



Needwood Middle School
2023-2024
Daily Agenda/Lesson Plan



Teachers:	Weikel/ Hildebrant/ Roberson/ Taylor/ Wilbur/ Bjornay/ Sweeney Reality Check (What can blur the lines between what's real and what's not?)				
Date:	3/18	3/19	3/20	3/21	3/22
Assignment Overview	<p>Achieve Day</p> <p>Sentenced to Shakespeare Skill: Main Idea Activator:</p> <p>**Yes.. You must do the writing. Achieves count as a quiz grade!</p> <p>Achieve Extra Credit: Can You Tell a Fake? (Writing Only)</p> <ul style="list-style-type: none"> • Read the article • Answer the Essential Question: What can blur the lines between what's real and what's not? 	<p>Monster: Screenplay</p> <p>Activator: Juvenile Justice The legal definition of a juvenile, or minor, varies from state to state, but in most states, kids 17 or younger are considered juveniles. Should juvenile criminals be treated as adults?</p> <p>Video: Monster Trailer</p>	<p>Monster: Graphic Novel</p> <p>Graphic Novel Trailer</p> <p>Ending question: What is the effect of the story being told as a graphic novel on how you understand the subject?</p>	<p>Review Complex sentences with subordinate conjunctions.</p> <p>Assessment</p>	<p>Reading Reaction</p> <ul style="list-style-type: none"> • Strategies • Exemplars • Template <p>25 Extra Credit Points for turning it in today!</p> <p>Book Club</p> <ul style="list-style-type: none"> • Ender's Game • Monster
Standards:	Standards 1, 2, 3, 4, 5, 6	Power Standards RL 5,6,7 Secondary Standards RL 1, 2, 3, 4	Power Standards RL 5,6,7 Secondary Standards RL 1, 2, 3, 4	Power Standards RL 5,6,7 Secondary Standards RL 1, 2, 3, 4	RL and RI 10
Learning Target:	I can read and demonstrate comprehension of informational texts RI 10	I can compare and contrast two versions of the text, analyzing each medium's portrayal of the subject RL 7	I can compare and contrast two versions of the text, analyzing each medium's portrayal of the subject RL 7	I can compare and contrast two versions of the text, analyzing each medium's portrayal of the subject RL 7	I can demonstrate my comprehension of a book that I have read independently. (RL and RI 10)
Success Criteria:	<p>Did I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch activator video <input type="checkbox"/> Preview my vocabulary <input type="checkbox"/> Read the article <p>Can I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the main idea <input type="checkbox"/> Determine the meaning of words or phrases as used in the text <input type="checkbox"/> Explain the author's purpose <input type="checkbox"/> Determine cause and effect 	<p>Can I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain what a screenplay is <input type="checkbox"/> Tell from which perspective the story is told <input type="checkbox"/> Define detention, voice-over, suppress, acknowledge, infringe, stenographer 	<p>Can I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a graphic novel <input type="checkbox"/> Tell from which perspective the story is told 	<p>Can I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze (break down) each text <input type="checkbox"/> Demonstrate comprehension of each text individually <input type="checkbox"/> Make comparisons between the two texts <input type="checkbox"/> Differences in perspectives from which each story is told 	<p>Do I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have a book that is of interest to me <input type="checkbox"/> Have my independent reading response folder <p>Did I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read at least 25 pages of my book this week <input type="checkbox"/> Use my rubric to write a constructed response that demonstrates (shows) my personal

	<input type="checkbox"/> Distinguish fact from opinion <input type="checkbox"/> Complete the thought question using my rubric. <input type="checkbox"/> Cite several pieces of text evidence to support my analysis of the text				<p>connections to the book I am reading.</p> <input type="checkbox"/> *** Include my focus skill of Figurative Language (page #, example, Identification, and explanation)
Differentiation	<p>Achieve lessons are differentiated by each student's independent reading level.</p> <p>The special education teacher will provide students with disabilities (SWD) additional assistance based on IEP accommodations and modifications such as:</p> <ul style="list-style-type: none"> • read questions and answer choices aloud, • explaining/clarifying • provide a fill-in-the-blank model to answer the constructed response question • assistance with spelling on the constructed response 				