

Sarah Beesley's Lesson Plans

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

Week of February 18, 2019–February 22, 2019

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday February 18, 2019			
Winter Break No School			

Academic Vocabulary:
Text Specific Vocabulary:

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Tuesday February 19, 2019			
Winter Break No School			

Academic Vocabulary:
Text Specific Vocabulary:

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Wednesday February 20, 2019 1 Silent Reading/ Reading Logs 2 BRI Testing 3	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 NEWS-ELA (Civil Rights Activists: Rosa Parks) 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 focusing on the prompt, "Write about what Rosa Parks did in her life to help change laws of segregation. Include the places she went, people in her life, and awards she received"	SWBAT orally give examples of what Rosa Parks did in her life to help change laws by participating in a whole class discussion

Academic Vocabulary: summary, personal opinion, judgements
Text Specific Vocabulary Varies by lexile level

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Thursday February 21, 2019 1. Silent Reading & Reading Logs 2. Strategy: Support Your Position	<u>CCSS/ELA-</u> <u>LITERACY/W6.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	SWBAT apply the Collins 3 Step edit to correct the summary answering the prompt, "Write about what Rosa Parks did in her life to help change laws of segregation. Include the places she went, people in her life, and awards she received"	I can orally give feedback to a classmate on their summary.
Academic Vocabulary: planning, revising, editing, rewriting Text Specific Vocabulary: Varies by lexile level			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday February 22, 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			