Note: Activities from Fall to Winter and Winter to Spring generally do not alter. Students should be moving from one group to another in those time segments.

FOURTH GRADE MINI-LESSONS

Grade: 4th		Time: Winter to Spring		Focus Gro	Focus Group: A1		Intensive Intervention		
PLAN- simply		DO (The Targeted Activities) – simply, identify the teach, model, practice, and apply of each activity for each day							
identify	•	Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5		
need fr		PH Blending-whole word short vowels (3	Teach	Model	Model	Practice	Practice		
group 1		mins)	Model	Practice	Practice				
and tar	•	PH Read, Spell, Read-High Frequency	Teach	Teach	Model	Practice	Practice		
activiti	es	Words (5 mins)	Model	Model	Practice				
		TT Intervention program text with TR-	Teach	Model	Practice	Practice	Practice		
PA	PH	page by page or whisper read, choral	Model	Practice					
		read grade (15 mins)							
ww	vo	TT Passage text with short vowels TR	Teach	Teach	Practice	Practice	Practice		
		page by page	Model	Practice	Apply	Apply	Apply		
		VO Vocabulary Preteach	Teach	Teach	Practice	Practice	Teach		
CO	WR		Model	Model			Model		
		Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10		
TT	Γ/TR	PH Blending-whole word short vowels (3	Teach	Practice	Apply	Apply	Apply		
		mins) NEW words/review words	Model						
		PH Read, Spell, Read-High Frequency	Teach	Practice	Apply	Apply	Apply		
		Words (5 mins) NEW words/review	Model						
		words							
		TT Intervention program text with TR-	Teach	Practice	Apply	Apply	Apply		
		page by page or whisper read, choral read grade (15 mins)	Model						
		TT Passage text with short vowels TR	Teach	Practice	Apply	Apply	Apply		
		page by page NEW passage	Model						
		VO Vocabulary Preteach	Teach	Practice	Apply	Apply	Teach/Model		
		Return to Teach/Model during F	ractice/Apr	oly for error cor	rection if neces	sary	•		
		Preteach vocabulary for next week's lesson on Day 5							
		50% of group time is students reading text							
		 Consider a supplemental research based intervention curriculum 							
		Consider a supplemental research based intervention curriculum							

Grade: 4th		Time: Winter to Spring		Focus Gro	Focus Group: A2		Intensive Intervention		
PLAN-	simply	DO (The Targeted Activities) – simply,	identify the to	each, model, pra	ctice, and apply	of each activity f	for each day		
identify		Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5		
need fr	om	PH Blending-Whole word long vowels (3	Teach	Model	Model	Practice	Practice		
group f		mins)	Model	Practice	Practice				
and tar	_	PH Blending-Spelling Focused word	Teach	Teach	Model	Practice	Practice		
activitie	es	reading (3 mins)	Model	Model	Practice				
		PH Read, Spell, Read-High Frequency	Teach	Model	Practice	Practice	Practice		
PA	PH	Words (5 mins)	Model	Practice		Apply	Apply		
		TT leveled text late 3 rd grade with TR-	Teach	Teach	Practice	Practice	Practice		
ww	vo	partner reading (15 mins) (15 mins)	Model	Practice	Apply	Apply	Apply		
		TT Passage text with TR-whisper read,	Teach	Teach	Practice	Practice	Practice		
		then choral read (5 mins)	Model	Model					
co	WR	Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10		
	•	PH Blending-Whole word long vowels (3	Teach	Practice	Practice	Practice	Practice		
TT	/TR	mins) NEW words/review sounds	Model	Apply			Apply		
		PH-Blending Multisyllabic word reading	Teach	Teach	Model	Model	Apply		
		NEW Lessons	Model	Model	Practice	Practice			
		PH Read, Spell, Read-High Frequency	Teach	Practice	Apply	Apply	Apply		
		Words (4 mins) NEW Words/Review	Model	Apply					
		words							
		TT leveled text late 3 rd grade with TR-	Teach	Practice	Apply	Apply	Apply		
		partner reading (15 mins) NEW	Model	Apply					
		text/Review Text							
		VO Vocabulary Preteach	Teach	Practice	Apply	Apply	Teach		
			Model				Model		
		Return to Teach/Model during F	Practice/App	ly for error cor	rection if neces	sary			
		Allow students to warm up with review text							
		50% of group time is students reading text							
		 Consider a supplemental research based intervention curriculum 							
		Assess with below level timed fluency passages							

Grade: 4th		Time: Winter to Spring		Focus Gro	Focus Group: B		Strategic Support		
PLAN-	simply	DO (The Targeted Activities) – simply,	identify the t	each, model, pra	ctice, and apply	of each activity	for each day		
identify		Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5		
need fr		WW Affix Review (3 mins)	Teach	Teach	Practice	Apply	Apply		
group f			Model	Model					
and tar	_	TT Leveled text with TR partner reading	Teach	Teach	Model	Practice	Practice		
activiti	es	or phrase reading	Model	Model	Practice				
		TT Passage Reading-with TR partner or	Teach	Teach	Practice	Practice	Practice		
PA	PH	phrase reading (5 mins)	Model	Model					
		CO Extra comprehension modeling and	Teach	Teach	Practice	Apply	Apply		
ww	vo	practice	Model	Model	Apply				
		VO Vocabulary Preteach	Teach	Practice	Practice	Apply	Teach		
СО	WR		Model	Apply	Apply		Model		
		Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10		
TT	T/TR	WW Affix Review (3 mins)	Teach	Practice	Apply	Apply	Apply		
		NEW affixes	Model						
		TT Leveled text early 3 rd grade with TR	Teach	Practice	Apply	Apply	Apply		
		partner reading or phrase reading	Model						
		TT Passage Reading-with TR partner or	Teach	Practice	Apply	Apply	Apply		
		phrase reading (5 mins) NEW passages	Model						
		CO Extra comprehension modeling and	Teach	Practice	Apply	Apply	Apply		
		practice-connected to lesson	Model						
		If group time is less than 30 minute	es reduce ead	ch activity by 2 mi	inutes but atten	npt to include all	activities		
		 Return to Teach/Model for error correction during practice/apply as necessary 							
		 Use TR Partner Reading with CO Question Stems for accountability with reading 							
		80% of group time is students reading text							
		Use activity for Apply in partner centers/stations							
		Assess with grade level timed reading passages							

Grade: 4th		Time: Winter to Spring		Focus Gro	Focus Group: C		On-grade level support			
PLAN-		DO (The Targeted Activities) – simply, i	dentify the t	each, model, pra	ctice, and apply	of each activity	for each day			
identify		Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5			
need fr	-	WW Word part strategy (2 mins)	Teach	Model	Practice	Practice	Practice			
group f			Model	Practice		Apply	Apply			
and tar	_	VO Vocabulary Enrichment (3 mins)	Teach	Model	Apply	Apply	Teach			
activitie	es	Preteach Day 5 for next lesson	Model	Practice			Model			
		TT Reread Anthology text or on level	Teach	Model	Practice	Practice	Practice			
PA	PH	readers Phrase Reading	Model	Practice		Apply	Apply			
		TT Text rereading with TR partner	Teach	Model	Practice	Practice	Practice			
ww	vo	reading or phrasing	Model	Practice		Apply	Apply			
		CO Response Cards	Teach	Model	Practice	Practice	Practice			
			Model	Practice		Apply	Apply			
СО	WR	Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10			
		WW Word Part Strategy Review (2 mins)	Teach	Model	Apply	Apply	Apply			
TT	/TR		Model	Practice						
		VO Vocabulary Enrichment (3 mins)	Teach	Model	Apply	Apply	Teach			
		Preteach Day 5 for next lesson	Model	Practice			Model			
		TT Reread Anthology text or on level	Teach	Model	Practice	Apply	Apply			
		readers with TR Phrase Reading	Model	Practice	Apply					
		TT Leveled text with TR Partner reading	Teach	Model	Practice	Apply	Apply			
			Model	Practice	Apply					
		CO Extra comprehension modeling and	Teach	Practice	Practice	Apply	Apply			
		practice from core lesson	Model		Apply					
		WR Short Written Response	Teach	Model	Practice	Apply	Apply			
			Model	Practice	Apply					
		 Use CO RCRC, WR Questions and Sentence Frames and TR Partner reading in centers/stations for Apply 								
		Return to Teach/Model for error correction during practice								
 Use RCRC activities in partner centers/stations after practice in small group 										
		80% of group time is students read	ing the text		-					
		Assess with grade level timed fluency								

Grade: 4th		Time: Winter to Spring		Focus Gro	Focus Group: D		Above grade level support		
PLAN-	simply	DO (The Targeted Activities) – simply	, identify the t	each, model, pra	ctice, and apply	of each activity	for each day		
identify	y the	Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5		
need fr		TT Chapter Books-With TR partner	Teach	Model	Practice	Apply	Apply		
group 1		reading or independent reading	Model	Practice					
and tar	•	TT Informational text with TR partner	Teach	Model	Practice	Apply	Apply		
activiti	es	reading-Evidencing the text	Model	Practice					
		CO Challenge activities from core	Teach	Model	Practice	Apply	Apply		
PA	PH	programs	Model	Practice					
	vo	CO Graphic organizers-compare and	Teach	Model	Practice	Apply	Apply		
ww		contrast informational text	Model	Practice					
		WR Graphic Organizers	Teach	Model	Practice	Apply	Apply		
			Model	Practice					
СО	WR	Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10		
		TT Chapter Books-With TR partner	Teach	Model	Apply	Apply	Apply		
TT	Γ/TR	reading or independent reading	Model	Practice					
		TT Informational text with TR partner	Teach	Model	Apply	Apply	Apply		
		reading-Evidencing the text	Model	Practice					
		CO Challenge activities from core	Teach	Model	Apply	Apply	Apply		
		programs	Model	Practice					
		CO Graphic organizers-compare and	Teach	Model	Apply	Apply	Apply		
		contrast informational text	Model	Practice					
		WR Graphic Organizers	Apply	Apply	Apply	Apply	Apply		
		* Use TR Partner Text Reading during partner center/stations							
		Return to Teach/Model for error correction during Practice/Apply							
		80% of group time is focused on students reading the text							
		Apply activities can occur in centers/stations							
		Assess with weekly comprehension assessments							