

Hottest, Coldest, Highest, Deepest Standards	
CCRF (foundational)	RF3.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF3.3: Know and apply grade-level phonics and word analysis skills in decoding words. RF3.3c: multisyllabic words RF3.3a: Identify and know the meaning of the most common prefixes and derivational suffixes. RF3.3b: Decode words with common Latin suffixes.
CCRL (literature)	RL3.1: Text based answers. RL3.2: Main idea and supporting details; central message; moral RL3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events RL3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
CCRI (informational)	RI3.1: Text based answers. RI3.2: Central message and supporting details. RI3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI3.5: Use text features and search tools (e.g. key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently.
CCL3 (language)	L3.2f: Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L3.1: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L3.1g: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCW3 (writing)	W3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS (speaking & listening)	3.1, 3.2, 3.3, 3.4, 3.6

Language Arts Weekly Centers

Writing	Fluency	Phonics/Phonemic Awareness	Vocabulary	Comprehension
Enrichment: A Readworks/NewsELA passage Students: Storyworks	Enrichment: Read A: Largest, Fastest, Lightest, Longest Students: Storyworks	Enrichment: Spelling Contract Students: Storyworks	Enrichment: Create vocabulary quilt for five words Students: Storyworks	Enrichment: Read A: Largest, Fastest, Lightest, Longest Students: Storyworks
Remediation: A Readworks/NewsELA passage Students: RAZ-Omarion, Tony, Layne	Remediation: Read SI: How to Measure the Weather Students: RAZ-Omarion, Tony, Layne	Remediation: Sound/Spelling Cards Students: RAZ-Omarion, Tony, Layne	Remediation: Create vocabulary flash cards Students: RAZ-Omarion, Tony, Layne	Remediation: Read SI: How to Measure the Weather Students: RAZ-Omarion, Tony, Layne
Additional Support: Students: MobyMax, FrontRowEd	Additional Support: Read OL: Measuring the Earth Students: MobyMax, FrontRowEd	Additional Support: Students: MobyMax, FrontRowEd	Additional Support: Students: Moby Max, FrontRowEd	Additional Support: Read OL: Measuring the Earth Students:
Monday				
Skill Introduction	Fluency	Phonics/Phonemic Awareness	Vocabulary	Comprehension

1) Review morning work. 2) Discuss characters, setting, plot, and inferring. Read Aloud – To Climb the Tallest Tree p.55b 3) Spelling PreTest 4) Discuss adverbs (Harcourt ch. 26) 4) Writing prompt: Write about what you want for Christmas. Explain. Use RS WB p. 260	1) Introduce the story Hottest, Coldest, Highest, Deepest (p. 62-75) 2) Take a picture walk of the story and predict what will happen in Hottest, Coldest, Highest, Deepest . Preview Amazing Words from the story: evergreen, lumber, competitor, plunge, valuable, champ, sprinter, acrobat, weaken, ranger	1) Introduce spelling words: third, early, world, certain, dirty, herself, earth, word, perfect, verb, nerve, worm, thirsty, workout, earn, determine, commercial, whirlwind, worthwhile, virtual 2) Explain the spelling pattern using the weekly spelling words. RS WB p. 258 RS WB p. 259 – Graphic Sources	1) Introduce weekly vocabulary words from RS: average, depth, desert, erupted, outrun, peak, tides, waterfalls 2) Discuss the “big idea” for the words this week.	1) Understanding written words- discussion of story 2) Understanding of media- discussion of video for voc. <i>Review Case Assessment</i>
Tuesday				
Skill Introduction	Fluency	Phonics/Phonemic Awareness	Vocabulary	Comprehension
1) Review morning work. 2) Discuss characters, setting, plot, and inferring 3) Review drawing conclusions and read Largest US Cities on p. 58-59 to reinforce skills. 4) Discuss adverbs (Harcourt ch. 26) 5) Writing prompt: Write an imaginative story. It is a made up story that didn’t really happen. It has a plot, characters, and a setting. Make sure it is a third grade imaginative story with at least 10 sentences.	1) Students will read the challenging words aloud chorally. 2) Reread Hottest, Coldest, Highest, Deepest to reinforce fluency.	1) Review spelling words. 2) Review the spelling pattern using the weekly spelling words. RS WB p. 263	1) Review vocabulary words. 2) Watch the video and focus on context clues. 3) Practice worksheet and review. RS WB p. 261	1) Read Hottest, Coldest, Highest, Deepest aloud and ask text dependent questions. 2) Classwork: Think Critically p. 76 <i>Review Case Assessment</i>
Wednesday				
1) Review morning work. 2) Read Geography Bee on p. 60-61 3) Discuss adverbs (Harcourt ch. 26) 4) Writing prompt: Write an imaginative story. It is a made up story that didn’t really happen. It has a plot, characters, and a setting. Make sure it is a third grade imaginative story with at least 10 sentences.	1) Students will read the challenging words aloud chorally. 2) Partner read Hottest, Coldest, Highest, Deepest with a classmate.	1) Review spelling words. 2) Review the spelling pattern using the weekly spelling words. RS WB p. 264 Centers: Technology: FrontRowEd, Leveled Readers, Reading Street Workbook Skill, Main Idea and Supporting Details Flash Cards Rotate Centers as Needed	1) Review vocabulary words. Discuss Reference Sources & Almanac	1) Discuss the characters, setting, and plot Hottest, Coldest, Highest, Deepest RS WB p. 266 – Bar Graphs <i>Review Case Assessment</i>

Thursday				
1) Review morning work. 2) Review literary elements using the ReadWorks/NewsELA passage . 3) Discuss adverbs (Harcourt ch. 26)	1) Students will choral read spelling words. 2) Check for understanding of words learned this week in spelling.	1) Review spelling words. 2) Spelling Test	1) Review vocabulary words. 2) Watch the video and focus on context clues. 3) Practice worksheet and review. RS WB p. 265	1) Read Paul Bunyan and the Great Lakes p. 80-83 2) Discuss search engines <i>Review Case Assessment</i>
Friday				
1) Review morning work. 2) Discuss adverbs (Harcourt ch. 26) 3) Writing prompt: Write an imaginative story. It is a made up story that didn't really happen. It has a plot, characters, and a setting. Make sure it is a third grade imaginative story with at least 10 sentences.	1) Students will read AR as they finish their weekly test.	1) Have a spelling bee to review spelling words. 2) Pass out spelling list for next week.	1) Review vocabulary words. 2) Watch the video and focus on context clues. 3) Practice worksheet and review.	1) Weekly Reading Test 2) Weekly Language Test

CENTERS

CIRCLES- Omarion, Tony, Vale, Natalie, Katelyn,

CIRCLES- Emily, Tanner, Layne, Kat, D.J.

TRIANGLES(GREEN)-Kaydance, Isaac, Devon, Gunner

TRIANGLES(BLUE)- Sierra, Gunner, Anthony, Sean

SQUARE(RED)-Korbin, Alex, Noah, Bonnie, Brandon

SQUARES(ORANGE)- Baylee, Jakob, Isaiah, Glori