

Sarah Beesley's Lesson Plans

Reading Intervention (6th, 7th, and 8th Grade)

Week of January 7, 2019–January 11, 2019

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday January 7, 2019 1 Silent Reading /Reading Logs 2 Newsela Article: Government Shutdown Doesn't Stop the Crowds at National Parks 3 Graphic Organizer	RI.6I Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SWBAT cite textual evidence to support analysis of what <i>Government Shutdown Doesn't Stop the Crowds at National Parks</i> says explicitly as well as inferences from the text in order to answer multiple choice questions on a quiz and prove their answer in the text.	SWBAT orally read and discuss the article, <i>Government Shutdown Doesn't Stop the Crowds at National Parks</i> in a whole class discussion.

Academic Vocabulary: textual evidence, analysis, explicit text, implicit text.

Text Specific Vocabulary: shutdown, disagreement, park rangers

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Tuesday January 8, 2019 1 Silent Reading/ Reading Logs 2 Exact Path	RL.6I0 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiency, with scaffolding as needed at the high end of the range	SWBAT read and comprehend literature in the grades 6-8 text complexity band by working in exact path at their level to move closer to mastery.	I can orally share one thing I liked about my personal reading book during silent reading time today.

Academic Vocabulary: scaffolding

Text Specific Vocabulary: N/A

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Wednesday January 9, 2019 1 Silent Reading/Reading Logs 2 Strategy: 2 Column Notes	RI.66 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	SWBAT determine the author's POV in <i>Video-Game Addiction a Real Problem, Study Finds</i> and explain how this POV is conveyed in the text using the 2 Column Notes Strategy with a partner.	SWBAT orally read and discuss the article, <i>Video-Game Addiction a Real Problem</i> , in a whole class discussion.

Academic Vocabulary: Point of View

Text Specific Vocabulary: histrionics, motivation, addiction, skimming, pathological

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Thursday January 10, 2019 1. Silent Reading & Reading Logs 2. <i>Yellowstone</i> 3. Reading Response	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text in order to answer questions about key ideas and details from <i>Yellowstone</i>	I can read to identify the main idea of each paragraph of <i>Yellowstone</i> and respond in writing using the sentence stem, "The main idea of paragraph ____ is..."

Academic Vocabulary: Key Ideas and Details, Main Idea, Evidence,
 Text Specific Vocabulary: varies by level (Lexile Levels for this article: 390, 520, 640, 880)

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday January 11, 2019 1. Book Check Out 2. Silent Reading/Reading Logs 3. <i>Yellowstone</i> Reading Response- Continued	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiency, with scaffolding as needed at the high end of the range	SWBAT check out and read a book at their level in order to read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band, by the end of the year.	I can write to summarize what I have read in my leveled reading book.

Academic Vocabulary: scaffolding
 Text Specific Vocabulary: N/A