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# Nevada 6 Intervention / Academic Support

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Nevada                                                    |
| Grade            | 6 (Middle)                                                |
| Subject          | Intervention / Academic Support                           |
| Course category  | Local Program                                             |
| Standards family | Other / Local Standards                                   |
| Framework        | Nevada Academic Content Standards                         |
| Issuing agency   | Nevada Department of Education                            |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Punctuation in Print, and Below Zero

### Unit 3: Mechanics, Writing and Signed Numbers · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What is that punctuation doing, and what is left of a number line?                                                                                                                             |
| Standards          | <b>Capitalization, Punctuation and Spelling</b> -> <b>L.6.2 strand</b> — text<br><b>Locating Rational Numbers on a Line</b> -> <b>6.NS.B.3 strand</b> — text<br><b>6.NS.C.7d strand</b> — text |
| Learning target    | "I can say what punctuation is doing, and place any number on a line."                                                                                                                         |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                |

### Measurable objectives

- Students will identify capitalization, punctuation and spelling in published texts.
- Students will locate rational numbers on a number line.

### Success criteria (student-friendly)

- "I explain a punctuation mark's job."
- "I place negatives correctly."
- "I place fractions between integers."

### Academic vocabulary

comma, colon, semicolon, apostrophe; integer, negative, opposite, interval

### Materials and technology

- Published extracts
- Number lines
- Notebooks
- Whiteboards
- Marker pegs

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

A punctuation mark's function explained, and mixed numbers placed on a line.

**Family communication**

Ask your child what a semicolon is for.

## Day 41 — What Is That Mark Doing There

Week 9, Day 1 • Unit 3 • Standards: L.6.2, 6.NS.B.3, 6.NS.C.7d

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | ELA diagnostic.                                                            |
| Learning target   | "I can say what punctuation is doing, and place any number on a line."     |
| Vocabulary in use | comma, colon, semicolon, apostrophe; integer, negative, opposite, interval |
| Local date        | _____                                                                      |

### Learning sequence

Connect: punctuation pupils have been corrected on. Teach: an extract where pupils explain what each mark DOES rather than name it. Try: shared explanation of two. Apply: pupils explain four. Reflect: pupils can usually name a comma and rarely say what one is for.

### Check for understanding

Student explains a punctuation mark's function.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Marks That Change the Meaning

Week 9, Day 2 · Unit 3 · Standards: L.6.2, 6.NS.B.3, 6.NS.C.7d

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | ELA repair - this week's standard.                                         |
| Learning target   | "I can say what punctuation is doing, and place any number on a line."     |
| Vocabulary in use | comma, colon, semicolon, apostrophe; integer, negative, opposite, interval |
| Local date        | _____                                                                      |

### Learning sequence

Connect: function. Teach: pairs of sentences differing only in punctuation and meaning completely differently, plus capitalization and spelling patterns in the same extract. Try: shared comparison. Apply: pupils write one such pair. Reflect: punctuation is not decoration and this is how to prove it.

### Check for understanding

Student shows how punctuation changes meaning.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — What Is Left of Zero

Week 9, Day 3 · Unit 3 · Standards: L.6.2, 6.NS.B.3, 6.NS.C.7d

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | Maths diagnostic.                                                          |
| Learning target   | "I can say what punctuation is doing, and place any number on a line."     |
| Vocabulary in use | comma, colon, semicolon, apostrophe; integer, negative, opposite, interval |
| Local date        | _____                                                                      |

### Learning sequence

Connect: Week 7's number line. Teach: extending it left and asking pupils to place -3,  $-\frac{1}{2}$ , -2.5 - chosen because each catches a different misconception. Try: shared placement. Apply: pupils place six. Reflect: the classic error is treating negatives as if the minus sign were decoration.

### Check for understanding

Student's placement errors on the negative side are identified.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Everything Has a Place

Week 9, Day 4 · Unit 3 · Standards: L.6.2, 6.NS.B.3, 6.NS.C.7d

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | Maths repair - this week's standard.                                       |
| Learning target   | "I can say what punctuation is doing, and place any number on a line."     |
| Vocabulary in use | comma, colon, semicolon, apostrophe; integer, negative, opposite, interval |
| Local date        | _____                                                                      |

### Learning sequence

Connect: the errors. Teach: that every rational number has exactly one place on the line, and locating fractions and decimals BETWEEN integers by subdividing intervals. Try: guided placement. Apply: pupils place eight mixed numbers. Reflect: this line is used in Weeks 10, 11 and 13, so it is worth over-teaching.

### Check for understanding

Student locates rational numbers correctly on a number line.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — New Extract, New Line

Week 9, Day 5 · Unit 3 · Standards: L.6.2, 6.NS.B.3, 6.NS.C.7d

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Focus             | Both, on new material.                                                     |
| Learning target   | "I can say what punctuation is doing, and place any number on a line."     |
| Vocabulary in use | comma, colon, semicolon, apostrophe; integer, negative, opposite, interval |
| Local date        | _____                                                                      |

### Learning sequence

Connect: the week. Teach: unseen extract and unseen placements, plus retrieval of Week 7. Try: none. Apply: pupils complete. Reflect: standards ELA 16 and Math 10 recorded.

### Check for understanding

Student applies both skills to unseen material.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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