

## Sarah Beesley's Lesson Plans

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

**Week of September 24–28, 2018**

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Monday September 24 2018</p> <ol style="list-style-type: none"> <li>1 Brain Pop Placement Test</li> <li>2 Silent Reading &amp; Reading Logs</li> </ol>			

BrainPop  
Placement Test

Academic Vocabulary:

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Tuesday September 25, 2018</p> <ol style="list-style-type: none"> <li>1 Silent Reading/ Reading Logs</li> <li>2 Strategy Notes: Clarifying</li> <li>3 Graphic Organizer: Clarifying</li> </ol>	<p style="text-align: center;">RL.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>I can apply the procedure for using the clarifying strategy for reading comprehension by asking questions about what I am reading, defining unknown words, and rereading to better understand. By the end of the hour, I will be able to show the process I have gone through in order to understand an unknown text.</p>	<p>I can orally retell what is presented in an article with my A/B partner.</p>

Academic Vocabulary: Clarifying Questions, Define, ReRead

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
<p style="text-align: center;">Wednesday September 26, 2018</p> <ol style="list-style-type: none"> <li>1 Silent Reading/Reading Logs</li> <li>2 Reading Strategy Slides (Google Classroom)</li> </ol>	<p style="text-align: center;">RI.6.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>I can understand the meaning of words and phrases as they are used in a text and provide examples on a google slides presentation in Google Classroom.</p>	<p>I can write to provide an example of each strategy and how it can be used when reading a difficult text.</p>

Academic Vocabulary: Visualizing, Clarifying, Connecting

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Thursday September 27, 2018 1. Silent Reading & Reading Logs  ½ Day & PBIS Field Day		½ Day  PBIS Field Day!	
Academic Vocabulary: N/A			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday September 28, 2018 1. Silent Reading & Reading Logs 2. Book Check Out: Leveled Books 3. Finish Google Slides from Wednesday	RI.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 in the high end of the range.	I can read a book at my level, to assist in my growth in reading to be able to read and comprehend literature in the 6-8 text complexity band proficiency.	I will write to summarize what I have read in my leveled book.
Academic Vocabulary: Leveled Book, Summary			