**A Possible Framework for Beginning our Implementation of the Journeys Material**

*This instructional sequence is meant to serve as a support for weekly planning when it feels as though “we can’t get it all in!” Adjustments in regards to pacing and timing may be needed to meet the needs of students. This should be considered a starting point as we work to become more efficient with the Journeys materials.*

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| **Component** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Whole Group Comprehension**  | Teacher Read Aloud Introduce Vocab.Build Background\*\* *(Journeys – Day 2)* | Introduce Comprehension (Projectable) | Main Selection with Graphic Organizer\*\**(Journeys – Day 2)* | *Main Selection with Graphic Organizer (continued, if needed)*Deepening Comprehension (Projectable & Practice Book)\*\* *(Journeys – Day 3)* | Deepening Comprehension (Projectable & Practice Book)\*\* *(Journeys – Day 3)* |
| **Whole Group Vocabulary** | 5 day instructional sequence from the Word Study Teacher’s Manual (part 2 – starts on pg. 101) |
| **Whole Group Phonics (+ PA for K-1)**  | Opening Routines – Daily Practice (include HF Words for K-2)5 day instructional sequence from the Word Study Teacher’s Manual (part 1 – starts on pg. 40) |
| **Whole Group Fluency**  | Teacher Read AloudModel Fluency(include HF Words for K-2) | Decodable Reader (K-2) | Fluency Guided Practice (Projectable) | Focused and Authentic Rereading Opportunities(include HF Words for K-2) |
| **Whole Group Grammar** | Explicit Grammar Lesson (Projectable) | Explicit Grammar Lesson (Projectable) | Explicit Grammar Lesson | Vocabulary Strategies Lesson  | Grammar Review |
|  **Whole Group Writing** | 4 day instructional sequence from Being a Writer |
| **Small Group** | Vocabulary ReaderORReteaching from Previous Week | Leveled Reader\*\* *(Journeys – Day 3)* | Leveled Reader *(continued, if needed)* | Leveled Practice (goes with Main Selection)\*\* *(Journeys – Day 2)* | Decodable Reader (K-2)Reteaching |
| **What are students doing when not with the teacher?** | Vocabulary in Context Cards(back side) | Work Station Flip Charts (from previous week??) | Responding to Leveled Reader | Think Central – **Listen** to higher Leveled Reader and Respond  | Formative Assessment |
| **Intervention Tab*****(students approximately 18 mo. below grade level)*** | Target VocabularyPA, Phonics, HF Words (K-2) | Reteach ComprehensionWrite in ReaderPA, Phonics, HF Words (K-2) | Write in ReaderPA, Phonics, HF Words (K-2) | Write in ReaderPA, Phonics, HF Words (K-2) | Preteach next week’s Comprehension SkillPA, Phonics, HF Words (K-2) |
| **ELL Tab*****(students on grade level to 12 mo. below grade level)*** | Target VocabularyLanguage Support CardPA, Phonics, HF Words (K-2) | Preview Main SelectionPA, Phonics, HF Words (K-2) | Scaffolded Comp. from Main Selection PA, Phonics, HF Words (K-2) | ELL Leveled Reader PA, Phonics, HF Words (K-2) | Compare Texts PA, Phonics, HF Words (K-2) |