

Sarah Beesley's Lesson Plans

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

Week of January 28, 2019-February 1, 2019

<i>.Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday January 28, 2019 NO SCHOOL: SNOW DAY!			

Academic Vocabulary:
Text Specific Vocabulary:

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Tuesday January 29, 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: N/A
Text Specific Vocabulary: N/A

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Wednesday January 30, 2019 1. Silent Reading/ Reading Logs 2. NEWSLA Article(s) "Fifth Grader writes book about how it's OK to get help when you're sad", "Meet the 11 year old who invented water testing device"	RI.6.2 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.	SWBAT understand what is written in a leveled article from NEWSLA in order to determine a central idea of the text and provide a summary (at least 5 complete sentences) distinct from personal opinions or judgements.	I can orally discuss the terms social responsibility and positive contributions in a whole class discussion.

Academic Vocabulary: Summary, Distinct, Personal Opinion, Judgements
Text Specific Vocabulary: Social Responsibility, Positive Contribution

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p>Thursday January 31, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading & Reading Logs 2. <i>Guided Highlighting of NEWSELA</i> Article(s) "Fifth Grader writes book about how it's OK to get help when you're sad", "Meet the 11 year old who invented water testing device" 	<p>RI.6.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SWBAT understand what the text says explicitly as well as inferences drawn from the text by using the guided highlighting strategy on the leveled NEWSELA article from Wednesday.</p>	<p>I can orally share what I highlighted as the central idea with my A/B Partner.</p>
<p>Academic Vocabulary: Guided Highlighting, explicit text, implicit text, central idea Text Specific Vocabulary: See Text</p>			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p>Friday February 1, 2019</p> <ol style="list-style-type: none"> 1. Book Check Out 2. Silent Reading/Reading Logs 3. Catch-Up with This Week's Work 	<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 proficiency, with scaffolding as needed at the high end of the range.</p>	<p>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.</p>	<p>I can write to summarize what I have read in my leveled reading book.</p>
<p>Academic Vocabulary: scaffolding Text Specific Vocabulary: N/A</p>			