NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 2/17-2/21/2025

|  | ***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.  ELA21.6.1Identify 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.  ELA21.6.2Make 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.  ELA21.6.16Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.  ELA21.6.17Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.  ELA21.6.27Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools. | 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.  ELA21.6.1Identify 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.  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| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can use prefixes and roots to determine unknown words' meanings.  I can identify and correct comma mistakes in sentences.  I can use commas correctly after introductory words, phrases, and clauses.  I can use commas to set off nonessential information in a sentence.  I can edit my writing to ensure commas are used correctly for clarity and meaning.  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 text  I can analyze the author's purpose and point of view in an informational text. | I can use prefixes and roots to determine unknown words' meanings.  I can identify and correct comma mistakes in sentences.  I can use commas correctly after introductory words, phrases, and clauses.  I can use commas to set off nonessential information in a sentence.  I can edit my writing to ensure commas are used correctly for clarity and meaning.  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 text  I can analyze the author's purpose and point of view in an informational text. | I can use prefixes and roots to determine unknown words' meanings.  I can identify and correct comma mistakes in sentences.  I can use commas correctly after introductory words, phrases, and clauses.  I can use commas to set off nonessential information in a sentence.  I can edit my writing to ensure commas are used correctly for clarity and meaning.  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 text  I can analyze the author's purpose and point of view in an informational text. | I can use prefixes and roots to determine unknown words' meanings.  I can identify and correct comma mistakes in sentences.  I can use commas correctly after introductory words, phrases, and clauses.  I can use commas to set off nonessential information in a sentence.  I can edit my writing to ensure commas are used correctly for clarity and meaning.  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 text  I can analyze the author's purpose and point of view in an informational text. | I can use prefixes and roots to determine unknown words' meanings.  I can identify and correct comma mistakes in sentences.  I can use commas correctly after introductory words, phrases, and clauses.  I can use commas to set off nonessential information in a sentence.  I can edit my writing to ensure commas are used correctly for clarity and meaning.  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 text  I can analyze the author's purpose and point of view in an informational text. |
| **Instructional Strategies/**  **Activities**  **(Before, During, & After)** | Before: ACAP Bellringer on Roots and Prefixes (5 minutes)  During: Students will read Everybody Jump and answer questions on their annotation guide (55 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 Roots and Prefixes (5 minutes)  During: Students will read Everybody Jump and answer questions on text structures (55 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 Roots and Prefixes (5 minutes)  During: Students will read Everybody Jump and answer questions about the story (55 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 Roots and Prefixes (5 minutes)  During: Students will take a daily grade in Study Sync on Everybody Jump(55 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 Roots and Prefixes (5 minutes)  During: Grammar Test in Pear/Edulastic(55 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 |
| **IXL Skills** | Vocabulary  U 1-8  V 1-5  Context Clues  1 | Vocabulary  U 1-8  V 1-5  Context Clues  1 | Vocabulary  U 1-8  V 1-5  Context Clues  1 | Vocabulary  U 1-8  V 1-5  Context Clues  1 | Vocabulary  U 1-8  V 1-5  Context Clues  1 |
| **Resources**  **(for Parent Transparency)** | <https://www.easyteacherworksheets.com/pages/pdf/languagearts/1/rootwords/6.html>  <https://www.teacherspayteachers.com/Product/Everybody-Jump-Annotations-STUDYSYNC-9057843>  Readworks Artilces  www.readworks.com | <https://www.easyteacherworksheets.com/pages/pdf/languagearts/1/rootwords/18.html>  <https://www.teacherspayteachers.com/Product/Everybody-Jump-Text-Structure-STUDYSYNC-9057861>  Readworks Artilces  www.readworks.com | <https://www.easyteacherworksheets.com/pages/pdf/languagearts/1/rootwords/34.html>  <https://www.teacherspayteachers.com/Product/Everybody-Jump-Exit-Ticket-multiple-choice-STUDY-SYNC-9015677>  <https://www.teacherspayteachers.com/Product/Everybody-Jump-StudySync-Slides-12186934>  Readworks Artilces  www.readworks.com | <https://www.easyteacherworksheets.com/pages/pdf/languagearts/1/rootwords/30.html>  Readworks Artilces  www.readworks.com | <https://www.easyteacherworksheets.com/pages/pdf/languagearts/1/rootwords/42.html>  Readworks Artilces  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 | | | | | |