

Lesson Plans for Reading Intervention

Week of Monday, October 21, 2019

Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Monday October 21, 2019</p> <ol style="list-style-type: none"> 1. Book Check Out 2. Silent Reading/ Reading Logs 3. Read Aloud: Front Desk <p>Continue BRI Testing</p>	<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>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 22, 2019</p> <ol style="list-style-type: none"> 1. Silent Reading/Reading Logs 2. Silent Reading/ Reading Logs 3. A Day in the Life GO. <p>Continue BRI Testing</p>	<p style="text-align: center;"><u>CCSS.ELA-LITERACY.L.6.1</u></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p>SWBAT apply rules of standard English grammar in order to correct sentence fragments and run-on sentences in a writing sample</p>	<p>SWBAT orally share answers to the guided practice portion of today's assignment in a whole class discussion</p>
Academic Vocabulary: run-on sentences, sentence fragments,		Text Specific Vocabulary: blurted, deliberation, glanced, hissed, keen, radiator, sidelines, stethoscope, disheveled, hollered, rancid, various	

Lesson Plans for
~~Reading Intervention – Continued~~
 Week of Monday, October 21, 2019
 Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Wednesday October 23, 2019 ½ Day for Students</p> <p>1 Silent Reading/ Reading Logs 2 Read Aloud: Front Desk</p> <p>BRI Testing Today!</p>	<p>Halloween Craft for Hallway Decorations (Allendale Visit 10/31)</p>		
Academic Vocabulary: N/A		Text Specific Vocabulary: coward, draped, employee, auditorium, embroidered, humongous, infuriated, recitals, soaring	
<p>Thursday October 24, 2019</p> <p>1 Silent Reading/ Reading Logs 2 Jack-O-Lantern leveled article</p> <p>BRI Testing Today!</p>	<p>RI.6.1 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>Jack-O-Lanterns</i> in order to provide text evidence for 4 questions about explicit and implicit key ideas and details</p>	<p>SWBAT orally share how Jack-O-Lanterns have changed over the years with their A/B partner.</p>
Academic Vocabulary: evidence, main idea, relationship		Text Specific Vocabulary: crafted, jack-o-lantern	
<p>Friday October 25, 2019</p> <p>1 Silent Reading/ Reading Logs 2 Star Reading Test</p>	<p>Star Reading Test (Reading Intervention Progress Monitoring)</p>		
Academic Vocabulary: N/A		Text Specific Vocabulary: N/A	