NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 12/9-12/13/2024

| UNIT QUESTION(if applicable):  |
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|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION****Learning Targets***“I can …”* | I can identify the different elements of argumentative writing. I can identify the theme of a story. I can identify the correct definition to a dictionary entry. I can edit and revise paragraphs.  | I can answer reading comprehension questions using a variety of methods. I can write an argumentative essay using different sources. I can identify the problems and solutions in a passage. I can identify the author's point of view.  | I can answer reading comprehension questions using a variety of methods. I can write an argumentative essay using different sources. I can identify the message of a poem. I can figure out the rhyming scheme of a poem.  | I can answer reading comprehension questions using a variety of methods.I can identify the different elements of argumentative writing. I can distinguish between similes and metaphors. I can match lines of poetry with stanzas.  | I can write an argumentative essay. I can answer reading comprehension questions using a variety of methods. |
| **KEY VOCABULARY** | ToneThemePoint of ViewProblems/SolutionsPersonificationRhyme SchemeMessage of a PoemMetaphorsSimilesStanzasArgumentative Writing | ToneThemePoint of ViewProblems/SolutionsPersonificationRhyme SchemeMessage of a PoemMetaphorsSimilesStanzasArgumentative Writing | ToneThemePoint of ViewProblems/SolutionsPersonificationRhyme SchemeMessage of a PoemMetaphorsSimilesStanzasArgumentative Writing | ToneThemePoint of ViewProblems/SolutionsPersonificationRhyme SchemeMessage of a PoemMetaphorsSimilesStanzasArgumentative Writing | ToneThemePoint of ViewProblems/SolutionsPersonificationRhyme SchemeMessage of a PoemMetaphorsSimilesStanzasArgumentative Writing |
| **ACTIVATING STRATEGY***(Before)**Bell Ringers/ Warm Up* | ACAP Bellringer on Tone (5 minutes) | ACAP Bellringer on Tone (5 minutes) | ACAP Bellringer on Tone (5 minutes) | ACAP Bellringer on Tone (5 minutes) | ACAP Bellringer on Tone (5 minutes) |
| **Strategies used to Implement Lesson /Marzano Strategies****(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Grammar Test (30 minutes)Argumentative Writing (30 minutes) - Looking at Examples | Reading Comprehension Passage (30 minutes)Argumentative Writing (30 minutes) - working with different sources | Reading Comprehension Passage (30 minutes)Argumentative Writing (30 minutes) - working with different sources | Daily Grade on Skills for Checkpoint (45 minutes)Review over Argumentative Writing - look at examples (15 minutes) | Argumentative Writing Prompt for Daily Grade (60 minutes) |
| **SUMMARIZING EXIT SLIP** *(After)* | Small Group (25 minutes)ThemeDictionary Entries | Small Group (25 minutes)Problems/SolutionsPoint of View | Small Group (25 minutes)Message of PoemRhyme Scheme | Small Group (25 minutes)Metaphors/SimilesMatching lines with Stanzas | Small Group (25 minutes)Reading Comprehension Passage  |
| **ACOS****STANDARDS** | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R2 Use context clues to determine meanings of unfamiliar spoken or written words.ELA21.6.R4 Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.2 Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA21.6.7c Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.ELA21.6.15 Identify the conventions of standard English grammar and usage in published texts. | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R2 Use context clues to determine meanings of unfamiliar spoken or written words.ELA21.6.R4 Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.ELA21.6.1 Identify and explain an author’s rhetorical 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| **MATERIALS USED** | Index Cards, Pencils, Chromebooks, Worksheets | Index Cards, Pencils, Chromebooks, Worksheets | Index Cards, Pencils, Chromebooks, Worksheets | Index Cards, Pencils, Chromebooks, Worksheets | Index Cards, Pencils, Chromebooks, Worksheets |
| **Literacy Standards Used (See the MOC for a list of content appropriate standards):**ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R2 Use context clues to determine meanings of unfamiliar spoken or written words.ELA21.6.R4 Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.2 Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA21.6.7c Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.ELA21.6.15 Identify the conventions of standard English grammar and usage in published texts. |
| **Technology Used: Smartboard and Chromebooks** | **Supplementary Materials Used:** [**www.readworks.com**](http://www.readworks.com)[**www.commonlit.com**](http://www.commonlit.com)[**Common Core Worksheets | 6th Grade Language Arts CCSS**](https://www.k12reader.com/common-core-standard/ccss/ccss-6/)[**6th Grade Reading Comprehension Worksheets**](https://www.easyteacherworksheets.com/langarts/readingcomp-grade6.html)[**Common Core Text-Dependent Writing Prompt Argumentative Grade 5 | TPT**](https://www.teacherspayteachers.com/Product/Common-Core-Text-Dependent-Writing-Prompt-Argumentative-Grade-5-625850)[**Common Core Text-Dependent Writing Prompt Argumentative Grade 6 | TPT**](https://www.teacherspayteachers.com/Product/Common-Core-Text-Dependent-Writing-Prompt-Argumentative-Grade-6-623843)[**argumentative\_essay\_worksheets\_5.pdf**](https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf)[**argumentative\_essay\_worksheets\_5.pdf**](https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf) |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔ Additional Time, EL Strategies, ✔ Language Modifications,  Compacting the Subject (gifted), ✔Less Repetition (gifted), Alternative Assessment, Other: X |