NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 1/6-1/10/2025

|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| --- | --- | --- | --- | --- | --- |
| **Standards/Skills** |  | 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.ELA21.6.1 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.ELA21.6.16a Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.ELA21.6.17 Assess a speaker’s organizational choices to determine point of view, purpose, and effectiveness.ELA21.6.19a Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.ELA21.6.19b Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. | 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.ELA21.6.1 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.ELA21.6.16a Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.ELA21.6.17 Assess a speaker’s organizational choices to determine point of view, purpose, and effectiveness.ELA21.6.19a Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.ELA21.6.19b Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. | 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.ELA21.6.1 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.ELA21.6.16a Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.ELA21.6.17 Assess a speaker’s organizational choices to determine point of view, purpose, and effectiveness.ELA21.6.19a Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.ELA21.6.19b Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. | 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.ELA21.6.1 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.ELA21.6.16a Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.ELA21.6.17 Assess a speaker’s organizational choices to determine point of view, purpose, and effectiveness.ELA21.6.19a Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.ELA21.6.19b Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* |  | I can summarize a story in chronological order free from personal opinions and judgements.  I can analyze characterization,setting, and plot development in order to determine the central idea.  I can understand key vocabulary words to comprehend the story more accurately.  I can examine the central idea, plus what is said about it, to help determine a universal theme. | I can summarize a story in chronological order free from personal opinions and judgements.  I can analyze characterization,setting, and plot development in order to determine the central idea.  I can understand key vocabulary words to comprehend the story more accurately.  I can examine the central idea, plus what is said about it, to help determine a universal theme. | I can summarize a story in chronological order free from personal opinions and judgements.  I can analyze characterization,setting, and plot development in order to determine the central idea.  I can understand key vocabulary words to comprehend the story more accurately.  I can examine the central idea, plus what is said about it, to help determine a universal theme. | I can summarize a story in chronological order free from personal opinions and judgements.  I can analyze characterization,setting, and plot development in order to determine the central idea.  I can understand key vocabulary words to comprehend the story more accurately.  I can examine the central idea, plus what is said about it, to help determine a universal theme. |
| **Instructional Strategies/**  **Activities**  **(Before, During, & After)** |  | Before: ACAP Bellringer on Greek and Latin Roots and Affixes (5 minutes) - Notecards  During: Background Knowledge about story The Circuit. First read Page 65 Questions about details and sequencing events (45 minutes)  After: Small Groups  Skills: Informational Text and Grammar practice on punctuation (30 minutes)  Students will work on skills in IXL as well as worksheets | Before: ACAP Bellringer on Greek and Latin Roots and Affixes (5 minutes) - Notecards  During: Review of first read. Continuing first read. Students will answer questions from the text. Questions will be used for a daily grade. (45 minutes)  After: Small Groups  Skills: Informational Text and Grammar practice on punctuation (30 minutes)  Students will work on skills in IXL as well as worksheets | Before: ACAP Bellringer on Greek and Latin Roots and Affixes (5 minutes) - Notecards  During: Finish first read and questions on sequencing events in story. (45 minutes)  After: Small Groups  Skills: Informational Text and Grammar practice on punctuation (30 minutes)  Students will work on skills in IXL as well as worksheets | Before: ACAP Bellringer on Greek and Latin Roots and Affixes (5 minutes) - Notecards  During: Review of Theme and Central Idea of Story (45 minutes)  After: Small Groups  Skills: Informational Text and Grammar practice on punctuation (30 minutes)  Students will work on skills in IXL as well as worksheets  Students will have a test grade on The Circuit next Tuesday 1/14/2025 |
| **IXL Skills** |  | Inferences from Literary Texts (G2)  Main Idea or Central Idea (A1 and A2)  Theme (B1 and B2)  Analyzing Informational Texts (H1-H5) | Inferences from Literary Texts (G2)  Main Idea or Central Idea (A1 and A2)  Theme (B1 and B2)  Analyzing Informational Texts (H1-H5) | Inferences from Literary Texts (G2)  Main Idea or Central Idea (A1 and A2)  Theme (B1 and B2)  Analyzing Informational Texts (H1-H5) | Inferences from Literary Texts (G2)  Main Idea or Central Idea (A1 and A2)  Theme (B1 and B2)  Analyzing Informational Texts (H1-H5) |
| **Resources**  **(for Parent Transparency)** |  | Teacher Pay Teacher [ELA StudySync The Circuit Google Slides Week Long Activities | TPT](https://www.teacherspayteachers.com/Product/ELA-StudySync-The-Circuit-Google-Slides-Week-Long-Activities-12177925)  Teacher Pay Teacher [Greek and Latin Roots Task Cards 6th Grade I Google Slides and Forms](https://www.teacherspayteachers.com/Product/Greek-and-Latin-Roots-Task-Cards-6th-Grade-I-Google-Slides-and-Forms-6049666)  Informational Text Worksheets  [Common Core Worksheets | 6th Grade Reading: Informational Text](https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/) | Teacher Pay Teacher [ELA StudySync The Circuit Google Slides Week Long Activities | TPT](https://www.teacherspayteachers.com/Product/ELA-StudySync-The-Circuit-Google-Slides-Week-Long-Activities-12177925)  Teacher Pay Teacher [Greek and Latin Roots Task Cards 6th Grade I Google Slides and Forms](https://www.teacherspayteachers.com/Product/Greek-and-Latin-Roots-Task-Cards-6th-Grade-I-Google-Slides-and-Forms-6049666)  Informational Text Worksheets  [Common Core Worksheets | 6th Grade Reading: Informational Text](https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/) | Teacher Pay Teacher [ELA StudySync The Circuit Google Slides Week Long Activities | TPT](https://www.teacherspayteachers.com/Product/ELA-StudySync-The-Circuit-Google-Slides-Week-Long-Activities-12177925)  Teacher Pay Teacher [Greek and Latin Roots Task Cards 6th Grade I Google Slides and Forms](https://www.teacherspayteachers.com/Product/Greek-and-Latin-Roots-Task-Cards-6th-Grade-I-Google-Slides-and-Forms-6049666)  Informational Text Worksheets  [Common Core Worksheets | 6th Grade Reading: Informational Text](https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/) | Teacher Pay Teacher [ELA StudySync The Circuit Google Slides Week Long Activities | TPT](https://www.teacherspayteachers.com/Product/ELA-StudySync-The-Circuit-Google-Slides-Week-Long-Activities-12177925)  Teacher Pay Teacher [Greek and Latin Roots Task Cards 6th Grade I Google Slides and Forms](https://www.teacherspayteachers.com/Product/Greek-and-Latin-Roots-Task-Cards-6th-Grade-I-Google-Slides-and-Forms-6049666)  Informational Text Worksheets  [Common Core Worksheets | 6th Grade Reading: Informational Text](https://www.k12reader.com/common-core-standard/ccss/ccss-6/ccss-6-r-i/) |
| **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 | | | | | |