

Mrs. Beesley's Lesson Plans for Reading Intervention

Week of Monday, February 10-14, 2020

7th Grade WIDA Testing This Week!

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Monday February 10, 2020</p> <ol style="list-style-type: none"> 1. Book Check-Out 2. Bell Work: Cupid's Tweets 3. Silent Reading/ Reading Logs 4. Growth Mindset 	<p>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 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: Summary, Lexile Level, Lexile Range,</p>		<p>Text Specific Vocabulary: Varies by student</p>	
<p>Tuesday February 11, 2020</p> <ol style="list-style-type: none"> 1. Bell Work: Cupid's Tweets 2. Silent Reading/ Reading Logs 3. Valentine's Day Article 4. Valentine's Day Packet 	<p>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</p>	<p>SWBAT understand what is presented in Valentine's Day in order to provide text evidence for questions in a packet about explicit and implicit text, key ideas and details, and vocabulary 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>
<p>Academic Vocabulary: compare and contrast, main idea, connection, evidence, text structure</p>		<p>Text Specific Vocabulary: cherub, captured</p>	

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Reading Intervention

Week of Monday, February 10-14, 2020 **7th Grade WIDA Testing This Week!**

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Wednesday- February 12, 2020</p> <ol style="list-style-type: none"> 1 Bell Work: Cupid's Tweets 2 Silent Reading/ Reading Logs 3 Article: Valentine's Day 4 Valentine's Day Packet 	<p>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</p>	<p>SWBAT understand what is presented in Valentine's Day in order to provide text evidence for questions in a packet about explicit and implicit text, key ideas and details, and vocabulary 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>
<p>Academic Vocabulary: compare and contrast, main idea, connection, evidence, text structure</p>		<p>Text Specific Vocabulary: cherub, captured</p>	
<p>Thursday February 13, 2020</p> <ol style="list-style-type: none"> 1 Bell Work: Cupid's Tweets 2 Silent Reading/ Reading Logs 3 Cause and Effect- Reader's Theater "It Wasn't My Fault" 4 Alexander and the Terrible, Horrible, No Good, Very Bad Day 	<p>RI.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>SWBAT understand the overall structure of <i>Alexander and the Terrible, Horrible, Very Bad Day</i> is cause and effect by reading in small groups and completing a graphic organizer.</p>	<p>SWBAT orally describe the cause and effect structure and provide an example from the text.</p>
<p>Academic Vocabulary: Text Structure, Cause and Effect</p>		<p>Text Specific Vocabulary: scrunch, invisible, scold, sailboat, tack, cavity, limas</p>	
<p>Friday, February 14, 2020 ½ Day Today!</p> <ol style="list-style-type: none"> 1 Bell Work: Cupid's Tweets 2 Silent Reading/ Reading Logs (RL Due Today!) 3 Reading Learning Path (Exact Path) 	<p>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</p>	<p>SWBAT demonstrate knowledge by reading and comprehending literature in the grades 6-8 text complexity band by working in exact path (reading learning path) at the level to move closer to grade level material for a minimum of 25 minutes</p>	<p>I can write to summarize what I have reading in my leveled reading book.</p>
<p>Academic Vocabulary: explicit text, implicit text, key ideas and details</p>		<p>Text Specific Vocabulary: Varies by Student</p>	

