

# JOURNEYS

**Every Reader**

Empowered. Inspired. Confident.



**CONCISE INSTRUCTIONAL PLAN**

**GRADES K-6**

# CONCISE INSTRUCTIONAL PLAN

This guide offers suggestions for implementing a concise weekly plan of instruction using the *Journeys* program focusing on the reading plan only with approximate times listed.

## READING INSTRUCTIONAL BLOCK

### WHOLE GROUP INSTRUCTION

- Phonics/Phonemic Awareness Lesson
- Vocabulary
- Reading Comprehension
- Speaking, Listening, and Viewing

### SMALL GROUP TIME

- Teacher-led Small Group Leveled Reading Instruction
- Independent Practice Activities
- Research and Media Research Projects

Additional optional activities that may be completed independently during small group time include:

- Interactive Lessons for Writing, Speaking and Listening (Grades 3–6)
- Literacy Centers
- The FYI Site
- Vocabulary in Context Cards
- Audio Hub
- Write About Reading
- Vocabulary Reader Activities
- Compare Text Activities
- Reader’s Notebook
- Grab-and-Go® Practice Pages

## A NOTE ABOUT TIMING

Use your professional judgment in determining the needs of each student to perform their tasks within the allotted time. Suggested times are provided, but are recommendations only and offer a limited degree of leeway should additional time be required. The items included in this plan are not all inclusive, but rather the minimum that needs to be performed each week. Although each classroom has different needs and pacing considerations, it is important to implement the plan as outlined. If unable to complete a lesson within the school day, please do not skip that lesson. Simply pick up at the stopping point the next day and adjust accordingly from that point on.

## ASSESSMENT

### WEEKLY

- Day 5 culminates the week of instruction with a Weekly Standards-Based Assessment and reteaching options

### UNIT

- Culminating Performance Tasks are at the end of each unit
- Standards-Based Assessment Resource is to be used at the end of each unit
  - Administer Tests at the end of Units 1, 3, and 5. Tests are cumulative.
  - Administer Performance Tasks at the end of Units 2, 4, and 6. Covers skills in current and previous units.

This guide does not include instructional suggestions for Spelling, Grammar, or Writing. Please see the Writing Scope and Sequence or the *Journeys* Teacher’s Edition for more information on the writing instructional plan.

# KINDERGARTEN

| DAY 1  | DAY 2  | DAY 3   | DAY 4  | DAY 5   |
|--|--|---|--|---|
| <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness<br/><b>5–10 minutes</b></p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness, High Frequency Words<br/><b>10 minutes</b></p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness, High Frequency Words<br/><b>10 minutes</b></p>  | <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness, High Frequency Words<br/><b>10 minutes</b></p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness, High Frequency Words<br/><b>10 minutes</b></p>  |
| <p><b>Read Aloud</b><br/><b>Focus on:</b> Think Through the Text<br/><b>15 minutes</b></p> <p><b>Discuss Oral Vocabulary</b><br/><b>5 minutes</b></p> <p><b>Analyze the Text:</b> Dig Deeper<br/><b>10 minutes</b></p> <p><b>Phonemic Awareness/Phonics Lesson</b><br/><b>10 minutes</b></p> <p><b>Introduce Words to Know</b><br/><b>10 minutes</b></p> | <p><b>Phonemic Awareness/Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>First Read:</b> Big Book<br/><b>Focus on:</b> Think Through the Text<br/><b>15 minutes</b></p> <p><b>Respond to Reading</b><br/><b>10 minutes</b></p> <p><b>Concepts of Print</b><br/><b>5 minutes</b></p> | <p><b>Phonemic Awareness/Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>Phonics &amp; Fluency Lesson</b><br/><b>10 minutes</b></p> <p><b>Read Student Book</b><br/>Decodable Story<br/><b>10 minutes</b></p> <p><b>Second Read:</b> Big Book<br/><b>Dig Deeper</b><br/><b>10–15 minutes</b></p> <p><b>Your Turn</b><br/><b>Focus on:</b> Turn and Talk<br/><b>5 minutes</b></p> <p><b>Enrich Vocabulary</b><br/><b>10 minutes</b></p> | <p><b>Vocabulary Strategy Lesson</b><br/><b>15 minutes</b></p> <p><b>Read Connect to the Topic Selection</b><br/><b>10 minutes</b></p> <p><b>Compare Texts</b><br/><b>Focus on:</b> Text to Text<br/><b>10 minutes</b></p> | <p><b>Domain Specific Vocabulary Lesson</b><br/><b>10 minutes</b></p> <p><b>Optional: Research and Media Literacy OR Speaking and Listening Project</b><br/><b>10 minutes</b></p>   |
| <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook: <ul style="list-style-type: none"> <li>- Phonics Practice</li> <li>- Words to Know Practice</li> </ul> </li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 1</li> </ul>                                  | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook: <ul style="list-style-type: none"> <li>- Phonics Practice</li> </ul> </li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 2</li> </ul>  | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook: <ul style="list-style-type: none"> <li>- Phonics Practice</li> <li>- Comprehension Practice</li> </ul> </li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 3</li> </ul>   | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reread Decodable Text</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 4</li> </ul>         | <p><b>Assessment/Reteaching:</b></p> <ul style="list-style-type: none"> <li>• Weekly Standards-Based Assessment</li> </ul> <p><b>End of Unit:</b></p> <ul style="list-style-type: none"> <li>• Performance Task</li> <li>• Standards-Based Assessment Resource</li> </ul> |

# GRADE 1

| DAY 1  | DAY 2  | DAY 3   | DAY 4  | DAY 5   |
|--|--|---|--|---|
| <p><b>Whole Group Instruction: Opening Routines</b><br/>Optional</p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness, High Frequency Words<br/><b>10 minutes</b></p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness, High Frequency Words<br/><b>10 minutes</b></p>  | <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness, High Frequency Words, Vocabulary<br/><b>10 minutes</b></p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>Phonemic Awareness, High Frequency Words, Vocabulary<br/><b>10 minutes</b></p>  |
| <p><b>Teacher Read Aloud</b><br/><b>Focus on:</b> Listening Comprehension<br/><b>10 minutes</b></p> <p><b>Phonemic Awareness/Phonics Lessons</b><br/><b>15 minutes</b></p> <p><b>Introduce Words to Know</b><br/><b>10 minutes</b></p> <p><b>First Read of Anchor Text</b><br/><b>Focus on:</b> Think Through the Text<br/><b>20 minutes</b></p>   | <p><b>Phonemic Awareness/Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>Dig Deeper</b><br/><b>5 minutes</b></p> <p><b>Second Read of Anchor Text</b><br/><b>Focus on:</b> Analyze the Text<br/><b>15 minutes</b></p> <p><b>Your Turn</b><br/><b>Focus on:</b> Turn and Talk<br/><b>10 minutes</b></p>  | <p><b>Phonemic Awareness/Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>Fluency Lesson</b><br/><b>10 minutes</b></p> <p><b>Independent Reading of Anchor Text OR Self-Selected Reading Instructions</b><br/><b>5–10 minutes</b></p>   | <p><b>Phonemic Awareness/Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>First Read of Connect to the Topic Selection</b><br/><b>Focus on:</b> Connect to the Topic<br/><b>10 minutes</b><br/>Use Student Book or Close Reader</p> <p><b>Compare Texts</b><br/><b>Focus on:</b> Text to Text<br/><b>5–10 minutes</b></p> <p><b>Vocabulary Strategy Lesson</b><br/><b>15 minutes</b></p> | <p><b>Domain Specific Vocabulary Lesson</b><br/><b>10 minutes</b></p> <p><b>Second Read of Connect to the Topic Selection in Close Reader:</b><br/><b>15 minutes</b></p> <p><b>Optional: Presentations of Research and Media Literacy OR Speaking and Listening Project</b><br/><b>15 minutes</b></p> |
| <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook: <ul style="list-style-type: none"> <li>- Phonics Practice</li> <li>- Words to Know Practice</li> </ul> </li> <li>• Decodable Reader</li> <li>• Language Detective Activity</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 1</li> </ul> | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook: <ul style="list-style-type: none"> <li>- Phonics Practice</li> </ul> </li> <li>• Decodable Reader</li> <li>• Your Turn: Write About Reading (Performance Task)</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 2</li> </ul> | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook: <ul style="list-style-type: none"> <li>- Anchor Text-based questions</li> <li>- Phonics Practice</li> </ul> </li> <li>• Decodable Reader</li> <li>• Independent Reading</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 3</li> </ul> | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Decodable Reader</li> <li>• Compare Text Activity</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 4</li> </ul>   | <p><b>Assessment/Reteaching:</b></p> <ul style="list-style-type: none"> <li>• Weekly Standards-Based Assessment</li> </ul> <p><b>End of Unit:</b></p> <ul style="list-style-type: none"> <li>• Performance Task</li> <li>• Standards-Based Assessment Resource</li> </ul>                             |

| DAY 1  | DAY 2  | DAY 3   | DAY 4   | DAY 5   |
|--|--|---|---|---|
| <p><b>Whole Group Instruction: Opening Routines</b><br/>High Frequency Words, Vocabulary<br/><b>10 minutes</b></p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>High Frequency Words, Vocabulary<br/><b>10 minutes</b></p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>High Frequency Words, Vocabulary<br/><b>10 minutes</b></p>  | <p><b>Whole Group Instruction: Opening Routines</b><br/>High Frequency Words, Vocabulary<br/><b>10 minutes</b></p>  | <p><b>Whole Group Instruction: Opening Routines</b><br/>High Frequency Words, Vocabulary<br/><b>10 minutes</b></p>  |
| <p><b>Teacher Read Aloud</b><br/><b>Focus on:</b> Listening Comprehension<br/><b>10 minutes</b></p> <p><b>Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>Introduce Vocabulary</b><br/><b>10 minutes</b></p> <p><b>First Read of Anchor Text</b><br/><b>Focus on:</b> Think Through the Text<br/><b>20 minutes</b></p>  | <p><b>Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>Dig Deeper</b><br/><b>10 minutes</b></p> <p><b>Second Read of Anchor Text</b><br/><b>Focus on:</b> Analyze the Text<br/><b>15 minutes</b></p> <p><b>Your Turn</b><br/><b>Focus on:</b> Turn and Talk<br/><b>10 minutes</b></p>  | <p><b>Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>Fluency Lesson</b><br/><b>15 minutes</b></p> <p><b>Apply Vocabulary Knowledge Lesson</b><br/><b>15 minutes</b></p> <p><b>Independent Reading of Anchor Text OR Self-Selected Reading Instructions</b><br/><b>5 minutes</b></p>   | <p><b>Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>First Read of Connect to the Topic Selection</b><br/><b>Focus on:</b> Connect to the Topic<br/><b>15 minutes</b><br/>Use Student Book or Close Reader</p> <p><b>Compare Texts</b><br/><b>Focus on:</b> Text to Text<br/><b>10 minutes</b></p> <p><b>Vocabulary Strategy Lesson</b><br/><b>15 minutes</b></p> | <p><b>Domain Specific Vocabulary Lesson</b><br/><b>15 minutes</b></p> <p><b>Second Read of Connect to the Topic Selection using the Close Reader:</b></p> <ul style="list-style-type: none"> <li>• Intro and Instructions<br/><b>5 minutes</b></li> <li>• Close Reader Independent Practice<br/><b>15 minutes</b></li> </ul> <p><b>Optional Research and Media Literacy OR Speaking and Listening Project</b><br/><b>15 minutes</b></p> |
| <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook Pages: <ul style="list-style-type: none"> <li>- Phonics Practice</li> <li>- Words to Know Practice</li> </ul> </li> <li>• Decodable Reader</li> <li>• Language Detective Activity</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 1</li> </ul> | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook: <ul style="list-style-type: none"> <li>- Phonics Practice</li> </ul> </li> <li>• Your Turn: Write About Reading (Performance Task)</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 2</li> </ul> | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Notebook: <ul style="list-style-type: none"> <li>- Anchor Text-based questions</li> </ul> </li> <li>• Decodable Reader</li> <li>• Independent Reading</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 3</li> </ul> | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>• Compare Text Activity</li> <li>• Vocabulary Strategy practice</li> <li>• Research and Media Literacy OR Speaking and Listening Project – Day 4</li> </ul>  | <p><b>Assessment/Reteaching:</b></p> <ul style="list-style-type: none"> <li>• Weekly Standards-Based Assessment</li> </ul> <p><b>End of Unit:</b></p> <ul style="list-style-type: none"> <li>• Performance Task</li> <li>• Standards-Based Assessment Resource</li> </ul>   |

| DAY 1  | DAY 2  | DAY 3   | DAY 4  | DAY 5   |
|--|--|---|--|---|
| <p><b>Whole Group Instruction: Opening Routines</b><br/>Optional</p>   | <p><b>Whole Group Instruction: Opening Routines</b><br/>Vocabulary, Fluency<br/><b>10 minutes</b></p>  | <p><b>Whole Group Instruction: Opening Routines</b><br/>Vocabulary<br/><b>10 minutes</b></p>  | <p><b>Whole Group Instruction: Opening Routines</b><br/>Vocabulary, Fluency<br/><b>10 minutes</b></p>  | <p><b>Whole Group Instruction: Opening Routines</b><br/>Vocabulary<br/><b>10 minutes</b></p>  |
| <p><b>Phonics Lesson</b><br/><b>15 minutes</b></p> <p><b>Introduce Vocabulary</b><br/><b>10 minutes</b></p> <p><b>First Read of Anchor Text</b><br/><b>Focus on:</b> Think Through the Text<br/><b>20 minutes</b></p> <p><b>Introduce Research and Media OR Speaking and Listening Project</b><br/><b>5 minutes</b></p>  | <p><b>Dig Deeper</b><br/><b>10 minutes</b></p> <p><b>Second Read of Anchor Text</b><br/><b>Focus on:</b> Analyze the Text<br/><b>20 minutes</b></p> <p><b>Your Turn</b><br/><b>Focus on:</b> Turn and Talk<br/><b>10 minutes</b></p>       | <p><b>Teacher Read Aloud</b><br/>Listening Comprehension, Model Fluency<br/><b>10 minutes</b></p> <p><b>Phonics Lesson</b><br/><b>10 minutes</b></p> <p><b>Fluency Lesson</b><br/><b>10 minutes</b></p> <p><b>Apply Vocabulary Knowledge Lesson</b><br/><b>10 minutes</b></p> <p><b>Independent Reading of Anchor Text OR Self-Selected Reading</b><br/><b>20 minutes</b></p> | <p><b>First Read of Connect to the Topic Selection</b><br/><b>Focus on:</b> Connect to the Topic<br/><b>15 minutes</b><br/>Use Student Book or Close Reader</p> <p><b>Compare Texts</b><br/><b>Focus on:</b> Text to Text<br/><b>10 minutes</b></p> <p><b>Vocabulary Strategy Lesson</b><br/><b>15 minutes</b></p>             | <p><b>Domain Specific Vocabulary</b><br/><b>10 minutes</b></p> <p><b>Second Read of Connect to the Topic Selection using the Close Reader:</b></p> <ul style="list-style-type: none"> <li>Intro and Instructions<br/><b>5 minutes</b></li> <li>Close Reader Independent Practice<br/><b>15 minutes</b></li> </ul> <p><b>Optional Presentations of Research and Media Literacy OR Speaking and Listening Project</b><br/><b>15 minutes</b></p> |
| <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Reader's Notebook: <ul style="list-style-type: none"> <li>- Phonics Practice</li> </ul> </li> <li>Language Detective Activity <ul style="list-style-type: none"> <li>- Vocabulary</li> </ul> </li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 1</li> </ul> | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Your Turn: Write About Reading (Performance Task)</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 2</li> </ul> | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Reader's Notebook: <ul style="list-style-type: none"> <li>- Anchor text-based Questions</li> <li>- Phonics Practice</li> </ul> </li> <li>Independent Reading</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 3</li> </ul>                         | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Reader's Notebook: <ul style="list-style-type: none"> <li>- Vocabulary Strategies Practice</li> </ul> </li> <li>Compare Text Activity</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 4</li> </ul> | <p><b>Assessment/Reteaching:</b></p> <ul style="list-style-type: none"> <li>Weekly Standards-Based Assessment</li> </ul> <p><b>End of Unit:</b></p> <ul style="list-style-type: none"> <li>Performance Task</li> <li>Standards-Based Assessment Resource</li> </ul>   |

| DAY 1   | DAY 2   | DAY 3   | DAY 4   | DAY 5   |
|---|---|---|---|---|
| <p><b>Whole Group Instruction:</b><br/><b>Teacher Read Aloud</b><br/>Listening Comprehension,<br/>Model Fluency<br/><b>10 minutes</b></p> <p><b>Introduce Vocabulary</b><br/><b>10 minutes</b></p> <p><b>Read and Comprehend/<br/>Preview the Topic</b><br/><b>10 minutes</b></p> <p><b>First Read of Anchor Text</b><br/><b>Focus on:</b> Think Through the<br/>Text<br/><b>20–30 minutes</b></p> <p><b>Optional Introduce<br/>Research and Media OR<br/>Speaking and Listening<br/>Project</b><br/><b>5 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Your Turn</b><br/><b>Focus on:</b> Turn and Talk<br/><b>10 minutes</b></p> <p><b>Dig Deeper</b><br/><b>10 minutes</b></p> <p><b>Second Read of Anchor Text</b><br/><b>Focus on:</b> Analyze the Text<br/><b>20 minutes</b></p> <p><b>Fluency Lesson</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Apply Vocabulary<br/>Knowledge Lesson</b><br/><b>10 minutes</b></p> <p><b>Independent Reading of<br/>Anchor Text and answer<br/>text-based questions in the<br/>Reader’s Notebook</b><br/><b>15–20 minutes</b></p> <p><b>Decoding Lesson</b><br/><b>10 minutes</b></p> <p><b>Fluency Practice</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>First Read of Connect to the<br/>Topic Selection</b><br/><b>Focus on:</b> Connect to the Topic<br/><b>15 minutes</b><br/>Use Student Book or Close<br/>Reader</p> <p><b>Compare Texts</b><br/><b>Focus on:</b> Text to Text<br/><b>10 minutes</b></p> <p><b>Vocabulary Strategies<br/>Lesson</b><br/><b>15 minutes</b></p> <p><b>Fluency Practice</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Optional Second Read<br/>of Connect to the Topic<br/>Selection using the Close<br/>Reader:</b></p> <ul style="list-style-type: none"> <li>Intro and Instructions<br/><b>5 minutes</b></li> <li>Close Reader Independent<br/>Practice<br/><b>15 minutes</b></li> </ul> <p><b>Domain Specific Vocabulary</b><br/><b>10 minutes</b></p> <p><b>Optional: Presentations<br/>of Research and Media<br/>Literacy OR Speaking and<br/>Listening Project</b><br/><b>15 minutes</b></p> |
| <p><b>Independent Practice<br/>Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Language Detective<br/>Activity<br/>- Vocabulary</li> <li>Reader’s Notebook pages:<br/>- Vocabulary</li> <li>Research and Media<br/>Literacy OR Speaking and<br/>Listening Project – Day 1</li> </ul>  | <p><b>Independent Practice<br/>Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Your Turn: Write About<br/>Reading (Performance<br/>Task)</li> <li>Research and Media<br/>Literacy OR Speaking and<br/>Listening Project – Day 2</li> </ul>  | <p><b>Independent Practice<br/>Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Reader’s Notebook</li> <li>Independent Reading</li> <li>Research and Media<br/>Literacy OR Speaking and<br/>Listening Project – Day 3</li> </ul>   | <p><b>Independent Practice<br/>Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Compare Text Activities</li> <li>Vocabulary Strategy<br/>Practice</li> <li>Research and Media<br/>Literacy OR Speaking and<br/>Listening Project – Day 4</li> </ul>  | <p><b>Assessment/Reteaching:</b></p> <ul style="list-style-type: none"> <li>Weekly Standards-Based<br/>Assessment</li> </ul> <p><b>End of Unit:</b></p> <ul style="list-style-type: none"> <li>Performance Task</li> <li>Standards-Based<br/>Assessment Resource</li> </ul>   |

| DAY 1  | DAY 2   | DAY 3   | DAY 4   | DAY 5  |
|--|---|---|---|--|
| <p><b>Whole Group Instruction:</b><br/><b>Teacher Read Aloud</b><br/>Listening Comprehension,<br/>Model Fluency<br/><b>10 minutes</b></p> <p><b>Introduce Vocabulary</b><br/><b>10 minutes</b></p> <p><b>First Read of Anchor Text</b><br/><b>Focus on:</b> Think Through the Text<br/><b>20–30 minutes</b></p> <p><b>Optional Introduce Research and Media OR Speaking and Listening Project</b><br/><b>5 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Your Turn</b><br/><b>Focus on:</b> Turn and Talk<br/><b>10 minutes</b></p> <p><b>Dig Deeper</b><br/><b>10 minutes</b></p> <p><b>Second Read of Anchor Text</b><br/><b>Focus on:</b> Analyze the Text<br/><b>30 minutes</b></p> <p><b>Fluency Lesson</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Apply Vocabulary Knowledge Lesson</b><br/><b>10 minutes</b></p> <p><b>Independent Reading of Anchor Text and answer text-based questions in the Reader’s Notebook OR Self-Selected Reading</b><br/><b>25 minutes</b></p> <p><b>Decoding Lesson</b><br/><b>10 minutes</b></p> <p><b>Fluency Practice</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>First Read of Connect to the Topic Selection</b><br/><b>Focus on:</b> Connect to the Topic<br/><b>15 minutes</b><br/>Use Student Book or Close Reader</p> <p><b>Compare Texts</b><br/><b>Focus on:</b> Text to Text<br/><b>10 minutes</b></p> <p><b>Vocabulary Strategies Lesson</b><br/><b>15 minutes</b></p> <p><b>Fluency Practice</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Optional Second Read of Connect to the Topic Selection using the Close Reader:</b></p> <ul style="list-style-type: none"> <li>Intro and Instructions<br/><b>5 minutes</b></li> <li>Close Reader Independent Practice<br/><b>15 minutes</b></li> </ul> <p><b>Domain Specific Vocabulary</b><br/><b>10 minutes</b></p> <p><b>Optional Presentations of Research and Media Literacy OR Speaking and Listening Project</b><br/><b>15 minutes</b></p> |
| <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Language Detective Activity - Vocabulary</li> <li>Reader’s Notebook pages - Vocabulary</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 1</li> </ul>  | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Your Turn: Write About Reading (Performance Task)</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 2</li> </ul>  | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Reader’s Notebook</li> <li>Independent Reading</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 3</li> </ul>   | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Compare Text Activity</li> <li>Vocabulary Strategy Practice</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 4</li> </ul>  | <p><b>Assessment/Reteaching:</b></p> <ul style="list-style-type: none"> <li>Weekly Standards-Based Assessment</li> </ul> <p><b>End of Unit:</b></p> <ul style="list-style-type: none"> <li>Performance Task</li> <li>Standards-Based Assessment Resource</li> </ul>  |



| DAY 1  | DAY 2   | DAY 3   | DAY 4   | DAY 5   |
|--|---|---|---|---|
| <p><b>Whole Group Instruction:</b><br/><b>Teacher Read Aloud</b><br/>Listening Comprehension,<br/>Model Fluency<br/><b>10 minutes</b></p> <p><b>Introduce Vocabulary</b><br/><b>10 minutes</b></p> <p><b>First Read of Anchor Text</b><br/><b>Focus on:</b> Think Through the Text<br/><b>20–30 minutes</b></p> <p><b>Optional Introduce Research and Media OR Speaking and Listening Project</b><br/><b>5 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Your Turn</b><br/><b>Focus on:</b> Turn and Talk<br/><b>10 minutes</b></p> <p><b>Dig Deeper</b><br/><b>10 minutes</b></p> <p><b>Second Read of Anchor Text</b><br/><b>Focus on:</b> Analyze the Text<br/><b>20 minutes</b></p> <p><b>Fluency Lesson</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Apply Vocabulary Knowledge Lesson</b><br/><b>10 minutes</b></p> <p><b>Independent Reading of Anchor Text and answer text-based questions in the Reader’s Notebook OR Self-Selected Reading</b><br/><b>25 minutes</b></p> <p><b>Decoding Lesson</b><br/><b>10 minutes</b></p> <p><b>Fluency Practice</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>First Read of Connect to the Topic Selection</b><br/><b>Focus on:</b> Connect to the Topic<br/><b>15 minutes</b><br/>Use Student Book or Close Reader</p> <p><b>Compare Texts</b><br/><b>Focus on:</b> Text to Text<br/><b>10 minutes</b></p> <p><b>Vocabulary Strategies Lesson</b><br/><b>15 minutes</b></p> <p><b>Fluency Practice</b><br/><b>10 minutes</b></p> | <p><b>Whole Group Instruction:</b><br/><b>Optional Second Read of Connect to the Topic Selection using the Close Reader:</b></p> <ul style="list-style-type: none"> <li>Intro and Instructions<br/><b>5 minutes</b></li> <li>Close Reader Independent Practice<br/><b>15 minutes</b></li> </ul> <p><b>Domain Specific Vocabulary</b><br/><b>10 minutes</b></p> <p><b>Presentations of Research and Media Literacy OR Speaking and Listening Project</b><br/><b>15 minutes</b></p> |
| <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Language Detective Activity - Vocabulary</li> <li>Reader’s Notebook pages - Vocabulary</li> <li>Practice with Vocabulary in Context Cards</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 1</li> </ul>   | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Your Turn: Write About Reading (Performance Task)</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 2</li> </ul>  | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Reader’s Guide Pages</li> <li>Independent Reading</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 3</li> </ul>  | <p><b>Independent Practice Suggestions/Options:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Strategy Practice</li> <li>Research and Media Literacy OR Speaking and Listening Project – Day 4</li> </ul>   | <p><b>Assessment/Reteaching:</b></p> <ul style="list-style-type: none"> <li>Weekly Standards-Based Assessment</li> </ul> <p><b>End of Unit:</b></p> <ul style="list-style-type: none"> <li>Performance Task</li> <li>Standards-Based Assessment Resource</li> </ul>   |

# JOURNEYS



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