

Lesson Plans for Reading Intervention

Week of Monday, November 04, 2019

Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Monday November 4, 2019</p> <ol style="list-style-type: none"> 1. Book Check Out 2. Silent Reading/ Reading Logs 3. Star Reading: Progress Monitoring 	<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 November 5, 2019</p>	<h2 style="color: red; text-decoration: underline wavy;">No School Today!</h2> <h2 style="color: red; text-decoration: underline wavy;">Professional Development Day for Teachers (District Wide)</h2>		
Academic Vocabulary: N/A		Text Specific Vocabulary: Varies by Student	

Lesson Plans for Reading Intervention – Continued

Week of Monday, November 4, 2019

Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Wednesday November 6, 2019</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Sequencing Activity: How Crayons are Made 	<p style="text-align: center;">RI.6.3</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>	<p>SWBAT understand what is presented in How Crayons are Made in order to and sort the 8 steps of making the crayons into the correct sequence using a graphic organizer.</p>	<p>I can orally justify the reasons behind my sequence of events for How Crayons are Made</p>
Academic Vocabulary: Sequencing		Text Specific Vocabulary: transported, presses, pigments, materials, paraffin, tinted,	
<p style="text-align: center;">Thursday November 7, 2019</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Exact path 	<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	
<p style="text-align: center;">Friday November 8, 2019 End of Quarter II Half Day!</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Book Talks 	<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>SWBAT orally share one thing from my book that surprised me from today's reading</p>
Academic Vocabulary: N/A		Text Specific Vocabulary: N/A	

