

# Sarah Beesley's Lesson Plans

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

**Week of May 20, 2019–May 24, 2019**

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Monday May 20, 2019</p> <ol style="list-style-type: none"> <li>1 Silent Reading/ Reading Log</li> <li>2 Exact Path (25 Minutes)</li> </ol>	<p style="text-align: center;">RL.6.10</p> <p>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: Varies by Student level Text Specific Vocabulary: Varies by Student level</p>			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Tuesday May 21, 2019</p> <ol style="list-style-type: none"> <li>1 Silent Reading/ Reading Logs</li> <li>2 Leveled Article: Mount St. Helens</li> <li>3 Key Ideas and Details Questions</li> </ol>	<p style="text-align: center;">RI.6.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SWBAT understand what the text, <i>Mount St. Helens</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.</p>	<p>SWBAT to orally summarize one example of explicit text and one example of implicit text from the article, understand what the text, <i>Mount St. Helens</i></p>
<p>Academic Vocabulary: Explicit Text, Implicit Text, Textual Evidence, foreshadow Text Specific Vocabulary: minor, inactive, eruptions, explosion, geologist</p>			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Wednesday May 22, 2019</p> <ol style="list-style-type: none"> <li>1 Silent Reading/ Reading Logs</li> </ol>	<p style="font-size: 2em; color: purple; opacity: 0.5;">Intervention Planning Plans left for guest Teacher</p>		
<p>Academic Vocabulary: Text Specific Vocabulary:</p>			

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Thursday May 23, 2019  1 Silent Reading/ Reading Logs 2 Public Library Field Trip	<h1 style="color: purple;">Field Trip to Melvindale Public Library</h1>		

Academic Vocabulary:  
 Text Specific Vocabulary:

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday May 24, 2019 Half day today! 1 Silent Reading/ Reading Logs 2 Book Check Out	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.

Academic Vocabulary: words and phrases, figurative, connotative meanings, word choice  
 Text Specific Vocabulary: monitor, progress, track, charting