

Sarah Beesley's Lesson Plans

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

Week of February 25, 2019–March 1, 2019

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday February 25, 2019 8 th Grade WIDA Testing (6 th and 7 th Grade BRI Testing) 1 Silent Reading/ Reading Logs 2 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 read and comprehend literature in the grades 6-8 text complexity band by working in exact path at their level to move closer to mastery of grade level material	I can orally share one thing I liked about my personal reading book during silent reading time today.

Academic Vocabulary: N/A

Text Specific Vocabulary: Varies by student

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Tuesday February 26, 2019 8 th Grade WIDA Testing 1 Silent Reading/ Reading Logs 2 Leveled Reading: George Washington Carver 3 Graphic Organizer 4 Key Ideas and Details	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SWBAT understand what the text, <i>George Washington Carver</i> 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.	SWBAT orally reflect on one inference they made from the article, <i>George Washington Carver</i> with their table partner.

Academic Vocabulary: text evidence, explicit text, implicit text

Text Specific Vocabulary: **Varies by Lexile.**

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Wednesday February 27, 2019 1 Silent Reading/ Reading Logs 2 Leveled Reading: George Washington Carver 3 Word Study	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	SWBAT remember the meaning of words and phrases as they are used in <i>George Washington Carver</i> by using context clues to predict the meaning of 2 words before defining using a dictionary.	SWAT orally report on their predictions to the meaning of words using context clues after defining the words using a dictionary.

Academic Vocabulary: figurative, connotative, technical meanings

Text Specific Vocabulary **Varies by Lexile.**

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Thursday February 28, 2019 1. Silent Reading & Reading Logs 2. Writing: George Washington Carver Type 3	CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	SWBAT apply what they have learned about George Washington Carver to answer the prompt, "George had an extraordinary life and gave back to the world. Write about how his early life helped him to become educated. Combine your thinking with evidence from the text", using the Collins Type 3	I can orally make connections with my A/B partner showing how George Washington Carver's early life helped him to become educated

Academic Vocabulary: Collins Type 3, reasons, evidence
 Text Specific Vocabulary: **Varies by Lexile.**

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday March 1, 2019 1. Book Check Out 2. Silent Reading/Reading Logs 3. Book Check-Out 4. Catch up	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