

Sarah Beesley's Lesson Plans

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

Week of April 8, 2019–April 14, 2019

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday April 8, 2019 LLI Groups Meet Today 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 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: Varies by Student level
 Text Specific Vocabulary: Varies by Student level

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Tuesday April 9, 2019	<h1 style="color: purple; font-family: cursive;">PSAT Test Administration</h1>		

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Wednesday April 10, 2019 1. Silent Reading/ Reading Logs 2. Leveled Article: 3. Key Ideas and Details Questions 4. Graphic Organizer	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>April Fools</i> says explicitly as well as inferences from the text in order to answer 4 questions in complete sentence about key ideas and details while providing text evidence.	SWBAT orally reflect on what they learned from the article, <i>April Fools</i> in a whole class discussion.

Academic Vocabulary: text evidence, inference, complete sentences
 Text Specific Vocabulary: theory, practice, harmless, mislead, hoax

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Thursday April 11, 2019 1 Silent Reading/ Reading Logs 2 Word Study	RI.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 specific word choice on meaning and tone.	SWBAT determine the meaning of 5 words from the article <i>April Fools</i> and answer questions about how those words effect the meaning and tone of the article.	SWBAT orally share one new word and its meaning with my AB partner.

Academic Vocabulary: figurative language, connotative meaning, impact, word choice, meaning, tone
 Text Specific Vocabulary: theory, practice, harmless, mislead, hoax

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday April 12, 2019 1 Book Check Out 2 Silent Reading/Reading Logs 3 NewsELA	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.	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