

THIRD GRADE MINI-LESSONS

| Grade: 3rd | | Time: Winter to Spring | | Focus Group: A1 | | Intensive Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Black Tabs: mini-lessons

| Grade: 3rd | | Time: Winter to Spring | | Focus Group: A2 | | Intensive Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Grade: 3rd | | Time: Winter to Spring | | Focus Group: B | | Strategic Support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | PA | PH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | WW | VO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | CO | WR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | TT- Decodable text-Passage text with TR Partner reading or phrasing (15 mins) | Teach Model | Model Practice | Model Practice | Practice | Practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted Activities | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH-Double/Triple dose phonic lesson from core in small group (3 mins) NEW lessons | Teach Model | Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PH Blending- Blending with multi-syllabic word reading (2 mins) NEW/Review patterns | Teach Model | Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TT Passage Reading-with TR partner or phrase reading (5 mins) NEW text | Teach Model | Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TT- Decodable text-early 3rd grade text with TR-whisper read, then choral read (15 mins) NEW text/review text | Teach Model | Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • If group time is less than 30 minutes reduce each activity by 2 minutes but attempt 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: 3rd | | Time: Winter to Spring | | Focus Group: C | | On-grade level support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | PA | PH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | WW | VO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | CO | WR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | TT/TR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | VO Vocabulary Enrichment (3 mins) Preteach Day 5 for next lesson | Teach Model | Model Practice | Apply | Apply | Teach Model | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | TT Reread Anthology text or on level readers (20 mins) Phrase Reading | Teach Model | Model Practice | Practice | Practice Apply | Practice Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | TT Text rereading with TR partner reading or phrasing (5 mins) | Teach Model | Model Practice | Practice | Practice Apply | Practice Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO Extra comprehension modeling and practice from core lesson | Teach Model | Model Practice | Practice | Practice Apply | Practice Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| WW Affix Review (2 mins) NEW affixes | Teach Model | Model Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VO Vocabulary Enrichment (3 mins) Preteach Day 5 for next lesson | Teach Model | Model Practice | Apply | Apply | Teach Model | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TT Reread Anthology text or on level readers (20 mins) with TR Phrase Reading | Teach Model | Model Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TT Text rereading with TR partner reading or phrasing (5 mins)* | Teach Model | Model Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| WR Questions and Sentence Frames | Teach Model | Model Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Grade: 3rd | | Time: Winter to Spring | | Focus Group: D | | Above grade level support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>PLAN- simply identify the need from group focus and targeted activities</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">PA</td> <td style="width: 50%; text-align: center;">PH</td> </tr> <tr> <td style="text-align: center;">WW</td> <td style="text-align: center;">VO</td> </tr> <tr> <td style="text-align: center;">CO</td> <td style="text-align: center;">WR</td> </tr> <tr> <td colspan="2" style="text-align: center;">TT/TR</td> </tr> </table> | | PA | PH | WW | VO | CO | WR | TT/TR | | <p>DO (The Targeted Activities) – simply, identify the teach, model, practice, and apply of each activity for each day</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;">Targeted Activities</th> <th style="width: 10%;">Day 1</th> <th style="width: 10%;">Day 2</th> <th style="width: 10%;">Day 3</th> <th style="width: 10%;">Day 4</th> <th style="width: 10%;">Day 5</th> </tr> </thead> <tbody> <tr> <td>TT Chapter Books-With TR partner reading or independent reading</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>TT Informational text with TR partner reading-Evidencing the text</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>CO Challenge activities from core programs</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>CO Graphic organizers-compare and contrast informational text</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>WR Response Cards</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <th style="width: 45%;">Targeted Activities</th> <th style="width: 10%;">Day 6</th> <th style="width: 10%;">Day 7</th> <th style="width: 10%;">Day 8</th> <th style="width: 10%;">Day 9</th> <th style="width: 10%;">Day 10</th> </tr> <tr> <td>TT Chapter Books-With TR partner reading or independent reading</td> <td>Teach Model</td> <td>Model Practice</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>TT Informational text with TR partner reading-Evidencing the text</td> <td>Teach Model</td> <td>Model Practice</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>CO Challenge activities from core programs</td> <td>Teach Model</td> <td>Model Practice</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>CO Graphic organizers-compare and contrast informational text</td> <td>Teach Model</td> <td>Model Practice</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>WR Response Cards</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> </tbody> </table> <p>* Use TR Partner Text Reading during partner center/stations</p> <ul style="list-style-type: none"> • 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 | | | | | | Targeted Activities | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | TT Chapter Books-With TR partner reading or independent reading | Teach Model | Model Practice | Practice | Apply | Apply | TT Informational text with TR partner reading-Evidencing the text | Teach Model | Model Practice | Practice | Apply | Apply | CO Challenge activities from core programs | Teach Model | Model Practice | Practice | Apply | Apply | CO Graphic organizers-compare and contrast informational text | Teach Model | Model Practice | Practice | Apply | Apply | WR Response Cards | Teach Model | Model Practice | Practice | Apply | Apply | Targeted Activities | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | TT Chapter Books-With TR partner reading or independent reading | Teach Model | Model Practice | Apply | Apply | Apply | TT Informational text with TR partner reading-Evidencing the text | Teach Model | Model Practice | Apply | Apply | Apply | CO Challenge activities from core programs | Teach Model | Model Practice | Apply | Apply | Apply | CO Graphic organizers-compare and contrast informational text | Teach Model | Model Practice | Apply | Apply | Apply | WR Response Cards | Apply | Apply | Apply | Apply | Apply |
| | | PA | PH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | WW | VO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | CO | WR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | TT/TR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Targeted Activities | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | TT Chapter Books-With TR partner reading or independent reading | Teach Model | Model Practice | Practice | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | TT Informational text with TR partner reading-Evidencing the text | Teach Model | Model Practice | Practice | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | CO Challenge activities from core programs | Teach Model | Model Practice | Practice | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | CO Graphic organizers-compare and contrast informational text | Teach Model | Model Practice | Practice | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | WR Response Cards | Teach Model | Model Practice | Practice | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Targeted Activities | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | TT Chapter Books-With TR partner reading or independent reading | Teach Model | Model Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | TT Informational text with TR partner reading-Evidencing the text | Teach Model | Model Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | CO Challenge activities from core programs | Teach Model | Model Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO Graphic organizers-compare and contrast informational text | Teach Model | Model Practice | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WR Response Cards | Apply | Apply | Apply | Apply | Apply | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |