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.

FIFTH GRADE MINI-LESSONS

Grade: 5th		Time: Fall to Winter		Focus Gro	Focus Group: A1		Intensive Intervention		
PLAN-	simply	DO (The Targeted Activities) – simply,	identify the t	each, model, pra	ctice, and apply	of each activity	for each day		
identify	/ the	Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5		
need from		PH Blending-whole word short vowels (3	Teach	Model	Model	Practice	Practice		
group focus		mins)	Model	Practice	Practice				
and targeted		PH Read, Spell, Read-High Frequency	Teach	Teach	Model	Practice	Practice		
activitie	es	Words (5 mins)	Model	Model	Practice				
		TT Intervention program text with TR-	Teach	Model	Practice	Practice	Practice		
ΡΑ	РН	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		
СО	WR		Model	Model			Model		
		Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10		
тт	/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	Model						
		read grade (15 mins)							
		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/Mode		
		Return to Teach/Model during Practice/Apply for error correction if necessary							
		 Preteach vocabulary for next week's lesson on Day 5 							
		• 50% of group time is students re		•					
		 Consider a supplemental research based intervention surrisulum 							

• Consider a supplemental research based intervention curriculum

©How Do I Plan and Teach Reading Groups.com Pelletier and Hunsaker 2016

Grade: 5th		Time: Fall to Winter		Focus Gro	Focus Group: A2		Intensive Intervention			
PLAN- simply		DO (The Targeted Activities) – simply, identify the teach, model, practice, and apply of each activity for each day								
identify	/ the	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			
РА	РН	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						
со	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			
тт	/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 Practice/Apply for error correction if necessary 								
		Allow students to warm up with	review text	t						
		• 50% of group time is students reading text								
		Consider a supplemental research based intervention curriculum								
		 Assess with below level timed fluency passages 								
		• Assess with below level timed huency passages								

Grade: 5th		Time: Fall to Winter		Focus Gro	Focus Group: B		Strategic Support			
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		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			
activitie	es	or phrase reading	Model	Model	Practice					
		TT Passage Reading-with TR partner or	Teach	Teach	Practice	Practice	Practice			
РА	РН	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	/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 minutes reduce each activity by 2 minutes but attempt to include all activiti 								
		 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: 5th		Time: Fall to Winter		Focus Gro	Focus Group: C		On-grade level support			
PLAN-	simply	DO (The Targeted Activities) – simply, i	identify the t	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		WW Word part strategy (2 mins)	Teach	Model	Practice	Practice	Practice			
group fo			Model	Practice		Apply	Apply			
and targeted		VO Vocabulary Enrichment (3 mins)	Teach	Model	Apply	Apply	Teach			
ctivitie	es	Preteach Day 5 for next lesson	Model	Practice			Model			
		TT Reread Anthology text or on level	Teach	Model	Practice	Practice	Practice			
PA	РН	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 reading the text 								
		 Assess with grade level timed fluency 								

©How Do I Plan and Teach Reading Groups.com Pelletier and Hunsaker 2016

Grade: 5th		Time: Fall to Winter		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		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 focus and targeted activities		reading or independent reading	Model	Practice						
		TT Informational text with TR partner	Teach	Model	Practice	Apply	Apply			
		reading-Evidencing the text	Model	Practice						
		CO Challenge activities from core	Teach	Model	Practice	Apply	Apply			
PA	РН	programs	Model	Practice						
		CO Graphic organizers-compare and	Teach	Model	Practice	Apply	Apply			
ww	vo	contrast informational text	Model	Practice						
		WR Graphic Organizers with focus on	Teach	Model	Practice	Apply	Apply			
со		compare and contrast	Model	Practice						
	WR	Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10			
		TT Chapter Books-With TR partner	Teach	Model	Apply	Apply	Apply			
тт	/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 								