**­­Gaston Elementary**

**2015-16 Journeys Implementation Expectations for Effective Reading Instruction**

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| * ***Minimum of 90 minutes of uninterrupted*** high quality instruction & practice in CORE reading block during all reading instruction * Teacher’s Guide open to this week’s lesson and utilized for instruction and evident in lesson planning * ***Focus Wall Poster*** is displayed, accessible, and changed weekly with lessons * Use ***Reader’s Notebook*** support pages | | | | | | | |
| **Components** | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **6th** |
| **Daily Language/Oral Language** | Warm up, Daily Phonemic Awareness, Daily Vocabulary Boost, Teacher Read Aloud  **Sound/Spelling Cards** posted in front of room; Cards turned as taught  **ECRI Templates** | Warm up, Daily Phonemic Awareness, Daily Vocabulary Boost, Teacher Read Aloud  **Sound/Spelling Cards** Posted in front of room; Cards turned as taught  **ECRI Templates** | Warm up, Daily Phonemic Awareness, Daily Vocabulary Boost, Teacher Read Aloud  **Sound/Spelling Cards** Posted and referred to as needed  **ECRI Templates** | Warm up, Daily Phonemic Awareness, Daily Vocabulary Boost, Teacher Read Aloud  **Sound/Spelling Cards** Posted and referred to as needed | Teacher read aloud, target vocabulary pr**eview**  **Vocabulary in Context** routines/strategies used and supported. Use **context cards**. | Teacher read aloud, target vocabulary preview  **Vocabulary in Context** routines/strategies used and supported. Use **context cards**. | Teacher read aloud, target vocabulary preview  **Vocabulary in Context** routines/strategies used and supported. Use **context cards**. |
| **Foundational Skills/Word Work** | **Use teacher’s guide as designed**. Integrate instructional routines to ensure support for all learners | **Use teacher’s guide as designed**. Integrate instructional routines to ensure support for all learners | **Use teacher’s guide as designed**. Integrate instructional routines to ensure support for all learners | **Use teacher’s guide as designed.** Integrate instructional routines to ensure support for all learners | **Use teacher’s guide as designed.** Integrate instructional routines to ensure support for all learners | **Use teacher’s guide as designed.** Integrate instructional routines to ensure support for all learners | **Use teacher’s guide as designed.** Integrate instructional routines to ensure support for all learners |
| **Vocabulary** | **Vocabulary in Context** Use vocabulary routine\* for the identified words and vocabulary strategies of the lesson**.** | **Vocabulary in Context** Use vocabulary routine\* for the identified words and vocabulary strategies of the lesson**.**  Use **context cards**. | **Vocabulary in Context** Use vocabulary routine\* for the identified words and vocabulary strategies of the lesson**.**  Use **context cards**. | **Vocabulary in Context** Use vocabulary routine\* for the identified words and vocabulary strategies of the lesson**.**  Use **context cards**. | **Vocabulary in Context** Use vocabulary routine\* for the identified words and vocabulary strategies of the lesson**.**  Use **context cards**. | **Vocabulary in Context** Use vocabulary routine\* for the identified words and vocabulary strategies of the lesson**.**  Use **context cards**. | **Vocabulary in Context** Use vocabulary routine\* for the identified words and vocabulary strategies of the lesson**.**  Use **context cards**. |
| **Anchor Text**  **Companion Text** | Every Child participates in **anchor text** and **paired reading**. Utilize first read, second read.  Utilize precision partnerships sentence frames around target skill and target strategy. | Every Child participates in **anchor text** and **paired reading**. Utilize first read, second read.  Utilize precision partnerships sentence frames around target skill and target strategy. | Every Child participates in **anchor text** and **paired reading**. Utilize first read, second read.  Utilize precision partnerships sentence frames around target skill and target strategy. | Every Child participates in **anchor text** and **paired reading**. Utilize first read, second read.  Utilize precision partnerships sentence frames around target skill and target strategy. | Every Child participates in **anchor text** and **paired reading**. Utilize first read, second read.  Utilize precision partnerships sentence frames around target skill and target strategy. | Every Child participates in **anchor text** and **paired reading**. Utilize first read, second read.  Utilize precision partnerships sentence frames around target skill and target strategy. | Every Child participates in **anchor text** and **paired reading**. Utilize first read, second read.  Utilize precision partnerships sentence frames around target skill and target strategy. |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Small Group Instruction and Independent Practice** | Follow Small Group Planner Day 1-5 as described in Teacher –Led Section  Independent Practice is: Readers Notebook Skills Practice  Teacher meets with lowest groups daily and on & above groups at least 3 times per week | Follow Small Group Planner Day 1-5 as described in Teacher –Led Section  Independent Practice is: Readers Notebook Skills Practice  Teacher meets with lowest groups daily and on & above groups at least 3 times per week | Follow Small Group Planner Day 1-5 as described in Teacher –Led Section  Independent Practice is: Readers Notebook Skills Practice  Teacher meets with lowest groups daily and on & above groups at least 3 times per week | Follow Small Group Planner Day 1-5 as described in Teacher –Led Section  Independent Practice is: Readers Notebook Skills Practice  Teacher meets with lowest groups daily and on & above groups at least 3 times per week | Follow Small Group Planner Day 1-5 as described in Teacher –Led Section  Independent Practice is: Readers Notebook Skills Practice  Teacher meets with lowest groups daily and on & above groups at least 3 times per week | Follow Small Group Planner Day 1-5 as described in Teacher –Led Section  Independent Practice is: Readers Notebook Skills Practice  Teacher meets with lowest groups daily and on & above groups at least 3 times per week | Follow Small Group Planner Day 1-5 as described in Teacher –Led Section  Independent Practice is: Readers Notebook Skills Practice  Teacher meets with lowest groups daily and on & above groups at least 3 times per week |
| **Grammar and Spelling** | Use teacher’s guide as designed. | Use teacher’s guide as designed. | Use teacher’s guide as designed. | Use teacher’s guide as designed. | Use teacher’s guide as designed. | Use teacher’s guide as designed. | Use teacher’s guide as designed. |
| **Assessment** | Journeys Theme Skills Tests | Journeys Theme Skills Tests | Journeys Theme Skills Tests | Journeys Theme Skills Tests | Journeys Theme Skills Tests | Journeys Theme Skills Tests | Journeys Theme Skills Tests |