1. **Committee Structure**

<table>
<thead>
<tr>
<th>FACILITATORS</th>
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<tbody>
<tr>
<td>Scott Niemann</td>
<td>Barb Boone</td>
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<thead>
<tr>
<th>TEACHER/PRINCIPAL TEAM</th>
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<tr>
<td><strong>Teachers</strong></td>
<td>Pre-K</td>
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<tr>
<td>David Roberts</td>
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<tr>
<td>David Watt</td>
<td>X</td>
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<tr>
<td>Laura Gonzales</td>
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<tr>
<td>Ellen Davis</td>
<td>X</td>
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<tr>
<td><strong>FORDS PRAIRIE</strong></td>
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<tr>
<td>Glenn Spinnie</td>
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<tr>
<td>Trisha Douay</td>
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<tr>
<td>Crystal Sheets</td>
<td>X</td>
</tr>
<tr>
<td>Charity Layton</td>
<td>X</td>
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<tr>
<td><strong>JEFFERSON LINCOLN</strong></td>
<td></td>
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<tr>
<td>Neal Kirby</td>
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<tr>
<td>Jim Clinton</td>
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<tr>
<td>Sandra Johnson</td>
<td></td>
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<tr>
<td>Delynne Dietz</td>
<td>X</td>
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<tr>
<td><strong>EDISON</strong></td>
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- Volunteered to be a part of the process
- Varied years of experience in teaching
- Diversity and ethnic background
- Varied levels of teaching (remedial, on level, and above grade level reading)
- Male and female participants
- Staff who will remain objective
- Staff who will remain unbiased
- Staff who will be respectful
- Staff who are accepting of the views of others
- Staff who have shown they are collaborative
- An individual who will communicate updates and finding to PLC’s in an objective manner
- Staff will remain open minded
- Members that are national board certified
2. **Best Practice, Learning Styles, and Assessments**
   a. Supports best instructional practices; allows for active engagement of students?
      i. Students have a variety of engaging activities during small group and independent work including:
         ii. Partner reading, silent reading, listening to the story on tape, word work, vocabulary manipulatives, etc.
   b. Variety of learning styles?
      i. Auditory
      ii. Kinesthetic
      iii. Visual
   c. Variety of assessments
      i. Evolving Assessment Support: In addition to addressing the Common Core, Journeys assessments tools will evolve to align with PARCC and SBAC assessments to ensure seamless CCSS implementation. When final test formats are released, updated assessments and test preparation will help prepare our students to excel on national exams.
         ii. Comprehensive Assessment used for placement at the beginning of the year (Screener), Formative Assessment throughout whole class instruction, and small group instruction (Progress Monitoring, Diagnostic Assessment – for Tier 3 placement, and Benchmark and Unit tests)

3. **Content**
   a. Aligned to CCSS?
      i. Targeted CCSS are on each day’s lesson
      ii. Used Publishers Criteria Rubric
         • [K-2 Materials Scoring Rubric](#)
         • [3-5 Materials Scoring Rubric](#)
      iii. [Center on Instruction Scoring Guide](#)
   b. 5 Essential Components of Reading?
      i. Covered in each lesson K-2 and during intervention lessons as needed
   c. Cross content Integration - connections made to other subjects/topics?
      i. Stories include information and literary.
      ii. Writing is incorporated with reading
      iii. Support for Social Studies and Science included within the Program
   d. Focus on “enduring” concepts and skills?
      i. Skills in the curriculum are guided by CCSS. The units are guided by larger concepts such as pet, etc.
4. **Diverse Learners, Scaling, Differentiation, & Interventions:**
   a. Appropriate level?
      i. Yes, based on standards. Students are asked higher level thinking questions, vocabulary, and have their actual hands on books every day.

   b. Other "leveling" considerations?
      i. Leveled material includes books from 1-1.5 grades below level to 5 grade, along with access to reading materials up to 6 grade (on line)

   c. Tiered Interventions
      i. Support for Tiers 1, 2, and 3 provided with the Program
         - [RtI Visual](#)
         - [RtI Training PowerPoint](#)
      ii. Flip charts with targeted interventions (based on the 5 essential components of reading)

   d. Differentiation strategies
      i. During both the small group and the independent time, students will be learning based on his/her need

   e. SpEd, ESL, Gifted, Migrant, Etc.
      i. Leveled readers and instructional materials including above, at, and below grade level (gifted, ELL, & SPED)
      ii. Specific Resources (Tool Kit, ELL, Scope and Breadth of Leveled Readers provided for all Learners.
      iii. The ELL support in HMH Journeys was based on the research of the following authors and developed with their close involvement:
         - Russell Gersten, Professor Emeritus, College of Education, University of Oregon
         - Hector H. Rivera, Assistant Professor of Education and Human Development, Southern Methodist University
         - Mabel Rivera, Research Assistant Professor at the Texas Institute for Measurement, Evaluation, and Statistics, University of Houston
         - Mary Ellen Vogt, Distinguished Professor Emeritus, College of Education, California State University, Long Beach

   f. Extension/Enrichment Opportunities?
      i. Embedded at point of use in Program. Opportunities for challenge are built right into the program.

For example:
Materials
Student Packages and Editions, Reading Adventures Magazines, Exemplar Texts, and Trade Books, My Journeys Literacy Kits, Teacher’s Editions, Reader’s Notebooks, Common Core Writing Handbooks, and Literacy and Language Guides, Kindergarten Packages and Components, Kindergarten Big Books and Little Books, Program Components (Group 1 & 2), Assessment, English Language Learners, Leveled Readers, Leveled Reader Teacher Guides, Guided Reading Collections, and Vocabulary Readers, Intervention, Digital Student Editions and Resources, Digital Leveled Readers and Guided Reading Collections, Digital Teacher Resources, and Online Editions

- The Advanced Leveled Readers and their Lesson Plans
- The Advanced lessons in the Weekly Small Group Instruction sections of the TE
- Advanced Leveled Practice in the Grab and Go
- The “Challenge Yourself” opportunities on the Ready-Made Workstations
- Also, My Journey Home: Family Connection has challenge activities for students to do with parents or family members at home.

5. **Presents more than one viewpoint of controversial issues.**
   a. Yes. [Examples of Cultures, Minorities, and Women in Journeys Common Core](#)

6. **Presents minorities realistically.**
   a. Yes. [Examples of Cultures, Minorities, and Women in Journeys Common Core](#)

7. **Includes contributions of minority authors.**
   a. Yes. [Examples of Cultures, Minorities, and Women in Journeys Common Core](#)

8. **Professional develop proposal?**
   **Tentative**
   **District Level Support**
<table>
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<tr>
<th>Hrs</th>
<th>Facilitators &amp; Principals</th>
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<tr>
<td>3</td>
<td>Journeys</td>
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<td>3</td>
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<td>4</td>
<td>Teaching &amp; Learning</td>
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<td>Text Dependent Questions</td>
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<td>Vocabulary</td>
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<td>Writing</td>
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<td>Teaching &amp; Learning</td>
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   **Training/Planning Opportunities**
   - CEA Days, Summer Mini Grants, Site Specific Activities, Professional Learning Communities, Facilitators

9. **Materials in Spanish?**
   a. Yes: Senderos.

Bias Content (per board policy/procedure)
**Board Policy & Procedure**

The content of Journeys Common Core has been thoroughly reviewed for historical and cultural accuracy, as well as for unbiased, nondiscriminatory treatment of people and groups.
Each Journeys Common Core student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences. Instruction in the TE includes information about the cultural significance of various texts and guides teachers to discuss appropriate cultural issues.

1. Presents more than one viewpoint of controversial issues.
2. Presents minorities realistically.
3. Includes contributions of minority authors.
4. Presents non-stereotypic models.
5. Facilitates the sharing of cultural differences.
6. Promotes the positive nature of differences.
7. Includes the contributions, inventions, or discoveries of minorities.
8. Includes the contributions, inventions, or discoveries of women.
9. Presents minorities in a manner that promotes ethnic pride.
10. Facilitates an environment open to discovery and experimentation.

Technology
Apps, Interactive Whiteboard Lessons, eTextbooks, online student and teacher collaboration, research and assessment, and more are designed to teach, practice, and apply the CCSS through student and teacher collaboration.

- Journeys Digital Walkthrough
- Teacher eResources
- Student eResources
- Mobile Resources

Materials
Strengths & Weakness