

Sarah Beesley's Lesson Plans

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

Week of March 11, 2019–March 15, 2019

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Monday March 11, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/ Reading Logs 2. Leveled Article: Shamrocks and Clovers 3. Graphic Organizer 	<p>RL.6.2 Describe a theme or 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 demonstrate knowledge of the central idea of a text by reading and then summarizing in 2-3 complete sentence using the sentence stems provided</p>	<p>I can orally paraphrase the legend of 4 leaf clovers with my A/B partner.</p>
<p>Academic Vocabulary: Summarizing, Central Idea Text Specific Vocabulary: Varies by Student level</p>			
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<p style="text-align: center;">Tuesday March 12, 2019</p> <p>Observation at Allendale of LLI Program-Plans left for Substitute</p> <ol style="list-style-type: none"> 1. Silent Reading/ Reading Logs 2. Exact Path 	<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 at their level to move closer to mastery of grade level material for a minimum of 20 minutes</p>	<p>I can orally share one thing I liked about my personal reading book during silent reading time today with my A/B partner.</p>
<p>Academic Vocabulary: text evidence, analysis Text Specific Vocabulary: Varies by Lexile.</p>			
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<p style="text-align: center;">Wednesday March 13, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/ Reading Logs 2. Figurative Language 	<p>RL.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</p>	<p>SWBAT analyze a selection to explain the meaning of 3 examples of figurative language used in the text.</p>	<p>I can orally make inferences about the figurative language used in my text by sharing my thinking with the class</p>
<p>Academic Vocabulary: figurative language Text Specific Vocabulary Varies by Lexile.</p>			

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Thursday March 14, 2019 1 Silent Reading/ Reading Logs 2 The Snowman 3 Type 3: Text Dependent Analysis	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SWBAT demonstrate knowledge of the textual evidence from <i>The Snowman</i> by quoting the best piece of evidence to illustrate Mya's excitement accompanied by 3-5 sentences of explanation.	I can orally discuss the piece of evidence I chose with my A/B partner that BEST illustrates Mya's excitement.
Academic Vocabulary: Text Evidence Text Specific Vocabulary: shoveling, chomping at the bit, packed, massive, arranged, realized, shyly			
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Friday March 15, 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 in 3
Academic Vocabulary: N/A Text Specific Vocabulary: N/A			