Mrs. Beesley's Lesson Plans for Reading Intervention

Week of Monday, March 2, 2020-Friday March 6, 2020

Date/Agenda	CCSS	Content Objective	Language Objective
Monday March 2, 2020 1. Book Check-Out 2. Silent Reading/ Reading Logs 3. Growth Mindset	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	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.	I can orally justify my book choice by showing that my book fits into my Lexile range. Example "My book is a _____ Lexile Level and my Lexile Range is _____."
Academic Vocabulary: Summary, Lexile Level, Lexile Range,		Text Specific Vocabulary: Varies by student	
Tuesday March 3, 2020 1. Silent Reading/ Reading Logs 2. Figurative Language	CCSSELA-LITERACYRL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	SWBAT remember different types of figurative language by defining each type and identifying the example of figurative language from a movie clip.	SWBAT orally explain one new type of figurative language they learned about today with their A/B partner and provide one example.
Academic Vocabulary: Simile, Metaphor, Alliteration, Onomatopoeia, Idiom, Personification		Text Specific Vocabulary: N/A	

Mrs. Beesley's Lesson Plans for Reading Intervention

Week of Monday, March 2, 2020-Friday March 6, 2020 - ==8th Grade WIDA Testing This Week!==

Date/Agenda	CCSS	Content Objective	Language Objective
Wednesday- March 4, 2020 1. Silent Reading/ Reading Logs 2. Easy English News	CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	SWBAT analyze how the coronavirus is introduced, illustrated, and elaborated in *Easy English News* through class discussion and using a graphic organizer.	SWBAT orally share the argument of the article, *The New Coronavirus* from *Easy English News*.
Academic Vocabulary: analyze, introduced, illustrated, and elaborated		Text Specific Vocabulary: contagious, symptoms. Weakness, pneumonia, droplets, canceled, gatherings, quarantined, temporary, global, flights, crowds, likely, epidemic	
Thursday March 5, 2020 1. Silent Reading/ Reading Log 2. March is Reading Month Challenge 3. Article Read Across Time 4. Packet-Read Across Time	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 presented in the article *Read Across Time* 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.	SWBAT orally defend why they chose a particular sentence as the main idea with their A/B partner.
Academic Vocabulary: explicit text, implicit text, key ideas and details,		Text Specific Vocabulary: crucial, decode, advanced, shared	
Friday, March 6, 2020 1. Silent Reading/ Reading Logs (RL Due Today!) 2. Reading Learning 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 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.	I can write to summarize what I have reading in my leveled reading book.
Academic Vocabulary: N/A		Text Specific Vocabulary: N/A	