**A Possible Framework for Beginning our Implementation of the Journeys Materials - KINDERGARTEN**

*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 Oral Vocab. | Introduce Big BookRead Big Book | Wrap up Big Book\**(Journeys Day 2)*Retelling Cards | Comprehension Lesson\* *(Journeys – Day 3)* | Paired Selection\*Connect & Extend *(Journeys – Day 4 & 5)* |
| **Whole Group Vocabulary** | 5 day instructional sequence from the Word Study Teacher’s Manual (part 2 – starts on pg. 101) |
| **Whole Group Phonics to Fluency**  | Teacher Read AloudModel FluencyWords to KnowPA/Phonics Lesson | PA/Phonics LessonFlip Chart | Phonics & FluencyDecodable Reader #1 | Decodable Reader #2 |  |
| **Whole Group PA/Phonics Reinforcement** | Opening Routines – Daily Practice5 day instructional sequence from the Word Study Teacher’s Manual (part 1 – starts on pg. 40) |
| **Whole Group Grammar** | Explicit Grammar Lesson | Explicit Grammar Lesson (Projectable) | Explicit Grammar Lesson(Projectable) | Vocabulary Strategies Lesson  | Grammar Review(Flip Chart) |
|  **Whole Group Writing** | 3 day instructional sequence from Being a Writer |
| **Small Group** | Vocabulary ReaderORReteaching from Previous Week | Leveled Reader\**(Journeys – Day 3)* | Leveled Reader *(continued, if needed)* | Differentiated Comprehension (goes with Big Book)\**(Journeys – Day 2)* | Decodable ReaderReteaching |
| **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 or Big Books  | Formative Assessment |
| **Intervention Tab*****(students approximately 18 mo. below grade level)*** | Target VocabularyPA, Phonics, HF Words | Reteach ComprehensionWrite in ReaderPA, Phonics, HF Words  | Write in ReaderPA, Phonics, HF Words | Write in ReaderPA, Phonics, HF Words | Preteach next week’s Comprehension SkillPA, Phonics, HF Words |
| **ELL Tab*****(students on grade level to 12 mo. below grade level)*** | Target VocabularyLanguage Support CardPA, Phonics, HF Words | Preview Main SelectionPA, Phonics, HF Words  | Scaffolded Comp. from Main Selection PA, Phonics, HF Words  | ELL Leveled Reader PA, Phonics, HF Words | Compare Texts PA, Phonics, HF Words |