



Needwood Middle School
2024-2025
Daily Agenda/Lesson Plan



Teachers:
Baxter, Bjorneby,
Dempsey, Farris,
Singleton, Smith,
Hodge, Sweeney

Unit 1: Discovering Your Voice

Dates:	2/17/2025	2/18/2025	2/19/2025	2/20/2025	2/21/2025
Assignments:	<p>-Warrior 5 - Week 17</p> <p>-Wrt</p> <p>-Interactive Grammar - Punctuation Exercise 4 -</p> <p>-Home of the Brave</p> <p>-Achieve3000</p> <p>-Article: "Music That's Out of this World"</p> <p>-Article Summary: Canadian astronaut Chris Hadfield recorded the first music video made in outer space, performing his version of David Bowie's "Space Oddity."</p> <p>-Target Skill: Vocabulary Acquisition and Use</p>	<p>WRITESCORE</p>	<p>WRITESCORE</p>	<p>-Warrior 5 - Week 17</p> <p>-Wrt</p> <p>-Interactive Grammar - Punctuation Exercise 5</p> <p>-Home of the Brave</p> <p>-Rdg</p> <p>-Read and Annotate - Better Than Words: Say It With a Selfie</p> <p>-Wrt</p> <p>-Put That Phone Away Please</p> <p>-With a partner, students will create a public service announcement poster to help people feel that they are spending too much time on their phones.</p> <p>-Include:</p> <ul style="list-style-type: none"> • A creative title to attract an audience • A clear statement that describes why the issue is of concern • Visuals and text to support ideas 	<p>-Warrior 5 - Week 17 - Turn In</p> <p>-Wrt</p> <p>-Interactive Grammar - Punctuation Exercise 6</p> <p>-Home of the Brave</p> <p>-Rdg</p> <p>-Read and Annotate - Better Than Words: Say It With Selfie</p> <p>-Wrt</p> <p>-Put That Phone Away Please</p> <p>-With a partner, students will create a public service announcement poster to help people feel that they are spending too much time on their phones.</p> <p>-Include:</p> <ul style="list-style-type: none"> • A creative title to attract an audience • A clear statement that describes why the issue is of concern • Visuals and text to support ideas

Standard(s):	ELAGSE6L 4, 6 ELAGSE6RI 6, 10,12			ELAGSE6W1 (a,b,c,d) ELAGSE6L1 ELAGSE6L2 ELAGSE6L3 ELAGSE6RI1 ELAGSE6RI2 ELAGSE6RI3	ELAGSE6W1 (a,b,c,d) ELAGSE6L1 ELAGSE6L2 ELAGSE6L3 ELAGSE6RI1 ELAGSE6RI2 ELAGSE6RI3
Learning Target(s):	I am learning how to... <ul style="list-style-type: none"> ● Read and demonstrate comprehension of informational texts ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 	I am learning how to...	I am learning how to...	I am learning how to... <ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence. ● Cite textual evidence to support analysis of what the text explicitly says. ● Provide a summary of the text, distinct from personal opinions or judgements. ● Trace and evaluate the argument and specific claims in a text. ● Distinguish claims that are supported by reasons and evidence from claims that are not. 	I am learning how to... <ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence. ● Cite textual evidence to support analysis of what the text explicitly says. ● Provide a summary of the text, distinct from personal opinions or judgements. ● Trace and evaluate the argument and specific claims in a text. ● Distinguish claims that are supported by reasons and evidence from claims that are not.

<p>Success Criteria:</p>	<p>Did I...</p> <ul style="list-style-type: none"> ● Complete the before reading poll ● Preview my vocabulary ● Read the article <p>I Can...</p> <ul style="list-style-type: none"> ● Determine the main idea ● Determine the meaning of words and phrases as used in the text ● Answer the "Respond" questions with at least 88% accuracy 	<p>I Can...</p> <p>.</p>	<p>I Can...</p>	<p>I Can...</p> <ul style="list-style-type: none"> ● Use an organizational structure for argument writing that includes a focus on audience and purpose. ● Explore counterclaims and knowledge of audience bias in my argument. ● Begin the construction of an argument that introduces a claim and acknowledges opposing or alternate claims. ● Use engaging strategies for writing an introduction ● Avoid listing the points to be made in the argument in the introduction. ● Organize reasons and evidence clearly. 	<p>I Can...</p> <ul style="list-style-type: none"> ● Use an organizational structure for argument writing that includes a focus on audience and purpose. ● Explore counterclaims and knowledge of audience bias in my argument. ● Begin the construction of an argument that introduces a claim and acknowledges opposing or alternate claims. ● Use engaging strategies for writing an introduction ● Avoid listing the points to be made in the argument in the introduction. ● Organize reasons and evidence clearly.
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