NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 4/7-4/11/2025

|  | ***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.  **21 Resources**  ELA21.6.R2Use context clues to determine meanings of unfamiliar spoken or written words.  ELA21.6.VL.AIncrease academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.  ELA21.6.LL.ARecognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. | ELA21.6.R1Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.  **21 Resources**  ELA21.6.R2Use context clues to determine meanings of unfamiliar spoken or written words.  ELA21.6.VL.AIncrease academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.  ELA21.6.LL.ARecognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. | ELA21.6.R1Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.  **21 Resources**  ELA21.6.R2Use context clues to determine meanings of unfamiliar spoken or written words.  ELA21.6.VL.AIncrease academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.  ELA21.6.LL.ARecognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. | ELA21.6.R1Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.  **21 Resources**  ELA21.6.R2Use context clues to determine meanings of unfamiliar spoken or written words.  ELA21.6.VL.AIncrease academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.  ELA21.6.LL.ARecognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. | ELA21.6.R1Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.  **21 Resources**  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.  **9 Resources**  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.  **10 Resources**  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.  **15 Resources**  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.VL.AIncrease academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.  ELA21.6.LL.ARecognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language. |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can understand and use technical language.  I can use pronouns correctly. | I can understand and use technical language.  I can use pronouns correctly. | I can understand and use technical language.  I can edit sentences and put the correct punctuation. | I can understand and use technical language.  I can edit sentences and put the correct punctuation. | I can understand and use technical language.  I can answer questions about the ACAP correctly and fix my mistakes. |
| **Instructional Strategies/**  **Activities**  **(Before, During, & After)** | Before: Bellringer on technical language  During: ACAP Practice Book Pages 110-127  After: Exit Ticket on Pronouns | Before: Bellringer on technical language  During: ACAP Practice Book Pages 110-127  After: Exit Ticket on Pronouns | Before: Bellringer on technical language  During: ACAP Practice Book Pages 126-137  After: Exit Ticket on sentences and punctuation Taken for a daily grade.. | Before: Bellringer on technical language  During: Grammar Test  After: Exit Ticket on sentences and punctuation. | Before: Bellringer on technical language  During: ACAP Blitz  After: Exit Ticket on sentences and punctuation. |
| **IXL Skills** | CC 1  HH 1, 4, 6, 7, 8 | CC 1  HH 1, 4, 6, 7, 8 | CC 1  HH 1, 4, 6, 7, 8 | CC 1  HH 1, 4, 6, 7, 8 | CC 1  HH 1, 4, 6, 7, 8  IXL will be taken for a homework grade |
| **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 | | | | | |