

READ 180 Daily Lesson Plan

Instructor: Danielle Smith	Date: 10/21/15	Period: 3/4
Stage B Workshop 1: Assessment Day 2 (pp. 32-33)		

Standards	
Michigan	
Grade 6: R.MT.06.01, R.WS.06.04	
Grade 7: R.MT.07.01, R.WS.07.04	
Grade 8: R.MT.08.01, R.WS.08.04	
Common Core State Standards	
Grade 6: RI.6.2, L.6.2b, L.6.5b, L.6.6, W.6.10	
Grade 7: RI.7.2, L.7.2b, L.7.5b, L.7.6, W.7.10	
Grade 8: RI.8.2, L.8.2c, L.8.5b, L.8.6, W.8.10	
Objectives	
Content Goals: <ul style="list-style-type: none">Practice test-taking strategies: making an educated guess.Demonstrate understanding of Workshop skills.Practice on-demand writing by responding to an open-ended, short answer prompt.	Language Goals: <ul style="list-style-type: none">Demonstrate understanding of academic vocabulary from the Workshop.Review synonyms and antonyms and determine word meanings.
Notes	

Do Now (2 minutes)
Write three interesting facts you learned from this Workshop. <i>Three interesting facts I learned from this Workshop are:</i> 1. 2. 3.
Notes

Whole-Group Instruction (20 minutes)
Review Skills <ul style="list-style-type: none">Review comprehension and word-study skills from the Workshop. Test-Taking Strategies <ul style="list-style-type: none">Teach and practice strategies for making an educated guess when answering multiple-choice questions. Assess Workshop Skills <ul style="list-style-type: none">Give students time to complete the Wrap-Up Test on pages 32-33.
Notes

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Small-Group Instruction (20 minutes)		
Group 1	Group 2	Group 3
1. Aaron Bittenbender 2. Ryan Burns 3. Artlan Green 4. Ta’Niyah Miles 5. Temara Ragland 6. Kayion Smith	1. Davion Andrews 2. Alex Kosinski 3. Johnnai Mitchell 4. James Sykes 5. Zoe Wallace	1. Jaylan Hall 2. Sabriya Ibrahim 3. Johnathon Platt 4. Jason Schuessler 5. Erianna Silas-Minor 6. Allie Stevens
Check and Revisit • Review and discuss students' responses to the multiple-choice and short answer questions.		
Notes		
Scaffolded Support		
Boost	Stretch	
Notes	Notes	

Small-Group Rotations (40 minutes)	
Instructional Software (20 minutes)	Modeled and Independent Reading (20 minutes)
Monitor students as they work independently on leveled software.	Guide students to read books independently from a variety of genres at appropriate reading levels.
Notes	Notes

Whole-Group Wrap-Up (8-10 minutes)
Write two ways you can improve your test-taking skills. 1. <i>One way I can improve my test-taking skills is by _____.</i> 2. <i>Another way I can improve is by _____.</i>
Notes

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Standard Details - Michigan		
<i>READ 180</i> aligns to or provides a necessary bridge toward state standards.		
Grade 6		
R.MT	Metacognition	
R.MT.06.01		self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
R.WS	Word Recognition and Word Study	
R.WS.06.04		know the meanings of words encountered frequently in grade-level reading and oral language contexts.
Grade 7		
R.MT	Metacognition	
R.MT.07.01		self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
R.WS	Word Recognition and Word Study	
R.WS.07.04		know the meanings of words encountered frequently in grade-level reading and oral language contexts.
Grade 8		
R.MT	Metacognition	
R.MT.08.01		self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
R.WS	Word Recognition and Word Study	
R.WS.08.04		know the meanings of words encountered frequently in grade-level reading and oral language contexts.
Standard Details - Common Core State Standards		
<i>READ 180</i> aligns to or provides a necessary bridge toward Common Core State Standards.		
Grade 6		
RI.6	Informational Text	
RI.6.2		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.
L.6	Language	
L.6.6		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2b		Spell correctly.
L.6.5		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5b		Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
W.6	Writing	
W.6.10		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 7		
RI.7	Informational Text	
RI.7.2		Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
L.7	Language	
L.7.6		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Standard Details - Common Core State Standards	
Grade 7	
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2b	Spell correctly.
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
W.7	Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 8	
RI.8	Informational Text
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
L.8	Language
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2c	Spell correctly.
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5b	Use the relationship between particular words to better understand each of the words.
W.8	Writing
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.