

# Sarah Beesley's Lesson Plans

## Reading Intervention (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade)

**Week of February 4, 2019–February 8, 2019**

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Monday February 4, 2019</p> <ol style="list-style-type: none"> <li>1 Silent Reading /Reading Logs</li> <li>2 WDA Practice Test</li> <li>3 Exact Path for non-ELLS</li> </ol>	<p>WDA Practice (ELLS) Exact Path</p>		

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>
<p style="text-align: center;">Tuesday February 5, 2019 WDA Testing Begins Today: 6<sup>th</sup> Grade</p> <ol style="list-style-type: none"> <li>1 Silent Reading/ Reading Logs</li> <li>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"</li> </ol>	<p style="text-align: center;">RI62</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>Sw/BAT 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</p>	<p>I can orally discuss the terms social responsibility and positive contributions in a whole class discussion</p>

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 style="text-align: center;">Wednesday February 6, 2019 Conferences 5:30-8</p> <ol style="list-style-type: none"> <li>1 Silent Reading/Reading Logs</li> <li>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"</li> </ol>	<p style="text-align: center;">RI62</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>Sw/BAT 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</p>	<p>I can orally discuss the terms social responsibility and positive contributions in a whole class discussion</p>

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>
Thursday February 7, 2019 Conferences 5:30-8  1 Silent Reading & Reading Logs 2 Strategy Practice Think Aloud 3 Article: <i>Dementia Risk Seen in Players in NFL Study</i> (New York Times)	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	SWBAT analyze the article, <i>Dementia Risk Seen in Players in NFL Study</i> in order to trace how the main idea is introduced, illustrated, and elaborated through the text while finding connections, comparing, and contrasting using the Think Aloud Strategy.	I can orally discuss the article, <i>Dementia Risk Seen in Players in NFL Study</i> with my classmates in a whole class discussion.

Academic Vocabulary:  
 Text Specific Vocabulary:

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday February 8, 2019 Conferences 12:10-3  1 Book Check Out 2 Silent Reading/Reading Logs			

SMS  
Pep Rally

Academic Vocabulary:  
 Text Specific Vocabulary: