

## Week of August 19-23

Monday 19	Tuesday 20	Wednesday 21	Thursday 22	Friday 23
<p>Introduction to Enhanced Reading</p> <p>Reading Survey</p> <p>Pop Quiz for Candy Rules and Expectations</p>	<p>Handbook: Introduction, Emergency information.</p> <p>Folder discussion/ Why Read</p> <p>Check out First Book: <b>Assign 20 minutes of Free Reading</b></p>	<p>Daily routine check</p> <p>Finish rules and expectations</p> <p><b>Assign 20 minutes of Free Reading</b></p> <p>Reading Expectations: Why Read?</p>	<p>-Finish Goal Setting</p> <p>Discuss the Stanford Diagnostic test what it is and why we take it</p> <p><b>-First book is due: 7<sup>th</sup> Sept 9 and 8<sup>th</sup> Sept. 4</b></p> <p><b>Assign: 20 minutes of free reading</b></p>	<p>-20minutes Administer Vocabulary Test</p> <p>-Independent Reading 20 minutes (Check Logs at the end of class how to complete them)</p> <p>Assign: 40 minutes of Free Reading</p>

### Goal:

**Students will learn the rules and expectations in the classroom. We will work on building a classroom community, as well as focus on classroom routines in order to increase effective use of class time.**

## Week of August 26-30

Monday 26	Tuesday 27	Wednesday 28	Thursday 29	Friday 30
<p>Read Directions to part 1 of the comprehension exam.</p> <p>Give the students 30 minutes of the test.</p> <p>Stop and turn in materials</p> <p>Assign 20 minutes of free reading</p>	<p>Finish the Stanford 20 minutes</p> <p><b>Book Analysis Sheets building understanding</b></p> <p><b>Assign 20 minutes of free reading</b></p>	<p>-15 minutes of Free Reading</p> <p>Understanding Plot and Structure of Fictional Text/setting</p>	<p>-15 minutes FR</p> <p>Journal</p> <p>Understanding Plot and Structure of Text</p> <p>Begin Short story using plot structure</p>	<p>-Jamestown assessment and how to score the assessment: All Students take a level one test</p> <p>Finish short story plot structure</p> <p>Assign 40 minutes of Free Reading</p>

**Goal: Students will be assessed this week using The Stanford Diagnostic Assessment for Comprehension and Vocabulary and will also be assessed using the Jamestown Fluency/comprehension assessment in order to determine instructional strategies that will meet student's reading deficiencies.**

The goal is to have a baseline for each student in order to build towards the goals of the Iowa Core that students will be able to:

IA2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

10. 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. (RL7.10)

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI 7-10)