

# CALIFORNIA JOURNEYS

## Introduction

**Houghton Mifflin Harcourt™ California Journeys ©2017** is a comprehensive Integrated English Language Arts program designed to provide in-depth coverage of the California Common Core State Standards for English Language Arts and Literacy and the California English Language Development Standards. HMH® *California Journeys* ©2017 is submitted for Program 2: English Language Arts/English Language Development Basic Program for Grades Kindergarten through Grade Six.

*Journeys* engages students with world-class literary and informational texts that reflect a variety of cultures and ethnicities, age-appropriate and appealing topics, gender diversity, and cross-curricular reading experiences. English learners are well served through the seamless integration of the CA ELD Standards, capturing the complex and nuanced aspects of language-learning as described in Chapter 2 of the California Framework—via daily integrated literacy instruction across reading, writing, speaking, and listening. Daily instruction delivers the scaffolds at all language proficiency levels that enable English learners to interact in meaningful ways in order to learn how English works. In addition, Language Workshops deliver Designated ELD instruction that support English learners with the academic language skills needed to access core content.

*Journeys* is built on **Houghton Mifflin Harcourt's** legacy of delivering scientific, research-based programs with solid efficacy to ensure maximum student achievement for success in college, careers,

and lifelong learning. HMH **California Journeys: A Research-Based Approach** describes the evidence-based practices from peer-reviewed journals and academic publications that were used in the creation of the program. Efficacy studies for *Journeys* were conducted using research designs that adhere to the most current What Works Clearinghouse guidelines; these studies have been published in technical reports that include the methodology and statistical analysis necessary for future researchers to replicate them. Consistently, these studies indicate that students using *Journeys* have significantly improved reading achievement compared to similar students using alternative programs.

## Alignment to the California Criteria

### Category 1: English Language Arts and English Language Development Content/Alignment with the Standards

Five Essential Themes—Meaning Making, Language Development, Effective Expression, Content Knowledge and Foundational Skills—provide the foundation for the California Framework Adoption Criteria, and thus the requirements and fundamental beliefs exemplified in HMH *California Journeys* ©2017.

**Meaning Making:** *Journeys* helps students at all levels make meaning of complex literary and informational texts through close reading and analysis, listening comprehension, writing to sources, using text evidence, communicating ideas verbally and in writing, and in responding to the ideas of peers. In elementary literacy classrooms, different types of texts support different

instructional purposes. *Journeys* delivers this variety through multi-genre texts. These include Decodable Texts, Big Books, Read Aloud Books, Anchor Texts and Paired Selections of increasing complexity in the Student Books, Readers, Trade Books, and Student Magazines. In all the grades, *Journeys* contains a significant number of Text Exemplars as recommended by the Common Core State Standards for English Language Arts. Digital tools in *Journeys* encourage students to identify critical passages, underline or highlight them, make notes explaining their significance, and tag and save them for later use in discussions and writing. The Teacher's Edition provides targeted guidance for differentiating instruction that extends regular classroom instruction. Opportunities to expand background knowledge and teach prerequisite skills enhance students' meaning making.

### Meaning Making in *Journeys*:

- Instructional supports and scaffolds accompany each selection to guide students' growing independence in making meaning from complex texts. These are described in the Category 2: Program Organization section.
- **Teacher Read-Alouds** engage students at high depth of knowledge levels for focused meaning making.
- Integrated English language scaffolds at all levels of English proficiency support meaning-making.
- **Text X-Ray** teaching tools coupled with **Text Complexity Rubrics** (which provide a qualitative and quantitative overview of each selection) point out for teachers in advance key ideas and language features that may challenge students.
- **Reader's Notebook** provides ongoing practice in making critical thinking and text analysis visible.
- **Trade Books** provide extended and independent reading, to help students gain information, endurance, and appreciation of literature. Students synthesize their reading of these texts by engaging in extended projects. During this time they work collaboratively to develop and build 21st-century skills, in which they apply reading, writing, speaking, listening, research, and technology to produce their final products.
- **Reading Detective** features support and scaffold close reading of the Anchor texts.
- **Write-In Reader** provides practice with close reading of parallel texts that help struggling readers "ramp up" to the Anchor Text.

- **Performance Tasks and Assessments** give students practice in analyzing and synthesizing multiple texts.
- Guidelines for effective independent reading are delivered in each lesson.

**Language Development:** In *Journeys*, all students use and learn language as thinkers, readers, writers, speakers and listeners. Materials promote relevant academic discussions around grade-level activities, providing evaluation tools to improve effectiveness. The personal nature of language acquisition is exemplified in the digital *myWordList* in *myNotebook*. Contextualizing language development is demonstrated with direct instruction in Academic Vocabulary, Domain Specific Vocabulary, Vocabulary in Context, and grammar, usage, mechanics, and style. The systematic, carefully sequenced instruction in *Journeys* guides students to use language to acquire and convey meaning effectively. Rich academic language instruction through daily vocabulary, grammar, and writing lessons is delivered in meaningful contexts and provides appropriate levels of support for all students, particularly culturally and linguistically diverse learners, to help them meet the language demands of school and beyond.

### Language Development in *Journeys*:

- Integrated ELD instruction provides explicit support for standard forms and functions of English, and includes strategic use of first language through scaffolds such as cognates, when applicable.
- Integrated English Language Supports in every lesson seamlessly scaffold English learners during core instruction, with support for **Emerging, Expanding, and Bridging** levels of language proficiency.
- **Language Detective** features with every Anchor text facilitate analysis of the author's language use and how that language builds meaning.
- **How English Works** features in each lesson help teachers use the texts to build linguistic skills.
- **Language Workshop**, a complete, rigorous, systematic program for Designated ELD, builds into and from the core program to enable language learners to stretch to greater proficiency in academic English. Formative assessments support English learners in meeting ELD learning goals.
- **Daily and Weekly Vocabulary instruction**, supported by **Interactive Whiteboard Lessons**, builds the morphological and contextual tools students need in order to uncover unknown word meanings

independently and to generate new vocabulary. These lessons systematically provide practice and application of academic vocabulary, domain-specific words, and high-frequency words across reading, writing, speaking, and listening.

- The **Vocabulary in Context** features provide explicit teaching of academic vocabulary in both English and Spanish. **Vocabulary in Context** activities bring the words and concepts to life; and associated formative assessments support teachers with resources for building long-term language capacity.
- **Vocabulary Readers** provide practice with the academic vocabulary in an additional context.
- **myWordList** (Student eBook tool) enables students to collect unfamiliar words as they read in order to build a personal, ongoing word list, thereby managing their own vocabulary development.
- **Speaking and Listening Lessons** with systematic instruction in collaboration skills build proficiency with academic discussions, language, and vocabulary.
- **Interactive Lessons** in a digital format provide instruction in key writing, speaking, and listening skills.
- **Standard English Learner Support** at point of use helps students both appreciate the language variations of their home/community and develop facility in academic, mainstream English.

**Effective Expression:** *Journeys* provides a supportive environment for students to use academic language effectively as they discuss texts and ideas with peers, produce written and oral texts, and respond with effective feedback to classmates. Instructional materials are fully aligned to the types of writing required by the California standards. Through direct and interactive instruction, writing lessons (daily and extended) include criteria, student models, scaffolding, and feedback. Rubrics provide clear guidance for improving written and spoken expression in academic settings. Through English Language Support annotations, English learners receive additional instruction in speaking and writing applications, grammar and usage, academic language, and listening and reading comprehension.

#### **Effective Expression in *Journeys*:**

- **Collaborative Classroom Conversations** and **Think-Pair-Share Activities** offer students practice in expressing their understanding during academic

conversations about texts and topics.

- **Language Workshop** instruction for Designated ELD helps English learners express themselves and collaborate effectively. Support for language transfer skills is also integrated.
- Online **ELL Newcomer Teacher's Guide** provides 12 sequential, explicit lessons to support acculturation and help students perform basic oral language functions.
- Writing process instruction in narrative, informational, and opinion writing—and the structures associated with these forms—links directly to the Student Writing models. Strategic scaffolds support learning about writing processes, traits, and the application of academic language to final written products. Writing instruction also connects to a variety of literary and informational texts, and provides practice that integrates reading, speaking, listening, and language.
- **Research and Media Performance Tasks** provide students with multiple opportunities to develop and publish SBAC\*-aligned Performance Tasks as well as short and long research projects.
- **myWriteSmart**, an online tool, supports students with 21st-century learning processes; students write to sources, create multimedia presentations, collaborate, and share their written expressions.
- **Interactive Lessons** in writing, listening, and speaking in the online Student Books provide instruction and practice in key language expression skills.
- **Daily Grammar Lessons** make explicit connections back to writing and speaking for effective and authentic applications to formal and informal language, including a focus on functions and conventions.
- **Extended Collaborative Projects** provide multiple opportunities to speak informally and formally, from initial discussions through the delivery of final presentations.

**Content Knowledge:** *Journeys* provides students with rich informational and literary texts organized around content-area domains and unit topics. Students learn to compare, contrast, and synthesize ideas from multiple sources on the same topic, building robust, ever-growing knowledge networks across content areas. Differentiated instruction enhances background knowledge and prerequisite skills. Media content, woven seamlessly throughout *Journeys*, enriches background knowledge

with the voices and images of historical/cross-curricular significance and contemporary relevance.

### Content Knowledge in *Journeys*:

- **Anchor Texts** and shorter, complex **Paired Selections** delivered in a progression of difficulty focus on concepts and vocabulary that are of high interest and that build content-area knowledge in Science and History-Social Science.
- **Trade Books** provide in-depth exploration of Science and History-Social Science topics.
- **Extend the Topic lessons** help students acquire and use topic-related, domain-specific vocabulary in speaking and writing.
- **Research and Media Literacy** instruction to develop the skills students need to be independent learners and broadly literate thinkers.
- For Your Information website, **hmhfyi.com**, accessible through the eBook, provides curated and contemporary informational text, updated monthly and related to each unit topic; selections are archived and available across grade levels.
- **Leveled Readers** that are exclusively nonfiction and expand on each lesson topic build students' skills in content-area reading.
- **Channel One® News** videos provide information on current events and unit topics.
- **Stream to Start** videos open each unit by providing motivating information on the topic.

**Foundational Skills:** Instruction in *Journeys* provides research-based explicit, systematic, linguistically logical, diagnostic support, instruction, differentiation, and distributed practice for the full range of foundational literacy skills. All foundational skills instruction drives toward the ultimate goal of applying these skills to the authentic, dynamic processes of comprehension, analysis, and synthesis within authentic reading and writing tasks. Ongoing progress monitoring captures student growth and learning needs to support data-driven instruction.

### Foundational Skills in *Journeys*:

- Built-in teaching, application, review, and differentiated lessons are included with the following instructional cards: **Alphafriends Cards, Sound-Spelling Cards, Re-Telling Cards, and Letter, Word, and Picture Cards.**
- **Decoding and encoding** are treated as related

processes, with research-based, explicit, and systematic spelling instruction tied closely to phonics and word study instruction. **Spelling tasks** are based on grade-appropriate phonemic and morphological concepts.

- **Grades K–2: Pre-decodable and decodable texts** (containing a minimum of 8000 words in Grade 1 and 9000 in Grade 2) appear in the Student Book (Grade K), Blend-It Books (Grades 1–2), and the Decodable Readers (Grades 1–2). These books are integrated with instruction, enabling students to apply sound-spelling correspondence in multiple reading contexts. Two texts for every taught sound/spelling element contain 75–80% of previously taught phonic elements and 20–25% of previously taught, irregularly spelled high-frequency words, drawn from these research-based lists: Dolch, Zeno, Fry, and Eeds. Each book contains a list of high-frequency words and sound-spelling correspondences contained in the text.
- **Grades 3–5: Decoding instruction** empowers students to tackle longer words.
- **Weekly fluency lessons** build automaticity and prosody, facilitating comprehension.
- Self-guided **Literacy Centers** keep students engaged while teachers work with small groups.
- **HMH Decoding Power: Intensive Reading Instruction** provides explicit, systematic instruction to efficiently build the foundational skills struggling students need to become fluent readers. The instruction is organized into four sets of grade-related materials that build incrementally: System K: Kindergarten; System 1: Grade 1 with Kindergarten materials; System 2: Grade 3 with Grade 1 and Kindergarten materials; System 3: Grade 3 with Grades 2, 1 and Kindergarten materials; and System 4–6: Containing one set of materials for Grades 4 through 6.

## Category 2: Program Organization

*Journeys* employs a coherent, easy-to-follow, and flexible structure that allows teachers to convey integrated instruction of the CA ELA/ELD standards efficiently and effectively. The *Journeys* Student Edition is organized into six units. Each unit has one unifying topic/theme which all lessons in the unit support and in which the Unit Performance Task culminates. The Unit Opener draws students into the topic with an engaging image, quote, link to [hmfyi.com](http://hmfyi.com), and multimedia links to the Stream to Start and Channel One videos. Prior to reading, students preview the topic under the teacher's guidance. Instructional read-alouds deliver concepts at a higher level than students' reading levels, stretching their thinking and verbal responding. Collaborative Conversations prompt students to apply prior knowledge to understanding the concepts and language that will support the reading of the text. Graphic organizers and think-alouds systematically help students apply prior knowledge to new learning.

At the lesson level, a multiple reads routine scaffolds close reading to support all learners in accessing grade-level complex texts. During the first read, students read through the complete text to gain understanding of the author's big ideas. During the second read, they analyze short sections of the text, prompted by a Dig Deeper feature, and they cite evidence from the text to respond at high depth of knowledge levels. The third read delivers routines for independent reading. After reading each Anchor Text, students engage in a written Performance Task that requires them to analyze and synthesize their understandings of the text and to write to sources. Checklists and student-friendly rubrics guide students' learning and responses.

Both teachers and students will experience a well-organized and effective program that is grounded in high expectations for all students. Built-in connections to the content areas, online and in print, support learners at all levels with multiple ways to access and master grade-level content, texts, and objectives.

- Program design delivers effective instruction that integrates reading, writing, speaking, and listening from the very foundations of learning to read, through close reading and analytic response.
- Every lesson provides guidelines for differentiating instruction, including targeted and intensive intervention, as well as fully integrated support for English Language Development Standards and for integrating the Designated ELD program (**Language Workshop**).

- The **California Quick Start Pacing Guide** and Teacher's Editions provide an overview of the program design and organization of *Journeys* including:
  - 180-Day Teaching Plan for each grade.
  - Guidance for pacing instruction across units, weeks/lessons, and days, as well as program flexibility.
  - A fully aligned **Scope and Sequence** for both the California Common Core State Standards for English Language Arts and for the English Language Development Standards.
  - Descriptions of each program component and how it supports teachers and students.
  - A seamless, user-friendly suite of online tools that enables students to take notes and capture text evidence while reading their Student eBooks, to store and retrieve them in **myNotebook**, and to draw from them when composing written and multi-media Performance and Research Tasks in **myWriteSmart**.
- **Extension projects** that incorporate the reading of trade novels and informational texts, and build content vocabulary and concepts through the grade, with domains extending across the grades.
- Explicit teaching and re-teaching of foundational skills, comprehension, writing, and vocabulary following a gradual release model (Teach/Model, Guided Practice, and Apply).

### Category 3: Assessment

*Journeys* features a powerful suite of integrated assessments for tracking student data, analyzing their progress, and informing instruction for relevant and personalized support. Assessment resources provide multiple means of measuring student progress for the most accurate picture of achievement. Students are also active participants in assessing their growth.

- **Diagnostic Assessments** include Lexile information to identify strengths and weaknesses of students' reading ability and to ensure appropriate placement and offer targeted intervention.
- **Formative Assessments** at point of use in each lesson enable teachers to address learning problems as they occur.
- **Weekly Tests** monitor progress on key lesson skills and vocabulary.
- **Standards-Based Assessment Resource** provides progress monitoring assessments and Performance Tasks in SBAC formats, with rigorous tasks and questions, complex text passages, and technology-enhanced item formats.
- **Cold Reads** provide passages at increasing Lexile levels to gauge students' fluency and comprehension.
- **Selection and Unit performance tasks** provide assessment activities designed to elicit original responses and compositions that require writing and/or speaking and listening.
- **Intervention Assessments** include Screening Assessments, Progress Monitoring, and program exit guidance.
- **Language Workshop Assessment Handbook** measures English learners' progress in mastery of each proficiency level, as well as mastery of the English Language Development Standards.
- **Continuum Assessment System**, an adaptive assessment resource, provides scientifically valid and reliable measures of student knowledge and growth. Item difficulty adapts to each student's responses. Technology-enhanced items mirror national standardized test formats and measure required skills.
- **Performance Assessment and Performance Assessment Teacher's Guide**, for Grades 3 through 5, provide instruction in close reading and practice for standardized assessment in SBAC formats.
- **Common Core Practice and Assessment App**, with immediate, corrective feedback, offers students independent practice with technology-enhanced item types and performance tasks.

### Category 4: Universal Access

HMH *California Journeys* ©2017 is designed with the primary goal of providing universal and equitable access to the highest quality instruction for all students so they can meet or exceed the expectations as specified in the ELA/ELD California Common Core Standards. Containing both the content and pedagogical strategies needed to support students' success, *Journeys* integrates English Language Support as well as aligned instruction for Designated English Language Development. Incorporating high expectations with scaffolded instruction to address learners with disabilities, and using specialized instructional strategies and materials to accelerate learning for each student, *Journeys* provides guidance on when pre-teaching, re-teaching and adapting instruction are needed for equal access for each student.

- For all learners, just-in-time scaffolds; formative assessments; small-group lessons targeting students performing below-, on-, and above-grade level; and re-teaching lessons ensure universal access to grade-level complex texts and learning objectives.
- Suggestions for modifying classroom routines help meet students' specific learning needs.
- Designated and integrated ELD resources ensure that English learners master the academic language and other linguistic challenges needed to access core content.
- Targeted and intensive intervention resources provide added support for struggling readers.
- **Write-in Readers** and **HMH Decoding Power: Intensive Reading Instruction** offers reading intervention for students.
- **Contrastive Analysis Charts** in the California Quick Start Pacing Guide as well as information on African American English and Chicano/Chicana support students linguistically.
- **Universal Design for Learning** is exemplified in digital resources that allow students to be purposeful learners as they manage their digital Notebooks, personalizing learning through annotation and note-taking, making personal word lists, and crafting original responses with collaborative feedback from teachers and peers through **myWriteSmart**. Performance Tasks and projects provide self-direction, choice, collaboration, and varied means of expressing growing knowledge. Resources such as **hmfyi.com** encourage research and independent study.

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- Assistive technology supports students with disabilities. *Journeys* can be rendered in Braille, large print, and screen reader programs. Closed captioning and alternative text are also available.

## Category 5: Instructional Planning and Teacher Support

Instructional materials in *Journeys* provide explicit guidance to teachers for planning effective instruction for every student. An easily navigable digital tool pre-populated with 180 days of instruction via **mySmartPlanner** on the Teacher Dashboard allows teachers to view and customize plans. All lesson plans are correlated to the California Common Core Standards for English Language Arts and Literacy and English Language Development Standards and list required resources for each. The California Quick Start Pacing Guide provides 180 days of plans, information on integrating resources and assessing standards, and a Scope and Sequence with suggested instructional time for each lesson. It also contains contrastive analysis and cross-linguistic transfer charts to support instruction for students who use AAE. All terms used in the standards are applied correctly, and materials are both user friendly and platform neutral. Regardless of the medium that teachers prefer to use, *Journeys* provides multiple access points for planning, emphasizing the versatile nature of the program.

- Teacher's Editions provide **Unit ELA/ELD, Weekly Whole Class, Weekly Small Group Lesson Planners**, and **Focus Walls** that show the instructional objectives and instructional resources to use.

- Comprehensive **ELA/ELD Standards Correlations** with page numbers appear in the front matter of each grade-level text; **ELA/ELD Standards** notations appear on each instructional and selection page.
- **Kindergarten program** provides a **Transitional Kindergarten Teacher's Guide** with daily support and directions for adapting the Kindergarten lessons for Transitional Kindergarten or blended Kindergarten classrooms.
- **Support for parents** in Spanish and English includes letters in every unit explaining the current lesson and offering at-home suggestions for maximizing student progress.



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