Week of: Sept 23-27, 2024 *for additional curriculum information, please visit the district's resource[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)	**READING**	**WRITING**
Monday	Standard(s): ELAGSE3RL7 Learning Target: I am learning to explain how illustrations are used to help me understand the meaning of the story. Success Criteria: ● I can gather information from illustrations. ● I can use illustrations to determine the mood of a story. ● I can explain how illustrations contribute to the words in a story. ● I can explain how the illustrations emphasize character traits. ● I can explain how the illustration emphasizes the elements of a setting (mood, time, place, etc.). ● I can use mental pictures as I read as well as printed pictures. Lesson/Activity: Unit 2: Mini Lesson 3 Create Mental Images	Standard(s): ELAGSE3W5 Learning Target: I am learning to write facts, definitions, and details in my informational/explanatory writing. Success Criteria: ● I can find facts to use in my writing to help others understand my topic. ● I can use definitions in my writing to help others understand my topic. ● I can use details in my writing to help others understand my topic. ● I can use linking words and phrases (eg. also, another, and, more, but) to connect ideas within categories of information. Lesson/Activity: Volume 2 Session 14 Using Transitional Words and Phrases
Tuesday	Standard(s): ELAGSE3RL4 Learning Target: I am learning to determine the meanings of words or phrases (literal and nonliteral) in stories by thinking about how the words are used in the text. Success Criteria: ● I can identify literal and nonliteral words and phrases.	Standard(s): ELAGSE3W5 Learning Target: I am learning how to revise my writing by adding, deleting, and rearranging text in my writing. Success Criteria: ● I can reread my writing and search for places to elaborate and add details. ● I can reread my writing and delete any information

	● I can organize words into categories. ● I can determine the meaning of literal and nonliteral phrases. Lesson/Activity: <mark>Unit 2: Mini Lesson 4</mark> Build Vocabulary: Analyze Figurative Language (Idioms)	that is not needed. ● I can reread my writing and rearrange sentences for clarity. ● I use a variety of sentences. Lesson/Activity: <mark>Volume 2 Session 15</mark> Switching Up Sentence Length
Wednesday	Standard(s): ELAGSE3RL9 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). Success Criteria: ● 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. Lesson/Activity: <mark>Unit 2: Mini Lesson 5</mark> Compare and Contrast Characters in Stories by the Same Author	Standard(s): ELAGSE3W2 Learning Target: I am learning to write facts, definitions, and details in my informational/explanatory writing. Success Criteria: ● I can find facts to use in my writing to help others understand my topic. ● I can use definitions in my writing to help others understand my topic. ● I can use details in my writing to help others understand my topic. ● I can use linking words and phrases (eg. also, another, and, more, but) to connect ideas within categories of information. Lesson/Activity: <mark>Volume 2 Session 16</mark> Defining Important Words
Thursday	Standard(s): ELAGSE3RL1 Learning Target: I am learning to remember and retell	Standard(s): ELAGSE3W2 Learning Target: I am learning to write facts, definitions,

	stories from many cultures. Success Criteria: ● I can retell stories read or heard in sequential order. ● I can retell different stories (fables, folktales, myths) with a partner, independently, and/or in writing. Lesson/Activity: <mark>Unit 2: Mini Lesson 6</mark> Introduce the Genre: Fable	and details in my informational/explanatory writing. Success Criteria: ● I can find facts to use in my writing to help others understand my topic. ● I can use definitions in my writing to help others understand my topic. ● I can use details in my writing to help others understand my topic. ● I can use linking words and phrases (eg. also, another, and, more, but) to connect ideas within categories of information. Lesson/Activity: <mark>Volume 2 Session 17</mark> Adding Examples
Friday	Standard(s): ELAGSE3RL7 Learning Target: I am learning to explain how illustrations are used to help me understand the meaning of the story. Success Criteria: ● I can gather information from illustrations. ● I can use illustrations to determine the mood of a story. ● I can explain how illustrations contribute to the words in a story. ● I can explain how the illustrations emphasize character traits. ● I can explain how the illustration emphasizes the elements of a setting (mood, time, place, etc.). ● I can use mental pictures as I read as well as printed pictures. Lesson/Activity: <mark>Unit 2: Mini Lesson 7</mark> Create Mental Images	Standard(s): ELAGSE3W2 Learning Target: I am learning to introduce a topic when writing an informational/explanatory text and include pictures (illustrations) to support understanding. Success Criteria: ● 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. Lesson/Activity: <mark>Volume 2: Session 18</mark> Writing an Introduction

	Phonics/Word Study	Grammar Micro Workshop
	Monday - Unit 2 Week 1 Day 1 Tuesday - Unit 2 Week 1 Day 2 Wednesday -Unit 2 Week 1 Day 3 Thursday - Review Friday - Review and Assessment Phonics/Spelling Words: Long e (e_e, ea, ee, ey, y, ie, e) really either cheese monkey only piece compete medium misread repeat	Monday - Introduce Weekly Achieve Article Tuesday - Unit 1 Lesson 17 Wednesday - Unit 1 Lesson 18 Thursday - Unit 1 Lesson 19 Friday - Unit 1 Lesson 20 Unit 1: Essential Sentences