

<p>Week of: <u>Jan 22-26</u> <u>2023</u></p> <p>*for additional curriculum information, please visit the district's resource Elementary Teaching Resources or Georgia Standards of Excellence</p>	<p>PHONICS</p>	<p>READING</p> <p>Weekly Assigned Achieve Article Monday!</p>	<p>GRAMMAR</p>	<p>WRITING</p>
<p>Mon.</p>	<p>Standard(s):ELAGSE4RF3 LT: I am learning to read unfamiliar words in context and out of context using phonics and decoding skills. SC: <input type="checkbox"/> I can read words with multiple syllables. <input type="checkbox"/> I can recognize roots and affixes. <input type="checkbox"/> I can read all letter sound combinations correctly. <input type="checkbox"/> I can use cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. <input type="checkbox"/> U6W3L1 Phonics Lesson/Activity: Unit 6, Week 3, Lesson 1</p>	<p>Standard(s): ELAGSE4RL1</p> <p>LT: I am learning to use details and examples when explicitly explaining what the text says.</p> <p>SC: <input type="checkbox"/> I am learning to quote accurately from a text. <input type="checkbox"/> I can identify explicit details when explaining text. <input type="checkbox"/> I can analyze the text using details and examples.</p> <p>Lesson/Activity: <input type="checkbox"/> RU6 W3L11</p> <p>Students will identify the falling action and resolution in the story.</p>	<p>Standard(s): ELAGSE4L1h LT: I am learning how to write legibly in cursive. (lowercase c and q) LT: I can label parts of speech in my target sentence.</p> <p>SC: <input type="checkbox"/> I can correctly form overcurve and undercurve cursive letters. <input type="checkbox"/> I can correctly join cursive letters when writing words.</p> <p>SC: <input type="checkbox"/> I can recognize the subject, adverb, and direct object in my target sentence. <input type="checkbox"/> Cursive c and q</p>	<p>Standard(s):ELAGSE4W1</p> <p>LT:I am learning to clearly introduce a topic to write an opinion piece.</p> <p>SC:I can organize my ideas to support my opinion.</p> <p>Lesson/Activity: <input type="checkbox"/> OWS14</p> <p>Students will use the four-square paragraph sheet to complete paragraphs independently.</p>

	Students will read and spell words with adjective suffixes -ful, -ous, -ible, -able, -some.		Lesson/Activity: Students will practice overcurve lowercase letters c and q with guided support from teacher. Next, they will trace and write target sentence in cursive and will label Subject-Noun, Adverb, and Direct Object with guidance and review.	
Tues.	Standard(s):ELAGSE4RF3 LT: I am learning to read unfamiliar words in context and out of context using phonics and decoding skills. SC: <input type="checkbox"/> I can read words with multiple syllables. <input type="checkbox"/> I can recognize roots and affixes. <input type="checkbox"/> I can read all letter sound combinations correctly. <input type="checkbox"/> I can use cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. <input type="checkbox"/> U6W3L2 Phonics Lesson/Activity: Unit 6, Week 3, Lesson 2	Standard: ELAGSE5RL5 LT: I am learning to recognize and explain the meanings of idioms, adages, and proverbs. SC: <input type="checkbox"/> I can define the meanings of idioms, adages, and proverbs. <input type="checkbox"/> I can list examples of idioms, adages, and proverbs. <input type="checkbox"/> I can identify examples of idioms, adages, and proverbs in a text. Lesson/Activity: U6W3L12 Students will identify examples of idioms and adages/proverbs in the mentor text and work to explain the meaning.	Standard(s): ELAGSE4L1h LT: I am learning how to write legibly in cursive. (lowercase m and n) LT: I can label parts of speech in my target sentence. SC: <input type="checkbox"/> I can correctly form overcurve and undercurve cursive letters. <input type="checkbox"/> I can correctly join cursive letters when writing words. SC: <input type="checkbox"/> I can recognize adjective articles (a, an, the) and the direct object within my target sentence. <input type="checkbox"/> Cursive m and n Lesson/Activity:	Standard(s):ELAGSE4W1 LT:I am learning to clearly introduce a topic to write an opinion piece. SC:I can organize my ideas to support my opinion. Lesson/Activity: <input type="checkbox"/> OWS15 Students will use the four-square paragraph sheet to complete paragraphs independently based on text-based prompts.

	Students will read accountable text, spell and sort words with adjective suffixes -ful, -ous, -ible, -able, -some, and use context clues to determine the word meanings.		Students will practice overcurve lowercase letters c and q with guided support from teacher. Next, they will trace and write target sentence in cursive and will label adjective-articles and the direct object with guidance/review.	
Wed.	<p>Standard(s):ELAGSE4RF3 LT: I am learning to read unfamiliar words in context and out of context using phonics and decoding skills.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read words with multiple syllables. <input type="checkbox"/> I can recognize roots and affixes. <input type="checkbox"/> I can read all letter sound combinations correctly. <input type="checkbox"/> I can use cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. <p><input type="checkbox"/> U6W3L3 Phonics</p> <p>Lesson/Activity: Unit 6, Week 3, Lesson 3</p> <p>Students will read and spell words with adjective suffixes -ful, -ous, -ible, -able, -some,</p>	<p>Standard: ELAGSE4RL9 LT: I am learning to compare and contrast similar themes, topics, and events in texts from different cultures.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the type of text (e.g., myth, stories, literature from different cultures). <input type="checkbox"/> I can determine the setting and what the story is mainly about. <input type="checkbox"/> I can put the theme of the book into words after reading. <input type="checkbox"/> I can think about how the theme is similar to another version of the story. <input type="checkbox"/> I can think about how the theme is different from another version of the story. <input type="checkbox"/> I can determine if the similarities and differences give me any clues about the culture it is from. 	<p>Standard(s): ELAGSE4L1h LT: I am learning how to write legibly in cursive. (y and v) SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can correctly form overcurve and undercurve cursive letters. <input type="checkbox"/> I can correctly join cursive letters when writing words. <p><input type="checkbox"/> Cursive y and v</p> <p>Lesson/Activity:</p> <p>Students will practice overcurve lowercase letters y and v with guided support from teacher. Next, they will trace and write target sentence in cursive and will label the possessive pronoun (your) and the preposition (of). Lastly, discuss the definition of P.O.V. as a review.</p>	<p>Standard(s):ELAGSE4W1 LT:I am learning to clearly introduce a topic to write an opinion piece.</p> <p>SC:I can organize my ideas to support my opinion.</p> <p>Lesson/Activity: <input type="checkbox"/> OWS16</p> <p>The teacher and students read three sample paragraphs, color-code the paragraphs, and determine whether they have each of the necessary elements.</p>

	and sort words by common features.	<p>Lesson/Activity: U6W3L13</p> <p>Students will identify details that reveal the author's theme, state the theme of the story, and compare the themes of 2 or more stories.</p>		
Thurs.	<p>Standard(s):ELAGSE4RF3</p> <p>LT: I am learning to read unfamiliar words in context and out of context using phonics and decoding skills.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read words with multiple syllables. <input type="checkbox"/> I can recognize roots and affixes. <input type="checkbox"/> I can read all letter sound combinations correctly. <input type="checkbox"/> I can use cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. <p><input type="checkbox"/> U6W3L4</p> <p>Lesson/Activity: Reading of interactive text as a whisper then choral-read (see TE pg 30) Then group will engage in interactive marking of anchor text. Wrap up with application of "Reading Big Words Strategy" anchor chart</p>	<p>Standard: ELAGSE5RL6</p> <p>LT: I am learning to use grade-appropriate vocabulary.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read a variety of texts. <input type="checkbox"/> I can incorporate new words and vocabulary when I speak. <p>Lesson/Activity: U6W3L14</p> <p>Students will analyze the author's use of sensory descriptions.</p>	<p>Standard(s): ELAGSE4L1h</p> <p>LT: I am learning how to write legibly in cursive. (x and z)</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can correctly form overcurve and undercurve cursive letters. <input type="checkbox"/> I can correctly join cursive letters when writing words. <p><input type="checkbox"/> Cursive x and z</p> <p>Lesson/Activity:</p> <p>Students will practice overcurve lowercase letters x and z with guided support from teacher. Next, they will trace and write target sentence.</p>	<p>Standard(s):ELAGSE4W1</p> <p>LT:I am learning to clearly introduce a topic to write an opinion piece.</p> <p>SC:I can organize my ideas to support my opinion.</p> <p>Lesson/Activity: <input type="checkbox"/> OWS17</p> <p>Students review the parts of a paragraph as they relate to text-based opinion paragraphs. Then, students read a sample paragraph and mark up the text to identify the parts of the paragraph.</p>

	using weekly words.			
Fri.	<p>Standard(s):ELAGSE4RF3</p> <p>LT: I am learning to read unfamiliar words in context and out of context using phonics and decoding skills.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read words with multiple syllables. <input type="checkbox"/> I can recognize roots and affixes. <input type="checkbox"/> I can read all letter sound combinations correctly. <input type="checkbox"/> I can use cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. <p><input type="checkbox"/> U6W3L5 Phonics</p> <p>Lesson/Activity: Unit 6, Week 3, Lesson 5</p> <p>Students will read an interactive text, apply multisyllabic word reading strategies and spell and sort words adjective suffixes -ful, -ous, -ible, -able, -some.</p>	<p>Standard(s): ELAGSE4SL1(a-d)</p> <p>LT: I am learning to collaborate with others on 4th-grade topics to share ideas.</p> <p>SC: I can prepare for discussions in advance by pre-reading the text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can participate cooperatively with teachers and peers in group discussions. <input type="checkbox"/> I can give reasons in support of my opinions expressed. <input type="checkbox"/> I can clarify, illustrate, and expand on a response when asked. <input type="checkbox"/> I can ask my peers to clarify, illustrate and expand on a response. <p>Lesson/Activity:</p> <p>U6W3L15</p> <p>Students will learn and discuss the elements of a successful constructive conversation.</p>	<p>Spelling Assessment and Cursive Formative:</p> <p>For the cursive formative, students will copy the letters and words on the formative provided.</p>	<p>Standard(s):ELAGSE4W1</p> <p>LT:I am learning to clearly introduce a topic to write an opinion piece.</p> <p>SC:I can organize my ideas to support my opinion.</p> <p>Lesson/Activity: <input type="checkbox"/> OWS18</p> <p>Students identify the order of sentences for text-based opinion paragraphs.</p>