

Mrs. Beesley's Lesson Plans for

Reading Intervention

Week of Monday, January 20-24, 2020

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Monday January 20, 2020</p> <p style="font-size: 2em; color: red; text-decoration: underline wavy;">No School Today!</p> <p style="font-size: 2em; color: red; text-decoration: underline wavy;">Dr. Martin Luther King Jr. Day!</p>			
Academic Vocabulary: Lexile Level		Text Specific Vocabulary: Varies by student	
<p>Tuesday January 21, 2020</p> <ol style="list-style-type: none"> 1. Book Check Out 2. Silent Reading/ Reading Logs 3. Article: Martin Luther King Jr. 4. Graphic Organizer <p>Questions on Key Ideas and Details</p>	<p>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, as well as completing a graphic organizer.</p>	<p>SWBAT orally defend why they chose a particular sentence as the main idea with their A/B partner.</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 20-24, 2020

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Wednesday- January 22, 2020 Missing assignments due today!</p> <ol style="list-style-type: none"> 1. Book Check Out 2. Silent Reading/ Reading Logs 3. Book Talk Preparations 4. Video Recording 	<p style="text-align: center;"><u>CCSSELA- LITERACY/SL.6.4</u></p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>I can evaluate a book I have read in Reading Intervention in order to create a book review that sequences ideas logically, explains story elements (without revealing climax, falling action, or resolution), and record a video of myself sharing this evaluation.</p>	<p>I can write to prepare my book evaluation including book title, author's name, plot elements (without revealing climax, falling action, or resolution), and my feelings about the book.</p>
<p>Academic Vocabulary: plot elements, exposition, rising action, climax, falling action, resolution</p>		<p>Text Specific Vocabulary: N/A</p>	
<p style="text-align: center;">Thursday January 23, 2020</p> <ol style="list-style-type: none"> 1. Silent Reading/ Reading Logs 2. Book Talk Preparations- Finish 3. Video Recording 	<p style="text-align: center;"><u>CCSSELA- LITERACY/SL.6.4</u></p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>I can evaluate a book I have read in Reading Intervention in order to create a book review that sequences ideas logically, explains story elements (without revealing climax, falling action, or resolution), and record a video of myself sharing this evaluation.</p>	<p>I can write to prepare my book evaluation including book title, author's name, plot elements (without revealing climax, falling action, or resolution), and my feelings about the book.</p>
<p>Academic Vocabulary: plot elements, exposition, rising action, climax, falling action, resolution</p>		<p>Text Specific Vocabulary: Varies by Student</p>	
<p style="text-align: center;">Friday, January 24, 2020 ½ Day Today!</p> <ol style="list-style-type: none"> 1. Silent Reading/ Reading Logs (RL Due Today!) 2. Book Check Out 	<p style="text-align: center;">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 6-8th 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>
<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>	