



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Houghton Mifflin Harcourt / Journeys / Grade 1

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design (ID)	27	<p>Enrichment is a key part of every <i>Journeys</i> lesson. Unit Projects at the beginning of each TE guide children to think holistically about the themes and big ideas of the unit. Deepen Comprehension lessons extend comprehension instruction for children who are ready for a more challenging application of the lesson’s Target Skill. Making Connections activities include a Text to World activity, which requires higher-level thinking. Connect and Extend activities on Day 5 guide children to integrate and advance knowledge they have acquired during the lesson through research and presentations. Advanced Leveled Practice sheets and the Challenge Yourself! (Blue) activities on the Ready-Made Work Stations are not just busy work; they have been carefully crafted to challenge students with interactive and collaborative performance-based tasks. In addition to the Advanced Leveled Reader for each lesson, the Comprehensive Language and Literacy Guide includes suggested trade book titles and information for conducting Literature Discussions—providing challenging texts and stimulating group work for advanced readers.</p>	<p>See Unit Project on Grade 1 Unit 6 TE pp. xviii–xix; Deepen Comprehension on Grade 1 Unit 6 TE pp. T52–T53; Making Connections on Grade 1 Unit 6 TE p. T61; Connect and Extend on Grade 1 Unit 6 TE pp. T68–T69; Blue Activities on Grade 1 Unit 6 TE pp. T10–T11; Advanced Leveled Practice in any Grade 1 Grab-and-Go Resources™ Lesson booklet; and Grade 1 Comprehensive Language and Literacy Guide pp. 5 and 124–128.</p>
	31	<p>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.</p>	<p>See Grade 1 Unit 1 TE p. 11 and Whole Group, Small Group, Intervention, and English Language Learners tabs.</p>



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Phonological/ Phonemic Awareness (PA)	11	Over the course of Kindergarten and Grade 1, Phonemic Awareness instruction does start with larger units, such as words, and progress to phonemes. In <i>Journeys</i> , because children are able to decode simple CVC words at the beginning of Grade 1 and because the PA strand is carefully sequenced to support the Phonics/Structural Analysis strand in the most powerful way possible, Grade 1 PA begins with beginning sound identification and phoneme (CVC) blending. In this way, children practice a related skill orally (PA introduction) before proceeding to the written representation of that element (Phonics). Before Structural Analysis lessons, students identify related portions of multisyllabic words. For example, a Phonemic Awareness introduction on counting syllables precedes a decoding lesson on syllable patterns or prefixes/suffixes.	See Grade 1 Unit 1 TE pp. T13 and T18 for how PA activities support CVC Phonics instruction. See Grade 1 Unit 6 TE pp. T143 and T144 for how PA warm-up activities lay the foundation for decoding words with syllable <i>-le</i> .
	20	The <i>Journeys</i> TE phases out Phonemic Awareness instruction and activities gradually across grades K–2. In Kindergarten, full PA instruction with accompanying Interactive Instructional Flip Chart pages are featured in each lesson; in Grades 1 and 2, PA activities are integrated into Opening Routines and used briefly before phonics instruction. Professional Development training will provide further guidance on phasing out PA instruction based on students’ progress.	See Grade 1 Unit 1 TE pp. T13, T18, T25, T26, T43, T44, T53, T54, and T63 for an example of the consistent daily PA instructional design in each lesson.
	22	A Sounds of Letters CD will be provided, enabling teachers and students to hear the various features of sound production.	A Sounds of Letters CD will be provided.
Fluency (F)	11	On Day 4 (Thursdays), students read a Decodable Reader selection. Each Decodable Reader lesson in the TE includes a Fluency and Accuracy section, in which the teacher models reading fluently and prompts children to read accurately.	See Grade 1 Unit 1 TE p. T55.



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	22	<i>Journeys</i> features a wide range of Leveled Readers. Teachers can search the 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 small group of students, or even a single student. Easier and more difficult Leveled Readers from other grades can be accessed online.	See the Grade 1 Comprehensive Language and Literacy Guide pp. 112–123 for additional Leveled Readers that may be used for fluency practice.
	24	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.
	25	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 1 Grab-and-Go Resources™ Assessment booklet. Also see Section Two of the Diagnostic Assessment.
	26	Students may time their readings and record their reading rate results during Apply activities in lessons in which the Fluency focus is Rate.	See Grade 1 Unit 3 TE p. T146, Grade 1 Unit 4 TE p. T438, and Grade 1 Unit 6 TE p. T432.
	27	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 1 Grab-and-Go Resources™ Assessment booklet.



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	28	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 1 Grab-and-Go Resources™ Additional Resources booklet and the Guided Practice/Apply sections on Grade 1 Unit 6 TE p. T50.
	29	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 1 Grab-and-Go Resources™ Lesson booklets and Assessment booklet and the Diagnostic Assessment.
	30	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 1 Grab-and-Go Resources™ Assessment booklet.
Professional Development (PD)	4	All training in the Implementation Document is at no additional charge with the adoption for all grade levels but was not noted in the Implementation Plan	Implementation plan training options are at no charge



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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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