

# JOURNEYS 2017 CLASSROOM-DRIVEN IMPLEMENTATION INDICATORS

School: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_ Consultant: \_\_\_\_\_

**Directions:** Click in the corresponding boxes to place a checkmark next to indicators that are fully in place in your classroom.

A. LEARNING ENVIRONMENT		
	<b>A.1</b>	Students cooperatively engage in pairs, small groups, and whole class discussions to maximize student learning
	<b>A.2</b>	Students follow posted procedures and routines to engage in whole group, small group, partner work, and/or independent work
	<b>A.3</b>	Student transitions between activities and/or rotations are efficient and timed appropriately
	<b>A.4</b>	Students self-regulate, within strong classroom management and incentive systems, to maximize learning
	<b>A.5</b>	Students remain focused for the duration of independent learning time
	<b>A.6</b>	Students use technology to support learning
<b>Notes:</b>		

<b>B. ENGAGING WITH TEXT</b>		
	<b>B.1</b>	Students build background knowledge about texts by engaging in discussion about the unit quote, Stream to Start videos, Read Alouds, First Reads, and vocabulary activities
	<b>B.2</b>	Students develop comprehension by engaging in three readings of the Anchor Text, including a close read, with specific purposes for each read
	<b>B.3</b>	Students engage in both text-based and genre-based learning for each Anchor Text
	<b>B.4</b>	Students annotate and cite textual evidence, either in written form or digitally, when responding to what they have read
	<b>B.5</b>	Students apply reading skills to independent practice (Annotations, Reader's Notebook, Performance Tasks, Write-In Reader), using scaffolds as appropriate
	<b>B.6</b>	Students use <i>Journeys</i> resources, such as the Write-In Reader, learning centers, and English language support resources, to complete appropriately differentiated tasks to meet their individual needs
	<b>B.7</b>	Students use their current Lexile®/reading levels to engage with text of appropriate complexity
<b>Notes:</b>		

<b>C. ACADEMIC LANGUAGE AND DISCOURSE</b>		
	<b>C.1</b>	Students build academic vocabulary knowledge through consistent participation in Words to Know activities, Vocabulary in Context activities, and the Vocabulary Readers
	<b>C.2</b>	Students use academic- and domain-specific vocabulary when responding orally and in writing
	<b>C.3</b>	Students regularly and fully participate in structured routines, such as Turn and Talk and the Instructional Routines
	<b>C.4</b>	Students participate in reading conferences, talks, or presentations.
	<b>C.5</b>	Students respond orally in complete sentences, using displayed sentence starters and exemplars to support their responses
	<b>C.6</b>	Students build oral fluency by engaging in Instructional Routines, such as the Oral Vocabulary and Vocabulary in Context Cards Routines
<b>Notes:</b>		

<b>D. EVIDENCE-BASED WRITING</b>		
	<b>D.1</b>	Students respond to text-based questions by completing Compare Text activities, working with the Paired Selection, and using the Close Reader
	<b>D.2</b>	Students engage in writing tasks that demonstrate their ability to summarize and synthesize a text
	<b>D.3</b>	Students engage in daily writing, using a <i>Journeys</i> grade-level writing rubric as a guide
	<b>D.4</b>	Students engage in all stages of the writing process during daily writing lessons (brainstorm, draft, peer/self-edit, publish)
	<b>D.5</b>	Students apply skills and strategies to Performance Tasks
	<b>D.6</b>	Students complete written reflections about texts read during Independent Reading
<b>Notes:</b>		

<b>E. ASSESSMENT AND DATA-DRIVEN INSTRUCTION</b>		
	<b>E.1</b>	Students engage in formative assessments that measure ongoing progress and focus instruction
	<b>E.2</b>	Students engage in summative assessments to measure their progress toward grade-level benchmarks and expectations
	<b>E.3</b>	Students complete at least one of the program-provided weekly assessments or one developed on-site in alignment with standards taught
	<b>E.4</b>	Students use assessment data to set goals and track reading progress, with teacher guidance
	<b>E.5</b>	Students engage in small-group learning based on data for differentiated instruction
	<b>E.6</b>	Students complete a program-provided assessment at the end of each unit or one developed on-site in alignment with standards taught
	<b>E.7</b>	Students interact with personalized and timely feedback to improve performance
	<b>E.8</b>	Students prepare for Next Generation Assessments (NGA's) by completing SBAR and High-Stakes Performance Assessments
<b>Notes:</b>		