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:	rade: 4th Time: Fall to Winter			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	' the	Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5			
need fro		PH Blending-whole word short vowels (3	Teach	Model	Model	Practice	Practice			
group fo		mins)	Model	Practice	Practice					
and tar	-	PH Read, Spell, Read-High Frequency Words	Teach	Teach	Model	Practice	Practice			
activitie	es	(5 mins)	Model	Model	Practice					
		TT Intervention program text with TR-page by	Teach	Model	Practice	Practice	Practice			
PA	РН	page or whisper read, choral read grade (15 mins)	Model	Practice						
ww	vo	TT Passage text with short vowels TR page by	Teach	Teach	Practice	Practice	Practice			
		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			
TT,	/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 Words	Teach	Practice	Apply	Apply	Apply			
		(5 mins) NEW words/review words	Model							
		TT Intervention program text with TR-page by	Teach	Practice	Apply	Apply	Apply			
		page or whisper read, choral read grade (15 mins)	Model							
		TT Passage text with short vowels TR page by page NEW passage	Teach Model	Practice	Apply	Apply	Apply			
		VO Vocabulary Preteach	Teach	Practice	Apply	Apply	Teach			
		Deturn to Topola (Mandal during Darast			 :f	<u> </u>	Model			
		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 reading text 								
		 Consider a supplemental research based intervention curriculum 								

Grade: 4th		Time: Fall to Winter		Focus Group: A2		Intensive Intervention				
PLAN-	simply	DO (The Targeted Activities) – simply, ident	ify the teac	h, model, practio	ce, 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 focus and targeted		mins)	Model	Practice	Practice					
		PH Blending-Spelling Focused word reading	Teach	Teach	Model	Practice	Practice			
activitie	es	(3 mins)	Model	Model	Practice					
		PH Read, Spell, Read-High Frequency Words	Teach	Model	Practice	Practice	Practice			
ΡΑ	РН	(5 mins)	Model	Practice		Apply	Apply			
		TT leveled text late 3 rd grade with TR-partner	Teach	Teach	Practice	Practice	Practice			
ww	vo	reading (15 mins) (15 mins)	Model	Practice	Apply	Apply	Apply			
		TT Passage text with TR-whisper read, then	Teach	Teach	Practice	Practice	Practice			
		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 Words	Teach	Practice	Apply	Apply	Apply			
		(4 mins) NEW Words/Review words	Model	Apply						
		TT leveled text late 3 rd grade with TR-partner	Teach	Practice	Apply	Apply	Apply			
		reading (15 mins) NEW text/Review Text	Model	Apply						
		WR Dictation (5 mins) NEW Words	Teach	Practice	Apply	Apply	Apply			
			Model							
		Return to Teach/Model during Practice/Apply for error correction if necessary								
		Allow students to warm up with review text								
		 50% of group time is students reading text 								
		 Consider a supplemental research based intervention curriculum 								
			aseu miter		um					

• Assess with below level timed fluency passages

Grade: 4th		Time: Fall to Winter		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	y the	Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5			
need fr	om	WW Affix Review (3 mins)	Teach	Teach	Practice	Apply	Apply			
group f			Model	Model						
and tar	-	TT Leveled text early 3 rd grade with TR	Teach	Teach	Model	Practice	Practice			
activitie	es	partner reading o phrase reading	Model	Model	Practice					
		TT Passage Reading-with TR partner or	Teach	Teach	Practice	Practice	Practice			
ΡΑ	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 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: Fall to Winter		Focus Group: C		On-grade level support				
PLAN-	simply	DO (The Targeted Activities) – simply, ident	ify the teac	h, model, practi	ce, and apply of	feach activity for	each day			
identify	/ the	Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5			
need fr	om	WW Word part strategy (2 mins)	Teach	Model	Practice	Practice	Practice			
group f			Model	Practice		Apply	Apply			
nd tar	-	VO Vocabulary Enrichment (3 mins)	Teach	Model	Apply	Apply	Teach			
octivitie	es	Preteach Day 5 for next lesson	Model	Practice			Model			
		TT Reread Anthology text or on level readers	Teach	Model	Practice	Practice	Practice			
PA	РН	Phrase Reading	Model	Practice		Apply	Apply			
		TT Text rereading with TR partner reading or	Teach	Model	Practice	Practice	Practice			
ww	vo	phrasing	Model	Practice		Apply	Apply			
	_	CO Extra comprehension modeling and	Teach	Model	Practice	Practice	Practice			
	WR	practice from core lesson	Model	Practice		Apply	Apply			
со		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 readers	Teach	Model	Practice	Apply	Apply			
		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 Response Cards	Teach	Model	Practice	Apply	Apply			
			Model	Practice	Apply					
		Use CO RCRC, WR Questions and Senter			reading in cente	ers/stations for Ap	oply			
		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: 4th		Time: Fall to Winter		Focus Group: D		Above grade level support				
PLAN-	simply	DO (The Targeted Activities) – simply, iden	tify the teac	h, model, practi	ce, and apply o	f 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 reading	Teach	Model	Practice	Apply	Apply			
group f		or independent reading	Model	Practice						
and tar	0	TT Informational text with TR partner	Teach	Model	Practice	Apply	Apply			
activitie	es	reading-Evidencing the text	Model	Practice						
		CO Challenge activities from core programs	Teach	Model	Practice	Apply	Apply			
PA	РН		Model	Practice						
		CO Graphic organizers-compare and	Teach	Model	Practice	Apply	Apply			
ww	vo	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 reading	Teach	Model	Apply	Apply	Apply			
тт	T/TR	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 programs	Teach	Model	Apply	Apply	Apply			
			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								