

Sarah Beesley's Lesson Plans

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

Week of February 11, 2019–February 15, 2019

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Monday February 11, 2019</p> <ol style="list-style-type: none"> 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) 	<p style="text-align: center;">RI.6.3</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>	<p>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.</p>	<p>I can orally discuss the article, <i>Dementia Risk Seen in Players in NFL Study</i> with my classmates in a whole class discussion</p>
<p>Academic Vocabulary: textual evidence, analysis, explicit text, implicit text. Text Specific Vocabulary: shutdown, disagreement, park rangers</p>			
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<p style="text-align: center;">Tuesday February 12, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/ Reading Logs 2. BRI Testing 3. Leveled Article (Rosa Parks) /Comprehension Questions (Key Ideas and Details) 	<p style="text-align: center;">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, Rosa Parks says explicitly as well as inferences drawn from the text in order to answer 4 questions about key ideas and details. In complete sentences using text evidence</p>	<p>SWBAT orally reflect on one inference they made from the article, <i>Rosa Parks</i> with their table partner.</p>
<p>Academic Vocabulary: Text Evidence, Explicit Text, Implicit Text Text Specific Vocabulary: Varies by lexile level</p>			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Wednesday February 13, 2019 Conferences 5:30-8</p> <ol style="list-style-type: none"> 1. Silent Reading/ Reading Logs 2. BRI Testing 3. Leveled Article (Rosa Parks) Comprehension Questions (Craft and Structure) 	<p style="text-align: center;">RI.6.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>SWBAT remember the meaning of words and phrases as they are used in <i>Rosa Parks</i> by using context clues to predict the meaning of 4 words before defining using a dictionary.</p>	<p>SWAT orally report on their predictions to the meaning of words using context clues after defining the words using a dictionary.</p>
<p>Academic Vocabulary: figurative language Text Specific Vocabulary Varies by lexile level</p>			

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Thursday February 14, 2019 1. Silent Reading & Reading Logs 2. Valentine's Day Activity	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	SWBAT show command of conventions of standard English by editing mistakes in Cupid's Social Media Posts	I can orally share the corrected version of Cupid's social media post with the class
Academic Vocabulary: standard English, grammar, usage Text Specific Vocabulary: N/A			
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Friday February 15, 2019 1. Book Check Out 2. Silent Reading/Reading Logs 3. Book Check-Out 4. Exact Path	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 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: N/A Text Specific Vocabulary: N/A			