

<p>Week of: <u>Feb 19-23</u> <u>2024</u></p> <p>*for additional curriculum information, please visit the district's resource <a href="#">Elementary Teaching Resources</a> or <a href="#">Georgia Standards of Excellence</a></p>	PHONICS	<p>READING</p> <p>Weekly Assigned Achieve Article Monday!</p>	GRAMMAR	WRITING
Mon.	No School			
Tues.	<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"> <li><input type="checkbox"/> I can read all letter sound combinations correctly.</li> <li><input type="checkbox"/> I can read multi-syllable words.</li> <li><input type="checkbox"/> I can demonstrate the meaning of common affixes.</li> </ul>	<p>Standard: ELAGSE4RI2</p> <p>LT: I am learning to summarize the text.</p> <p>SC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use notes and paraphrasing to plan a summary of the text.</li> <li><input type="checkbox"/> I can paraphrase to construct a summary of the text.</li> </ul> <p>Lesson/Activity: <b>RU8 W1L2</b></p> <p>Students will summarize the key details in an informational 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>SC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify what a comma is and what it is used for.</li> <li><input type="checkbox"/> I can identify the correct usage of commas when an appositive is present.</li> <li><input type="checkbox"/> I can correctly use commas</li> </ul>	<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</p>

	<p> <input type="checkbox"/> I can show the meaning of common Latin roots.  <input type="checkbox"/> I can identify the meaning of common root words to determine the meaning of unfamiliar words.  <input type="checkbox"/> I can apply my knowledge of letter-sound correspondences, syllable patterns, morphology, and multi-syllabic words when reading various texts.         </p> <p>Lesson/Activity:  <input type="checkbox"/> U8W1L1 Phonics         </p> <p>Students will read and spell words with negative prefixes.</p>		<p>and quotation marks in direct speech and in quotes from a text.</p> <p>Lesson/Activity:  <input type="checkbox"/> Grammar U4S15         </p> <p>Students will use commas in introductory phrases with appositives. Model with anchor chart and anchor sentences first. Then students will use their grammar notebooks to complete 4 sentences with commas for appositives omitted.</p>	<p>paragraphs.            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.            Standard(s):ELAGSE4W2(a-e)            LT:I am learning to organize my ideas for an informative/explanatory piece.            SC:I can list my ideas to support an informative/explanatory piece.            I can support my ideas with related facts, reasons, and details for an informative/explanatory piece.            I can structure my ideas into paragraphs.            I can organize my paragraphs using transitional words and phrases.</p> <p>Lesson/Activity: <input type="checkbox"/> IWS27</p> <p>Students will identify the order of sentences for text</p>
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				based informational paragraphs.
Wed.	<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>I can read all letter sound combinations correctly.</p> <p><input type="checkbox"/> I can read multi-syllable words.</p> <p><input type="checkbox"/> I can demonstrate the meaning of common affixes.</p> <p><input type="checkbox"/> I can show the meaning of common Latin roots.</p> <p><input type="checkbox"/> I can identify the meaning of common root words to determine the meaning of unfamiliar words.</p> <p><input type="checkbox"/> I can apply my knowledge of letter-sound correspondences, syllable patterns, morphology, and multi-syllabic words when reading various texts.</p> <p>Lesson/Activity: <input type="checkbox"/> PU8W1L2</p> <p>Students will read and spell words with negative prefixes,</p>	<p>Standard: ELAGSE4RI6</p> <p>LT: I am learning to compare and contrast a firsthand and secondhand account of the same event or topic.</p> <p>SC:</p> <p><input type="checkbox"/> I can identify who is telling the story.</p> <p><input type="checkbox"/> I can explain the characteristics of a firsthand account of an event or story.</p> <p>Lesson/Activity: <input type="checkbox"/> RU8 W1L3</p> <p>Students will analyze first person point of view and think about how point of view affects a 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>SC:</p> <p><input type="checkbox"/> I can identify what a comma is and what it is used for.</p> <p><input type="checkbox"/> I can identify the correct usage of commas.</p> <p><input type="checkbox"/> I can identify what quotation marks are and what they are used for.</p> <p><input type="checkbox"/> I can demonstrate that commas are used to introduce a quote after certain words (eg. said, answered, replied, asked)</p> <p><input type="checkbox"/> I can demonstrate that quotation marks are placed around the words someone actually said.</p> <p><input type="checkbox"/> I can demonstrate that quotation marks are used around words that are quoted directly from a text.</p> <p><input type="checkbox"/> I can correctly use commas</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: <input type="checkbox"/> IWS27</p> <p>Students will identify the order of sentences for text based informational paragraphs.</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</p>

	<p>use context clues and complete a spelling pattern sort.</p>		<p>and quotation marks in direct speech and in quotes from a text.</p> <p>Lesson/Activity:  <input type="checkbox"/> Grammar U4S16</p> <p>Students will explore the effect of punctuation by using sentence parts with a partner to create two new sentences.</p>	<p>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"/> IWS28</p> <p>Students will learn to restate facts, examples, and explanations in their own words to provide support for the big idea.</p>
Thurs.	<p>I can read all letter sound combinations correctly.</p> <p><input type="checkbox"/> I can read multi-syllable words.</p> <p><input type="checkbox"/> I can demonstrate the meaning of common affixes.</p> <p><input type="checkbox"/> I can show the meaning of common Latin roots.</p> <p><input type="checkbox"/> I can identify the meaning of common root words to determine the meaning of unfamiliar words.</p> <p><input type="checkbox"/> I can apply my knowledge of letter-sound correspondences,</p>	<p>Standard: ELAGSE4L4</p> <p>LT: I am learning to use context clues to help with unknown words.</p> <p>SC:</p> <p><input type="checkbox"/> I can identify unknown words in a text.</p> <p><input type="checkbox"/> I can identify multiple-meaning words in a text.</p> <p><input type="checkbox"/> I can use reference materials such as a dictionary to determine the meaning of the</p>	<p>Standard(s):ELAGSE4L3</p> <p>LT: I am learning to use punctuation correctly.</p> <p>SC:</p> <p><input type="checkbox"/> I can examine mentor texts and notice how the author uses punctuation for effect.</p> <p>Lesson/Activity:  <input type="checkbox"/> Grammar U4S17</p> <p>Students will read two texts punctuated differently and use</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</p>

	<p>syllable patterns, morphology, and multi-syllabic words when reading various texts.</p> <p>Lesson/Activity:  U8W1L4 Phonics</p> <p>Students will read and spell words with negative prefixes, use context clues and complete a spelling pattern sort.</p>	<p>word.</p> <p> I can make connections between the definitions and how the words are used in the text.</p> <p>Lesson/Activity:  RU8 W1L4</p> <p>Students will use context clues to determine the meaning of multiple-meaning words in a text.</p>	<p>punctuation to change the meaning of a sentence.</p>	<p>paragraphs.</p> <p>I can organize my paragraphs using transitional words and phrases.</p> <p>Lesson/Activity:  IWS28</p> <p>Students will learn to restate facts, examples, and explanations in their own words to provide support for the big idea.</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:  IWS29</p> <p>Students will learn to cite evidence that has been</p>
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				restated or quoted directly from the source article.
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"> <li><input type="checkbox"/> I can read all letter sound combinations correctly.</li> <li><input type="checkbox"/> I can read multi-syllable words.</li> <li><input type="checkbox"/> I can demonstrate the meaning of common affixes.</li> <li><input type="checkbox"/> I can show the meaning of common Latin roots.</li> <li><input type="checkbox"/> I can identify the meaning of common root words to determine the meaning of unfamiliar words.</li> <li><input type="checkbox"/> I can apply my knowledge of letter-sound correspondences, syllable patterns, morphology, and multi-syllabic words when reading various texts.</li> </ul> <p>Lesson/Activity:</p> <p><input type="checkbox"/> U8W1L5 Phonics</p> <p>Students will read and spell words with negative prefixes</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"> <li><input type="checkbox"/> I can identify informational text features (charts, graphs, diagrams, timelines, animations, interactive elements).</li> <li><input type="checkbox"/> I can explain why text features are used in informational text.</li> <li><input type="checkbox"/> I can analyze information visually, orally, or quantitatively.</li> </ul> <p>Lesson/Activity: <input type="checkbox"/> RU8 W1L5</p> <p>Students will analyze text features (maps and photos) and think about the ways in which they enhance the text.</p>	<p>Standard(s):ELAGSE4L3</p> <p>LT: I am learning to use punctuation correctly.</p> <p>SC:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can examine mentor texts and notice how the author uses punctuation for effect.</li> </ul> <p>Lesson/Activity:</p> <p><input type="checkbox"/> Grammar U4S18</p> <p>Students will examine two mentor texts and discuss how punctuation affects the rhythm.</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: <input type="checkbox"/> IWS29</p> <p>Students will learn to cite evidence that has been restated or quoted directly from the source article.</p>

	and complete a spelling assessment.			
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