NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 11/18-11/22/2024

| UNIT QUESTION(if applicable): | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. |
| **KEY VOCABULARY** | Splendor  Indignant  Unison  Oblivious  Context  transition  influence  decline  inevitably  vast  technique  refine  require  elite  imply | Splendor  Indignant  Unison  Oblivious  Context  transition  influence  decline  inevitably  vast  technique  refine  require  elite  imply | Splendor  Indignant  Unison  Oblivious  Context  transition  influence  decline  inevitably  vast  technique  refine  require  elite  imply | Splendor  Indignant  Unison  Oblivious  Context  transition  influence  decline  inevitably  vast  technique  refine  require  elite  imply | Splendor  Indignant  Unison  Oblivious  Context  transition  influence  decline  inevitably  vast  technique  refine  require  elite  imply |
| **ACTIVATING STRATEGY**  *(Before)*  *Bell Ringers/ Warm Up* | ACAP Bellringer on Inference (2 minutes) | ACAP Bellringer on Inferences (2 minutes) | ACAP Bellringer on Inferences (2 minutes) | ACAP Bellringer on Inferences (2 minutes) | ACAP Bellringer on Inferences (2 minutes) |
| **Strategies used to Implement Lesson /Marzano Strategies**  **(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Grammar Worksheet on Correcting Mistakes in Paragraphs (3 minutes)  Reading in Class: We’re on the Same Team (40 minutes)  Skills:Summarizing  Vocabulary in Context  Persuasive Writing (35 minutes) | Grammar Worksheet on Correcting Mistakes in Paragraphs (3 minutes)  Khan Academy Passages on Skills (40 minutes)  Persuasive Writing (35 minutes) | Grammar Worksheet on Correcting Mistakes in Paragraphs (3 minutes)  Khan Academy Passages on Skills (40 minutes)  Persuasive Writing (35 minutes) | Grammar Worksheet on Correcting Mistakes in Paragraphs (3 minutes)  Test on Vocabulary and Skills from previous week and this week  Persuasive Writing (35 minutes) | Grammar Worksheet on Correcting Mistakes in Paragraphs (3 minutes)  Khan Academy Passages on Skills (40 minutes)  Persuasive Writing (35 minutes) |
| **SUMMARIZING EXIT SLIP** *(After)* | Small Group Stations (10 minutes)  Inferences  Point of View  Central Idea  Summarizing | Small Group Stations (10 minutes)  Inferences  Point of View  Central Idea  Summarizing | Small Group Stations (10 minutes)  Inferences  Point of View  Central Idea  Summarizing | Small Group Stations (10 minutes)  Inferences  Point of View  Central Idea  Summarizing | Small Group Stations (10 minutes)  Inferences  Point of View  Central Idea  Summarizing |
| **ACOS**  **STANDARDS** | 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.ELA21.6.3 Explain 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.ELA 21.6.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of languageELA21.6.7c Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.ELA21.6.11 Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.ELA21.6.16 Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.ELA21.6.27 Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools. | 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 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| **MATERIALS USED** | Grammar Worksheet, Studysync Books, Index Cards, Pencils, Notebooks, Small Group Worksheets, Writing Worksheets | Grammar Worksheet, Pencils, Index Cards, Pencils, Chromebooks, Small Group Worksheets, Writing Worksheets | Grammar Worksheet, Pencils, Index Cards, Pencils, Chromebooks, Small Group Worksheets, Writing Worksheets | Grammar Worksheet,, Pencils, Chromebooks, Small Group Worksheets, Writing Worksheets | Grammar Worksheet,, Pencils, Index Cards, Pencils, Chromebooks, Small Group Worksheets, Writing Worksheets |
| **Literacy Standards Used (See the MOC for a list of content appropriate standards):** 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.ELA21.6.3 Explain 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.ELA 21.6.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of languageELA21.6.7c Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.ELA21.6.11 Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.ELA21.6.16 Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.ELA21.6.27 Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools. | | | | | |
| **Technology Used:**  Smartboard and Chromebooks | | | **Supplementary Materials Used:**  **ACAP Bellringers:** [**RL.6.1 - Analysis of key events and ideas Worksheet - 6th Grade - Free & Printable | Lumos Learning**](https://www.lumoslearning.com/llwp/resources/free-math-english-worksheets/sample-worksheets.html?cur=15790&id=922946)  **Grammar Worksheets:** [**Proofreading and Editing Worksheets**](https://www.easyteacherworksheets.com/langarts/proofreading.html)  **Khan Academy for reading passages:** [**6th grade reading and vocab | Reading & language arts | Khan Academy**](https://www.khanacademy.org/ela/new-6th-grade-reading-and-vocabulary)  **Writing Worksheets:** [**Opinion and Persuasive Writing Essay Unit by Amelia Capotosta | TPT**](https://www.teacherspayteachers.com/Product/Opinion-and-Persuasive-Writing-Essay-Unit-7899130)  **Small Group:**  [**Inferences Worksheets | Reading Activities**](https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/)  [**Point of View Worksheets | Reading Activities**](https://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/)  [**Main Idea Worksheets | Ereading Worksheets**](https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/)  [**https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/summarizing-worksheets-and-activities/**](https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/summarizing-worksheets-and-activities/) | | |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔Additional Time, ✔ EL Strategies, Language Modifications,  Compacting the Subject (gifted), ✔ Less Repetition (gifted), Alternative Assessment, Other: X | | | | | |