**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 Aloud  Model 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 Reader  OR  Reteaching 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 Vocabulary  PA, Phonics, HF Words (K-2) | Reteach Comprehension  Write in Reader  PA, Phonics, HF Words  (K-2) | | Write in Reader  PA, Phonics, HF Words (K-2) | Write in Reader  PA, Phonics, HF Words (K-2) | Preteach next week’s Comprehension Skill  PA, Phonics, HF Words (K-2) |
| **ELL Tab**  ***(students on grade level to 12 mo. below grade level)*** | Target Vocabulary  Language Support Card  PA, Phonics, HF Words (K-2) | Preview Main Selection  PA, 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) |