

<p>Week of 4/22/24 Teacher: Melanie Henson</p> <p>*for additional curriculum information, please visit the district's resource Elementary Teaching Resources or Georgia Standards of Excellence</p>	<p style="text-align: center;">READING WORKSHOP & PHONICS / WORD STUDY</p>	<p style="text-align: center;">WRITING WORKSHOP & GRAMMAR MICRO-WORKSHOP</p>
<p>Monday: 4/22</p>	<p>Standard(s): ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LT: I am learning how locate inferential main idea and details from a realistic fiction text.</p> <p>SC:</p> <ul style="list-style-type: none"> • I can use background knowledge and text evidence to infer main idea. • I can use background knowledge and text evidence to infer supporting details. <p>Lesson/Activity: Milestone Test Packet from GA DOE Day 1</p> <p><u>Phonics</u>: 4th grade homophone review: ELAGSE4L4 Word list: break, brake, aloud, allowed who's, whose, there, their, they're, you're, your, stair, stare, scent, sent, cent, way,</p>	<p>Standard(s): ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LT: I am learning how to compose a narrative (new story ending) through careful reference to a previously read narrative text. (Use Milestone 4 rubric for review)</p> <p>SC:</p> <ul style="list-style-type: none"> • I can use relevant details from B-M-E (Plot) to complete a quick organizer for <u>character</u>, <u>setting</u>, <u>problem</u>, and <u>solution</u> ideas. • I can carefully select details from character feelings and motives to build all four story elements. <p>Lesson/Activity: GA SOE4 Milestone practice packet: Composition of new story ending</p>

	weigh, wait, weight	Embedded Grammar Review:
Tuesday: 4/23	<p>Standard(s): ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LT: I am learning how locate inferential main idea and details from a realistic fiction text.</p> <p>SC:</p> <ul style="list-style-type: none"> • I can use background knowledge and text evidence to infer main idea. • I can use background knowledge and text evidence to infer supporting details. <p>Lesson/Activity: Milestone Test Packet from GA DOE Day 2</p> <p><u>Phonics</u>: 4th grade homophone review: ELAGSE4L4 Word list: break, brake, aloud, allowed who's, whose, there, their, they're, you're, your, stair, stare, scent, sent, cent, way, weigh, wait, weight</p>	<p>Standard(s): ELAGSE4WI: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>LT: I am learning how to compose an opinion essay. (Use Milestone level 4 rubric for review)</p> <p>SC:</p> <ul style="list-style-type: none"> • I can recall OREO acronym to draft a quick organizer for my essay. • I can recall all necessary parts of my persuasive introduction (Motivating question, statement of opinion, connection for reader) • I can apply knowledge of OREO to draft body paragraphs. <p>Lesson/Activity:</p> <p>GA SOE4 Milestone Practice: Today students will review organizational structure of 4th grade opinion essay and will draft type a quick organizer with introduction and body paragraphs.</p> <p>Embedded Grammar Review:</p>
Wednesday: 4/24	<p>Standard(s): ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Standard(s): ELAGSE4WI: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>LT: I am learning how to compose an opinion</p>

	<p>LT: I am learning how locate inferential main idea and details from a realistic fiction text.</p> <p>SC:</p> <ul style="list-style-type: none"> • I can use background knowledge and text evidence to infer main idea. • I can use background knowledge and text evidence to infer supporting details. <p>Lesson/Activity: Milestone Test Packet from GA DOE Day 3</p> <p><u>Phonics</u>: 4th grade homophone review: ELAGSE4L4 Word list: break, brake, aloud, allowed who's, whose, there, their, they're, you're, your, stair, stare, scent, sent, cent, way, weigh, wait, weight</p>	<p>essay. (Use Milestone level 4 rubric for review)</p> <p>SC:</p> <ul style="list-style-type: none"> • I can recall all necessary parts of my persuasive introduction (Motivating question, statement of opinion, connection for reader) • I can apply knowledge of OREO to draft body paragraphs 1, 2, and 3 <p>Lesson/Activity:</p> <p>GA SOE4 Milestone Practice: Today students will conference individually with teacher to check organizer, introduction parts, and body paragraphs 1 and 2.</p> <p><u>Embedded Grammar Review:</u></p>
Thursday: 4/26	<p>Standard(s): ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LT: I am learning how locate inferential main idea and details from a realistic fiction text.</p> <p>SC:</p> <ul style="list-style-type: none"> • I can use background knowledge and text evidence to infer main idea. • I can use background knowledge and text evidence to infer supporting 	<p>Standard(s): ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Review Infomational rubric for EOG)</p> <p>LT: I am learning to compose an informational essay.</p> <p>SC:</p> <ul style="list-style-type: none"> • I can draft a quick organizer that includes all required parts. (Introduction with motivating question, statement of purpose for writing, and 2 unusual facts

	<p>details.</p> <p>Lesson/Activity:</p> <p>Milestone Test Packet from GA DOE Day 4</p> <p><u>Phonics</u>: 4th grade homophone review: ELAGSE4L4</p> <p>Word list: break, brake, aloud, allowed who's, whose, there, their, they're, you're, your, stair, stare, scent, sent, cent, way, weigh, wait, weight</p>	<p>that establish connections for audience.)</p> <ul style="list-style-type: none"> • I can type an introduction and body paragraphs with required parts that match my organizer. <p>Lesson/Activity:</p> <p>GA SOE4 Milestone Practice</p> <p>Students will draft quick organizer today that includes topic, introduction statement of purpose, and main idea of each body paragraph 1-3,4)</p> <p><u>Embedded Grammar Review:</u></p>
Friday: 4/27	<p>Standard(s):</p> <p>ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LT: I am learning how locate inferential main idea and details from a realistic fiction text.</p> <p>SC:</p> <ul style="list-style-type: none"> • I can use background knowledge and text evidence to infer main idea. • I can use background knowledge and text evidence to infer supporting details. <p>Lesson/Activity:</p>	<p>Standard(s):</p> <p>ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LT: I am learning to compose an informational essay.</p> <p>SC:</p> <ul style="list-style-type: none"> • I can compose 3-4 body paragraphs that include main idea and relevant supportive details that teach my reader. • I can compose a conclusion that provides clear closure, restatement of writer's purpose, and a sentence that will spark further research for audience/reader.

	<p>Milestone Test Packet from GA DOE Day 5</p> <p><u>Phonics:</u> 4th grade homophone review: ELAGSE4L4</p> <p>Word list: break, brake, aloud, allowed who's, whose, there, their, they're, you're, your, stair, stare, scent, sent, cent, way, weigh, wait, weight</p>	<p>Lesson/Activity:</p> <p>GA SOE4 Milestone Practice Students will draft quick organizer today that includes topic, introduction statement of purpose, and main idea of each body paragraph 1-3,4)</p> <p><u>Embedded Grammar Review:</u></p>
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