

Mrs. Beesley's Lesson Plans for

Reading Intervention

Week of February 17-21, 2020

Date/Agenda	CCSS	Content Objective	Language Objective
Monday February 17, 2020	<h1>No School!</h1> <h1>Winter Break</h1>		
Academic Vocabulary:		Text Specific Vocabulary:	
Tuesday February 18, 2020	<h1>No School!</h1> <h1>Winter Break</h1>		
Academic Vocabulary:		Text Specific Vocabulary:	

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## Reading Intervention

Week of February 17-21, 2020

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Wednesday- February 19, 2020</p> <ol style="list-style-type: none"> <li>1. Book Check Out</li> <li>2. Silent Reading/ Reading Logs</li> <li>3. Growth Mindset</li> </ol>	<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 6-8<sup>th</sup> 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>Thursday February 20, 2020</p> <ol style="list-style-type: none"> <li>1. Silent Reading/ Reading Logs</li> <li>2. Exact Path: Reading Learning Path</li> </ol>	<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: Text Structure, Cause and Effect</p>		<p>Text Specific Vocabulary: Varies by Student</p>	
<p>Friday, February 21, 2020 ½ Day Today!</p> <ol style="list-style-type: none"> <li>1. Silent Reading/ Reading Logs (RL Due Today!)</li> <li>2. Babe Ruth Article</li> <li>3. Packet Babe Ruth</li> </ol>	<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 the article, <i>Babe Ruth</i> 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: explicit text, implicit text, key ideas and details</p>		<p>Text Specific Vocabulary: knocked it out of the park, celebrities, baseball</p>	