

<p>Week of: <u>Feb 26-Mar 1</u> <u>2024</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 Weekly Assigned Achieve Article Monday!</p>	<p>GRAMMAR</p>	<p>WRITING</p>
<p>Mon.</p>	<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 all letter sound combinations correctly. <input type="checkbox"/> I can read multi-syllable words. <input type="checkbox"/> I can demonstrate the meaning of common affixes. <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 	<p>Standard(s): ELAGSE4RI1</p> <p>LT: I am learning to draw inferences from a text.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can differentiate between explicit and inferred information. <input type="checkbox"/> I can think about what an author is saying and wants me to feel or know from the text. <input type="checkbox"/> I can answer text-based questions that require drawing inferences and finding evidence from texts. <p>Lesson/Activity: RU8 W2L6</p> <p>Students will use details from the texts to create mental imagery.</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"> <input type="checkbox"/> I can examine mentor texts and notice how the author uses punctuation for effect. <p>Lesson/Activity: Grammar U4S19</p> <p>Students will work with a partner to add punctuation to a text for effect.</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: IWS30 Part 1 & 2</p> <p>Students will review a sample</p>

	<p>unfamiliar words.</p> <p><input type="checkbox"/> I can apply my knowledge of letter-sound correspondences, syllable patterns, morphology, and multisyllabic words when reading various texts.</p> <p>Lesson/Activity:</p> <p><input type="checkbox"/> PU8W2L1</p> <p>Students will read and spell words with Greek and Latin roots (geo, archae, and rupt) by engaging in word sort after discussion / engagement with anchor chart that focuses on meanings.</p>			<p>Four-Square Paragraph Planning Sheet, and then use the information to complete a paragraph.</p>
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> <p><input type="checkbox"/> 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</p>	<p>Standard: ELAGSE4RI7</p> <p>LT: I am learning to interpret text features presented visually, orally, or quantitatively.</p> <p>SC:</p> <p><input type="checkbox"/> I can identify informational text features (charts, graphs, diagrams, timelines, animations, interactive elements).</p> <p><input type="checkbox"/> I can explain why text features are used in informational text.</p> <p><input type="checkbox"/> I can analyze information</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:</p> <p><input type="checkbox"/> Grammar U4S20</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</p>

	<p>meaning of common affixes.</p> <ul style="list-style-type: none"> <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>Lesson/Activity:</p> <p><input type="checkbox"/> PU8W2L2</p> <p>Students will read and spell words with Greek and Latin roots within the context of a nonfiction text and will sort words with these same three Latin roots.</p>	<p>visually, orally, or quantitatively.</p> <p>Lesson/Activity: <input type="checkbox"/> RU8 W2L7</p> <p>Students will analyze text features (maps and diagrams) and think about the ways in which they enhance the text.</p>	<p>Students will use their own writing pieces to add punctuation.</p>	<p>using transitional words and phrases</p> <p>Lesson/Activity:</p> <p><input type="checkbox"/> IWS30 Part 1 & 2</p> <p>Students will review a sample Four-Square Paragraph Planning Sheet, and then use the information to complete a paragraph.</p>
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>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read all letter sound 	<p>Standard: 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 show the meaning of common Latin roots. <input type="checkbox"/> I can identify the meaning of 	<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 	<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</p>

	<p>combinations correctly.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read multi-syllable words. <input type="checkbox"/> I can demonstrate the meaning of common affixes. <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>Lesson/Activity:</p> <p><input type="checkbox"/> PU8W2L3</p> <p>Students will read and spell words with Greek and Latin roots through sorting, engagement in controlled text, and dictation.</p>	<p>common root words to determine the meaning of unfamiliar words.</p> <p>Lesson/Activity:</p> <p><input type="checkbox"/> RU8 W2L8</p> <p>Students will practice using root words to determine the meaning of unfamiliar words.</p>	<p>for.</p> <ul style="list-style-type: none"> <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 and in quotes from a text. <p>Lesson/Activity:</p> <p><input type="checkbox"/> Grammar U4S21</p> <p>Students will create a chart that will be used as a tool for drafting sentences with</p>	<p>informative/explanatory piece. 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"/> IWS31</p> <p>Students will practice writing text-based informational paragraphs using the Four-Square Paragraph Planner. Students will use a rubric to evaluate their paragraphs.</p>
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			correct punctuation placement.	
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 all letter sound combinations correctly. <input type="checkbox"/> I can read multi-syllable words. <input type="checkbox"/> I can demonstrate the meaning of common affixes. <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>Lesson/Activity:</p> <p><input type="checkbox"/> PU8W2L4</p>	<p>Standard: ELAGSE4RI1</p> <p>LT: I am learning to use details and examples when explicitly explaining what the text says.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify explicit details when explaining text. <input type="checkbox"/> I can analyze the text using details and examples. <p>Lesson/Activity:</p> <p><input type="checkbox"/> RU8 W2L9</p> <p>Students will analyze the author's use of an anecdote to introduce 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>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 	<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"/> IWS32</p> <p>Students will practice writing text-based informational paragraphs using the Four-Square Paragraph Planner. Students will use a rubric to evaluate their paragraphs.</p>

	Students will read and spell words with Greek and Latin roots.		<p>from a text.</p> <p><input type="checkbox"/> I can correctly use commas and quotation marks in direct speech and in quotes from a text.</p> <p>Lesson/Activity:</p> <p><input type="checkbox"/> Grammar U4S22</p> <p>Lesson/Activity:</p> <p>Students will add commas where they belong using previously learned strategies such as prosody and pauses.</p>	
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> <p><input type="checkbox"/> 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</p>	<p>Standard: ELAGSE4RI7</p> <p>LT: I am learning to explain how information helps my understanding of the text in which it appears.</p> <p>SC:</p> <p><input type="checkbox"/> I can explain why graphic features and other visual, oral, or quantitative types of information are used to help the reader understand the text.</p> <p><input type="checkbox"/> I can create a personal understanding of how different types of information are used to help the reader understand the text.</p> <p>Lesson/Activity: <input type="checkbox"/> RU8 W2L10</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.</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"/> IWS32</p> <p>Students will practice writing text-based informational</p>

	<p>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:</p> <p><input type="checkbox"/> PU8W2L5</p> <p>Students will review spellings of words with Greek and Latin roots and will take spelling assessment for the week.</p>	<p>Students will analyze text features and think about how they help readers understand the central idea.</p>	<p>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 and quotation marks in direct speech and in quotes from a text.</p> <p>Lesson/Activity:</p> <p><input type="checkbox"/> Grammar U4S23</p> <p>Students will revise sentences using punctuation techniques they explored in this unit.</p>	<p>paragraphs using the Four-Square Paragraph Planner. Students will use a rubric to evaluate their paragraphs.</p>
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