



JOURNEYS Implementation Expectations:

The following outlines the required components that should be used and/or taught from the Houghton Mifflin Journeys program. It does not restrict teachers from making adjustments to the directions and/or design of the lesson components.

K – 3 rd	4 th – 5 th
90 minutes of reading instruction which includes: <ul style="list-style-type: none"> ☞ Whole group work including word work, oral language, shared reading, vocabulary, etc. ☞ Small group work ☞ Independent work 30 minutes of writing, grammar, spelling work	60 minutes of reading instruction which includes: <ul style="list-style-type: none"> ☞ Whole group work including word work, oral language, shared reading, vocabulary, etc. ☞ Small group work ☞ Independent work 30 minutes of writing, grammar, spelling work
Additional time is allocated for Double Dose and SSR	Additional time is allocated for Double Dose and SSR

Note: The allocated time is a minimum requirement. Teachers may go beyond as needed especially in the area of writing projects.

On the Wall(s):

Note: This list includes items that should be evidenced on walls, active boards or other places visually accessible. The Journeys provided Focus Wall poster may be used or other teacher designed materials.

- Target for Comprehension Skill and/or Strategy
- Decoding/Phonics Focus for the week
- Vocabulary/Sight Words (often in a pocket chart) *Item should be evidenced!
- Word wall (K-1st)

During Instruction:

Note: Depending on the day of the week, you may see different depths of instruction and some content may not be covered (i.e. vocabulary instruction will have a heavier emphasis on Monday than on Thursday). You should see differentiated instruction with whole and small group parts daily.

Phonemic Awareness and Phonics (K-3)

- Phonemic awareness is auditory and does not involve words in print. There is a heavy emphasis in Kindergarten. You should hear:
 - Matching or grouping words with similar sounds (mat, mug, sun)
 - Blending and splitting syllables (f oot)
 - Blending sounds into words (/m/ /a/ /n/ = man)
 - Ability to segment a word as a sequence of sounds (i.e. fish is made up of three phonemes, /f/, /i/, /sh/)
 - Manipulating sounds within words (i.e. changing r in run to s)
- Phonics is the visual representation of letters that match to sounds. You should hear and see:
 - Letter/sound cards posted
 - Letter/sound target for the week is noted
 - Students can explain the phonics focus
- Word blending and word building activities
- Active participation from students

Words to Know/Target Vocabulary

Note: Attached is a vocabulary Instructional Routine from Anita Archer, a researcher/author/presenter on instructional routines that teachers may reference.

- Words posted (referenced above)
- K=40 Sitton words taken from 1st 100, 1st=first 100 Sitton words (see attached)
- Use of vocabulary routines by teachers
 - Names the word
 - Gives a kid friendly definition
 - Asks a question that requires students to use the word demonstrating meaning
- Personal definitions from students (suggested strategy)
- Active participation from students

Comprehension Strategy and Skill

- Every child participates in Journeys anchor text and paired reading
- Student explanation of strategy and skill
- Student can demonstrate application of the strategy or skill
- Written evidence of student response to reading
- Active participation from students

Fluency

- Explicit instruction
- Weekly/practice using leveled passages from Journeys, may supplement from other sources
- Active participation from students

Differentiated Instruction (usually in small group instruction)

- Leveled practice materials
- Small groups reading main selection, paired selection, level books or decodables
 - Materials that match the student's instructional reading level
 - Use of Leveled Readers or acceptable leveled text tied to target skills and strategies
 - Purpose for the reading activity established
 - Specific skill taught, re-taught, extended
 - Corrective feedback given
 - Active participation, each child is heard often
- Students using independent time for applying comprehension strategy, practicing skill and/concepts learned, students doing activities to compliment the learning, practice pages, reading in self-selected text
- Active participation from students

Suggested Assessments

Note: Assessments need to be uniform across a grade level at each site.

- HMH/Journeys created assessments, all or modified
- Self-created assessments that clearly match the Journeys target skills including phonics/decoding, vocabulary and comprehension
- AR tests for Journeys selections
- Kindergarten uses Unit Assessments

Writing

- Step Up to Writing** is our district writing curriculum and can be integrated with topics and skills from Journeys. See the attached Step Up to Writing guidelines.
- Step Up to Writing posters when applicable
- Grammar target
- Spelling – D7 emphasis is spelling in student writing. Spelling lists and tests are not a stand-alone grade on our Progress Report but can be used as a vehicle for spelling instruction. See attached guidelines.
- 3rd-5th grades are strongly encouraged to use the Performance Assessment Student book
- Daily writing