

# Mrs. Beesley's Lesson Plans for

## Reading Intervention

Week of Monday, December 9, 2019

| Date/Agenda  | CCSS  | Content Objective   | Language Objective  |
|--|---|---|---|
| <p>Monday<br/>December 9, 2019</p> <ol style="list-style-type: none"> <li>1. Book Check Out</li> <li>2. Silent Reading/<br/>Reading Logs</li> <li>3. Read Aloud: Front Desk</li> </ol> | <p>RL.6.10<br/>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: Lexile Level  |   | Text Specific Vocabulary: Varies by student   |   |
| <p>Tuesday<br/>December 10, 2019</p> <ol style="list-style-type: none"> <li>1. Silent Reading/<br/>Reading Logs</li> <li>2. Sentence Building</li> </ol>                               | <p>W.6.4<br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>  | <p>SWBAT produce a clear and coherent sentence following the John Collins sentence building procedures on a graphic organizer.</p>  | <p>SWBAT orally share the adjectives they chose for their sentence with their A/B partner.</p>  |
| Academic Vocabulary: article, adjective, noun, subject, verb, predicate, simile  |   | Text Specific Vocabulary: N/A   |   |

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

Week of Monday, December 9, 2019

| Date/Agenda  | CCSS   | Content Objective   | Language Objective  |
|--|--|---|---|
| <p style="text-align: center;">Wednesday<br/>December 11, 2019</p> <p style="background-color: yellow;">½ Day AM for Students<br/>½ Day PM PD for<br/>Teachers</p> <ol style="list-style-type: none"> <li>1. Book Check Out</li> <li>2. Silent Reading/<br/>Reading Logs</li> <li>3. Leveled Article: All<br/>About Penguins</li> <li>4. Questions: Key Ideas<br/>and Details</li> </ol> | <p style="text-align: center;">RI.6.2</p> <p>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>All About Penguins</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:   |  | Text Specific Vocabulary:   |   |
| <p style="text-align: center;">Thursday<br/>December 12, 2019</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/>December 13, 2019</p> <ol style="list-style-type: none"> <li>1. Silent Reading/<br/>Reading Logs</li> <li>2. Front Desk</li> <li>3. Wanted Poster</li> </ol>   | <p style="text-align: center;">RL.6.3</p> <p>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 wanted poster for the car missing from the Calivista in <i>Front Desk</i> based on the events from the story.</p>   | <p>SWBAT listen to <i>Front Desk</i> in order orally give examples of what has been done to find the missing car.</p> |
| Academic Vocabulary: N/A   |  | Text Specific Vocabulary: N/A   |   |