NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 3/31-4/4/2025

|  | ***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.ELA21.6.3Explain 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.ELA21.6.4Describe 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.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.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.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.ELA21.6.3Explain 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.ELA21.6.4Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, 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| **ESSENTIAL QUESTION****Learning Targets***“I can …”* | I can demonstrate my knowledge of context clues, words that have multiple meanings, and connotation/denotation.I can answer questions about informational texts.I can answer questions about literary elements.  | I can use and understand figurative language.I can analyze literature and informational texts. | I can use and understand figurative language.I can analyze literature and informational texts. | I can use and understand technical language.I can understand and use research skills.  | I can use and understand technical language.I can understand and use research skills. |
| **Instructional Strategies/****Activities****(Before, During, & After)** | Before: Bellringer on informational textsDuring: Jeopardy Review After: Exit Ticket on Literary Elements  | Before: Bellringer on figurative languageDuring: Analyzing literature and informational texts in ACAP Practice BookAfter: Exit Ticket on literature and informational texts | Before: Bellringer on figurative languageDuring: Analyzing literature and informational texts in ACAP Practice BookAfter: Exit Ticket on literature and informational texts | Before: Bellringer on technical languageDuring: Research Skills in ACAP Practice Book After: Exit ticket on research skills.  | Before: Bellringer on technical languageDuring: Daily Grade on Analyzing literature and informational texts, research skills, figurative language, and technical languageAfter: IXL Practice  |
| **IXL Skills**  | C 1, 2, 3 | C 1, 2, 3 | C 1, 2, 3 | C 1, 2, 3 | C 1, 2, 3 |
| **Resources****(for Parent Transparency)** | ACAP Grade 6 Test Prep Book by the American Book Company | ACAP Grade 6 Test Prep Book by the American Book Company | ACAP Grade 6 Test Prep Book by the American Book Company | ACAP Grade 6 Test Prep Book by the American Book Company | ACAP Grade 6 Test Prep Book by the American Book Company |
| **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 |