










<p>Week of: <u>Feb 12-16</u> <u>2023</u></p> <p>*for additional curriculum information, please visit the district's resource <u>Elementary Teaching Resources</u> or <u>Georgia Standards of Excellence</u></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):ELAGSE4L1</p> <p>LT: I am learning to use commonly confused words when writing or speaking.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm some commonly confused words. (to/too/two, their/they're/there) <input type="checkbox"/> I can determine when to use a certain commonly confused word. <input type="checkbox"/> I can identify if a commonly confused word is used correctly in a sentence. <input type="checkbox"/> I can write a sentence that uses the correct form of a commonly confused word. 	<p>Standard: ELAGSE4RI5</p> <p>LT: I am learning to describe the overall structure (organization) of a text or part of a text.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the features of chronological order. <input type="checkbox"/> I can describe the features of chronological order. <input type="checkbox"/> I can identify key words and phrases in a text to help identify the different types of text Structure. <p>Lesson/Activity: 📁 RU7 W3L11</p> <p>Students will look for signal words that signal the structure</p>	<p>Standard: ELAGSE4L2</p> <p>LT: I am learning to use commas and quotation marks in direct speech and quotes from a text when writing.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify what a comma is and what it is used for. <input type="checkbox"/> I can identify the correct usage of commas. <p>📁 Grammar U4S11</p> <p>Lesson/Activity:</p> <p>Students will explore introductory and transitional phrases and how commas are used by looking at sentences</p>	<p>Standard(s):ELAGSE4W1(a-d)</p> <p>LT: I am learning to provide reasons to support my opinion piece.</p> <p>SC:I can list my ideas to support my opinion.</p> <p>I can support my ideas with related facts, reasons, and details for my opinion.</p> <p>I can structure my reasons into paragraphs.</p> <p>I can organize my paragraphs using transitional words and phrases.</p> <p>Lesson/Activity: 📁 OWS23</p> <p>Students will write a</p>

	<p>Lesson/Activity:</p> <p> U7W3L1 Phonics</p> <p>Students will read and spell words with homophones.</p>	<p>of a text. Students will identify the chronological order of a text.</p>	<p>from the mentor texts.</p>	<p>text-based opinion paragraph.</p>
Tues.	<p>Standard(s):ELAGSE4L1</p> <p>LT: I am learning to use commonly confused words when writing or speaking.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm some commonly confused words. (to/too/two, their/they're/there) <input type="checkbox"/> I can determine when to use a certain commonly confused word. <input type="checkbox"/> I can identify if a commonly confused word is used correctly in a sentence. <input type="checkbox"/> I can write a sentence that uses the correct form of a commonly confused word. <p> U7W3L2 Phonics</p> <p>Lesson/Activity:</p> <p>Students will read and spell words with homophones.</p>	<p>Standard: ELAGSE4RI4</p> <p>LT: I am learning to determine the meaning of words and phrases in a text.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify domain-specific words and phrases in a text relevant to a grade 4 topic or subject. <input type="checkbox"/> I can make connections between the definitions and how the words are used in the text. <p>Lesson/Activity:</p> <p> RU7 W3L12</p> <p>Students will identify topic-specific words and use context clues to determine their meaning.</p>	<p>Standard: ELAGSE4L2</p> <p>LT: I am learning to use commas and quotation marks in direct speech and quotes from a text when writing.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify what a comma is and what it is used for. <input type="checkbox"/> I can identify the correct usage of commas. <p>Lesson/Activity:</p> <p> Grammar U4S12</p> <p>Students will practice using transitional phrases in sentences to link ideas.</p>	<p>Standard(s):ELAGSE4W2(a-e)</p> <p>LT:I am learning to organize my ideas for an informative/explanatory piece.</p> <p>SC:I can list my ideas to support an informative/explanatory piece.</p> <p>I can support my ideas with related facts, reasons, and details for an informative/explanatory piece.</p> <p>I can structure my ideas into paragraphs.</p> <p>I can organize my paragraphs using transitional words and phrases.</p> <p>Lesson/Activity:  IWS24</p> <p>Students will write a paragraph in response to a text-based prompt. This is intended to be a preassessment.</p>

Wed.	<p>Standard(s):ELAGSE4L1</p> <p>LT: I am learning to use commonly confused words when writing or speaking.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm some commonly confused words. (to/too/two, their/they're/there) <input type="checkbox"/> I can determine when to use a certain commonly confused word. <input type="checkbox"/> I can identify if a commonly confused word is used correctly in a sentence. <input type="checkbox"/> I can write a sentence that uses the correct form of a commonly confused word. <p> U7W3L3 Phonics</p> <p>Lesson/Activity: Students will read accountable text and spell and sort words with homophones, and use context clues to determine word meanings</p>	<p>Standard: ELAGSE4RI7</p> <p>LT: I am learning to interpret text features presented visually, orally, or quantitatively.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify informational text features (charts, graphs, diagrams, timelines, animations, interactive elements). <input type="checkbox"/> I can explain why text features are used in informational text. <input type="checkbox"/> I can analyze information visually, orally, or quantitatively. <p>Lesson/Activity:  RU7 W3L13</p> <p>Students will analyze and interpret text features (diagrams, quotes, and extractions).</p>	<p>Standard: ELAGSE4L2</p> <p>LT: I am learning to use commas and quotation marks in direct speech and quotes from a text when writing.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify what a comma is and what it is used for. <input type="checkbox"/> I can identify the correct usage of commas. <p> Grammar U4S13</p> <p>Lesson/Activity: Students will create sentences using a collection of transitional phrases as sentence starters.</p>	<p>Standard(s):ELAGSE4W2(a-e)</p> <p>LT:I am learning to organize my ideas for an informative/explanatory piece.</p> <p>SC:I can list my ideas to support an informative/explanatory piece.</p> <p>I can support my ideas with related facts, reasons, and details for an informative/explanatory piece.</p> <p>I can structure my ideas into paragraphs.</p> <p>I can organize my paragraphs using transitional words and phrases.</p> <p>Lesson/Activity:  IWS25</p> <p>Students will review the parts of a paragraph. They will be introduced to the S'more Paragraph.</p>
Thurs.	<p>Standard(s):ELAGSE4L1</p> <p>LT: I am learning to use commonly confused words when writing or speaking.</p>	<p>Standard: ELAGSE4RL2</p> <p>LT: I am learning to identify the theme of a text by thinking about the details in the text.</p>	<p>Standard: ELAGSE4L2</p> <p>LT: I am learning to use commas and quotation marks in direct speech and quotes from a text when writing.</p>	<p>Standard(s):ELAGSE4W2(a-e)</p> <p>LT:I am learning to organize my ideas for an informative/explanatory piece.</p> <p>SC:I can list my ideas to</p>

	<p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm some commonly confused words. (to/too/two, their/they're/there) <input type="checkbox"/> I can determine when to use a certain commonly confused word. <input type="checkbox"/> I can identify if a commonly confused word is used correctly in a sentence. <input type="checkbox"/> I can write a sentence that uses the correct form of a commonly confused word. <p><input type="checkbox"/> U7W3L4 Phonics</p> <p>Lesson/Activity:</p> <p>Students will read and spell words with homophones, and sort words by common features.</p>	<p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define the theme. <input type="checkbox"/> I can explain how to use close reading strategies for determining themes. <input type="checkbox"/> I can use strategies, such as taking notes, re-reading, summarizing, and paraphrasing. <p>Lesson/Activity:</p> <p><input type="checkbox"/> RU7 W3L14</p> <p>Students will identify details that reveal the author's purpose and determine the message of the poem.</p> <p>Unit 7 Assessment</p>	<p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify what a comma is and what it is used for. <input type="checkbox"/> I can identify the correct usage of commas. <input type="checkbox"/> I can identify what quotation marks are and what they are used for. <input type="checkbox"/> I can demonstrate that commas are used to introduce a quote after certain words (eg. said, answered, replied, asked) <input type="checkbox"/> I can demonstrate that quotation marks are placed around the words someone actually said. <input type="checkbox"/> I can demonstrate that quotation marks are used around words that are quoted directly from a text. <input type="checkbox"/> I can correctly use commas and quotation marks in direct speech. <p><input type="checkbox"/> Grammar U4S14</p> <p>Lesson/Activity:</p> <p>Students will explore appositives and notice how they are punctuated.</p>	<p>support an informative/explanatory piece.</p> <p>I can support my ideas with related facts, reasons, and details for an informative/explanatory piece.</p> <p>I can structure my ideas into paragraphs.</p> <p>I can organize my paragraphs using transitional words and phrases.</p> <p>Lesson/Activity: <input type="checkbox"/> IWS26</p> <p>Students will review the part of a paragraph as they relate to text-based opinion paragraphs.</p>
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Fri. Teacher work day	Standard(s): LT: SC: Lesson/Activity: Students will	Standard(s): LT: SC: Lesson/Activity: Students will	Standard(s): LT: SC: Lesson/Activity: Students will	Standard(s): LT: SC: Lesson/Activity: Students will