

<p>Week of: 10/7-10/11, 2024</p> <p><small>*for additional curriculum information, please visit the district's resource Elementary Teaching Resources or Georgia Standards of Excellence</small></p>	<p>READING</p>	<p>WRITING</p>
<p>Monday 10/7</p>	<p>Standard(s): ELAGSE3L5</p> <p>Learning Target: I am learning to demonstrate an understanding of nuances in word meanings.</p> <p>LO: I can begin to tell that some verbs are stronger than others.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can recognize that some words have very similar meanings (e.g., synonyms). • I can distinguish shades of meaning among related words that describe states of mind. • I can distinguish shades of meaning among related words that describe degrees of certainty. (e.g., knew, believed, suspected, heard, wondered). <p>Lesson/Activity: Unit 2: Mini Lesson 9 Build Vocabulary: Distinguish Shades of Meaning Among Verbs</p>	<p>Standard(s): ELAGSE3W2</p> <p>Learning Target: I am learning to introduce a topic when writing an informational/explanatory text and include pictures (illustrations) to support understanding.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can brainstorm ideas for my informational/explanatory writing. • I can state and write my topic in informational/explanatory writing. • I can use pictures (illustrations and other text features) to help others understand my topic. <p>Lesson/Activity: Volume 2 Session 20 Including Text Features</p>
<p>Tuesday 10/8</p>	<p>Standard(s): ELAGSE3RL9</p> <p>Learning Target: I am learning to compare and contrast stories written by the same author about the same or similar characters (books from a series).</p> <p>LO: I can tell what is the same and different about characters in a fable.</p>	<p>Standard(s): ELAGSE3W5</p> <p>Learning Target: I am learning how to revise my writing by adding, deleting, and rearranging text in my writing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can reread my writing and search for places to elaborate and add details.

	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can recognize the theme of a text or book. • I can compare and contrast the themes of two texts or books written by the same author about the same or similar characters. • I can recognize the setting of a text. • I can compare and contrast the setting of two texts or books written by the same author about the same or similar characters. • I can recognize the plot of a text. • I can compare and contrast the plot of two texts or books written by the same author about the same or similar characters. • I can explain how the narrative elements (theme, setting, and plot) of books in a series are alike and different. <p>Lesson/Activity: Unit 2: Mini Lesson 10 Compare and Contrast Characters in Fables by the Same Author</p>	<ul style="list-style-type: none"> • I can reread my writing and delete any information that is not needed. • I can reread my writing and rearrange sentences for clarity. <p>Lesson/Activity: Volume 2 Session 21 Revising with Partner Feedback</p>
Wednesday 10/9	<p>Standard(s): ELAGSE3RL9</p> <p>Learning Target: I am learning to compare and contrast stories written by the same author about the same or similar characters (books from a series).</p> <p>LO: I can tell about the characters, setting, and plot in a story.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can recognize the theme of a text or book. • I can compare and contrast the themes of two texts or books written by the same author about the same or similar characters. • I can recognize the setting of a text. • I can compare and contrast the setting of two 	<p>Standard(s): ELAGSE3W2</p> <p>Learning Target: I am learning to introduce a topic when writing an informational/explanatory text and include pictures (illustrations) to support understanding.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can brainstorm ideas for my informational/explanatory writing. • I can state and write my topic in informational/explanatory writing. • I can use pictures (illustrations) to help others understand my topic. <p>Lesson/Activity: Volume 2: Session 22 Writing a Grabber</p>

	<p>texts or books written by the same author about the same or similar characters.</p> <ul style="list-style-type: none"> • I can recognize the plot of a text. • I can recognize the characters in a text. • I can compare and contrast the plot of two texts or books written by the same author about the same or similar characters. • I can explain how the narrative elements (theme, setting, and plot) of books in a series are alike and different. <p>Lesson/Activity: Unit 2: Mini Lesson 11</p> <p>Review Elements of Fiction: Characters, Settings, and Plot</p>	
Thursday 10/10	<p>Standard(s): multiple</p> <p>Rock Your School: Teachers will review the reading skills for the unit presented to date through fun and engaging activities.</p> <p>Theme: tbd by team</p> <p>Lesson/Activity: Unit 2: Review</p>	<p>Standard(s): multiple</p> <p>Rock Your School: Teachers will review the writing skills for the unit presented to date through fun and engaging activities.</p> <p>Theme: tbd by team</p> <p>Lesson/Activity: Unit 2: Review</p>
Friday 10/11	No School for Students	
	Phonics/Word Study	Grammar Micro Workshop
	<p>Monday - Unit 2 Week 2 Day 1</p> <p>Tuesday - Unit 2 Week 2 Day 2</p> <p>Wednesday -Unit 2 Week 2 Day 3</p> <p>Thursday - Review & assessment</p> <p>Friday - no school</p> <p>Phonics/Spelling Words: Long i (i_e, igh, y, ie, i)</p> <p>myself</p> <p>final</p> <p>write</p> <p>science</p>	<p>Monday - Introduce Weekly Achieve Article</p> <p>Tuesday - Unit 2 Lesson 1</p> <p>Wednesday - Unit 2 Lesson 2</p> <p>Thursday - Unit 2 Lesson 3</p> <p>Friday - no school</p> <p>Unit 2: Building Brilliant Sentences</p>

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