



Comprehensive Core Reading Program Self-Evaluation

A completed self-evaluation must be submitted on or before October 31, 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													
Copyright date	2012													
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

Person preparing the self-evaluation:

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Irene Brimberry

Signature

10/31/2011

Date



Signature _____

Date _____

WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

Adopted in: North Carolina, Utah, New York City
Submitted in: Virginia in 2011

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.

The Houghton Mifflin Harcourt Journeys program is a comprehensive core reading program designed to meet the diverse needs of all students, from Kindergarten through grade 6. Journeys is a scientifically-based program that includes the key elements of research-based reading instruction. The components of the program, strategies and the activities presented throughout are based on current research and best instructional practices advocated by research, classroom teachers, administrators, teacher educators, and policymakers alike. The



Journeys program provides students with the skills they need to succeed, preparing them ultimately for the high literacy demands of college and the workplace. Journeys will help students develop reading comprehension skills as well as developing their skills as critical thinkers, writers, speakers, listeners, and communicators.

1b. Teacher components of the Comprehensive Core Reading Program

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

Teacher's Edition: Journeys features a well-organized Teacher's Edition with explicit instruction to ensure all student needs are met throughout the course of a daily lesson. Within the daily lessons, consistent routines bring students to independence through a gradual release model. The Teacher's Edition has tabs for easy navigation of whole group, small group, intervention & ELL instruction. The whole group tab shows the Common Core State Standards that will be covered during the week. The Weekly Planner pages provide daily correlations of Journeys to the Common Core State Standards.

Journeys Program Research:

Houghton Mifflin Harcourt's Journeys builds on the research base synthesized by scholars whose works have been subjected to peer review and widespread scrutiny by national panels that have broad representation of respected scholars.

1) Phonemic Awareness/Phonics Instruction

"It is important to put knowledge of letter-sound relationships to work. Instruction needs to be tailored to the varying skill proficiency of students. Effective phonics instruction leads to improved spelling." National Reading Panel Report, 2000

Phonics Instruction in Houghton Mifflin Harcourt's Journeys is explicit, carefully planned, systematic and complete. Clear lesson plans build in support right from the start to lay a solid foundation for children. Application is provide through dictated writing, decodable text, word building, electronic practice, leveled workstation activities to ensure student understanding. Differentiated instruction provides support for all learners.

Kindergarten Journeys lays a strong foundation in letter name recognition and letter-sound correspondence using Big Books, Alphafriend Cards, and the Instructional Flip Charts. The program recommends teaching the letter names in order, A through Z, while supporting the recitation of the whole alphabet through songs and chants. This careful, controlled introduction or review of individual letter names gives all children a solid familiarity with letters before encountering letter-sound associations and decodable words. The program recommends teaching the following letter-sound associations first: /m/m, /s/s, short a, /t/t, /k/c, and /p/p. These predictable, high-utility elements are found in some of the most common English phonograms, making a number of familiar words decodable early in the year. Lower utility elements, such as /v/v and /z/z, are taught late in the year. Journeys gives children multiple opportunities to solidify all new associations between letters and sounds before they encounter decodable text.

Grade 1 Journeys recommends reviewing /m/m, /s/s, short a, /t/t, and /k/c in the Back to School section and reviewing the most common letter-sound associations for all consonants and short vowels by the end of Unit 1. This thorough review of Kindergarten skills at the beginning of Grade 1 ensures that children can efficiently decode many common, predictable words before learning more complex letter-sound associations and letter patterns. New consonant patterns, such as clusters and digraphs, are introduced next, while a review of short vowels continues, allowing children to quickly expand the number of words they can decode without overwhelming them with words containing all new elements (i.e., words containing new consonant patterns and new vowels). New vowel patterns are introduced in this order, with some variation late in the year: long vowel patterns CV and CVCe, long vowel digraphs, r-controlled vowels, and finally diphthongs and variant vowels. The program generally moves from more predictable elements to less predictable elements, always providing multiple opportunities to apply newly acquired letter-sound associations in isolated and contextualized decodable text before introducing a new element.



A Phonics/Decoding Strategy provides a plan to support children in decoding unknown words.

Although the emphasis for phonics instruction is K – 3 decoding instruction continues into the intermediate levels with a focus on decoding multi-syllabic words (base words/endings, prefixes/suffixes, etc.). Spelling is linked to phonics/decoding instruction by applying the same pattern or principle in the weekly list. (Example, Gr. 1, Unit 3, Lesson 11 the phonics skill is digraph “th” and the spelling list pattern for the week is words with “th.” At Gr. 4, Unit 3, Week 12, the decoding skill is base words and endings, the spelling pattern works with –ed, -ing endings.

2) Vocabulary Instruction

The primary goal of reading instruction is to develop students’ skills and knowledge so that they can comprehend and critically analyze increasingly complex texts independently. Research has long established the connection between vocabulary knowledge and reading comprehension (Baumann & Kame’enui, 1991; Stahl & Fairbanks, 1986). Developing students’ vocabulary knowledge and skills is a fundamental element of effective reading instruction.

The Journeys program takes a systematic, purposeful, and engaging approach to vocabulary instruction by focusing on three major purposes for teaching vocabulary: (1) to facilitate comprehension; (2) to build academic vocabulary; and (3) to teach about words, including the elements that contribute to independent word learning. To accomplish these goals, the program supports students through multiple exposures, explicit vocabulary instruction, strategies for acquiring new vocabulary, and instruction in word morphology.

3) Reading Comprehension Instruction

The primary goal of any core reading program is to develop students’ abilities in reading and comprehending texts of varied genres and increasing complexity. To meet this goal, an effective reading program will engage students by connecting with their prior experiences and background knowledge; explicitly instruct students on successful comprehension strategies; make connections with what is read; encourage critical responses to texts; ensure that students have the basic skills needed to decode texts; and foster students’ reading fluency.

Houghton Mifflin Harcourt’s Journeys program employs each of these research-based elements into its program—to meet the challenge of engaging all students in becoming high-achieving readers. By employing an I Do, We Do, You Do model of instruction, the program supports teachers who are expert readers in transferring their skills and knowledge to students who are building their skills.

4) Using Effective Instructional Approaches

Good teaching matters. Effective teachers are those who use effective instructional techniques to support all students in improving their learning and skills. Studies have shown that classroom teachers’ instructional strategies have a direct impact on students’ reading proficiency (Pennington Whitaker, Gambrell, & Morrow, 2004). To be effective, teachers must select strategies for instruction that accomplish their instructional goals and best meet the learning needs of their students. An effective instructional program uses approaches that have been proven effective by research.

The Journeys program was designed to support students as they develop as readers and writers. Lessons are organized in a systematic way and suggestions are given for providing instruction to the whole group and small groups. Ideas are presented visually to support students’ connections. Throughout the program, scaffolds exist to help students solidify what they know in order to build on it. The types and topics of the texts—and the activities that students do around them—have all been designed for maximum student engagement and motivation.

5) Teaching with Effective Texts

It is essential to match readers with texts that support their learning at a particular point in time. A high-quality leveled book is the best tool for meeting readers where they are and moving them forward. (Fountas, 2010) The selection of appropriate, engaging, and varied texts is at the core of any reading program. For students to be engaged in reading—and motivated to persist in reading—the texts that teachers share with them must be at an appropriate instructional level and about an engaging topic and theme. In



addition, the inclusion of varied genres exposes students to the different texts they will encounter in and out of school and develops their reading skills with multiple genres.

Through the Journeys Big Books (K-1), Leveled Readers, Vocabulary Readers, Decodable Readers (K-3), Trade Book novels (3–6), Student Magazines, and award-winning Student Books (1–6), the Journeys program provides texts at a variety of levels, genres and with topics and themes designed to engage and motivate readers at all levels.

6) Connecting Writing and Reading

Reading and writing are connected—at the word level (word recognition, spelling) and at the text level (comprehension, composition) (Berninger, Abbott, Abbott, Graham, & Richards, 2002).

Reading and writing share a bidirectional relationship; writing instruction improves reading comprehension and reading instruction improves composition (Shanahan, 2006). Students who write about what they read show more evidence of critical thinking and students who read show improved composition (Biancarosa & Snow, 2006). Integrating reading and writing has been shown to increase word learning (Baker, Simmons, & Kame'enui, 1995b; Klesius & Searls, 1991); support ELL students (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a); improve revision (MacArthur, 2007); and positively impact the quality of students' independent writing (Corden, 2007). This integrated model of literacy is apparent in the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects; "although the Standards are divided into ... strands for conceptual clarity, the processes of communication are closely connected...[and require] that students be able to write about what they read." (Common Core State Standards Initiative, 2010a, 4) The National Commission on Writing (2003) found that most students do not possess the writing skills they need and that writing must take a central place in instruction.

The Journeys program effectively integrates reading and writing instruction throughout each level of the program to develop these much-needed skills in writing. In Journeys, grammar and writing instruction occur every day. Grammar instruction is embedded in the context of reading and writing. Students learn concepts and rules of grammar through their own and others' writing. Grammar instruction follows the same teach, review, connect pattern that is followed elsewhere throughout the Journeys program. New concepts are taught, and learned concepts are reviewed to reinforce learning and make connections between what is newly learned and what is being retained. In the Reading-Writing Workshop model followed by Journeys, weekly writing lessons are based around a purpose for writing – write narratives, write information/explanatory texts, write to express, write arguments, and write to respond to literature. The Journeys program includes suggested prompts for each week's reading on the Suggested Weekly Focus page for students to write in a Reader's Notebook and record their responses to the reading.

7) Differentiation and Strategic Intervention

Daily plans are included at all grade levels for both whole and small group instruction. The differentiated nature of the small group allows each child to progress at their level as they learn grade level skills. Ready Made Workstation Flipcharts provide the perfect answer for what the other children are doing while their teacher is involved in the small group plan. A Weekly To-Do List helps individualize instruction and keeps each child on track. Effective instruction successfully meets the needs of students with a wide range of ability levels and backgrounds. Effective teachers differentiate instruction. Effective curricular programs address the needs of struggling students, advanced learners, and English language learners. A wide body of research supports the idea that for learning to occur, learning activities must match the level of the learner (Tomlinson & Allan, 2000).

There are a variety of teacher resources to support differentiated instructional strategies in Journeys. Within the core Journeys Teacher's Guide small group instruction is included for students reading both above and below grade level. These lessons are easy to find behind any weekly small group tab.

To support Guided Reading and small group differentiation, Journeys includes hundreds of leveled readers that are leveled by Irene Fountas. The Leveled Readers support the skills and vocabulary of the core program and include exceptional lesson plans that help teachers use them effectively.

Possibly the most significant support for below level readers is the Write-In Reader for grades 1-6. The Write-In



Readers are consumable text that preteach, reteach and provided guided practice for the skills that children need most to become strong readers. They are directly correlated to the weekly lessons through topic, skill and vocabulary giving teachers another strong tool to help build reading success for students a year to 18 months below level. The most important feature may be the “hints” provided for gleaning information from the text. It is text evidence instruction at its best. Progress Monitoring is included as a part of the targeted instruction for students who are struggling readers. Finally, the Journeys Tool Kit and Literacy Tool Kit are designed for Intensive Instruction to target specific, individual student needs beyond the core and targeted instruction.

Students that are second language learners or struggle with the English language are supported through instructional lessons that focus on building background, oral language and those non-transferable skills. Language Support Cards & ELL Leveled Readers support these students in developing into proficient readers and writers.

Finally, at grades 3-6 Journeys includes a unique Magazine /Trade Book unit called the Adventure Unit. This unit reviews key skills and provides further opportunities to differentiate through the use of trade titles.

References:

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Baumann, J. F., & Kame’enui, E. J. (1991). Research on vocabulary instruction: Ode to Voltaire. In J. Flood, J. Jensen, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (604-632). New York: Macmillan.

Berninger, V. W., Abbott, R. D., Abbott, S. P., Graham, S., & Richards, T. (2002). Writing and reading: Connections between language by hand and language by eye. *Journal of Learning Disabilities*, 35(1), 39-56.

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MacArthur, C.A. (2007). Best practices in teaching evaluation and revision. In S. Graham, C.A.



MacArthur, & J. Fitzgerald (Eds.), Best practices in writing instruction (pp. 141-162). New York: The Guilford Press.

National Commission on Writing. (2003). The neglected R: The need for a writing revolution. Retrieved January 29, 2011 from http://www.collegeboard.com/prod_downloads/writingcom/neglectedr.pdf

Pennington Whitaker, C., Gambrell, L.B., & Morrow, L.M. (2004). Reading comprehension instruction for all students. In E.R. Silliman & L.C. Wilkinson (Eds.), Language and literacy learning in schools (pp. 130-150). New York: The Guilford Press.

Shanahan, T. (2006). Relations among oral language, reading, and writing development. In C. A.

Stahl, S. A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: A model-based metaanalysis. *Review of Educational Research*, 56, 72-110.

Tomlinson, C. A., & Allan, S. D. (2000). Leadership for differentiating schools and classrooms. Alexandria, VA: ASCD.

1c. Student component of the Comprehensive Core Reading Program

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

The Journeys Student Edition provides high quality literature selections for each lesson. Target vocabulary is introduced at the beginning of each lesson and reinforced throughout the entire lesson through paired selections in the student edition and the leveled reader used during small group instruction. Your Turn activities throughout the Student Edition provide opportunities to determine if students are comprehending the selection and focus on having students think deeply about what they have read. Each lesson has a Making Connections section with opportunities for students to compare text to self, text to text, and text to world activities.

Leveled Readers for on, struggling, advanced and English Language Learners were leveled & developed with the guidance of Irene Fountas. The leveled readers align to the core classroom instruction through vocabulary, skills, and theme to allow students to practice and apply the skills & strategies at their instructional or independent reading level.

Vocabulary Readers introduce the target vocabulary in context and build comprehension using the Target Strategy.

Reading Adventures Student Magazine are referenced at the end of each unit. The magazines are designed to consolidate and extend instruction of the core Journeys lessons and to strengthen and extend students' mastery of the Common Core State Standards.

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

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.)

Benchmark, Unit and Weekly Assessments are group administered, criterion referenced tests that measure unit reading and writing skills. Benchmark tests, provided twice per year, are designed to track progress in essential reading skills.

Diagnostics Assessment-individually administered assessment that provides diagnosis of basic reading skills, includes passages for reading comprehension check.

Emerging Literacy Survey- provides diagnosis of phonemic awareness and basic reading skills.

Comprehensive Screening Assessment is 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.

Indiana Test Prep TE/SE workbook (Grades 3-6) helps teachers prepare students with the knowledge and skills needed for successful mastery of the ISTEP+

Curious About Words-provides 15 minutes of oral vocabulary instruction each day, centered around two weekly Read Alouds.

ELL Language Support Cards- helps with pre-teaching critical skills and supports a variety of ELL vocabulary needs.

Ready Made Work Station Flip Charts provide independent activities in the areas of comprehension, word study, and writing to reinforce the skills taught in the daily lessons.

Instructional Card Kit- provides Vocabulary in Context Cards, Retelling Cards, Punctuation, picture and word cards.

Sound/Spelling Cards (Grades K-3)-provides important sound-letter associations that build strong phonics skills.

Projectable Blackline Masters- provide the opportunity to support lesson-level instruction through use of an interactive whiteboard or presentation station

Focus Wall Posters-provide a weekly classroom look at the literature and skills that provide the focus for each week.

Kindergarten Kit contains:

Big Books and Little Big Books (Grade K)-provides predictable text, quality literature and age-appropriate shared reading for each week. Each big book contains two selections for each week.

Read Aloud Books (Grade K)- 30 trade books that support weekly Kindergarten Instruction

Interactive Instructional

Flip Charts (Grade K)-provide instruction for phonemic awareness, phonics, vocabulary, comprehension, fluency, grammar, and writing through fun, familiar rhymes or songs.

Kindergarten kit also contains: Audio for Big Books, Decodable Read Blackline Masters, Grab and Go Resources, and Instructional Card Kit.

Sound/Spelling and Alphafriends Kit-provides a mnemonic device to support students in learning the important sound-letter associations that build strong phonics skills. (Includes Sound/Spelling Cards, Alphafriends Cards and alphafriends Audio CD)

Teacher One Stop Planner CD- includes Teacher's Editions, Practice Books, Student Books, Leveled Practice,



Projectables, Weekly To Do Lists, Home Letters, Vocabulary Word Cards and calendar planner

Assessment on CD with Examview- allows teacher's to customize reading assessments. Scoring provides immediate feedback for data-driven instruction.

Write Smart (Grades 2-6)-provides student friendly engaging support on CD-Rom for all writing forms in Journeys, includes interactive writing models, student models, graphic organizers, and writing rubrics, as well as additional writing prompts.

Sing and Connect CD (Grades K-1) and Grammar Songs CD (Grades 2-6)-features engaging songs that support the key concepts and vocabulary in Journeys

Online Teacher Resources (K-6) contains: eTeacher Edition, Online Assessment System, Assessment PDFs (Weekly, Unit and Benchmark Tests plus Answer Keys), Focus Walls, Practice Book Teacher Edition, Online Leveled Practice Book Teacher Edition, Vocabulary Word Cards, Weekly To Do Lists, Home Letters, Projectables, Comprehensive Screening Assessment (Grades 2-6), Diagnostic Assessment (Grades 1-6), Emerging Literacy Survey (Grades K-1), Ready-Made Work Station, Comprehensive Language and Literacy Guide, Write-Smart (Grades 2-6), Vocabulary In Context Cards, Sound/Spelling Cards (Grades K-3), Alphafriends Cards (Grade K), Interactive Instructional Flip Charts (Grade K), Picture Word Cards, Interactive Whiteboard Lessons.

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.)

Leveled Readers- struggling readers, on, advanced, vocabulary and ELL leveled reader strand sets for each weekly lesson in Journeys are designed to reinforce skills and vocabulary instruction at students own guided reading level.

Trade Books (Grades 3-6)- Unit 6 Teacher's Edition instruction provides plans for 3 trade books leveled below, on and above to use during literature circles or book talks.

Decodable Reader- provides an opportunity for students to practice and apply phonics skills in texts that allow students to build automaticity and fluency.

Practice Book- provides support for phonics, comprehension, writing, grammar, and spelling.

Student SE/Audio CD-audio version of the Student SE and Magazine

Online Student Resources contains: eStudent Book (Grades 1-6), Practice Book Student Edition (Grades K-6), Leveled Practice Student Edition (Grades K-6), Write-In Reader (Grades K-6), Magazine (Grades K-6), Decodable Readers (Grades K-2), and Comprehensive Screening Assessment (Grades 2-6)

Online Leveled Readers & Vocabulary Readers - electronic version of the Journeys Leveled & Vocabulary Readers

Interactive Simulations by Destination Reading®- provides interactive activities to support key skills for phonics, grammar, and comprehension in Journeys.

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 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 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.*

Two documents are attached that provide information for Professional Development that is available with the purchase of Journeys: Journeys Comprehensive Implementation Plan for Indiana and Journeys Professional Development.



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.)

No.

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.