

Lesson Plans for
Reading Intervention

Week of Monday, October 28, 2019

Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Monday October 28, 2019</p> <ol style="list-style-type: none"> 1 Book Check Out 2 Silent Reading/ Reading Logs 3 Read Aloud: Front Desk 	<p style="font-size: 2em; color: orange;">Formative Assessment PD @ CO Sub Plans Left for Guest Teacher</p>		
Academic Vocabulary: Lexile Level		Text Specific Vocabulary: Varies by student	
<p style="text-align: center;">Tuesday October 29, 2019</p> <ol style="list-style-type: none"> 1 Silent Reading/Reading Logs 2 Star Reading Test Continue BRI Testing 	<p style="font-size: 2em; color: orange;">Star Reading Test (Reading Intervention Progress Monitoring)</p>		
Academic Vocabulary: N/A		Text Specific Vocabulary: Varies by Student	

Lesson Plans for Reading Intervention – Continued

Week of Monday, October 28, 2019

Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Wednesday October 30, 2019</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Read Aloud: Front Desk 3 Character Q & A <p>BRI Testing Today!</p>	<p style="text-align: center;">RL.6.3</p> <p>Describe how a particular story's or plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>SWBAT create an interview with a character from <i>Front Desk</i> describing how a particular scene from the story unfolds in a series of episodes by writing as the interviewer and interviewee using a graphic organizer.</p>	<p>SWBAT orally share their interview with a character from <i>Front Desk</i> with their A/B partner.</p>
<p>Academic Vocabulary: N/A</p>		<p>Text Specific Vocabulary: coward, draped, employee, auditorium, embroidered, humongous, infuriated, recitals, soaring</p>	
<p style="text-align: center;">Thursday October 31, 2019 Half-Day</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Halloween Activity 	<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 read and comprehend literature in the grades 6-8 text complexity band by choosing a book at their level in order to move through the levels as the year progresses.</p>	<p>SWBAT orally describe their plans for Halloween!</p>
<p>Academic Vocabulary: evidence, main idea, relationship</p>		<p>Text Specific Vocabulary: crafted, jack-o-lantern</p>	
<p style="text-align: center;">Friday November 1, 2019</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Exact Path <p>BRI Testing Today!</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 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 write to summarize what I have read in my leveled reading book.</p>

Academic Vocabulary: N/A

Text Specific Vocabulary: N/A