

Lesson Plans for Reading Intervention

Week of Monday, November 11, 2019

Mrs. Sarah Beesley

Date/Agenda	CCSS	Content Objective	Language Objective
<p style="text-align: center;">Monday November 11, 2019</p> <ol style="list-style-type: none"> 1 Book Check Out 2 Silent Reading/ Reading Logs 3 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>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 12, 2019</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Sequencing Notes 3 Sequencing Practice 	<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 how a key individual, event, or idea is introduced, illustrated, and elaborated in a text by following the step by step sequencing technique to sequence and outline events from <i>Soccer's Greatest Player</i>.</p>	<p>SWBAT orally sequence the steps to play their favorite game.</p>
Academic Vocabulary: Sequence, introduction, illustrate, elaborate		Text Specific Vocabulary: legendary, beloved, professionally, unnoticed, impressed, International, notoriety, retired, hat tricks	

Lesson Plans for Reading Intervention – Continued

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<p style="text-align: center;">Wednesday November 13, 2019</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Sequencing Activity: The Summer Carnival 	<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 the Summer Carnival reader in order to answer questions using the step-by-step sequencing technique</p> <p>SWBAT understand what is presented in the Summer Carnival reader in order to answer questions using a graphic organizer.</p>	<p>I can orally justify the main reason for the information presented in the Summer Carnival reader by identifying the most important.</p>
<p>Academic Vocabulary: Sequencing, Step-By-Step Sequencing Technique</p>		<p>Text Specific Vocabulary: auditorium, juggling</p>	
<p style="text-align: center;">Thursday November 14, 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>
<p>Academic Vocabulary: N/A</p>		<p>Text Specific Vocabulary: Varies by Student</p>	
<p style="text-align: center;">Friday November 15, 2019</p> <p style="text-align: center;">End of Quarter II</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Easy English News 3 Graphic Organizer 	<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 "The climate is changing! Don't waste any time!" from Easy English News in order to cite text evidence to support analysis of what the text says explicitly and implicitly on 7 sections of a graphic organizer.</p>	<p>SWBAT orally report on the types of text features found in today's Easy English News with their table partner.</p>
<p>Academic Vocabulary: Main Idea, Text Features, Summary</p>		<p>Text Specific Vocabulary: demonstrations, protests, greenhouse gasses, carbon dioxide, vehicles, methane, permafrost, flatulence, global, Celsius, triple, lessen, recorded, glaciers, melting, heat waves</p>	