



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Houghton Mifflin Harcourt / Journeys / Grade 6

Section	Indicator Number	Publisher Comments	Evidence
Instructional Design (ID)	15 / Cumulative review	<p>Unit 6 is a cumulative review of vocabulary, skills, and strategies.</p> <p>The third Weekly Test in each unit, known as Skills in Context, includes a “fresh read” that assesses the same skills and vocabulary in the context of a new reading passage.</p>	<p>See Grade 6 Unit 6 TE pp. T10, T12, T24–T25, T26, and T30.</p> <p>See Grade 6 Lesson 3 booklet in the Grab-and-Go Resources™.</p>
	26	<p>The red “Monitor” boxes throughout Whole Group instruction provide guidance for forming flexible small groups based on student progress. 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.</p>	<p>See Grade 6 Unit 1 TE pp. T15, T19, T37, T41, and T54–T55.</p>
	30	<p>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.</p>	<p>See Grade 6 Unit 1 TE Whole Group, Small Group, Intervention, and English Language Learners tabs.</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 6 Unit 1 TE p. 11 and Whole Group, Small Group, Intervention, and English Language Learners tabs.</p>



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Phonics (P)	11	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 6 Unit 1 TE pp. T38–T39. When students reread Student Book p. 24 aloud for accuracy (Apply activity on p. T38), they are reading the words <i>message</i> , <i>button</i> , and <i>listen</i> , which are exemplars used during the Decoding lesson on p. T39.
	23	Most words used during the Decoding lessons are pulled from the Student Book selections.	See Grade 6 Unit 1 TE p. T39. The words <i>message</i> , <i>written</i> , <i>button</i> , <i>listen</i> , and <i>suspect</i> are found in the Student Book Main Selection “The School Story.”
Fluency (F)	12	Research indicates that, rather than explicitly teaching irregular words through Grade 6, the more efficient and effective use of instructional time is to provide a strong base in phonics and morphological decoding skills to support students’ identification and learning of the majority of words, including those that are irregular, at the intermediate level. By taking into account the strong phonics and decoding strand in <i>Journeys</i> that spans Kindergarten through Grade 6, many irregular words in Grade 6 are fully decodable and can be considered known.	See Grade 6 Unit 2 TE p. T113 and Grade 6 Unit 6 TE pp. T29 and T211 for Decoding lessons that help students apply their knowledge of letter-sound correspondences and spelling patterns to read irregular words fluently.
	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 6 Unit 5 TE p. T300.
	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 6 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 6 Grab-and-Go Resources™ Additional Resources booklet and the Practice/Apply section on Grade 6 Unit 6 TE p. T120.



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	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 6 Grab-and-Go Resources™ Assessment booklet.
Vocabulary (V)	5	Each lesson in Unit 6 reviews key vocabulary from previous units.	See Grade 6 Unit 6 TE p. T10.
	22 / Antonyms	Antonyms are taught in the Grade 6 Analogies lessons.	See Grade 6 Unit 3 TE pp. T260–T261 and Grade 6 Unit 6 TE pp. T30–T31.
	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 6 Resources on thinkcentral.com.
Comprehension (C)	32 / Literal comprehension	In the TE, Develop Comprehension questions that focus on students' literal comprehension of the selections spiral through the lessons, providing a systematic review of key literal comprehension skills, such as identifying a sequence of events and using text and graphic features.	See the systematic review of students' literal understanding of Sequence of Events on Grade 6 Unit 2 TE pp. T169, T172 and T176 and Grade 6 Unit 5 TE pp. T312, T316, T318, T320, T321, and T322.
	32 / Main idea	The Target Skill Main Idea is introduced, applied, and reviewed in Lesson 13. Like other key Target Skills, Main Idea is systematically reviewed and applied to new texts in Unit 6 Lesson 26. Skill Traces at point of use help teachers locate additional lessons for reteaching, reviewing, and assessing comprehension skills.	See Grade 6 Unit 3 TE pp. T166–T167, T168, T175 and T184–T185 and Grade 6 Unit 6 TE pp. T12–T13, T16, and T24–T25.
	32 / Summarization	The Target Strategy Summarize is introduced, applied, and reviewed in Lesson 5. By employing a systematic, gradual release model of instruction, <i>Journeys</i> guides teachers who are expert readers in transferring their strategy use to students who are building their skills. Like other Target Strategies, Summarization is systematically reviewed and applied to new texts in	See Grade 6 Unit 1 TE pp. T312–T313, T314, T319, and T322; Grade 6 Unit 2 TE pp. T92–T93, T94, T99, and T101; and Grade 6 Unit 3 TE pp. T18–T19, T20, T29, and T30, as examples.



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		Lessons 7, 11, 16, and 27.	
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.