**Supporting the Implementation of the Journeys Materials: Classroom “Look Fors”**

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|  | Critical Success Factors for Implementation | Look-Fors in the Classroom | Support Structures for Implementation |
| 1 | The **anthology stories** support explicit instruction during whole group and/or small group teaching of the IACC Reading Standards. | * Explicit comprehension instruction provided in the Whole Group Tab is used for the Main Selection. * Students are utilizing the student anthology during this instruction. | * Instructional Coach provides in-class modeling of explicit comprehension instruction utilizing the Whole Group Tab and Main Selection. |
| 2 | The *Journeys* **leveled readers** support differentiated instruction based on student need during small group instruction. If students are highly discrepant, additional teacher scaffolding will be needed to support student acquisition of the appropriate leveled reader. | * Differentiated, scaffolded, explicit instruction is provided utilizing the Small Group Tab:   + Day 1: Vocabulary Reader   + Day 2: Leveled Practice (Grab and Go)   + Day 3: Leveled Reader   + Day 4: Differentiated Voc. Strategies *\*\*Great place for additional instruction with the Journeys Leveled Reader or additional leveled texts.*   + Day 5: Reteaching | * Instructional Coach provides in-class modeling utilizing the Small Group Tab to building an understanding of effective scaffolding for our struggling students. * Support is provided in developing an understanding that small group time is used for a combination of guided reading and skill-focused instruction. * Assistance is provided regarding scheduling in an effort to support consistent small group instruction. |
| 3 | The *Journeys* **target vocabulary** for each lesson utilizes strategies for direct vocabulary instruction (guidance provided in the *Word Study Teacher’s Guide*). | * Direct instruction is provided for the Targeted Vocabulary (oral vocabulary). * Instructional routine provided the *Word Study Teacher’s Guide* is utilized to provide direct instruction for Tier 2 words. * Vocabulary in Context cards are utilized and posted for student access when appropriate. | * Professional development is provided regarding direct vocabulary instruction and its role in the classroom. * Assistance is provided regarding scheduling in an effort to support how vocabulary instruction can be provided on a consistent basis. |
| 4 | The curriculum guides indicate a **genre focus** for each unit indicated by the IACC Writing Standards 1-3. The *Journeys* materials provide **explicit instruction around this writing genre**. *Being a Writer* may also be used to support the development of the writing community and the craft of each genre. | * Genre focus provided on the DMPS literacy curriculum guide (pg. 2) is instructed using the Being a Writer materials as the primary resource. * The Journeys 5-day instructional sequence for writing may also be used as an additional resource for explicit instruction. * Student writing is connected to the genre focus for each unit. | * Instructional Coach provides guidance during grade level or individual planning time to support the connection of the Being a Writer material to the “I Can Statements” provided on our curriculum guide. |
| 5 | The *Journeys* **vocabulary strategies** and **grammar** components are aligned with the IACC Language Standards. | * Explicit grammar instruction is provided using the Whole group Tab. * Authentic opportunities for the application of grammar instruction are provided through the use of the Write Smart technology available on Think Central (Gr. 2-5). * Engaging opportunities for the use of grammar skills are supported using the “Grammar Snap” videos available on Think Central (Gr. 1-5). | * Support is provided regarding the use of Think Central in the classroom in an effort to improve student engagement in the classroom. |
| 6 | The curriculum guides indicate a **phonics** and **word study focus for each weekly lesson**. The *Journeys* materials support the explicit teaching of these skills. The *Word Study Teacher’s Guide* should be used to reinforce daily instruction and provide ample student practice. | * Explicit phonics instruction is provided daily utilizing the instructional routines provided in the *Word Study Teacher’s Guide.* * Students are engaged in word sorts throughout the week that building their understanding of phonics patterns. * The 5-day instructional sequence provided in the Journeys manuals, which includes multiple worksheets, is used sparingly. | * Words their Way professional development is provided to develop a rationale and purpose for this instructional routine. |
| 7 | The curriculum guides indicate a **fluency focus for each weekly lesson**. The *Journeys* materials support explicit instruction, however, additional opportunities for re-reading and practice should be provided to students. | * Teacher model of fluency skill is provided using the Teacher Read Aloud in Journeys (Day 1 in the Whole Group Tab). * Additional opportunities to reread are provided using the decodable reader (kdg-2) in conjunction with other authentic rereading opportunities. | * Assistance is provided regarding scheduling in an effort to support how fluency instruction can be provided on a consistent basis. |
| 8 | The 40 high frequency words from Journeys will be assessed in isolation for **Kindergarten only**. Grades 1 and 2 should have a conversation about which sight words from Journeys will most support student learning. | * Explicit instruction is provided for Kindergarten students on the 40 high frequency words in Journeys. * The Decodable Reader is used for authentic practice with high frequency words. * The high frequency words are posted for student use. * Explicit instruction is provided for Grades 1-2 students on high frequency words that are agreed upon by the grade level team (using the Journeys words in conjunction with other high frequency lists). | * Instructional Coach provides in-class support on setting up and utilizing a word wall. * Collaboration time is provided to support grade level teams (Gr. 1-2) in developing a common list of sight words and an aligned monitoring system. |