

# Sarah Beesley's Lesson Plans

## Reading Intervention (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade)


**Week of May 13, 2019–May 17, 2019**

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday May 13, 2019  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.	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 May 14, 2019  1 Silent Reading/ Reading Logs 2 Coming Home (Slide by Slide discussion) 3 Coming Home (entire story) 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 analyze the text, <i>Coming Home</i> in order to analyze specific clues the author provides to foreshadow the end of the story using a graphic organizer.	SWBAT orally elaborate upon a clue they found from <i>Coming Home</i> that foreshadows the end of the story using the sentence stem... "The author says ( <u>insert                      quote here</u> ), this foreshadows the end of the story because..."

Academic Vocabulary: Explicit Text, Implicit Text, Textual Evidence, foreshadow  
 Text Specific Vocabulary: recent, strolled, shingles, threadbare, drafty, stifling, lingered, appreciatively, gulped

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Wednesday May 15, 2019  1 Silent Reading/ Reading Logs			

Academic Vocabulary:  
 Text Specific Vocabulary:

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Thursday May 16, 2019  1 Silent Reading/ Reading Logs 2 Leveled Article: Gardening 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>Gardening</i> says explicitly as well as inferences from the text in order to answer 8 questions in complete sentences about key ideas and details while providing textual evidence.	SwBAT to orally summarize one example of explicit text and one example of implicit text from the article, understand what the text, <i>The Fastest Two Minutes in Sports</i>

Academic Vocabulary:  
 Text Specific Vocabulary:

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Friday May 17, 2019  1 Silent Reading/ Reading Logs	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 4 words from the article <i>Gardening</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: words and phrases, figurative, connotative meanings, word choice  
 Text Specific Vocabulary: monitor, progress, track, charting