NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 3/10-3/14/2025

|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| --- | --- | --- | --- | --- | --- |
| **Standards/Skills** | ELA21.6.R1Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R2Use context clues to determine meanings of unfamiliar spoken or written words.ELA21.6.2Make 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.LL.ARecognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.ELA21.6.VL.AIncrease academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.ELA21.6.17Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.ELA21.6.5Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. | ELA21.6.R1Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R2Use context clues to determine meanings of unfamiliar spoken or written words.ELA21.6.2Make 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.LL.ARecognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.ELA21.6.VL.AIncrease academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.ELA21.6.17Assess a 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| **ESSENTIAL QUESTION****Learning Targets***“I can …”* | I can use roots to determine unknown words' meanings. I can determine the meaning of unfamiliar words using context clues.I can use text features (such as headings, captions, and bold words) to help me understand the textI can fix grammar mistakes, using semicolons,colons, and quotation marks.I can determine the central idea of a text.I can determine the point of view of a text.  | I can use roots to determine unknown words' meanings. I can determine the meaning of unfamiliar words using context clues.I can use text features (such as headings, captions, and bold words) to help me understand the textI can fix grammar mistakes, using semicolons,colons, and quotation marks.I can determine the central idea of a text.I can determine the point of view of a text.  | I can use roots to determine unknown words' meanings. I can determine the meaning of unfamiliar words using context clues.I can use text features (such as headings, captions, and bold words) to help me understand the textI can fix grammar mistakes, using semicolons,colons, and quotation marks.I can determine the central idea of a text.I can determine the point of view of a text.  | I can use roots to determine unknown words' meanings. I can determine the meaning of unfamiliar words using context clues.I can use text features (such as headings, captions, and bold words) to help me understand the textI can fix grammar mistakes, using semicolons,colons, and quotation marks.I can determine the central idea of a text.I can determine the point of view of a text.  | I can use roots to determine unknown words' meanings. I can determine the meaning of unfamiliar words using context clues.I can use text features (such as headings, captions, and bold words) to help me understand the textI can fix grammar mistakes, using semicolons,colons, and quotation marks.I can determine the central idea of a text.I can determine the point of view of a text.  |
| **Instructional Strategies/****Activities****(Before, During, & After)** | Before: ACAP Bellringer on Roots (5 minutes)During: Students will work on answering questions about informational texts. (55 minutes)After: Small GroupsSkills: L.5 practice and Grammar practice on Quotation Marks (30 minutes) | Before: ACAP Bellringer on Roots (5 minutes)During: Students will work on answering questions about informational texts. (55 minutes)After: Small GroupsSkills: L.5 practice and Grammar practice on Quotation Marks (30 minutes) | Before: ACAP Bellringer on Roots (5 minutes)During: CheckpointAfter: Small GroupsSkills: L.5 practice and Grammar practice on Quotation Marks (30 minutes) | Before: ACAP Bellringer on Roots (5 minutes)During: Students will work on answering questions about informational texts. (55 minutes)After: Small GroupsSkills: L.5 practice and Grammar practice on Quotation Marks (30 minutes) | Before: ACAP Bellringer on Roots (5 minutes)During: Students will work on answering questions about informational texts. (55 minutes)After: Small GroupsSkills: L.5 practice and Grammar practice on Quotation Marks (30 minutes) |
| **IXL Skills**  | H4M1, M2V2BB5SS4 | H4M1, M2V2BB5SS4 | H4M1, M2V2BB5SS4 | H4M1, M2V2BB5SS4 | H4M1, M2V2BB5SS4 |
| **Resources****(for Parent Transparency)** | Spectrum Grade 6 Vocabulary Book<https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/>ACAP Grade 6 Test Prep Book by the American Book Company[www.commonlit.org](http://www.commonlit.org)<https://www.superteacherworksheets.com/index.html>[www.readworks.com](http://www.readworks.com) | Spectrum Grade 6 Vocabulary Book<https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/>ACAP Grade 6 Test Prep Book by the American Book Company[www.commonlit.org](http://www.commonlit.org)<https://www.superteacherworksheets.com/index.html>[www.readworks.com](http://www.readworks.com) | Spectrum Grade 6 Vocabulary Book<https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/>ACAP Grade 6 Test Prep Book by the American Book Company[www.commonlit.org](http://www.commonlit.org)<https://www.superteacherworksheets.com/index.html>[www.readworks.com](http://www.readworks.com) | Spectrum Grade 6 Vocabulary Book<https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/>ACAP Grade 6 Test Prep Book by the American Book Company[www.commonlit.org](http://www.commonlit.org)<https://www.superteacherworksheets.com/index.html>[www.readworks.com](http://www.readworks.com) | Spectrum Grade 6 Vocabulary Book<https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/>ACAP Grade 6 Test Prep Book by the American Book Company[www.commonlit.org](http://www.commonlit.org)<https://www.superteacherworksheets.com/index.html>[www.readworks.com](http://www.readworks.com) |
| **Student Grouping: ✔ Whole Group ✔ Small Group ✔ Individual Work** **Assessments: \_\_\_ Formative ✔ Summative****ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔Additional Time, EL Strategies, ✔ Language Modifications,  Compacting the Subject (gifted), ✔ Less Repetition (gifted), Alternative Assessment, Other: X |