



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Houghton Mifflin Harcourt / Journeys / Grade 3

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design (ID)	15 / Cumulative review	Unit 6 is a cumulative review of vocabulary, skills, and strategies.	See Grade 3 Unit 6 TE pp. T10, T12, T26–T27, T28, and T32.
	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 3 Unit 1 TE Whole Group, Small Group, Intervention, and English Language Learners tabs.
Phonics (P)	12	A Decodable Reader selection is provided for each lesson in the Grade 3 Decodable Readers Take-Home Blackline Masters. These selections are used during Day 1 Differentiate Phonics Small Group instruction.	As an example, see Grade 3 Unit 1 TE p. T72, You Do It section, for reference to the Decodable Reader selection <i>Len and Linda's Picnic</i> .
	13	Decodable Reader selections are read during Day 1 Differentiate Phonics Small Group instruction before students read Student Book trade selections on Day 2.	See Grade 3 Unit 1 TE p. T72, You Do It section, for reference to the Decodable Reader selection <i>Len and Linda's Picnic</i> .
Fluency (F)	16	A Decodable Reader selection is provided for each lesson in the Grade 3 Decodable Readers Take-Home Blackline Masters and support fluent reading.	See Grade 3 Unit 1 TE p. T72, You Do It section, for reference to the Decodable Reader selection <i>Len and Linda's Picnic</i> .
	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.



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	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 3 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 3 Unit 5 TE p. T186.
	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 3 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 partner’s reading.	See the Partner Reading Instructional Routine in the Grade 3 Grab-and-Go Resources™ Additional Resources booklet and the Comprehension and Fluency Ready-Made Work Station on Grade 3 Unit 1 TE p. T186.
	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 3 Grab-and-Go Resources™ Assessment booklet.
Vocabulary (V)	22 / Etymologies	In keeping with the research and guidance of Dr. Shane Templeton, the Grade 3 Unit 5 Vocabulary Strategies lesson on Words from Other Languages represents strong instruction in etymology for Grade 4. In this lesson, students acquire the understanding that words have histories and origins, as well as practice researching word histories in dictionaries.	See Grade 3 Unit 5 TE pp. T320–T321.
	23	Dictionary skills are taught as Vocabulary Strategies in Lessons 9 and 20. Projectables 9.9 and 20.9 explain clearly the parts of a dictionary entry, while accompanying TE instruction guides students through the application of an entry. In addition, the Unit 4 Extending the Common Core State Standards Teacher Support Booklet features a lesson on print and digital	See Grade 3 Unit 2 TE pp. T322–T323 and T355; Grade 3 Unit 4 TE pp. T406–T407 and T443; and Grade 3 Unit 4 Extending the Common Core State Standards Teacher Support Booklet pp. C8–C9.



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		dictionaries, in which students complete a Reading Adventures Magazines activity related to finding definitions online.	
	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 can be used by individual students and small groups or projected for use with a whole class.	See Journeys Grade 3 Resources on thinkcentral.com.
Comprehension (C)	24	Identifying the main idea of a selection is taught as a skill, beginning at Kindergarten and progressing through the grade levels with increasing depth of application. At Kindergarten, students look at pictures in pre-Decodable Readers and on Practice Book pages to determine main ideas. At Grades 1 and 2, students identify main ideas of sentences and short sections of longer selections. By Grade 3, <i>Journeys</i> has systematically laid the foundation for main ideas and how to identify them in longer passages, providing consistency in terminology and use throughout the grades. Multiple lessons on main idea at Grade 3 use Idea-Support Maps to scaffold students' identification of details that build up to main ideas throughout a selection. Lessons extend students' understanding and application of main ideas in longer texts, different genres, and diverse media.	See Grade 3 Unit 2 TE pp. T382–T383, T384, T387, T404–T405; Grade 3 Unit 2 Extending the Common Core State Standards Teacher Support Booklet pp. C8–C9; Grade 3 Unit 4 TE pp. T378–T379, T380, T382, and T398; and Grade 3 Unit 6 TE pp. T12–T13, T18, and T26.
	25	In connection with the Infer/Predict Target Strategy, Main Idea lessons at Grade 3 emphasize that readers often have to infer, or figure out, main ideas that are not directly stated in the text.	See Grade 3 Unit 4 TE pp. T378 (Infer section) and T386 (question 9).
Professional Development (PD)	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	Please see Teachers as Leaders option in Implementation document page 4 and website hmhelearning.com



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		Connect elearning online environment.	
	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.
	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.