforce skill and vocabulary instruction, and are each supported by eight-page teaching plans.

Common Core Vocabulary Readers, K–6

Leveled by Consulting Author Irene Fountas and all informational text, the Vocabulary Readers are designed for practice and application of weekly Target Vocabulary and are each supported by eight-page teaching plans.

Trade Books, 1–6

Feature literary and informational Text Exemplars and support literature circles and book talks, making the study of longer, complex texts a meaningful part of the classroom.

DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

Print and Online

Common Core Kindergarten Kit Complete, which includes the following components and resources:

- Student Books, Kindergarten - Review and reinforce high-frequency word instruction, provide oral and written response activities for each week's Big Book selection, and two decodable reading selections per week, which support phonics and high-frequency word instruction and provide opportunities for fluency development.
- Common Core Benchmark and Unit Tests Consumable, K - Group-administered comprehensive assessments of the Common Core State Standards that include assessment of comprehension of complex texts and writing for different text types and purposes, preparing students for PARCC assessments.
- A Journey in Songs and Rhymes Big Book, K - Provides engaging songs and rhymes for children to recite.
- A Journey from A to Z Big Book, K - Features a page for each letter of the alphabet, with full-color photos and labels that begin with the target letter. Used to introduce letter names and reinforce letter recognition.
- Common Core Big Book Set, K - Thirty Big Books featuring paired selections for each week that provide predictable text, beautiful literature both literary and informational text, and age-appropriate shared



reading.

- Common Core Little Big Book Set, K - Reduced versions of the Kindergarten Big Books, providing additional flexibility for classroom use.
 - Read Aloud Set, K (Print Only) - Thirty inviting trade books including both literary and informational text that support weekly Kindergarten instruction.
 - Common Core Instructional Card Kit, K - A variety of cards, including Vocabulary in Context Cards and Retelling Cards, that support story retelling, high-frequency and vocabulary word acquisition, and letter and word knowledge.
 - Sound/Spelling and Alphafriends Card Set, K - Provides research-based visual support for sound-letter associations that build strong phonics skills.
 - Long Vowel Sound/Spelling Cards, K - Provide research-based visual support for sound-letter associations that build strong phonics skills.
 - Common Core Instructional Flip Chart Set, K - Provide interactive instruction for the foundational reading skills; phonemic awareness, phonics, vocabulary, comprehension & fluency along with grammar, and writing. Each week begins with a familiar rhyme or song to build oral language development.
 - Common Core Grab-and-Go Complete Set, K - Contains all of the resources needed for weekly instruction, including leveled practice blackline masters and parent letters, organized in an easy-to-use weekly folder format.
 - Common Core Lesson Snapshots, K - A set of cards that outlines the main parts of the lesson for each day. At a glance, a teacher can see the materials needed and key instructional points.
- Common Core Teacher Edition Collection, K–6 - Provides direct, explicit instruction on each Common Core State Standard, with clear organization for whole group, small-group, intervention, and ELL instruction.

Big Book Set, 1 - Nine books that are featured in Day 1 Daily Vocabulary Boosts in the Opening Routines of the Teacher's Edition, at least once per unit. Children discuss the Big Books using previously-learned oral vocabulary.

Back to School Big Books, 1 - Two books used during the Back to School Lessons to support comprehension and print concepts.

Common Core Write-in Reader, 1–6 - Consumable worktexts that preteach and reteach weekly core skills and vocabulary to help below-level readers successfully access classroom instruction. The feature "Be a Reading Detective" motivates students to read closely for important textual clues.

Cold Reads, 1–6 - Thirty passages of increasing difficulty that students read "cold," without prereading instruction. Each passage is accompanied by comprehension questions, which assess literal, inferential, and higher-order thinking. Grades 2–6 also include written responses. Correlated to the CCSS, the Cold Reads may be administered to individual students to monitor progress or given to students to read independently for ongoing practice with increasingly difficult texts.

Common Core Reader's Notebook Consumable Collection, K–6 (Student Edition/Teacher's Edition) - Features practice pages for each skill strand in a lesson and a Reader's Guide spread for each Anchor Text in the Student Book (supporting students' third read) and for each Trade Book.

Common Core Writing Handbook, K–6 (Student Edition/Teacher's Edition) - Scaffolds and extends the writing lessons in Journeys Common Core, as well as provides a writing resource tool that students can refer to throughout the year. The handbook begins with 30 interactive writing lessons that provide information and practice on opinion, informative, and narrative writing and correspond to and support the 30 writing lessons in Journeys Common Core. The handbooks at Grades 1–6 include additional information on the writing traits, process writing, writing workshops, technology, research, and checklists and rubrics, as well as additional writing forms and models.



Parent-Teacher Book, K - Contains reproducible daily activities for parents to do with their children. Activities tie to the text selections for each week. Also included are an Internet activity and a list of related books parents and children may enjoy reading together.

Family Connection Book, 1–6 - Contains reproducible daily activities for parents to do with their children. Activities tie to the text selections for each week. Also included are an Internet activity and a list of related books parents and children may enjoy reading together.

Common Core Benchmark and Unit Tests Consumable, K–6 (Student Edition/Teacher’s Edition)
Group-administered comprehensive assessments of the Common Core State Standards that include assessment of comprehension of complex texts and writing for different text types and purposes, preparing students for PARCC assessments.

Common Core Focus Wall Poster, K–6 - Thirty posters that provide an at-a-glance reference point in the classroom of the texts and skills that will be the focus of the week.

Common Core Leveled Reader Teacher’s Guide Complete Set, K–6 - Each eight pages, the Common Core Leveled Reader Teacher’s Guides build strong small group instruction for each Leveled Reader and Vocabulary Reader.

Common Core Decodable Reader Blackline Masters, 1–2 - Reproducible versions of the Decodable Reader selections that can be sent home for additional decodable reading practice.

Literacy and Language Guide, K–6 - Developed by Consulting Author Irene Fountas and Program Author Shane Templeton, the Literacy and Language Guide provides a readers’ and writers’ workshop approach to Journeys Common Core, including whole group reading and writing mini-lessons, support for using leveled readers in small groups, and tools for the study of a variety of genres, as well as a daily Word Study support for each lesson and a developmentally-based approach to phonics, spelling, and vocabulary instruction.

Sound/Spelling Cards, 1–3 - Provide important sound-letter associations that build strong phonics skills.

Language Support Cards, K–6 - Support the preteaching of critical skills, build background, and promote oral language and vocabulary development for English Language Learners.

Common Core Instructional Card Kit, K–6 - A variety of cards, including Vocabulary in Context Cards and Retelling Cards, that support story retelling, high-frequency and vocabulary word acquisition, and letter and word knowledge. The types of cards differ at each grade.

Common Core Grab-and-Go Complete Set, K–6 - Contains all of the resources needed for weekly instruction, including leveled practice blackline masters, Weekly Tests, and parent letters, organized in an easy-to-use weekly folder format.

Common Core Progress Monitoring Assessments, K–6 - Provide biweekly checks on students’ progress while using the Road Map to Success Tier II Strategic Intervention lessons. In addition to the Quick Check observations in the Tier II Intervention lessons, data gathered from the Progress-Monitoring Assessments indicate whether a student is benefiting from strategic intervention and help teachers determine how to regroup students.

Common Core Intervention Teaching Resources, K - Student worksheets that provide scaffolded



practice in key skills: high-frequency words (Words to Know), letter names or phonics, phonemic awareness, and comprehension skills.

Emerging Literacy Survey, K–1 - An individually-administered assessment that provides diagnosis of phonemic awareness, concepts of print, beginning reading and writing skills, and the ability to read passages accurately and with comprehension.

Diagnostic Reading Assessment, 1–6 - An individually-administered assessment that provides diagnosis of basic reading skills. Section One assesses the phonemic awareness skills that directly support decoding (beginning sounds, phoneme blending, phoneme segmentation) as well as a range of phonic elements that progress in difficulty. Section Two provides reading passages that are sequenced from beginning first grade through beginning sixth grade reading levels.

Comprehensive Screening Assessment, 2–6 - A group-administered assessment that provides initial screening of the previous year's skills for comprehension, vocabulary, language arts, decoding, and writing. It also includes passages for comprehension screening and an optional group spelling screening.

Common Core Literacy Center Flip Chart Set, K–6 - Three flip charts per grade level providing independent center activities in the areas of comprehension and fluency, word study, and writing.

Common Core ELL Handbook, K–6 - Features professional development for teachers of ELLs in the mainstream classroom including background information about the nature of the learner and effective instructional strategies as well as a wealth of practical resources such as SOLOM and Language Transfer Charts, writing models, peer conference forms, and routine cards.

Common Core ELL Newcomer Teacher's Guide, K–6 - Features 12 lessons on basic survival vocabulary and language functions, e.g. words and sentence structures to ask for help, to find your way around the school, to play at recess or in sports, etc. Includes oral language chants (which are provided on the Audio CD) and cards/activities for Total Physical Response.

Welcome Newcomer! Vocabulary and Concept Posters, K–6
12 full-color posters with photos and captions to support the ELL Newcomer TG lessons.

Print Only

Reading Tool Kit, 1–3

Provides ninety 15-minute lessons targeting each of the five key reading skill areas: phonological and phonemic awareness; phonics and decoding; oral reading fluency; vocabulary; and comprehension. An I Do, We Do, You Do organization supports proven gradual release model. In addition to five Flip Charts—one for each skill area—and two Teacher's Resource Notebooks, the Kit contains the Alphafriends CD to promote phonemic awareness and magnetic boards and letters to help struggling readers build words.

Literacy Tool Kit, 4–6

Provides skill cards in four strands: phonics and word study; vocabulary; fluency; and comprehension. The cards and accompanying blackline master visuals provide in-depth teaching with assessment and varied practice activities to strengthen students' reading skills. A set of paperback books, the Connect to Reading Books, provides an opportunity for students to apply newly acquired skills in context. The Connect to Reading Books feature fiction and nonfiction titles, including topics in science and social studies. The Literacy Tool Kit Assessment provides tests for specific skills in the Kit, allowing teachers to determine what instruction is still needed and how each student is progressing.



Curious About Words Kit, K–3

Designed to extend oral vocabulary, the kit provides 15 minutes of oral vocabulary instruction each day, centered around two high-quality weekly Read Alouds. Each kit contains two Read Aloud Big Books and one Teacher Manual.

Online Only Assets

myWriteSmart, K–6

A collection of digital tools that supports all stages of the writing process and features interactive graphic organizers, teacher and peer review, Common Core writing tips at point of use, Research and Media Performance Tasks that include the ability to create multimedia visual displays in presentations, and Performance Assessment prompts.

Fixed Media and Online

WriteSmart CD-ROM, 2–6

Provides student-friendly, engaging support for all writing forms in Journeys Common Core, including interactive writing models, student models, graphic organizers, and writing rubrics, as well as additional writing prompts.

Common Core ELL Building Background DVD, K–6

Features dozens of video clips to help build background in preparation for reading the texts in Journeys Common Core. Referenced in the lesson opener of the Teacher's Edition when applicable.

Common Core ELL Newcomer Audio CD, K–6

Provides recordings of the chants from the ELL Newcomer TG at different speeds—normal for listening, slower for students to chant along.

See section 1b. for scientifically-based reading research information.

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

Print and Online

Common Core Leveled Readers, K–6 - Leveled by Consulting Author Irene Fountas, the on level, above level, below level, and ELL Leveled Readers feature a balance of literary and informational text, reinforce skill and vocabulary instruction, and are each supported by eight-page teaching plans.

Common Core Vocabulary Readers, K–6 - Leveled by Consulting Author Irene Fountas and all informational text, the Vocabulary Readers are designed for practice and application of weekly Target Vocabulary and are each supported by eight-page teaching plans.

Common Core Decodable Readers, 1–2 - More than 260 selections that support phonics instruction and application.

Common Core Reader's Notebook Consumable Collection, K–6 - Features practice pages for each skill strand in a lesson and a Reader's Guide spread for each Anchor Text in the Student Book (supporting students' third read) and for each Trade Book.



Common Core Writing Handbook, K–6 - Scaffolds and extends the writing lessons in Journeys Common Core, as well as provides a writing resource tool that students can refer to throughout the year. The handbook begins with 30 interactive writing lessons that provide information and practice on opinion, informative, and narrative writing and correspond to and support the 30 writing lessons in Journeys Common Core. The handbooks at Grades 1–6 include additional information on the writing traits, process writing, writing workshops, technology, research, and checklists and rubrics, as well as additional writing forms and models.

Print Only

Trade Books, 1–6

Feature literature and informational Text Exemplars and support literature circles and book talks, making the study of longer, complex texts a meaningful part of the classroom.

See section 1b. for scientifically-based reading research information.

2c. Does your program have a companion intervention included with this submission?

Yes, Houghton Mifflin Harcourt Journeys Common Core 2014 has a companion intervention program included in this submission.

Journeys supports the Response to Instruction framework providing opportunities on an ongoing basis to monitor the effectiveness of the instruction that is provided to the students.

Tier 1: Core Classroom Instruction

Journeys Common Core is a rigorous core reading program created to help meet the diverse needs of all students to successfully meet the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, K–5 and the Standards for English Language Arts, Grade 6. Journeys Common Core reflects an integrated model of literacy. Instruction and application in the four strands—Reading, Writing, Speaking and Listening, and Language—are linked to the complex texts and topics with which students engage.

Print and Online

Common Core Leveled Readers, K–6 - Leveled by Consulting Author Irene Fountas, provide an opportunity for all learners to practice and reinforce the skill and vocabulary at their instructional level, each are supported by eight-page teaching plans.

Common Core Vocabulary Readers, K–6 - Leveled by Consulting Author Irene Fountas are informational text designed for practice and application of weekly Target Vocabulary and are each supported by eight-page teaching plans.

Tier 2: Targeted Instruction

Road Map to Success (Grades K–6) is the Journeys Tier 2 Instruction that provides



strategic, targeted extension in addition to the core curriculum and instruction presented in the Tier 1 instruction through daily intervention lessons located in the main Teacher's Edition behind the red Intervention tab. The intervention lessons pre-teach & reteach the core skills for the week. The accompanying Write-in Reader (Grades 1–6) features on-page scaffolding that guides students to interact with text and monitor their comprehension as they read. The Write-in Reader selections, which begin approximately two grades below level, connect to the lesson topic and reinforce the lesson's target vocabulary, comprehension skill and strategy. The most important feature may be the "hints" provided for gleaning information from the text. It is text evidence instruction at its best.

The online Write-in Readers, available on thinkcentral.com, feature two-speed audio and text highlighting to support fluency development. The Progress-Monitoring Assessments (Grades K–6) provide biweekly checks on students' progress while using the Road Map to Success Tier 2 lessons and help teachers determine how to regroup students.

Tier 3: Intensive Instruction

Reading Tool Kit (Grades 1–3) is the Journeys Tier 3 Intensive Instruction for primary grade students who have not yet mastered key early reading skills. The Kit provides ninety 15-minute lessons targeting each of the five key reading skill areas: phonological and phonemic awareness; phonics and decoding; oral reading fluency; vocabulary; and comprehension. In addition to five Flip Charts—one for each skill area—and two Teacher's Resource Notebooks, the Kit contains the Alphafriends CD to promote phonemic awareness and magnetic boards and letters to help struggling readers build words.

Literacy Tool Kit (Grades 4–6) is the Journeys Tier 3 Intensive Instruction for intermediate grade students who are struggling to read successfully in the core program. The Kit provides skill cards in four strands: phonics and word study; vocabulary; fluency; and comprehension. The cards and accompanying blackline master visuals provide in-depth teaching with assessment and varied practice activities to strengthen students' reading skills. A set of paperback books, the Connect to Reading Books, provides an opportunity for students to apply newly acquired skills in context. The Connect to Reading Books feature fiction and nonfiction titles, including topics in science and social studies. The Literacy Tool Kit Assessment provides tests for specific skills in the Kit, allowing teachers to determine what instruction is still needed and how each student is progressing.

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? *Describe the training and ongoing*



professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).

In your description, please address the following:

Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.*
- Teacher instruction in the administration and interpretation of assessment that accompany the program.*
- Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.*

See Attachment entitled Journeys Comprehensive Implementation Plan for Indiana.



The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

The program being submitted is print only.

HARDWARE AND EQUIPMENT

4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.

System Requirements:

Minimum Windows Client Specifications

CPU: 2.0 GHz Processor or better

OS: Windows XP, Vista

RAM: 1 GB or higher

Screen Resolution: 1024 x 768 16-bit colors or higher

Network Card: 10BaseT or better

Sound Card: SoundBlaster 16 or compatible; Headphones optional

Plugins: Adobe Flash Player 10; Adobe Acrobat Reader 9 or higher; Quicktime 7.5 or higher

Additional: Confirm that pop-up blockers are disabled, JavaScript is active and Cookies are allowed; Confirm Firewall allows full communication with ThinkCentral on ports 80 and 443. If using a proxy, allow traffic to and from <http://www-k.6.thinkcentral.com> and do not cache pages from ThinkCentral.

Supported Windows Browsers: Microsoft Internet Explorer 6.0, Microsoft Internet Explorer 7.0, Microsoft Internet Explorer 8.0 (Windows Vista only), Google Chrome, Mozilla Firefox 2.0.0.14 (Windows XP only), Mozilla Firefox 3.x

Minimum Macintosh Client Specifications

CPU: 1.83 GHz Processor or faster

OS: OSX 10.3.9, 10.4.11, 10.5.x

RAM: 1 GB or higher

Screen Resolution: 1024 x 768 16-bit colors or higher

Network Card: 10BaseT or better

Sound Card: Standard Macintosh Sound; Headphones optional

Plugins: Adobe Flash Player 9 or 10; Adobe Acrobat Reader 7 or higher; Quicktime 7.6

Additional: Confirm that pop-up blockers are disabled, JavaScript is active and Cookies are allowed; Confirm Firewall allows full communication with ThinkCentral on ports 80 and 443. If using a proxy, allow traffic to and from <http://www-k.6.thinkcentral.com> and do not cache pages from ThinkCentral.



Supported Macintosh Browsers:
Safari 2.0 Supported: OSX 10.3.9
Safari 3.0.4 Supported: OSX 10.4.11
Safari 4 Supported: OSX 10.5.x

4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

Briefly list and describe the hardware and equipment that accompanies the core reading program.

None

4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (IPAD, NOOK, KINDLE, ETC.)

Yes. It is compatible with the Nook, the Kindle, Android based devices, iOS based devices, and Windows 8 devices.

4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

The ThinkCentral platform has robust reporting tools and allows teachers to run performance reports against either assessments taken or standards. Users can apply a number of filters to reports, ranging from date restrictions, NCLB criteria, grade level, subject, and standards set being covered so that they get the best report for their needs. In addition to teacher-generated reports on their personal students and classes, school and district administrators are also able to run roll-up reports on entire grades and schools to get a larger picture view into overall student performance. Reports can be exported.

4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

In the ThinkCentral platform, teachers are also able to create specialized learning groups so that customized assignments tailored to each group's learning style or need can be made to each group— all in the same classroom.

LICENSING

5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?

There are no additional fees.

5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?

Per-student model, building model, concurrent seat model, corporation model, etc.

The program utilizes the per student model and per teacher model.



5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?

Generally speaking, the customers is responsible for this process, though we do offer some assistance with administrator set-up and the initial account creation or import process through our Digital Customer Experience group.

5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?

The website is kept up and running the vast majority of the time. Of course, occasional updates and maintenance requiring a system outage must be performed, but we aim to schedule these outages at times when users are least likely to be accessing the system (typically between 3:00 and 5:00 am). Additionally, we post messages in advance of any planned outages on the login screen to alert users of upcoming periods of downtime.