



What to Look For in the *Journeys Common Core* Classroom

Please note: The indicators listed include the core instruction for the entire Lesson or week of *Journeys Common Core* instruction. Some combination of the indicators would be appropriate during a classroom visit, depending on the content or day of the week.

Classroom Environment

- Focus Wall posted
- Areas for whole group, small group and literacy centers
- Students Books used during whole group instruction

Whole Group Instruction

Daily

- Opening Routines (Phonemic Awareness, High-Frequency Words, Daily Vocabulary Boost) (Grades K-3)
- Gradual Release Model used in during instruction— Teach/Model, Guided Practice, Apply
- Student Materials – Student Book, Decodable Readers (Grades 1–2), Reader’s Notebook
- Teacher Materials – Big Books and Read Aloud Books (K), Unit Teacher Edition, Instructional Cards, Projectables, Interactive Instructional Flip Chart (K)
- Use of scope and sequence of the program
- Use of Daily Assessment to informally determine who needs reteaching lessons or leveled practice pages

Vocabulary Lessons

Academic Vocabulary

- Vocabulary in Context Cards (available in print, online and/or devices)
- Instructional Routine – word in context with visual, explain the word meaning, connect word to background knowledge, discuss and work with the word
- Practice word with Reader’s Notebook page or Leveled Practice from the Grab-and-Go Resources Kit
- Review Vocabulary lesson

Vocabulary Strategies

- Instruction in Teacher Edition
- Interactive Whiteboard Lessons used
- Reader’s Notebook practice
- Optional: Literacy and Language Guide Word Study Lessons

Domain Specific Vocabulary

- Instruction in the Teacher Edition – Introduce the words, Interact with the words
- Graphic Organizers (or online Interactive Graphic Organizers)

Read and Comprehend

- Preview the Topic of the Anchor Text
- First Reading of Anchor Text with Thinking Through the Text Questions
- Dig Deeper – How to Analyze the Text
- Second Reading of the Anchor Text with Analyze the Text Questions
- Your Turn – Turn and Talk and Write About Reading

- Independent Reading using Reader’s Guide pages in Reader’s Notebook or Self-Selected Reading
- Read the Connected Text with Think Through the Text Questions
- Compare Texts – connect text selections, draw information to connect to known information, and connect information to world
- Extend the Topic - Use the information from the texts read to build domain specific vocabulary

Foundational Skills

Phonemic Awareness/Phonics Lesson

- Sound/Spelling Cards
- Word Cards
- Sound introduction and practice
- Blending instruction and practice
- Connected to Spelling instruction
- Corrective Feedback
- Application in Decodable Reader (Kindergarten in the Student Book)

Fluency

- Read Aloud – first day of lesson to model and practice fluency
- Explicit Instruction in Teacher Edition
- Cold Reads to support Fluency and Comprehension

Language Arts

Spelling

- Instruction on the phonic element or principle daily
- Reader’s Notebook practice pages
- Alternative activities and differentiated word lists in the Literacy and Language Guide

Grammar

- Daily Proofreading Practice
- Use of Projectables, Grammar Snap videos, Interactive Whiteboard Lessons
- Connect to Anchor Text and Writing

Writing

- One of three genres – Narrative, Informational, Opinion/Argumentative
- Use of writing models (Anchor Text, Student models, Write Smart online weak and strong models)
- Writing Traits Instruction
- Writing Process instruction
- Support lessons in the Writing Handbook section of the Literacy and Language Guide
- Use of myWriteSmart to produce writing digitally, collaborate on writing and provide feedback

Notes:

Small Group Instruction

For each group:

- Student data reports from Think Central to help group students based on needs
- Student Materials – Vocabulary Readers, Leveled Readers, Leveled Practice from Grab-and-Go Resources
- Teacher Materials – Leveled Readers Teacher Guides, Instruction in Teacher Edition behind Small Group tab, Grab-and-Go Resources
- Use of Gradual Release Model – I Do, We Do, You Do

Guided Reading

- Build background and introduce the text
- Read the text
- Discuss and revisit the text – use the Thinking Within, Beyond, and About the Text
- Write About Reading, Fluency, and Comprehension Strategy and Skill Instruction

Intervention

- Write-In Reader Target Vocabulary
- Write-In Reader Text and Stop, Think And Write
- Write-In Reader Be a Reading Detective
- Reading Toolkit Lessons (Grades 1-3) using the Guided Practice Master and the Independent Practice Master
- Literacy Toolkit Lessons (Grades 4-6) using Visuals for Teach and Practice

Independent Practice

Students reading

- Rereading Anchor Text
- Self-selected reading
- Rereading Leveled Reader
- Rereading Decodable Reader (Grades 1–2)

Students writing

- responses to literature (independent reading journal, student text selections)
- responses to leveled readers (extended responses, critical thinking)
- weekly writing forms introduced in Whole Group
- independently chosen topic
- using *myWriteSmart* for creating writing

Other activities

- Literacy Center Flipcharts
- Leveled Practice from Reader’s Notebook or Grab-and-Go
- Destination Reading online activities
- HMH Common Core Reading Practice and Assessment App
- HMH Readers App