

Recommended Daily Instruction for Journeys

1. Classes vary from year to year, and pacing may be different if you have a lower or higher group.
2. Anchor texts vary in length, so some weeks may include texts that need more attention.
3. In the end, teachers need to use their professional judgment regarding how much time to spend on each component.
4. Journeys skills and strategies spiral through the program and will be taught again. Mastery is expected at the end of the year.
5. High Frequency Words in the younger grades will always be reviewed in Opening Routines.
6. Phonics/Phonemic Awareness skills also have a review component in Opening Routines and throughout the Phonics scope and sequence.
7. Unit One will include setting up classroom routines and getting used to the program. Teachers will spend more time on lessons in this Unit.

Reading Instruction: Average time is 90 minutes per day. It is a combination of Whole and Small Group instruction, *not including intervention time.*

- Days 1-2 for all grades are very heavy whole group teaching days
 - Days 2-3 for Kinder are very heavy whole group teaching days
 - Days 3-5 are lighter whole group teaching days
 - More small group time should be spent on lighter days
 - Nothing new is introduced on Day 5 of the program
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- **Grades K-3:** Opening Routines are meant to be a “snapshot” of the day. They should take about 5-7 minutes, generally.
 - **Grades 1-5:** Read Aloud occurs on Day 1. It should take about 10 minutes. Remember the goals of this Read Aloud: Vocabulary Exposure, Listening Comprehension, and Fluency Modeling. *Choose ONE focus and do it well.* Teach the other two minimally. The next week, choose a different focus.
 - **Grades K-2 Phonics:** This is a non-negotiable. Time should be spent on phonics skills according to the abilities of your group. Average length of time: 15 minutes. More time will be spent in the early parts of the program as routines are set up.
 - **Grade 3 Phonics:** Less time will be spent. Average length of time: 10 minutes.
 - **Decodable Text:** This is in the “Whole Group” section but is generally taught in a small group setting. *The decodable text is directly related to the Phonics lesson and provides application opportunities.* Many students do not need the decodable text and others need it intensely. Many teachers choose to start the year with a choral read of the decodable as a whole group and then take it into a small group according to ability levels. Average time: 15 minutes small group or 10 minutes whole group.
 - **Vocabulary/Words to Know:** This is a non-negotiable. These words will be reinforced throughout the entire week. *Not all of the instructional routines need to be covered on Day One.* Spend about 5-10 minutes and move on.

- **Anchor Text First Read (Day One, Day Two for Kinder):** This is a non-negotiable. All students, regardless of ability level, need to be exposed to grade-level text. Time spent for the FIRST READ: average 20 (shorter text)-30 (longer text) minutes. Teachers will select FIRST READ questions according to their professional goals and the needs of their group. Teachers are not expected to ask every FIRST READ question.
- **Anchor Text Second Read (Day Two, Day Three for Kinder):** This is a non-negotiable. THE SECOND READ IS NOT A COMPLETE RE-READ. Teachers lead their students in analysis of certain sections of text, based on the mini lesson principle (Dig Deeper Lesson). Average time spent: 20-30 minutes (includes the mini lesson).
- **Your Turn:** This is a non-negotiable, but some weeks may be a stretch to fit in both the speaking and the writing activity. Teachers usually devote at least 20 minutes to these skills. This section of the week is highly standards based. *The writing Performance Tasks using text evidence should be done on a regular basis.* The goal is not to teach technical writing skills but rather to give students practice responding to text using text evidence. Technical writing perfection is not the goal.
- **Comparative Text:** This is a non-negotiable. The standards want students to make text- to-text comparisons (ideally of different genres). Average time: 20-30 minutes (with the text-to-text, text-to-self, text-to-world activities). Many teachers use the comparative text as an opportunity for on level and advanced students to constructively struggle with complex text on their own first, applying the skills and strategies taught with the anchor selection. Of course, this expectation can be differentiated for lower students. The response activity can be done in a separate reading journal, on a piece of paper, orally, in small groups, or however the teacher decides is most effective and efficient.
- **Other Lessons** (Fluency, Vocabulary Strategies, etc.): Variable. These lessons fall later in the week when whole group teaching is lighter.
- **Small Groups:** After Whole Group Instruction, daily Small Groups allow for a more differentiated environment. Most teachers spend 15-20 minutes per group. After meeting in a differentiated group, students are sent back to do their independent workspace to complete an activity or finish the leveled reader on their own. Realistically, teachers tend to spend half of their total minutes in whole group and half in small group. Later in the week, teachers may have more time for small group due to the lighter whole-group teaching load.

Grammar/Spelling/Writing: Average time: 30-45 minutes per day (all 3 combined).

- All of these lessons build over the course of the week. Day One can take as little as 10 minutes for each strand. Teachers will concentrate on one grammar principle, one spelling pattern, and one focus trait/genre and allow the flow of the week to build momentum for their instructional goals.
- Note: Kinder does not have explicit spelling instruction.
- Note: Grammar/Spelling/Writing instruction does not have to directly follow reading instruction. It can be scheduled in whenever the teacher finds opportunity, but keep in mind that many of the lessons reflect back on the anchor selection.