

Lesson Plans for Reading Intervention

Week of Monday, October 14, 2019

Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Monday October 14, 2019</p> <ol style="list-style-type: none"> 1 Book Check Out 2 Silent Reading/Reading Logs 3 Read Aloud: Front Desk 	<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 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 showing that my book fits into my lexile range</p> <p>Example "My book is a _____ Lexile Level and my Lexile Range is _____"</p>
Academic Vocabulary: Lexile Level		Text Specific Vocabulary: Varies by student	
<p style="text-align: center;">Tuesday October 15, 2019</p> <ol style="list-style-type: none"> 1 Silent Reading/Reading Logs 2 Read Aloud: Front Desk 3 A Day in the Life GO. <p>BRI Testing Begins Today!</p>	<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 Mia's personality traits, thought, habits, and actions from <i>Front Desk</i> in order to make inferences about what Morning, Afternoon, and Evening look like for Mia in her life at the Calivista</p>	<p>SWBAT orally predict what I believe Mia's schedule (morning, afternoon, and evening) will be like using the stem...</p> <p>"I believe Mia's morning..."</p> <p>"I believe Mia's afternoon..."</p> <p>"I believe Mia's evening..."</p>
Academic Vocabulary: inference		Text Specific Vocabulary: N/A	

Lesson Plans for Reading Intervention – Continued

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<p style="text-align: center;">Wednesday October 16, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/Reading Logs 2. All About Corn Leveled Article & GO <p>BRI Testing Today!</p>	<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 Corn</i> in order to determine the central idea by paragraph (4 total) using a graphic organizer.</p>	<p>SWBAT orally share one use for corn from the article using the stem... "Corn is used for..." in a whole class discussion.</p>
<p>Academic Vocabulary: diagram, central idea</p>		<p>Text Specific Vocabulary: maize, kernel, germ, hull, node, stalk, ears of corn, crops, biofuel, appeal</p>	
<p style="text-align: center;">Thursday October 17, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/Reading Logs 2. All About Corn Article 3. WS-All About Corn <p>BRI Testing Today!</p>	<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 Corn</i> order to provide text evidence for 4 questions about key ideas and 4 questions about craft and structure on a worksheet.</p>	<p>SWBAT orally share one connection between America and Corn from the article, with their A/B partners using the following stem, "One connection the article lists between America and Corn is..."</p>
<p>Academic Vocabulary: evidence, main idea, relationship</p>		<p>Text Specific Vocabulary: maize, kernel, germ, hull, node, stalk, ears of corn, crops, biofuel</p>	
<p style="text-align: center;">Friday October 18, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/Reading Logs 2. Read Aloud: Front Desk 3. Mia's Instagram (Insta Events WS) 	<p style="text-align: center;">RI.6.3</p> <p>Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>SWBAT understand a particular scene from <i>Front Desk</i> in order to illustrate an event that Mia has experienced as an Instagram post including the following 4 items: a profile picture, a picture of the event, a caption of the event, and a comment from another character from <i>Front Desk</i></p>	<p>SWBAT orally share what event from <i>Front Desk</i> they chose to illustrate and the caption they have written about with their A/B partner.</p>
<p>Academic Vocabulary: N/A</p>		<p>Text Specific Vocabulary: N/A</p>	