

Lesson Plans for Reading Intervention

Week of Monday, September 30, 2019
Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Monday September 30, 2019</p> <ol style="list-style-type: none"> 1. Book Check Out 2. Silent Reading/Reading Logs 3. Read Aloud: Front Desk 	<p>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 proficiently, with scaffolding as needed at the high end of the range</p>	<p>SWBAT understand a book at their level (with the goal of being in the 6-8th grade text complexity band) by reading and then writing a three-sentence summary (type 2) in my reading log</p> <p>*Reading levels will be provided to students as soon as NWEA testing is complete</p>	<p>I can orally justify my book choice by explaining what level my book is using the 5-finger rule</p> <p>Example "My book is a 3-finger book because there were three words I did not know on p.93"</p>
<p>Tuesday October 1, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/Reading Logs 2. Main Idea Packet 3. Read Aloud: Front Desk 	<p>RL.6.2 Determine a central idea of a text and how it is conveyed through particular details</p>	<p>SWBAT analyze a text for its central idea by justifying a correct choice in a set of 12 multiple choice questions (with at least one reason per question).</p>	<p>SWBAT orally share (with their table partner) the name of a television show they have watched recently and explain what the show was mostly about using the following stems: "One television show I watched recently was... It was mostly about..."</p>

Lesson Plans for Reading Intervention - Continued

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<p style="text-align: center;">Wednesday October 2, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/Reading Logs 2. Article: <i>All About Fall</i> 3. Graphic Organizer 4. Read Aloud: Front Desk 	<p style="text-align: center;">RI.6.2</p> <p>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 judgments.</p>	<p>SWBAT analyze <i>All About Fall</i> in order to determine the central idea by paragraph (4 total) using a graphic organizer.</p>	<p>SWBAT orally share one activity they enjoy using the stem... "In the fall I enjoy..." in a whole class discussion.</p>
<p style="text-align: center;">Thursday October 3, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/Reading Logs 2. Questions: All About Fall 3. Read Aloud: Front Desk 	<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 is presented in <i>All About Fall</i> in order to provide text evidence for 12 questions about key ideas and details, craft and structure, and the integration of knowledge and ideas.</p>	<p>SWBAT orally share one new character trait they have learned about Mia from <i>Front Desk</i> in a whole class discussion.</p>
<p style="text-align: center;">Friday October 4, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/Reading Logs 2. Read Aloud: Front Desk 3. Postcard 	<p style="text-align: center;">RI.6.2</p> <p>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 judgments.</p>	<p>SWBAT create a postcard as Mia from <i>Front Desk</i>. This postcard will be written to Shen in China and must include 3 events of the most important events Mia has experienced since living at The Calivista.</p>	<p>SWBAT orally share one of the events that they thought was the most important for Mia to share with Shen and why they chose it with their table partner.</p>