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| **Guidance for Instructional Time - Kindergarten** |
| **Foundational Skills Instruction** – **90 minutes** |
| *Components* | *Instructional Format* | *Instructional Practices/Student Engagement*  | *Possible Tools/Resources* | *Time* |
| Explicit Instruction in **Phonics (and related Phonological Awareness Tasks)***Journeys Opening Routines** Daily Phonemic Awareness
* Daily High Frequency Words

*Journeys Weekly Phonemic Awareness/Phonics Skill** Teach/Model (I do)
* Guided Practice (We do/They do)
* Apply (You do)
 | Whole Group | Phonological Awareness (*taught orally*)* Rhyming
* Counting/blending syllables
* Blending, adding or substituting phonemes
* Segmenting words, syllables, phonemes
* Isolating sounds (initial, final, medial)

Phonics (*taught in print*)* Matching letters to sound
* Producing sounds for letters
* Decoding/reading CVC words
 | *Journeys’ Tools/Resources:*Flip ChartsHigh Frequency word cardsAlphaFriends cardsSound/Spelling cardsLetter cardsPicture cardsWord cardsIndividual response boardsGames, songs, chants | 20-30 minutes |
| Working with **Decodable Readers**- Student Books  | Whole Group*and/or*Teacher-led Small Group | Step 1: Teacher reads to model fluencyStep 2: Build fluency through choral/echo readingStep 3: Literal comprehension questionsStep 4: Phonics questions/tasks | Individual response boardsHighlighter tapePost-it notes | 10 minutes(if utilized only in whole group) |
| **Teacher-led Instruction & Literacy Work Stations*****Suggested*** *Work Stations** Phonemic Awareness
* Phonics/Word study
* Fluency
* Grammar
* Writing
* Reading Comprehension
* Technology
 | Small Group | **Teacher-led instruction** (Work with Decodable Readers or Skills-Focused Lesson)Students may engage in **work station** tasks such as* Making and building words
* Decoding words to match with pictures
* Reading words, phrases, or sentences with weekly phonics and/or grammar skill(s)
* Rereading familiar decodable texts
* Writing uppercase & lowercase letters, high frequency words
* Building fluency (naming letters, reading words/phrases/sentences)
 | Magnetic/manipulative lettersLetter tilesPicture-Sound sortsWord sortsElkonin (sound) boxesSight word activitiesWord building activitiesIndividual response boardsGraphic organizers/FoldablesTechnologyGames | 40-55 minutes |
| Explicit Instruction in **Grammar***Journeys Weekly Grammar Skill** Teach/Model (I do)
* Guided Practice (We do/They do)
* Apply (You do)
 | Whole Group | Students may engage in **grammar** tasks, such as* Identifying the grammar skill in speech/print
* Producing sentences using the grammar skill
 | Individual response boardsGraphic organizers/FoldablesTechnologyGames, songs, chants | 15-20 minutes |
| **Guidance for Instructional Time - Grades 1 & 2** |
| **Foundational Skills Instruction** – **90 minutes** |
| *Components* | *Instructional Format* | *Instructional Practices/Student Engagement*  | *Possible Tools/Resources* | *Time* |
| Explicit Instruction in **Phonics (and related Phonological Awareness Tasks)***Journeys Opening Routines** Daily Phonemic Awareness
* Daily High Frequency Words

*Journeys Weekly Phonemic Awareness/Phonics Skill** Teach/Model (I do)
* Guided Practice (We do/They do)
* Apply (You do)
 | Whole Group | Phonological Awareness (*taught orally*)* Blending & Segmenting individual phonemes in one-syllable words
* Isolating phonemes in one-syllable spoken words

Phonics (*taught in print*)* Producing sounds for letter combinations
* Decoding/spelling simple one-syllable words
* Decoding/spelling multisyllabic words
* Reading irregular words
* Dictating sentences
* Counting syllables in written words
 | *Journeys’ Tools/Resources:*High Frequency word cardsSound/Spelling cardsLetter cardsPicture cardsWord cardsIndividual response boardsGames, songs, chants | 20-30 minutes |
| Working with **Decodable Readers**- Student Books  | Whole Group*and/or*Teacher-led Small Group | Step 1: Teacher reads to model fluencyStep 2: Build fluency through choral/echo readingStep 3: Literal comprehension questionsStep 4: Phonics questions/tasks | Individual response boardsHighlighter tapePost-it notes | 10 minutes(if utilized only in whole group) |
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* Fluency
* Grammar
* Writing
* Reading Comprehension
* Technology
 | Small Group | **Teacher-led instruction** (Work with Decodable Readers or Skills-Focused Lesson)Students may engage in **work station** tasks such as* Making and building words
* Decoding words to match with pictures
* Reading/Writing words, phrases, or sentences with weekly phonics and/or grammar skill(s)
* Rereading familiar decodable texts
* Writing high frequency & irregular words
* Building fluency (reading words/phrases/sentences)
* Writing in response to reading
 | Magnetic/manipulative lettersLetter tilesPicture-Sound sortsWord sortsElkonin (sound) boxesSight word activitiesWord building activitiesIndividual response boardsGraphic organizers/FoldablesTechnologyGames | 40-55 minutes |
| Explicit Instruction in **Grammar***Journeys Weekly Grammar Skill** Teach/Model (I do)
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 | Whole Group | Students may engage in **grammar** tasks, such as* Identifying the grammar skill in speech/print
* Producing sentences using the grammar skill
* Applying the grammar skill in writing
 | Individual response boardsGraphic organizers/FoldablesTechnologyGames, songs, chants | 15-20 minutes |

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| **Guidance for Instructional Time - Kindergarten** |
| **Foundational Skills Instruction** – **60 minutes** |
| *Components* | *Instructional Format* | *Instructional Practices/Student Engagement*  | *Possible Tools/Resources* | *Time* |
| Explicit Instruction in **Phonics (and related Phonological Awareness Tasks)***Journeys Opening Routines** Daily Phonemic Awareness
* Daily High Frequency Words

*Journeys Weekly Phonemic Awareness/Phonics Skill** Teach/Model (I do)
* Guided Practice (We do/They do)
* Apply (You do)
 | Whole Group | **Phonological Awareness** (*taught orally*)* Rhyming
* Counting/blending syllables
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| **Guidance for Instructional Time - Grades 1 & 2** |
| **Foundational Skills Instruction** – **60 minutes** |
| *Components* | *Instructional Format* | *Instructional Practices/Student Engagement*  | *Possible Tools/Resources* | *Time* |
| Explicit Instruction in **Phonics (and related Phonological Awareness Tasks)***Journeys Opening Routines** Daily Phonemic Awareness
* Daily High Frequency Words

*Journeys Weekly Phonemic Awareness/Phonics Skill** Teach/Model (I do)
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 | Whole Group | **Phonological Awareness** (*taught orally*)* Blending & Segmenting individual phonemes in one-syllable words
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