

# Mrs. Beesley's Lesson Plans for

## Reading Intervention

Week of Monday, January 13-17, 2020

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Monday January 13, 2020</p> <p>ELA Department Meeting Sub Plans left for Guest Teacher</p>			
Academic Vocabulary: Lexile Level		Text Specific Vocabulary: Varies by student	
<p>Tuesday January 14, 2020</p> <ol style="list-style-type: none"> <li>1. Book Check Out</li> <li>2. Silent Reading/ Reading Logs</li> <li>3. Front Desk Read Aloud</li> <li>4. Front Desk Activity</li> </ol>	<p>RL.6.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>SWBAT understand a book at their level (with the goal of being in the 6-8<sup>th</sup> grade text complexity band) by reading and then writing a three-sentence summary (type 2) in my reading log</p>	<p>I can orally justify my book choice by showing that my book fits into my Lexile range</p> <p>Example "My book is a _____ Lexile Level and my Lexile Range is _____."</p>
Academic Vocabulary: Summary, Lexile Level, Lexile Range,		Text Specific Vocabulary: Varies by Student	

# Mrs. Beesley's Lesson Plans for Reading Intervention – Continued

Week of Monday, January 13-17, 2020

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Wednesday- January 15, 2020</p> <ol style="list-style-type: none"> <li>1. Book Check Out</li> <li>2. Silent Reading/ Reading Logs</li> <li>3. Foldable-Plot Elements</li> </ol>	<p style="text-align: center;">RL.6.3</p> <p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>I can understand the elements of a story's plot by providing an example of each element using a foldable.</p>	<p>I can orally explain a plot element (exposition, rising action, climax, falling action, or resolution) and provide an example with my A/B Partner.</p>
<p>Academic Vocabulary: main idea, connection to the text, comparing</p>		<p>Text Specific Vocabulary: promise, resolution, present</p>	
<p style="text-align: center;">Thursday January 16, 2020</p> <ol style="list-style-type: none"> <li>1. Silent Reading/ Reading Logs</li> <li>2. Read Aloud</li> <li>3. Story Elements Practice</li> </ol>	<p style="text-align: center;">RL.6.3</p> <p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>I can apply what I have learned about how a story's plot unfolds in a series of episodes to place key events from the read aloud on the plot map graphic organizer.</p>	<p>I can orally explain what the climax is for the read aloud with my A/B partner.</p>
<p>Academic Vocabulary: N/A</p>		<p>Text Specific Vocabulary: Varies by Student</p>	
<p style="text-align: center;">Friday January 17, 2020</p> <ol style="list-style-type: none"> <li>1. Silent Reading/ Reading Logs (RL Due Today!)</li> <li>2. Article: Martin Luther King Jr.</li> <li>3. Graphic Organizer</li> <li>4. Questions on Key Ideas and Details</li> </ol>	<p style="text-align: center;">RI.6.2</p> <p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p>	<p>SWBAT understand what is presented in <i>Martin Luther King Jr. Day</i> in order to provide text evidence for questions about explicit and implicit key ideas and details</p>	<p>SWBAT orally defend why they chose a particular sentence as the main idea with their A/B partner.</p>
<p>Academic Vocabulary: explicit text, implicit text, key ideas and details</p>		<p>Text Specific Vocabulary: floating holiday, equal rights, prevented, marches, gatherings, parades</p>	