

Sarah Beesley's Lesson Plans

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

Week of January 14, 2019–January 18, 2019

| <i>Date/Agenda</i> | <i>CCSS</i> | <i>Content Objective</i> | <i>Language Objective</i> |
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| Monday January 14, 2019 1 Silent Reading /Reading Logs 2 Exact Path (Edmentum) | 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 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 of grade level material | I can orally share one thing I liked about my personal reading book during silent reading time today. |

Academic Vocabulary:
 Text Specific Vocabulary:

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| Tuesday January 15, 2019 1 Silent Reading/ Reading Logs 2 Strategy Practice: Reading with a Question in Mind 3 Article "Teens Are in No Rush to Drive" | RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SWBAT understand "Teens Are in No Rush to Drive" by citing textual evidence to support analysis of what the text says explicitly and implicitly about the projected reasons why the rate of license- getting has declined among today's teens | SWBAT orally brainstorm reasons why they think the rate of license-getting has declined among today's teens by having a whole class discussion and creating a list of projected reasons on the board |

Academic Vocabulary: explicit text, implicit text, project
 Text Specific Vocabulary: rite of passage, wane, underscore, consuming, requirements, permits,
 fundamental, psychologist, responsibility, function

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| Wednesday January 16, 2019 1 Silent Reading/Reading Logs 2 Text Annotation – Teacher Modeling 3 Text Annotation Student Practice | RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples and anecdotes) | SWBAT analyze what is presented in "f dress code doesn't suit teens, school district will" by annotating text (underlining key ideas, jotting quick notes, describing thinking, questioning, connecting, etc.) to analyze explicit and implicit text. | SWBAT orally give examples of the most important sections annotated in in "f dress code doesn't suit teens, school district will" |

Academic Vocabulary: annotate, key ideas, notes, questioning, connecting
 Text Specific Vocabulary: crime, offenders, convicts, beefed-up, inmates, reflective, criticism, speculation

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| Thursday January 17, 2019 1 Silent Reading & Reading Logs 2 Strategy Practice: Sketching Through the Text: Article- "10 Attitudes of Successful Workers" | RI.6.2 Determine a central idea of a text and how its conveyed through particular details, provide a summary of the text distinct from personal opinions or judgements | SWBAT understand what is presented in - "10 Attitudes of Successful Workers," by illustrating what each point makes you think as the reader (you will have 10 illustrations) | I can orally describe the attitude that I found to be the most important from the article - "10 Attitudes of Successful Workers" in a discussion with my A/B partner. |
| Academic Vocabulary: sketching through the text Text Specific Vocabulary: destiny, potential, performance, networking, proactively, volunteer | | | |
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| Friday January 18, 2019 1 Book Check Out 2 Silent Reading/Reading Logs 3 Progress Reports/ Missing Work All Missing Work Due 01/23/2019 | 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 a 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 | | | |