

Major Journeys Instructional Components

Whole Group: Daily Language and Opening Routines

Purpose	Quick practice and/or review
What it looks like	Teacher is using instructional routine cards and teacher's guide to go through the routines with the whole class. Pace is quick!
Suggested time	10 -15 minutes (except on "Day 1" which has the read aloud and takes longer)
Advice	Write the words on the board before school starts, if possible. If you are having trouble getting through all the vocabulary questions, just ask a couple questions. Keep all the kids engaged through different response techniques.

Whole Group: Vocabulary, Text-based Comprehension, Media, and Foundational Skills

Purpose	Expose all children, regardless of their decoding abilities, to robust vocabulary and a variety of texts/genres. Engage children in rich, text-based discussions related to a focus theme or guiding question. Increase listening comprehension. Model and provide guided practice with grade level foundational skills, fluency skills, and comprehension strategies/skills. Meet many CC standards!
What it looks like	Journeys materials are being used (text, vocabulary cards, etc.). Students are discussing questions and listening. Students are following along in student books with their fingers or a bookmark. The teacher is circulating throughout the room and helping all students stay engaged by using a variety of engagement strategies. Teacher is leading phonics lessons and referencing the sound/spelling cards. Students are reading decodable text (grades 1-2).
Suggested time	30-40 minutes
Advice	Focus on your target skills! Children need to be looking at the text even if you are reading it. Add movement to help children remember the vocabulary words. Give children multiple exposures to the different texts—rereading for different reasons.

Whole Group Language Arts: Spelling, Grammar and Writing

Purpose	Work on spelling, writing and grammar skills. Meet CC standards.
What it looks like	Students are learning and practicing these skills through explicit instruction.
Suggested time	10-15 minutes for spelling and grammar plus additional time for writing (see district guidelines). Writing is in addition to the 90 minute reading block.
Advice	It is helpful to have the words and sentences already written out. Try Elkonin boxes for spelling (1 st -2 nd) or lines to represent syllables for 3 rd graders. Isolated grammar lessons do not have the high effect size that authentic writing experiences do! Focus more attention on writing.

Small Group: Differentiated Instruction in Phonics, Fluency, Vocabulary and Comprehension

Purpose	Provide guided and independent practice of the skills and strategies taught during the whole group work. Meet CC standards.
What it looks like	Students are reading leveled readers, phonics readers and/or vocabulary readers. The teacher is meeting with small groups of students while other students are engaged in high-level independent work or partner work (e.g. making words activities, rereading books, writing using phonics patterns, writing responses to comprehension questions, etc. Teacher is using leveled reader and vocab. reader teaching guides as well as other resources presented in the teacher's edition.
Suggested time	20-30 minutes (20 minutes at the beginning of the year for first grade)
Advice	Use "must do/may do" charts or have 2-3 stations/centers so you can pull groups. Make leveled readers and/or decodables from the previous weeks available for rereading. All groups do not need the same amount of guided practice.