

August 21st		2nd pull-out Writing/ Hutchinson	sh-in ELA/ Scalese	push-in Small Grp Math/ Hooks	5th push-in Whole Reading/ Loder
Elementary Teaching Resources or Georgia Standards of Excellence		8:15 - 9:00	9:00 - 9:45	9:45 - 10:30	10:30 - 11:15
Monday	Standards	ELAGSE12F1-4	ELAGSE4RI1	3.PAR.3.6 & 7	RI1 & RF3
	Learning Target	I will use print concepts & phonics to help me read more fluently in order to support my comprehension.	I am learning to draw inferences from a text.	- We are developing our understanding of multiplication - We are learning to solve division problems within 100	Reading- I am learning to draw inferences to explain the text. Phonics- I am learning to read unfamiliar words in and out of context using phonics and decode skills.
	Success Criteria	- I can identify letters in print. - I can identify the sounds in individual letters & blends. - I can sound out words.	<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.	I can use concrete models to represent multiplication I can use visual representations to model multiplication I use part-whole strategies to represent multiplication I can solve practical multiplication problems within 100 I can create bar graphs, pictographs, and dot plots I can read bar graphs, pictographs, and dot plots I can relate bar graphs, pictographs, and dot plots to multiplication problems I can write a division equation I can represent the unknown with a letter I can solve a division problem I can explain and justify the solution I can assess the reasonableness of my solution I can solve multi-step, authentic, division problems	Reading- <input type="checkbox"/> I can differentiate between explicit and inferred information. <input type="checkbox"/> I can think about what the author is saying and what they want me to feel or know from the text. <input type="checkbox"/> I can make connections based on the details from the text. <input type="checkbox"/> I can write an inference derived from a quote. Phonics- <input type="checkbox"/> I can read words with multi-syllables. <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 read all letter sound combinations correctly.
	Lesson	Lexia Lesson(s) per individual students' areas of concern	Benchmark unit 1 Lesson 1	Module 1 Lesson 5	Reading: Unit 1 Lesson 1 & 2 Phonics: Unit 1 Lesson 1
	Data Source	ACCESS Lexia MAP Teacher Notes Classroom Observation	ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation	ACCESS MAP Exit Tickets End of Module Assessments Teacher Notes Classroom Observation	ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation
	Student Attendance	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Notes					

August 22nd		2nd pull-out Writing/ Hutchinson	sh-in ELA/ Scalese	push-in Small Grp Math/ Hooks	5th push-in Whole Reading/ Loder
Elementary Teaching Resources or Georgia Standards of Excellence		8:15 - 9:00	9:00 - 9:45	9:45 - 10:30	10:30 - 11:15
Tuesday	Standards	ELAGSE12F1-4	ELAGSE4RI1	3.PAR.3.6 & 7	RI2 & RF3
	Learning Target	I will use print concepts & phonics to help me read more fluently in order to support my comprehension.	I am learning to use details and examples when explicitly explaining what the text says..	- We are developing our understanding of division - We are learning to solve division problems within 100	Reading- I am learning to determine two or more main ideas of a text and support them with details. Phonics- I am learning to read unfamiliar words in and out of context using phonics and decode skills.
	Success Criteria	- I can identify letters in print . - I can identify the sounds in individual letters & blends. - I can sound out words.	<input type="checkbox"/> I am learning to quote accurately from a text. <input type="checkbox"/> I can identify explicit details when explaining text. <input type="checkbox"/> I can analyze the text using details and examples.	I can use concrete models to represent division I can use visual representations to model division I use part-whole strategies to represent division I can solve practical division problems within 100 I can create bar graphs, pictographs, and dot plots I can read bar graphs, pictographs, and dot plots I can relate bar graphs, pictographs, and dot plots to division problems I can write a division equation with a letter I can solve a division problem I can explain and justify the solution I can assess the reasonableness of my solution I can solve multi-step, authentic, division problems	Reading- <input type="checkbox"/> I can explain the difference between a theme and main idea. <input type="checkbox"/> I can locate the topic of a paragraph(s). <input type="checkbox"/> I can use the topic to determine the main idea. <input type="checkbox"/> Using the main idea, I can determine key details to support it. Phonics- <input type="checkbox"/> I can read words with multi-syllables. <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 read all letter sound combinations correctly.
	Lesson	Lexia Lesson(s) per individual students' areas of concern	Unit 1 Lesson 2	Module 1 Lesson 6	Reading: Unit 1 Lesson 3 Phonics: Unit 1 Lesson 2
	Data Source	ACCESS Lexia MAP Teacher Notes Classroom Observation	ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation	ACCESS MAP Exit Tickets End of Module Assessments Teacher Notes Classroom Observation	ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation
	Student Attendance	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Notes					

August 23rd		2nd pull-out Writing/ Hutchinson	sh-in ELA/ Scalse	push-in Small Grp Math/ Hooks	5th push-in Whole Reading/ Loder
Elementary Teaching Resources or Georgia Standards of Excellence		8:15 - 9:00	9:00 - 9:45	9:45 - 10:30	10:30 - 11:15
Wednesday	Standards	ELAGSE12F1-4	ELAGSERI2	3.PAR.3.6 & 7	RI4 & RF3
	Learning Target	I will use print concepts & phonics to help me read more fluently in order to support my comprehension.	Determine the main idea of a text and explain how it is supported by key details; summarizes the text.	- We are developing our understanding of division - We are learning to solve division problems within 100	Reading- I am learning to determine the meaning of unfamiliar words using context clues. Phonics- I am learning to read unfamiliar words in and out of context using phonics and decode skills.
	Success Criteria	- I can identify letters in print . - I can identify the sounds in individual letters & blends. - I can sound out words.	<input type="checkbox"/> I can identify the topic sentences. <input type="checkbox"/> I can use the topic sentences to determine the main idea. <input type="checkbox"/> I can use the main idea and key details as support for claims.	I can use concrete models to represent division I can use visual representations to model division I use part-whole strategies to represent division I can solve practical division problems within 100 I can create bar graphs, pictographs, and dot plots I can read bar graphs, pictographs, and dot plots I can relate bar graphs, pictographs, and dot plots to division problems I can write a division equation I can represent the unknown with a letter I can solve a division problem I can explain and justify the solution I can assess the reasonableness of my solution I can solve multi-step, authentic, division problems	Reading- <input type="checkbox"/> I can identify general academic words and phrases in a text relevant to a grade 5 topic or subject area. <input type="checkbox"/> I can identify domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <input type="checkbox"/> I can identify prefixes and suffixes to help with word meaning. <input type="checkbox"/> I can break down words to help determine word meaning. <input type="checkbox"/> I can read around the word to help figure out word meaning. Phonics- <input type="checkbox"/> I can read words with multi-syllables. <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 read all letter sound combinations correctly.
	Lesson	Lexia Lesson(s) per individual students' areas of concern	Unit 1 Lesson 3	Module 1 Lesson 7	Reading: Unit 1 Lesson 4 Grammar: Unit 1 Lesson 3
	Data Source	ACCESS Lexia MAP Teacher Notes Classroom Observation	ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation	ACCESS MAP Exit Tickets End of Module Assessments Teacher Notes Classroom Observation	ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation
	Student Attendance	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
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August 24th									
2nd pull-out Writing/ Hutchinson		sh-in ELA/ Scalese		push-in Small Grp Math/ Hooks		5th push-in Whole Reading/ Loder			
Elementary Teaching Resources or Georgia Standards of Excellence		8:15 - 9:00		9:00 - 9:45		9:45 - 10:30		10:30 - 11:15	
Thursday	Standards	ELAGSE12F1-4		ELAGSE4RI4		3.PAR.3.6 & 7		RI5 & RF3	
	Learning Target	I will use print concepts & phonics to help me read more fluently in order to support my comprehension.		I am learning to determine the meaning of words and phrases in a text.		- We are developing our understanding of division - We are learning to solve division problems within 100		Reading- I am learning to compare and contrast the overall structure of a paragraph in two or more texts. Phonics- I am learning to read unfamiliar words in and out of context using phonics and decode skills.	
	Success Criteria	<ul style="list-style-type: none"> - I can identify letters in print . - I can identify the sounds in individual letters & blends. - I can sound out words. 		<ul style="list-style-type: none"> <input type="checkbox"/> I can identify general academic words and phrases in a text relevant to a grade 4 topic or subject. <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 research unknown words to find definitions 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. 		<ul style="list-style-type: none"> I can use concrete models to represent division I can use visual representations to model division I use part-whole strategies to represent division I can solve practical division problems within 100 I can create bar graphs, pictographs, and dot plots I can read bar graphs, pictographs, and dot plots I can relate bar graphs, pictographs, and dot plots to division problems I can write a division equation I can represent the unknown with a letter I can solve a division problem I can explain and justify the solution I can assess the reasonableness of my solution I can solve multi-step, authentic, division problems 		<ul style="list-style-type: none"> Reading- <input type="checkbox"/> I can identify key words and transition words to help determine chronological text structure. <input type="checkbox"/> I can identify key words and transition words to help determine compare and contrast text structure. <input type="checkbox"/> I can identify key words and transition words to help determine cause and effect text structure. <input type="checkbox"/> I can identify key words and transition words to help determine problem and solution text structure. <input type="checkbox"/> I can explain how different text structures are used for different purposes. Phonics- <input type="checkbox"/> I can read words with multi-syllables. <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 read all letter sound combinations correctly. 	
	Lesson	Lexia Lesson(s) per individual students' areas of concern		Unit 1 Lesson 4		Module 1 Lesson 8		Reading: Unit 1 Lesson 5 Grammar: Unit 1 Lesson 4	
	Data Source	ACCESS Lexia MAP Teacher Notes Classroom Observation		ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation		ACCESS MAP Exit Tickets End of Module Assessments Teacher Notes Classroom Observation		ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation	
	Student Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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August 25th		2nd pull-out Writing/ Hutchinson	sh-in ELA/ Scalese	push-in Small Grp Math/ Hooks	5th push-in Whole Reading/ Loder
Elementary Teaching Resources or Georgia Standards of Excellence		8:15 - 9:00	9:00 - 9:45	9:45 - 10:30	10:30 - 11:15
Friday	Standards	ELAGSE12F1-4	ELAGSE4RI7	3.PAR.3.6 & 7	RI5 & RF3
	Learning Target	I will use print concepts & phonics to help me read more fluently in order to support my comprehension.	I am learning to interpret text features presented visually, orally, or quantitatively.	- We are developing our understanding of division - We are learning to solve division problems within 100	Reading- I am learning to compare and contrast the overall structure of a paragraph in two or more texts. Phonics- I am learning to read unfamiliar words in and out of context using phonics and decode skills.
	Success Criteria	- I can identify letters in print . - I can identify the sounds in individual letters & blends. - I can sound out words.	<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.	I can use concrete models to represent division I can use visual representations to model division I use part-whole strategies to represent division I can solve practical division problems within 100 I can create bar graphs, pictographs, and dot plots I can read bar graphs, pictographs, and dot plots I can relate bar graphs, pictographs, and dot plots to division problems I can write a division equation I can represent the unknown with a letter I can solve a division problem I can explain and justify the solution I can assess the reasonableness of my solution I can solve multi-step, authentic, division problems	Reading- <input type="checkbox"/> I can identify key words and transition words to help determine chronological text structure. <input type="checkbox"/> I can identify key words and transition words to help determine compare and contrast text structure. <input type="checkbox"/> I can identify key words and transition words to help determine cause and effect text structure. <input type="checkbox"/> I can identify key words and transition words to help determine problem and solution text structure. <input type="checkbox"/> I can explain how different text structures are used for different purposes. Phonics- <input type="checkbox"/> I can read words with multi-syllables. <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 read all letter sound combinations correctly.
	Lesson	Lexia Lesson(s) per individual students' areas of concern	Unit 1 Lesson 5 Benchmark Week 1 Assessment	Module 1 Lesson 9	Reading: Unit 1 Lesson 6 Phonics: Unit 1 Lesson 5
	Data Source	ACCESS Lexia MAP Teacher Notes Classroom Observation	ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation	ACCESS MAP Exit Tickets End of Module Assessments Teacher Notes Classroom Observation	ACCESS MAP Benchmark Assessments Teacher Notes Classroom Observation
	Student Attendance	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Notes					