

# Mrs. Beesley's Lesson Plans for

## Reading Intervention

Week of Monday, November 18, 2019

| Date/Agenda   | CCSS   | Content Objective  | Language Objective   |
|---|--|--|--|
| <p>Monday<br/>November 18, 2019</p> <ol style="list-style-type: none"> <li>1 Silent Reading/<br/>Reading Logs</li> <li>2 Read Aloud: Front<br/>Desk</li> <li>3 Character<br/>Conversations GO.</li> </ol> | <p>RL.6.3<br/>Describe how a particular story's or drama's 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 a conversation between 2 characters from <i>Front Desk</i> (Mia and Lupe) in order to write a text message conversation based on the events from the story. This conversation should also reflect the relationship between the two characters.</p> | <p>SWBAT listen to <i>Front Desk</i> in order orally give examples to explain the friendship between Lupe and Mia.</p> |
| Academic Vocabulary: Lexile Level   |  | Text Specific Vocabulary: Varies by student  |  |
| <p>Tuesday<br/>November 19, 2019</p> <ol style="list-style-type: none"> <li>1 Silent Reading/<br/>Reading Logs</li> <li>2 Leveled Article:<br/>The Pilgrims</li> <li>3 The Pilgrims GO.</li> </ol>        | <p>RI.6.2<br/>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 understand what is presented in <i>The Pilgrims</i> in order to provide text evidence for 4 questions about explicit and implicit key ideas and details.</p>  | <p>SWBAT orally defend why they chose a particular sentence as the main idea with their A/B partner.</p>               |
| Academic Vocabulary: main idea, central idea, summary   |  | Text Specific Vocabulary: monarchy, Separatists, suffer, hunger, illness,  |  |

# Mrs. Beesley's Lesson Plans for Reading Intervention – Continued

Week of Monday, November 18, 2019

| Date/Agenda   | CCSS   | Content Objective   | Language Objective  |
|---|--|---|---|
| <p style="text-align: center;">Wednesday<br/>November 20, 2019<br/><b>Conferences 5:30-8</b></p> <ol style="list-style-type: none"> <li>1 Book Check Out</li> <li>2 Silent Reading/<br/>Reading Logs</li> <li>3 Front Desk Read Aloud</li> </ol>            | <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 6-8<sup>th</sup> 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:  |  | Text Specific Vocabulary:   |   |
| <p style="text-align: center;">Thursday<br/>November 21, 2019<br/><b>Conferences 5:30-8</b></p> <ol style="list-style-type: none"> <li>1 Silent Reading/<br/>Reading Logs</li> <li>2 Exact Path</li> </ol>  | <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:  |  | Text Specific Vocabulary:   |   |
| <p style="text-align: center;">Friday<br/>November 22, 2019<br/><b>½ Day Students<br/>½ Day Conferences<br/>(by Appointment Only)</b></p> <ol style="list-style-type: none"> <li>1 Silent Reading/<br/>Reading Logs</li> <li>2 Pinecone Reindeer</li> </ol> |  | <h2 style="color: red; text-decoration: underline;">Craftivity:</h2> <h1 style="color: red; text-decoration: underline;">Pinecone Reindeer</h1>   |   |
| Academic Vocabulary: N/A  |  | Text Specific Vocabulary: N/A   |   |