NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 1/20-1/24/2025

|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| --- | --- | --- | --- | --- | --- |
| **Standards/Skills** | Holiday | School closed due to weather | 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 | 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 | 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 |
| **Instructional Strategies/**  **Activities**  **(Before, During, & After)** |  |  | Before: ACAP Bellringer on Greek and Latin Roots and Affixes (5 minutes) - Notecards  During: Second Read of Hatshepsut: His Majesty, Herself, Students will answer think questions  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: Daily Grade on story  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  Durin: ACAP Practice Test  After: Small Groups  Skills: Informational Text and Grammar practice on punctuation (30 minutes) |
| **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) |
| **Resources**  **(for Parent Transparency)** |  |  | ABC ACAP Test Prep Book  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/) | ABC ACAP Test Prep Book  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/) | ABC ACAP Test Prep Book  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 | | | | | |