

# HAZLETON AREA SCHOOL DISTRICT



## DISTRICT DAILY LESSON PLAN

# DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	Students will- Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. Organize information to make inferences. Respond to a Biographical Sketch in writing.	1 2	Skimming and scanning Pre-reading Scaffolded reading Make Predictions Text Highlighting Guided Practice List-Group-Label	W S C	rBook PDN journal Note Book Computer	Formative- PDN, Teacher Observation, Student Responses and work samples  Summative- Comprehension Focus (Inference Chart)  Student Self - Assessment-PDN, small group participation, strategic reading
2	Students will- Read and comprehend literary nonfiction and informational text on grade-level, reading independently and proficiently. Analyze information from historical documents. Summarize the topic and important details of a section of a historical document.	4 2 1	Text Highlighting Skimming and Scanning Direct instruction Guided Practice Scaffolded reading	W S C	PDN journal rBook Computer Library	Formative-PDN, Teacher Observation, work samples and group interaction and participation, lap boards  Summative- Graphic Organizer, Comprehension Focus  Student Self - Assessment- Q & A
3	Students will- Read and comprehend literary nonfiction and informational text on grade-level, reading independently and proficiently. Read a biographical sketch three times to develop fluency and summarize an aspect of the text. Make inferences about historical documents using a graphic organizer.	1 2	Set Purpose Scaffolded Reading Guided Practice Strategic Reading: Make Inferences Comprehension Focus Teach/Model Pair-Share	W S F	rBook PDN Chart/GO	Formative- PDN, Student Responses, work samples, teacher observation, Q & A  Summative- rBook P.243, 245  Student Self - Assessment-Active Reading, React & Write
4	Students will- Read historical documents three times to build and develop fluency. Analyze information from historic documents. Make inferences from historical documents using	4 2 1	Text Marking Scaffolded reading Skimming and scanning Developing Content Vocabulary Guided practice/apply DR-TA	W S I	rBook Computer	Formative-PDN, thumbs up, student responses, predictions, teacher observation  Summative- rBook p.246-247 Active Reading, React and Write, Draw Conclusions, Skills Check Student Self - Assessment- Pair-

	text markings. Draw conclusions from historical documents. Read and interpret information from a time line.					Share
5	Students will- Describe the features of a time line using appropriate terms: title, dates, callouts, photos. Summarize a topic and important details of a section of a historical document. State a point of view and support it in writing.	2	Guided Practice/Apply Skills Check Reread Scaffolded Reading React and Write Independent Reading	W S	rBook Computer White Board Lap Boards Graphic Organizer Chart	Formative-PDN, Small Group Discussion, Teacher Observation, Student responses  Summative- rBook P. 246-247  Student Self - Assessment- Buddy check
6	Students will-					Formative- Summative- Student Self - Assessment-

**Teacher Name: Burggaller**

**Subject: Read 180**

**Start Date(s): May 12**

**Grade Level(s)9-12**

**Building: HAHS**

**End Dates(s): May 16**