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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 Charts  High Frequency word cards  AlphaFriends cards  Sound/Spelling cards  Letter cards  Picture cards  Word cards  Individual response boards  Games, 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 fluency  Step 2: Build fluency through choral/echo reading  Step 3: Literal comprehension questions  Step 4: Phonics questions/tasks | Individual response boards  Highlighter tape  Post-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 letters  Letter tiles  Picture-Sound sorts  Word sorts  Elkonin (sound) boxes  Sight word activities  Word building activities  Individual response boards  Graphic organizers/Foldables  Technology  Games | 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 boards  Graphic organizers/Foldables  Technology  Games, 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 cards  Sound/Spelling cards  Letter cards  Picture cards  Word cards  Individual response boards  Games, 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 fluency  Step 2: Build fluency through choral/echo reading  Step 3: Literal comprehension questions  Step 4: Phonics questions/tasks | Individual response boards  Highlighter tape  Post-it notes | 10 minutes  (if utilized only in whole group) |
| **Teacher-led Instruction & Literacy Work Stations**  ***Suggested*** *Work Stations*   * 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/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 letters  Letter tiles  Picture-Sound sorts  Word sorts  Elkonin (sound) boxes  Sight word activities  Word building activities  Individual response boards  Graphic organizers/Foldables  Technology  Games | 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 * Applying the grammar skill in writing | Individual response boards  Graphic organizers/Foldables  Technology  Games, 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 * 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 Charts  High Frequency word cards  AlphaFriends cards  Sound/Spelling cards  Letter cards  Picture cards  Word cards  Individual response boards  Games, songs, chants | 20-30 minutes |
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| **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 letters  Letter tiles  Picture-Sound sorts  Word sorts  Elkonin (sound) boxes  Sight word activities  Word building activities  Individual response boards  Graphic organizers/Foldables  Technology  Games | 20-30 minutes |
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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) * 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 cards  Sound/Spelling cards  Letter cards  Picture cards  Word cards  Individual response boards  Games, songs, chants | 20-30 minutes |
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