



Monday 01/12/2026	Tuesday 01/13/2026	Wednesday 01/14/2026	Thursday 01/15/2026	Friday 01/16/2026
Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am
ELA 8:30am - 9:45am <b>U3 L3 D1</b>	ELA 8:30am - 9:45am <b>U3 L3 D2</b>	ELA 8:30am - 9:30am <b>U3 L3 D3</b>	ELA 8:30am - 9:45am <b>U3 L3 D4</b>	ELA 8:30am - 9:00am <b>U3 L3 D5</b>
<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>read words with /aw/ spelled <i>au</i>_, <i>aw</i>, <i>ough</i>, and <i>al</i>.</li> <li>spell dictated words with /aw/ correctly.</li> <li>build oral language skills.</li> </ul> <b><u>Reading and Responding Objectives:</u></b> <ul style="list-style-type: none"> <li>learn and apply the comprehension strategies of Summarizing and Clarifying.</li> <li>read the entire selection.</li> <li>learn new vocabulary words.</li> <li>focus on reading with appropriate phrasing.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 185-186 on their own.	<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>build oral language skills.</li> <li>practice spelling words with /aw/ spelled <i>au</i>_, <i>aw</i>, <i>ough</i>, and <i>al</i>.</li> <li>learn new high-frequency words.</li> <li>read a <i>Decodable Story</i>.</li> <li>build fluency.</li> </ul> <b><u>Reading and Responding Objectives:</u></b> <ul style="list-style-type: none"> <li>reread "The Overlanders" while digging deeper into the text.</li> <li>build fluency.</li> <li>review the selection of vocabulary words.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 189-190 on their own.	<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>understand irregular comparatives and superlatives.</li> <li>build oral language skills.</li> </ul> <b><u>Reading and Responding Objectives:</u></b> <ul style="list-style-type: none"> <li>finish reading "The Overlanders."</li> <li>read and analyze poetry.</li> <li>review the selection of vocabulary words.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 187-188, 191-192, and 195-196 on their own.	<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>build oral language skills.</li> </ul> <b><u>Reading and Responding Objectives:</u></b> <ul style="list-style-type: none"> <li>read excerpts from "The Overlanders" to focus on the writer's craft.</li> <li>answer questions to better understand the selection.</li> <li>build on the vocabulary they have learned this week.</li> <li>build fluency.</li> <li>read the social studies link.</li> </ul> <b>Assessment:</b> Students will complete the "The Overlanders" comprehension page and 197-198 on their own.	<b><u>Foundational Skills</u></b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>read words with /aw/ spelled <i>au</i>_, <i>aw</i>, <i>ough</i>, and <i>al</i>.</li> <li>understand irregular comparatives and superlatives.</li> <li>build oral language skills.</li> <li>build fluency.</li> </ul> <b><u>Reading and Responding Objectives:</u></b> <ul style="list-style-type: none"> <li>review the selection of vocabulary words.</li> <li>review the comprehension strategies.</li> <li>review elements of accessing complex text.</li> </ul> <b>Assessment:</b> Students will be assessed by taking their reading and vocabulary tests individually.
<b>Intervention:</b> I will pull students for a small group lesson where we will work on the specific skills we	<b>Intervention:</b> I will pull students for a small group lesson where we will work on the specific skills we	<b>Intervention:</b> I will pull students for a small group lesson where we will work on the specific skills we are working on this week.	<b>Intervention:</b> I will pull students for a small group lesson where we will work on the specific skills we are working on this week.	<b>Intervention:</b> For the students who need additional support, I will read aloud the story for the comprehension piece of the test.



are working on this week.

**Enrichment:**  
Students who are ready to move on can write their vocabulary words in their planners. They will then make their vocab flashcards to practice throughout the week.

**Standards**  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  
**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.  
**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.  
**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.  
**3.RF.3.c** Decode multi-syllable words.  
**3.RF.4.a** Read

are working on this week.

**Enrichment:**  
Students who are ready to move on can reread through their decodable reader to practice their fluency and expression.

**Standards**  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.  
**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**3.RL.3** Describe characters in a story and explain how their actions contribute to the plot.  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing,

phonics skills for the week on Vocab A-Z.

**Standards**  
**3.RF.3.c** Decode multi-syllable words.  
**3.RF.3.d** Read grade-appropriate high frequency words.  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.L.1.h** Form and use adverbs and adjectives (comparative and superlative).  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.3.b** Recognize and observe differences between formal and informal English.  
**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.  
**3.L.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or

**Enrichment:**  
Students who are ready to move on can practice their vocabulary words on Vocab A-Z.

**Standards**  
**3.L.1.b** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
**3.L.1.h** Form and use adverbs and adjectives (comparative and superlative).  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.  
**3.RL.6** The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.  
**3.RL.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

**Enrichment:**  
Students who finish their tests will go to Moby Max and work within the reading section or they can read a book of their choice.

**Standards**  
**3.RF.3.c** Decode multi-syllable words.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.  
**3.L.1.h** Form and use adverbs and adjectives (comparative and superlative).

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**9.6**  
Lesson 9.6 Divide by 4 and 8

**Opener:** pg. 97 Group Discussion and Practice Problem



grade-level text with purpose and understanding.

**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RL.10** By the end of the year, read and comprehend a variety of literary texts.

**3.RL.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

**3.RL.2** Retell stories, including those from diverse cultures; determine the central message/ theme, lesson, or moral and explain how it is revealed through key details in the text.

**3.RL.3** Describe characters in a story and explain how their actions contribute to the plot.

**3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known

intonation, and expression) on consecutive readings.

**3.RF.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Math 9:45am - 10:45am

**9.3**

Lesson 9.3 Divide by 5 and 10

**Opener:** 3 minutes of playing with the manipulatives. Then we'll start making groups of numbers.

**Objective:** Students use related multiplication facts to divide by 5 and 10.

**Intervention:** Review math facts using a math wrap-up.

**Extension:** Write in what the dividends, divisors, and quotients are on whiteboards

**Assessment/ Closure:** 9.3 Additional Practice pg. 107

**Standards**

**3.OA.7** Multiply and

helpful).

**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.

**3.RL.3** Describe characters in a story and explain how their actions contribute to the plot.

**3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**9.4**

Lesson 9.4 Understand Division with 1 and 0

**Opener:** pg. 89 Group Discussion and Practice Problem

**Objective:**

**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RL.3** Describe characters in a story and explain how their actions contribute to the plot.

**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**3.RF.4.a** Read grade-level text with purpose and understanding.

**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

Math 9:45am - 10:45am

**9.5**

Lesson 9.5 Divide by 3 and 6

**Opener:** pg. 93 Group Discussion and Practice Problem

**Objective:** Students use related multiplication facts to divide by 3 and 6.

**Objective:** Students use related multiplication facts to divide by 4 and 8.

**Intervention:** Review math facts using a math sleeve.

**Extension:** Write in what the dividends, divisors, and quotients are on their assignment.

**Assessment/ Closure:** 9.6 Additional Practice pg. 113

**Standards**

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

**3.OA.7** Multiply and divide within 100.

**3.OA.7.a** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations.

**3.OA.6** Understand division as an unknown-factor problem. For



about the topic to explore ideas under discussion

**3.SL.1.b** Follow agreed-upon rules for discussions

**3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

**3.SL.1.d** Explain their own ideas and understanding in light of the discussion.

Math 9:45am - 10:45am

## 9.2

Lesson 9.2 Divide by 2

**Opener:** pg. 81 Group Discussion and Practice Problem

**Objective:** Students use related multiplication facts to divide by 2.

**Intervention:** Review math facts using a math wrap up.

**Extension:** Write in what the dividends, divisors, and quotients are on their assignment.

**Assessment/ Closure:** 9.2 Additional Practice pg. 105

divide within 100.

**3.OA.7.a** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations.

Tier II/III Math 10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Guidance 12:25pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

## Language Arts Objectives:

- learn about the elements of a fantasy story.
- begin brainstorming ideas for a fantasy story.
- take the spelling assessment.
- review adjectives.

## Standards

**3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other

Students use patterns and rules to recall division facts with 1 and 0.

**Intervention:** Review math facts using a math wrap up.

**Extension:** Write in what the dividends, divisors, and quotients are on their assignment.

**Assessment/ Closure:** 9.4 Additional Practice pg. 109

## Standards

**3.OA.7** Multiply and divide within 100.

**3.OA.7.a** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations.

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, and accurately) for all products of two one-digit numbers.

**3.OA.6** Understand division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number

**Intervention:** Review math facts using a math sleeve.

**Extension:** Write in what the dividends, divisors, and quotients are on their assignment.

**Assessment/ Closure:** 9.5 Additional Practice pg. 111

## Standards

**3.OA.7.a** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations.

**3.OA.7** Multiply and divide within 100.

**3.OA.6** Understand division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, and accurately) for all products of two one-digit numbers.

Tier II/III Math 10:45am - 11:15am

example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.

Tier II/III Math 10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Tier III Reading 12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

## Language Arts Objectives:

- review the elements of narrative writing.
- set writer's goals for their fantasy stories.
- begin drafting their fantasy stories.
- learn about adverbs.
- review spelling words.

## Standards

**3.W.4** With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are





**Standards**

**3.OA.7.a** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations.

**3.OA.7** Multiply and divide within 100.

information known about the topic to explore ideas under discussion

**3.L.1.h** Form and use adverbs and adjectives (comparative and superlative).

**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

that makes 32 when multiplied by 8.

Tier II/III Math  
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break  
12:10pm - 12:15pm

Tier III Reading  
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break  
12:10pm - 12:15pm

Tier III Reading  
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading  
12:55pm - 1:25pm

Social Science  
1:25pm - 1:55pm

**Science**

**Lesson 2:  
Inherited Traits**

- We will read through pages 188-191 together. We will answer questions as we get to them.

**Objective:**  
Students will explain that living things inherit many characteristics from their parents. Students will provide evidence showing that traits vary in a group of similar organisms.

**Assessment:**  
Students will complete the Lesson 2 quiz independently.

defined in standards 1-3 above.)

**3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

**Social Studies**

**Unit 5  
Geography of the United States**  
**Week 19: Human and Physical Characteristics of South Dakota**

**Objective:**  
Students will locate the physical and human characteristics of South Dakota.

**Assessment:**  
Students will answer questions after reading the articles we covered in class. ("Native American Reservations of South Dakota")

**Intervention:**  
Students who need help reading the test can come to

Tier II/III Math  
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break  
12:10pm - 12:15pm

Tier III Reading  
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading  
12:55pm - 1:25pm

Social Science  
1:25pm - 1:55pm

**Social Studies**

**Unit 5  
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**Week 19: Human and Physical Characteristics of South Dakota**

**Objective:**  
Students will locate the physical and human

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

**Science**

**Lesson 2:  
Inherited Traits**

- We will read through pages 184-187 together. We will answer questions as we get to them.

**Objective:**  
Students will explain that living things inherit many characteristics from their parents. Students will provide evidence showing that traits vary in a group of similar

Tier II Reading  
12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

**Language Arts  
Objectives:**

- identify the elements of fantasy in a good model of fantasy writing.
- choose story ideas for their fantasies.
- learn about /o/, /u/, /o?o/, and /ow/ spelling patterns and words with the same base.

**Standards**

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and



characteristics of South Dakota.

#### Assessment:

Students will answer questions after reading the articles we covered in class. ("Human Characteristics of South Dakota")

#### Intervention:

Students who need help reading the test can come to the back table to have it read aloud to them.

**Extension:** When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

#### Standards

**3.SS.1** Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

**3.SS.1.A** The student can correctly use terms related to time periods or dates in history, including:- decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.

**3.SS.2** The student demonstrates knowledge of American and South Dakota geography.

organisms.

**Assessment:** We will answer the questions in the book together.

#### Standards

**3-LS3-1** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. (SEP: 4; DCI: LS3.A, LS3.B; CCC: Patterns)

Study Hall/End of Day  
Routines 2:45pm - 3:15pm

including grade 3.)

**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

#### Social Studies

#### Unit 5

#### Geography of the United States

#### Week 19: Human and Physical Characteristics of South Dakota

#### Objective:

Students will locate the physical and human characteristics of South Dakota.

#### Assessment:

Students will answer questions after reading the articles we covered in class. ("Physical Characteristics of South Dakota")

#### Intervention:

Students who need help reading the test can come to the back table to have it read aloud to them.

**Extension:** Once students have completed the quiz, they will do the interactivity on savvas.

#### Standards

**3-LS3-1** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. (SEP: 4; DCI: LS3.A, LS3.B; CCC: Patterns)

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

#### ELA

#### Language Arts

#### Objectives:

- review the elements of narrative writing.
- review their fantasy story ideas in writer's conferences.
- plan their fantasy stories using WWW-H2-W2 graphic organizers.

#### Standards

**3.W.2.d** Provide a conclusion.

**3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that

the back table to have it read aloud to them.

**Extension:** When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

#### Standards

**3.SS.1** Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

**3.SS.1.A** The student can correctly use terms related to time periods or dates in history, including:- decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.

**3.SS.2** The student demonstrates knowledge of American and South Dakota geography.

**3.SS.2.F** The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly.

**3.SS.2.G** The student locates on a map the major reservations in South Dakota.

**3.SS.2.H** The student locates on a map the following geographic features of South Dakota:-



**3.SS.2.F** The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly.

**3.SS.2.G** The student locates on a map the major reservations in South Dakota.

**3.SS.2.H** The student locates on a map the following geographic features of South Dakota:-  
Black Hills- Badlands-  
Bear Butte- Spearfish  
Canyon- Black Elk  
Peak- Missouri River-  
James River- Big  
Sioux River

PM Recess 1:55pm -  
2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm -  
3:15pm

ELA

### Language Arts

#### Objectives:

- review the publishing step of the writing process.
- create a final copy of their personal narratives.
- evaluate their personal narratives based on the writer's goals.
- review adjectives.

#### Standards

**3.L.1.h** Form and use adverbs and

**Extension:** When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

#### Standards

**3.SS.1** Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

**3.SS.1.A** The student can correctly use terms related to time periods or dates in history, including:-  
decade- century-  
millennium- 1700s,  
1800s, etc.- 1492,  
1776, etc.

**3.SS.2** The student demonstrates knowledge of American and South Dakota geography.

**3.SS.2.F** The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly.

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Peak- Missouri River-

unfolds naturally.

Black Hills- Badlands-  
Bear Butte- Spearfish  
Canyon- Black Elk  
Peak- Missouri River-  
James River- Big  
Sioux River

Study Hall/End of Day  
Routines 2:45pm -  
3:15pm



adjectives  
(comparative and  
superlative).

**3.W.4** With guidance  
and support, produce  
clear and coherent  
writing in which the  
development and  
organization are  
appropriate to task,  
purpose, and  
audience (Grade-  
specific expectations  
for writing types are  
defined in standards  
1-3 above.)

**3.SL.1.a** Come to  
discussions  
prepared, having  
read or studied  
required material;  
explicitly draw on that  
preparation and other  
information known  
about the topic to  
explore ideas under  
discussion

James River- Big  
Sioux River

Study Hall/End of Day  
Routines 2:45pm -  
3:15pm