

Sarah Beesley's Lesson Plans

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

Week of April 29, 2019–May 3, 2019

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday April 29, 2019 BRI Testing Begins Today! 1 Silent Reading/ Reading Log 2 Exact Path (25 Minutes)	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: Varies by Student level
Text Specific Vocabulary: Varies by Student level

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Tuesday April 30, 2019 1 Silent Reading/ Reading Logs 2 Quiz: Plot Structure	<h1 style="color: purple; font-family: cursive;">Quiz Today!</h1> <h1 style="color: purple; font-family: cursive;">Plot Structure</h1>		

Academic Vocabulary: Plot Structure, Exposition, Rising Action, Climax, Falling action, Resolution
Text Specific Vocabulary: Varies by Student level

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Wednesday May 1, 2019 1 Silent Reading/ Reading Logs 2 Easy English News 3 Graphic Organizer	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 analyze the article, <i>The US and Venezuela</i> from the Easy English News in order to determine a central idea of a text and how it is conveyed through 3 key ideas using a graphic organizer.	I can orally share one key idea I found in Easy English News with my A/B partner.

Academic Vocabulary: facts, key idea, opinion, illustration, caption
Text Specific Vocabulary: customers, poverty, socialist, profits, appointed, corruption. Necessities,
authoritarian, branches, protests, Middle Class, barrel, shortages, bolivar, inflation, price controls

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Thursday May 2, 2019 1 Silent Reading/ Reading Logs 2 Leveled Article 3 Questions on 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>May Day</i> says explicitly as well as inferences from the text in order to answer 8 questions in complete sentence about key ideas and details while providing text evidence.	SWBAT orally reflect on the differences between May Day and Mayday as well as making predictions about what may happen when the terms are being used in conversation during a small group discussion.
Academic Vocabulary: Key Ideas and Details Text Specific Vocabulary: practiced, distress, May Day, mayday			
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Friday May 3, 2019 1 Book Check Out 2 Silent Reading/ Reading Logs 3 News ELA	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			