

Sarah Beesley's Lesson Plans

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

Week of March 18, 2019–March 22, 2019

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday March 18, 2019 1 Silent Reading/ Reading Logs 2 Exact Path 3 Check Grades: Missing Work Due 03252019	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.	SW/BAT 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.	I can orally share one thing I liked about my personal reading book during silent reading time today with my A/B partner.
Academic Vocabulary: Summarizing, Central Idea Text Specific Vocabulary: Varies by Student level			
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Tuesday March 19, 2019 1 Silent Reading/ Reading Logs 2 Easy English News Article: Hold on to your Money!	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 judgements	SW/BAT demonstrate comprehension of the article, <i>Hold on to your money! In Easy English News</i> by determining the central ideal providing 5 specific facts using a graphic organizer.	I can orally restate the central idea of the article, <i>Hold on to your money with my A/B Partner.</i>
Academic Vocabulary: text evidence, analysis Text Specific Vocabulary: trick, scam artists, internet, phishers, victim, social security, stranger, embarrassed, report			
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Wednesday March 20, 2019 HALF DAY 1 Silent Reading/ Reading Logs 2 Summarization Practice	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 judgements	SW/BAT demonstrate comprehension of 2 separate paragraphs in order to summarize them in 2-3 complete sentences each.	I can orally paraphrase 1 paragraph with my A/B partner.
Academic Vocabulary: Summary Text Specific Vocabulary beetle, seed pods, boll weevil, buds, snout, grubs, generations			

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Thursday March 21, 2019 1 Silent Reading/ Reading Logs	<h1 style="color: purple;">Formative Assessment PD</h1> <h2 style="color: purple;">@ CO. Plans left for Guest Teacher</h2>		
Academic Vocabulary: Text Specific Vocabulary:			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday March 22, 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 a 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. Student will check the book against their Lexile range with the teacher prior to book check out.	I can write to summarize what I have read in my leveled reading book in 3 complete sentences.
Academic Vocabulary: N/A Text Specific Vocabulary: N/A			