



Grades K-6

Professional Development Sample Lesson Plans and Pacing Guides

- **Flexible Pacing Guides**
- **Transitional Kindergarten**
- **Combination Classrooms**
- **Multidisciplinary Lessons**

SUGGESTED LESSON PLANS AND PACING GUIDES

Flexible Pacing Guides

Transitional Kindergarten

Combination Classrooms

Multidisciplinary Lesson Planning

www.mheonline.com/readingwonders



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Pacing Guides

Flexible Pacing Guides

California **Wonders** is a comprehensive English Language Arts program that integrates the key themes of meaning making, effective expression, language development, content knowledge, and foundational skills. The instructional routines throughout each week are introduced at the beginning of the year and continued throughout the grade. The organization of the weekly instruction allows teachers to make meaningful decisions on how to focus instruction each day within a given week to best support student needs. The Flexible Pacing Guides provide alternate pacing suggestions to adapt to various instructional timeframes, while being assured that key skills and concepts will be taught and practiced throughout the year.

The Flexible Pacing Guides provided on pages 3-32 identify suggested lessons for the core path of instruction using the California **Wonders** Teacher's Editions, as well as optional lessons that teachers might choose from. Because the instructional routines are parallel from week to week, teachers can decide not to teach a lesson or activity on a particular day or week, given that opportunities to teach that same skill or activity will occur in other days of the week or in later weeks within a unit.

Specific small group lessons are provided each week, but any lesson can be adapted to teach in small groups as needed. While meeting with small groups, a wide variety of activities are provided so that students who are not meeting with you can practice skills previously taught, working individually, in pairs, or in small groups. During this time, students can work in completing assignments, conduct peer reviews of writing, partner read, or work in small groups to finish a project.

Suggested Pacing Charts are provided for the following:

Grade K	120 minutes
Grade 1	120 minutes
Grade 2	120 minutes
Grades 3-6	90 minutes
Grades 3-6	120 minutes

Strive to meet with each group every day.
Do your best to meet with each group twice a week.

SMALL GROUPS	INSTRUCTION WITH TEACHER	WORKSTATIONS, INDEPENDENT PRACTICE, PARTNER/GROUP WORK OPTIONS
	<p>Approaching Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson or 15 minute skill lesson and/or an introduction to leveled reader or • 20 minute leveled reader lesson and/or skill lesson • 20 minute re-reading of Literature Big Book (Guided completion of Close Reading Companion) <p>Additional Lessons on ConnectEd Online Resources</p> <ul style="list-style-type: none"> • Writing Trait Minilessons • Tier 2 Intervention Lessons • Standard English Learner Lessons 	<p>Leveled Workstation Activity Cards</p> <ul style="list-style-type: none"> * Your Turn Practice Book Activities * EL Reproducibles * Beyond Reproducibles * Grammar Reproducibles * Handwriting <p>Complete Research and Inquiry Projects</p> <p>Leveled Readers/Activities</p> <p>Rereading of Reading/Writing Workshop Text and Decodable Readers (practice application of foundational skills)</p> <p>Complete Writing Assignments</p>
	<p>On Level Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson • 15 minute skill lesson and/or leveled book lesson • 20 minute level book lesson • 20 minute re-reading of Literature Big Book (Guided completion of Close Reading Companion) <p>Additional Lessons on ConnectEd Online Resources</p> <ul style="list-style-type: none"> • Writing Trait Minilessons • Standard English Learner Lessons 	
	<p>Beyond Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute introduction to leveled reader lesson and/or skill lesson • 15 minute skill lesson or leveled reader lesson or • 20 minute leveled reader lesson • 20 minute re-reading of Literature Big Book (Guided completion of Close Reading Companion) <p>Additional Lessons on ConnectEd Online Resources</p> <ul style="list-style-type: none"> • Writing Trait Minilessons • Standard English Learner Lessons 	
	<p>EL Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson • 15 minute lesson and/or leveled reader lesson • 20 minute leveled reader lesson • 20 minute re-reading of Literature Big Book (Guided completion of Close Reading Companion) 	<p>*Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.</p>

WONDERS GRADE K

SUGGESTED 120 MINUTE PACING CHART

Kindergarten *Wonders* provides for 180 days of instruction, allowing for the flexibility needed to address the needs of the students in your classroom. Kindergarten begins with 3 weeks of Start Smart to introduce instructional routines, followed by 10 units of instruction, focused on a particular topic or theme, approximately 3 weeks long. The start and end of each unit provides additional instruction and activities for students. At the start of each unit, take time to introduce the songs and celebration posters. At the end of each unit, administer the unit assessment over 2 days. Then have students present their Research and Inquiry projects to the class, and work with students to read the *Time for Kids* online articles.

		DAY 1		
WHOLE GROUP	PACING	CORE	OPTIONS	
	READING			
	15 Minutes	Reading/Writing Workshop – Big Book Build Background/Oral Vocabulary		
	20 Minutes	Literature Big Book Build – Listening Comprehensive/Close Reading		
	25 Minutes	Word Work		
	LANGUAGE ARTS			
	15 Minutes	Shared Writing and Grammar		
SMALL GROUPS	45 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately. or Meet with 2 small groups and allow for more time in Whole Group as needed.	

DAY 2

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	15 Minutes	Oral Language/Category Words	
	15 Minutes	Literature Big Book – Listening Comprehension: Close Reading	
	20 Minutes	Word Work	
	10 Minutes	Reading/Writing Workshop Big Book Shared Read: Application of Foundation Skills	
LANGUAGE ARTS			
	15 Minutes	Interactive Writing and Grammar	
SMALL GROUPS	45 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately. or Meet with 2 small groups and allow for more time in Whole Group as needed.

DAY 3

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	15 Minutes	Oral Language	
	15 Minutes	Interactive Read-Aloud Listening Comprehension: Close Reading	
	25 Minutes	Word Work	
LANGUAGE ARTS			
20 Minutes	Independent Writing and Grammar	Grammar "Talk About It" Tasks	
SMALL GROUPS	45 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.

DAY 4

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	10 Minutes	Oral Language/Category Words	
	15 Minutes	Literature Big Book: Listening Comprehension Close Reading of Paired Selection	
	15 Minutes	Word Work	
	10 Minutes	Reading/Writing Workshop – Shared Read Application of Foundational Skills	
LANGUAGE ARTS			
	15 Minutes	Independent Writing and Grammar	Grammar “Talk About It” Tasks
INTEGRATE IDEAS			
	10 Minutes	Research and Inquiry	
SMALL GROUPS	45 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.

DAY 5			
WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	20 Minutes	Word Work Review (informal observations to assess student progress)	
	LANGUAGE ARTS		
	15 Minutes	Independent Writing and Grammar	Grammar "Talk About It" Tasks
	INTEGRATE IDEAS		
	15 Minutes	Text Connections	
15 Minutes	Research and Inquiry		
SMALL GROUPS	55 Minutes	Approaching Level: 20 Minutes On Level: 15 Minutes Beyond Level: 20 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.

WONDERS GRADE 1

SUGGESTED 120 MINUTE PACING GUIDE

DAY 1			
WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	15 Minutes	Literature Big Book Build – Listening Comprehension: Close Reading (Units 1-3) Interactive Read-Aloud (Units 4-6)	
	15 Minutes	Reading/Writing Workshop – Big Book Build Background/Oral Vocabulary	
	25 Minutes	Word Work	
	10 Minutes	Reading/Writing Workshop – Shared Read Application of Foundational Skills	
	LANGUAGE ARTS		
	15 Minutes	Shared Writing	
10 Minutes	Grammar Mini-Lesson	Grammar “Talk About It” Tasks Spelling Pre-Test/Word Sorts	
SMALL GROUPS	30 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes	EL Small Group* Beyond Level Small Group *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons— depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.

Do your best to meet with each group at a minimum of twice a week.

SMALL GROUP OPTIONS	INSTRUCTION WITH TEACHER	WORKSTATIONS, INDEPENDENT PRACTICE, PARTNER/GROUP WORK OPTIONS
	<p>Approaching Small Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson or • 15 minute skill lesson and/or an introduction to leveled reader or • 20 minute leveled reader lesson and/or skill lesson or • 20 minute small group re-reading of Literature Anthology (Guided completion of Close Reading Companion) <p>Additional Lessons on ConnectEd Online Resources</p> <ul style="list-style-type: none"> • Writing Trait Minilessons • Write About Reading Lessons • Tier 2 Intervention Lessons • Standard English Learners Lessons 	<p>Leveled Workstation Activity Cards</p> <ul style="list-style-type: none"> * Your Practice Practice Book Activities * EL Reproducibles * Beyond Reproducibles * Grammar Reproducibles * Draft Writing * Revise Writing <p>Peer Conferencing Word Sorts</p> <ul style="list-style-type: none"> *Phonics/Spelling Reproducibles <p>Complete Research and Inquiry Projects</p> <ul style="list-style-type: none"> *Handwriting <p>Close Reading Companion Partner Work Online Games and Activities</p>
	<p>On Level Small Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute mini-skill lesson • 15 minute mini-lesson and/or leveled book lesson • 20 minute level book lesson • 20 minute small group re-reading of Literature Anthology (Guided completion of Close Reading Companion) <p>Additional Lessons on ConnectEd Online Resources</p> <ul style="list-style-type: none"> • 15 minute Write About Reading Activities • 15 minute Writing Trait Minilessons • Standard English Learners Lessons 	<p>*Homework Options</p>
	<p>Beyond Small Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute introduction to leveled reader lesson and/or mini-skill lesson • 15 minute skill lesson or level reader lesson or • 20 minute level reader lesson • 20 minute small group re-reading of Literature Anthology (Independent Partner Work of Close Reading Companion) <p>Additional Lessons on ConnectEd Online Resources</p> <ul style="list-style-type: none"> • 15 minute Write About Reading Activity • 15 minute Writing Trait Minilessons • Standard English Learners Lessons 	
	<p>EL Small Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute re-read of the Reading/Writing Workshop selection • 10 minute skill lesson • 15 minute lesson and/or leveled reader lesson • 20 minute leveled reader lesson • 20 min small group re-reading of Literature Anthology (Guided completion of Close Reading Companion) 	<p>*Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.</p>

DAY 2

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	5 Minutes	Oral Language	
	15 Minutes	Interactive Read-Aloud Listening Comprehension	
	25 Minutes	Word Work	
	15 Minutes	Reading/Writing Workshop Close Reading Mini Lessons Comprehension Genre Skill	
LANGUAGE ARTS			
	15 Minutes	Interactive Writing	
	10 Minutes	Grammar	
SMALL GROUPS	35 Minutes	Approaching Level: 20 Minutes Beyond Level: 15 Minutes	EL Small Group* On- Level Small Group *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.

DAY 3

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	15 Minutes	Literature Big Book Listening Comprehension: Close Reading (Units 1-3) Reading/Writing Workshop Comprehension Skill Fluency (Units 4-6)	
	30 Minutes	Word Work	
20 Minutes	Literature Anthology (Anchor Text) Practice/Apply Close Reading		
LANGUAGE ARTS			
15 Minutes	Independent Writing – Draft	Grammar Mini-Lesson	
SMALL GROUPS	40 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes Beyond Level: 10 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.

DAY 4

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	10 Minutes	Text Features or Literary Elements (for Poetry Weeks)	
	15 Minutes	Literature Anthology – Close Reading Compare Anchor Text with the Paired Selection	Continued Close Reading of Literature Anthology Anchor Text
20 Minutes	Word Work		
LANGUAGE ARTS			
15 Minutes	Independent Writing – Revise	Grammar Minilesson Grammar “Talk About It” Task	
INTEGRATE IDEAS			
15 Minutes	Research and Inquiry Students continue to work on research during small group time.		
SMALL GROUPS	45 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.

DAY 5

WHOLE GROUP	PACING	CORE	OPTIONS	
	READING			
	30 Minutes	Word Work Review (informal observations to assess student progress)		
	LANGUAGE ARTS			
	10 Minutes	Independent Writing		
	INTEGRATE IDEAS			
	20 Minutes	Text Connections		
15 Minutes	Research and Inquiry			
SMALL GROUPS	45 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.	

WONDERS GRADE 2

SUGGESTED 120 MINUTE PACING CHART

		DAY 1		
WHOLE GROUP	PACING	CORE	OPTIONS	
	READING			
	10 Minutes	Reading/Writing Workshop Build Background and Oral Language	Listening Comprehension with Interactive Read-Aloud (10 Minutes)	
	25 Minutes	Word Work Includes spelling pretest		
	10 Minutes	Reading/Writing Workshop Vocabulary		
	20 Minutes	Reading/Writing Workshop—Shared Read Teach/Model Close Reading		
LANGUAGE ARTS				
15 Minutes	Build Writing Fluency Or *Within a unit, focus on Write to Sources lessons for 3 weeks. Focus on one of the Genre Writing Process lessons for the other 2-3 weeks of the unit. Research and Inquiry activities may be optional for the weeks you choose Genre Writing Process Lessons.			
10 Minutes	Grammar Mini-Lesson	Grammar “Talk About It” Tasks (5 Minutes)		
SMALL GROUPS	30 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons— depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.	

Do your best to meet with each group at a minimum of twice a week.

SMALL GROUP OPTIONS	INSTRUCTION WITH TEACHER	WORKSTATIONS, INDEPENDENT PRACTICE, PARTNER/GROUP WORK OPTIONS
	<p>Approaching Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson or • 15 minute skill lesson and/or an introduction to leveled reader or • 20 minute leveled reader lesson and/or skill lesson or • 20 minute re-reading of Literature Anthology (Guided completion of Close Reading Companion) <p>Additional Lessons on ConnectEd Online Writing Trait Minilessons Write About Reading Lessons Tier 2 Intervention Lessons Standard English Learners Lessons</p>	<p>Leveled Workstation Activity Cards *Your Turn Practice Book Activities *Grammar Reproducibles *Draft Writing *Revise Writing Peer Conferencing Word Sorts Fluency Practice *Phonics/Spelling Reproducibles Complete Research and Inquiry Projects *Handwriting Practice Close Reading Companion Partner Work Online Games and Activities</p>
	<p>On Level Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson • 15 minute skill lesson and/or leveled book lesson • 20 minute level book lesson • 20 minute rereading of Literature Anthology (Guided completion of Close Reading Companion) <p>Additional Lessons on ConnectEd Online Writing Trait Minilessons Write About Reading lessons Standard English Learners Lessons</p>	<p>*Homework Options</p>
	<p>Beyond Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute introduction to leveled reader lesson and/or skill lesson • 15 minute skill lesson or leveled reader lesson or • 20 minute leveled reader lesson <p>Additional Lessons on ConnectEd Online Writing Trait Minilessons Write About Reading lessons Standard English Learners Lessons</p>	
	<p>EL Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson • 15 minute skill lesson and/or leveled reader lesson • 20 minute leveled reader lesson • 20 minute rereading of Reading/Writing Workshop selection • 20 minute re-reading of Literature Anthology (Guided completion of Close Reading Companion) 	<p>*Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.</p>

DAY 2

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
25 Minutes	Word Work	Oral Language/Listening Comprehension (15 Minutes)	
30 Minutes	Reading Writing Workshop Teach/Model Close Reading Minilessons: Comprehension Strategy/Skill Vocabulary Strategy	Genre Mini Lesson (10 Minutes)	
LANGUAGE ARTS			
20 Minutes	Write to Sources OR Genre Writing—Writing Process		
10 Minutes	Grammar Mini Lesson	Grammar “Talk About It” Tasks (5 Minutes)	
SMALL GROUPS	35 Minutes	Approaching Level: 20 Minutes Beyond Level: 15 Minutes	EL Small Groups* On- Level Small Groups *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 3			
WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	20 Minutes	Word Work	Interactive Read-Aloud (5 Minutes)
	10 Minutes	Fluency	Comprehension Skill Review (10 Minutes) Vocabulary Review (10 Minutes)
	40 Minutes	Literature Anthology (Anchor Text) Practice/Apply Close Reading	
LANGUAGE ARTS			
15 Minutes	Grammar Minilesson Or Genre Writing—Writing Process	Write to Sources (Assign as an independent activity for the Literature Anthology or use the instruction for small group instruction.)	
SMALL GROUPS	35 Minutes	Approaching Level: 20 Minutes On Level: 15 Minutes	EL Small Group* Beyond Level Small Group *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 4

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
15 Minutes	Word Work Structural Analysis.	Oral Language (5 Minutes) Word Work: Phonemic Awareness (5 Minutes) Word Sorts (5 Minutes) High Frequency Words (5 Minutes) Fluency (10 Minutes) Review Vocabulary Strategy (5 Minutes)	
25 Minutes	Literature Anthology—Close Reading Compare Anchor Text with Paired Selection	Continued Close Reading of Literature Anthology Anchor Text	
LANGUAGE ARTS			
20 Minutes	Write to Two Sources Or Genre Writing—Writing Process Lesson	Grammar Minilesson (10 Minutes) Grammar “Talk About It” Tasks	
INTEGRATE IDEAS			
15 Minutes	Research and Inquiry Students continue to work on research during small group time.		
SMALL GROUPS	45 Minutes	Approaching Level: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 5			
WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	10 Minutes	Word Work Structural Analysis	Word Work (You can use small group time to focus on Foundational skills as needed.)
	LANGUAGE ARTS		
	15 Minutes	Write to Two Sources Students continue to write during small group time	Spelling-Post Test (15 Minutes) Grammar (10 Minutes)
	INTEGRATE IDEAS		
	15 Minutes	Text Connections	Integrate Ideas: Research and Inquiry
ASSESSMENT			
30 Minutes	Weekly Reading Assessment		
SMALL GROUPS	50 Minutes	Approaching Level: 20 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

WONDERS GRADES 3–6

SUGGESTED 90 MINUTE PACING CHART

		DAY 1		
WHOLE GROUP	PACING	CORE	OPTIONS	
	READING			
	10 Minutes	Reading/Writing Workshop Build Background	Listening Comprehension – Read Aloud (10 Minutes)	
	10 Minutes	Reading/Writing Workshop Vocabulary	Build Vocabulary Activities – Day 1 (10 Minutes)	
	20 Minutes	Reading/Writing Workshop—Shared Read Teach/Model Close Reading		
	LANGUAGE ARTS			
	15 Minutes	Build Writing Fluency Or *Within a unit, focus on Write to Sources lessons for 3 weeks. Focus on one of the Genre Writing Process lessons for the other 2-3 weeks of the unit. Research and Inquiry activities may be optional for the weeks you choose Genre Writing Process Lessons.		
	10 Minutes	Grammar Mini - Lesson	Grammar “Talk About It” Tasks (10 Minutes)	
10 Minutes	Spelling Pretest	Word Sorts (10 Minutes)		
SMALL GROUPS	15 Minutes	Approaching: 15 Minutes	EL Small Group* On Level: 15 Minutes Beyond Level: 15 Minutes *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons— depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.	

SMALL GROUP OPTIONS

Do your best to meet with each group twice a week.

SMALL GROUPS	INSTRUCTION WITH TEACHER	WORKSTATIONS, INDEPENDENT PRACTICE, PARTNER/GROUP WORK OPTIONS
	<p>Approaching Level* Small Group</p> <ul style="list-style-type: none"> • 10 minute skill lesson or • 15 minute skill lesson and/or an introduction to leveled reader or • 20 minute leveled reader lesson and/or skill lesson 	<p>Leveled Workstation Activity Cards</p> <ul style="list-style-type: none"> *Your Turn Practice Book Activities *Approaching Reproducibles *EL Reproducibles *Beyond Reproducibles
	<p>On Level* Small Group</p> <ul style="list-style-type: none"> • 10 minute skill lesson • 15 minute skill lesson and/or leveled book lesson • 20 minute leveled book lesson 	<p>Build Vocabulary Activities</p> <ul style="list-style-type: none"> *Grammar Reproducibles *Draft Writing *Revise Writing
	<p>Beyond Level* Small Group</p> <ul style="list-style-type: none"> • 10 minute introduction to leveled reader lesson and/or skill lesson • 15 minute skill lesson or leveled reader lesson or • 20 minute leveled reader lesson 	<p>Peer Conferencing</p> <ul style="list-style-type: none"> Word Sorts Fluency Practice *Phonics/Spelling Reproducibles
	<p>EL* Small Group</p> <ul style="list-style-type: none"> • 20 minute rereading of the Reading/Writing Workshop selection • 10 minute skill lesson • 15 minute skill lesson and/or leveled reader lesson • 20 minute leveled reader lesson • 20 minute rereading of the Literature Anthology selection (Guided completion of the Close Reading Companion) 	<p>Complete Research and Inquiry Projects</p> <ul style="list-style-type: none"> Read Leveled Readers and complete leveled reader activities *Handwriting Online Games and Activities *Homework Options *Integrate ELs in appropriate Approaching, On- and Beyond Level small group lessons, depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately in small groups.

DAY 2

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
30 Minutes	Reading/Writing Workshop Teach/Model/ Guided Practice of Close Reading: Minilessons: Comprehension Strategy/Skill Vocabulary Strategy	Genre Minilesson (10 Minutes)	
LANGUAGE ARTS			
20 Minutes	Write to Sources Or Genre Writing—Writing Process	Spelling-Spiral Review (10 Minutes) Word Sorts (10 Minutes) Build Vocabulary Activities- Day 2 (10 Minutes)	
10 Minutes	Grammar Mini-Lesson	Grammar “Talk About It” Tasks (10 Minutes)	
SMALL GROUPS	30 Minutes	Approaching: 15 Minutes On Level: 15 Minutes	EL Small Groups* Beyond Level: 15 Minutes *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 3

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	15 Minutes	Foundational Skills/Phonics	
20 Minutes	Literature Anthology Practice/Apply Close Reading Anchor Text	Students continue to reread the Literature Anthology Anchor text in Small Groups using the Close Reading Companion.	
LANGUAGE ARTS			
15 Minutes	Write to Sources Or Genre Writing—Writing Process Lesson	Assign Write to Sources as an independent activity for the Literature Anthology or teach the lesson in small groups. Spelling—Word Meanings (10 Minutes) Word Sorts (10 Minutes) Build Vocabulary Activities—Day 3 (10 Minutes)	
10 Minutes	Grammar Mini-Lesson	Grammar “Talk About It” Tasks (10 Minutes)	
SMALL GROUPS	30 Minutes	Approaching: 15 Minutes On Level: 15 Minutes	EL Small Group* Beyond Level Small Group *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 4

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
10 Minutes	Fluency Students practice fluency during small group time.		
25 Minutes	Literature Anthology Practice/Apply Close Reading Compare Anchor Text with Paired Selection	Continued Close Reading of Literature Anthology Anchor Text	
LANGUAGE ARTS			
15 Minutes	Write to Two Sources Or Genre Writing—Writing Process Lesson	Spelling—Proofread and Write (10 Minutes) Word Sorts (10 Minutes) Build Vocabulary Activities—Day 4 (10 Minutes) Grammar Minilesson (10 Minutes) Grammar “Talk About It” Tasks (10 Minutes)	
INTEGRATE IDEAS			
10 Minutes	Research and Inquiry Students continue to work on research during small group time.		
SMALL GROUPS	30 Minutes	Approaching: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 5

WHOLE GROUP	PACING	CORE	OPTIONS
	LANGUAGE ARTS		
	20 Minutes	Write to Two Sources Students continue to write during small group time.	
	INTEGRATE		
	15 Minutes	Text Connections	Research and Inquiry
	ASSESSMENT		
25 Minutes	Weekly Reading Assessment	Grammar (10 Minutes) Spelling—Post Test/Dictation (10 Minutes)	
SMALL GROUPS	30 Minutes	Approaching: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* On Level Small Group *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

WONDERS GRADES 3–6

SUGGESTED 120 MINUTE PACING CHART

		DAY 1		
WHOLE GROUP	PACING	CORE	OPTIONS	
	READING			
	10 Minutes	Reading/Writing Workshop Build Background	Listening Comprehension—Read Aloud (10 Minutes)	
	10 Minutes	Reading/Writing Workshop Vocabulary	Build Vocabulary Activities – Day 1 (10 Minutes)	
	20 Minutes	Reading/Writing Workshop—Shared Read Teach/Model Close Reading		
	LANGUAGE ARTS			
	15 Minutes	Build Writing Fluency Or *Within a unit, focus on Write to Sources lessons for 3 weeks. Focus on one of the Genre Writing Process lessons for the other 2-3 weeks of the unit. Research and Inquiry activities may be optional for the weeks you choose Genre Writing Process Lessons.		
	10 Minutes	Grammar Mini-Lesson	Grammar “Talk About It” Tasks (10 Minutes)	
10 Minutes	Spelling Pretest	Word Sorts (10 Minutes)		
SMALL GROUPS	45 Minutes	Approaching: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.	

SMALL GROUP OPTIONS

Do your best to meet with each group twice a week.

SMALL GROUPS	INSTRUCTION WITH TEACHER	WORKSTATIONS, INDEPENDENT PRACTICE, PARTNER/GROUP WORK OPTIONS
	<p>Approaching Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson or • 15 minute skill lesson and/or an introduction to leveled reader or • 20 minute leveled reader lesson and/or skill lesson 	<p>Leveled Workstation Activity Cards</p> <ul style="list-style-type: none"> *Your Turn Practice Book Activities *Approaching Reproducibles *EL Reproducibles *Beyond Reproducibles <p>Build Vocabulary Activities</p> <ul style="list-style-type: none"> *Grammar Reproducibles *Draft Writing *Revise Writing
	<p>On Level Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute skill lesson • 15 minute skill lesson and/or leveled book lesson • 20 minute leveled book lesson 	<p>Peer Conferencing</p> <p>Word Sorts</p> <p>Fluency Practice</p> <ul style="list-style-type: none"> *Phonics/Spelling Reproducibles <p>Complete Research and Inquiry Projects</p> <p>Read Leveled Readers and complete leveled reader activities.</p>
	<p>Beyond Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 10 minute introduction to leveled reader lesson and/or skill lesson • 15 minute skill lesson or leveled reader lesson or • 20 minute leveled reader lesson 	<ul style="list-style-type: none"> *Handwriting <p>Online Games and Activities</p> <ul style="list-style-type: none"> *Homework Options
	<p>EL Group* Teacher Edition Lessons</p> <ul style="list-style-type: none"> • 20 minute rereading of the Reading/Writing Workshop selection • 10 minute skill lesson • 15 minute skill lesson and/or leveled reader lesson • 20 minute leveled reader lesson • 20 minute rereading of the Literature Anthology selection (Guided completion of the Close Reading Companion) 	<p>*Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.</p>

DAY 2

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
40 Minutes	Reading/Writing Workshop Teach/Model/ Guided Practice of Close Reading: Minilessons: Comprehension Strategy/Skill Vocabulary Strategy Genre		
LANGUAGE ARTS			
20 Minutes	Write to Sources Or *Genre Writing—Writing Process	Spelling-Spiral Review (10 Minutes) Word Sorts (10 Minutes) Build Vocabulary Activities-Day 2 (10 Minutes)	
10 Minutes	Grammar Mini-Lesson	Grammar “Talk About It” Tasks (10 Minutes)	
SMALL GROUPS	50 Minutes	Approaching: 20 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Groups* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 3			
WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	15 Minutes	Foundational Skills/Phonics	
	40 Minutes	Literature Anthology Practice/Apply Close Reading Anchor Text	
	LANGUAGE ARTS		
20 Minutes	Write to Sources Or Genre Writing—Writing Process	Assign Write to Sources as an independent activity for the Literature Anthology or teach the lesson in small groups. Spelling—Word Meanings (10 Minutes) Word Sorts (10 Minutes) Build Vocabulary Activities—Day 3 (10 Minutes)	
10 Minutes	Grammar Mini-Lesson	Grammar “Talk About It” Tasks (10 Minutes)	
SMALL GROUPS	35 Minutes	Approaching Level: 20 Minutes On Level: 15 Minutes	EL Small Group* Beyond Level Small Group *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 4

WHOLE GROUP	PACING	CORE	OPTIONS
	READING		
	15 Minutes	Fluency Students practice fluency during small group time.	
	30 Minutes	Literature Anthology Practice/Apply Close Reading Compare Anchor Text with Paired Selection	Continued Close Reading of Literature Anthology Anchor Text
10 Minutes	Research and Inquiry Students continue to work on research during small group time.		
LANGUAGE ARTS			
20 Minutes	Write to Two Sources Or Genre Writing—Writing Process Lesson	Spelling—Proofread and Write (10 Minutes) Word Sorts (10 Minutes) Build Vocabulary Activities—Day 4 (10 Minutes) Grammar Minilesson (10 Minutes) Grammar “Talk About It” Tasks (10 Minutes)	
INTEGRATE IDEAS			
15 Minutes	Research and Inquiry Students continue to work on research during small group time.		
SMALL GROUPS	45 Minutes	Approaching: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes	EL Small Group* *Integrate ELs in appropriate small groups—Approaching, On-, and Beyond Level lessons—depending on student needs and the instructional focus of the lesson. You can also meet with ELs separately.

DAY 5

WHOLE GROUP	PACING	CORE	OPTIONS
	LANGUAGE ARTS		
	15 Minutes	Write to Two Sources Students continue to write during small group time.	
	INTEGRATE		
	15 Minutes	Text Connections	Grammar “Talk About It” Tasks
	15 Minutes	Research and Inquiry	
	ASSESSMENT		
	15 Minutes	Weekly Reading Assessment	
	15 Minutes	Spelling – Post Test/Dictation	Grammar (10 Minutes)
	SMALL GROUPS	45 Minutes	Approaching: 15 Minutes On Level: 15 Minutes Beyond Level: 15 Minutes

Transitional Kindergarten

TRANSITIONAL KINDERGARTEN

Adapting Wonders Kindergarten for the Transitional Kindergarten Classroom

While old enough to begin school, some children born in the fall may need strong support socializing with their peers and teachers, while others may need support in listening to directions or following a structured class schedule. Transitional Kindergarten provides the opportunity to focus on that type of support, while introducing basic skills to better prepare children for a more rigorous kindergarten program.

Wonders Kindergarten routines and instructional lessons can be adapted for the Transitional Kindergarten classroom to help ensure that children have the important skills needed to be successful when they begin Kindergarten.

Start Smart!

The Start Smart weeks at the beginning of **Wonders** Kindergarten are ideal lessons for the start of a Transitional Kindergarten curriculum. Pace the lessons over seven weeks to introduce the routines of the classroom, following directions, interacting in whole group and small group settings, and participating in class discussions and activities. The Start Smart weeks provide a strong introduction to early phonological activities, print concepts, letter recognition, as well as a variety of early speaking, listening, reading and writing activities.

After the first seven weeks of the Start Smart routines and activities, use appropriate whole group and small group lessons from the **Wonders** Kindergarten program for the remainder of the year. The suggested lesson planner on pages 1-5 provides pacing guide suggestions that can be used for each week of instruction.

TRANSITIONAL KINDERGARTEN

Suggested Lesson Planner • Adapting *Wonders* Kindergarten

Start Smart

The lessons in Start Smart lay the groundwork for developing instructional routines, building children’s confidence, and introducing critical foundational skills for reading, writing, listening and speaking. For Transitional Kindergarten, adapt the pacing from *Wonders* Kindergarten by using the pacing guide below.

Weeks 1-2 in Transitional K: Use *Wonders* Teacher Edition pages S6-S29.

Weeks 3-4 in Transitional K: Use *Wonders* Teacher Edition pages S30-S53.

Weeks 5-6 in Transitional K: Use *Wonders* Teacher Edition pages S54-S77.

Week 7: See daily activities outlined on page 4.

Instructional Routine for Weeks 1, 3, 5

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Introduce the Essential Question:</p> <p>Start Smart Reading/Writing Workshop</p> <p>Big Book</p> <p>Weekly Opener</p> <p>Listening Comprehension</p> <p><i>Animals in the Park: An ABC Big Book</i></p> <p>Phonological Awareness/ Concepts of Print</p> <p>Big Book of Rhymes</p>	<p>Phonological Awareness/ Concepts of Print</p> <p>Big Book of Rhymes</p> <p>Letter Recognition</p> <p>Alphabet Teaching Poster</p> <p>“The Alphabet Song”</p> <p>High-Frequency Words</p> <p>High-Frequency Word Cards</p> <p>Interactive Activity</p> <p>Shared Writing</p>	<p>Oral Language</p> <p>Category Words</p> <p>Listening Comprehension</p> <p>Interactive Read Aloud</p> <p>Phonological Awareness</p> <p>Big Book of Rhymes</p>	<p>Phonological Awareness</p> <p>Big Book of Rhymes</p> <p>Letter Recognition</p> <p>Alphabet Teaching Poster</p> <p>Shared Read/ Predecodable</p> <p>Start Smart Reading/Writing Workshop Big Book</p> <p>High-Frequency Words</p> <p>Word Cards</p> <p>Interactive Games</p> <p>Shared Writing</p>	<p>Oral Language</p> <p>Word Web</p> <p>Listening Comprehension</p> <p>Reread</p> <p>Interactive Read Aloud</p> <p>Phonological Awareness</p> <p>Big Book of Rhymes</p> <p>Letter Recognition</p> <p>Alphabet Teaching Poster</p>

Instructional Routine for Weeks 2, 4, 6

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Phonological Awareness</p> <p>Big Book of Rhymes</p> <p>Letter Recognition</p> <p>Alphabet Teaching Poster</p> <p>“The Alphabet Song”</p> <p>High-Frequency Words</p> <p>Word Cards</p> <p>Interactive Activity</p> <p>Shared Writing</p>	<p>Oral Language</p> <p>Word Web</p> <p>Category Words</p> <p>Listening Comprehension</p> <p>Phonological Awareness</p> <p>The Big Book of Rhymes</p>	<p>Phonological Awareness</p> <p>Big Book of Rhymes</p> <p>Letter Recognition</p> <p>Alphabet Teaching Poster</p> <p>Shared Read/Predecodable</p> <p>Start Smart Reading/Writing Workshop Big Book</p> <p>High-Frequency Words</p> <p>Word Cards</p> <p>Interactive Activity</p> <p>Shared Writing</p>	<p>Phonological Awareness/ Concepts of Print</p> <p>Big Book of Rhymes</p> <p>Reread the Weekly Rhymes</p> <p>“The Alphabet Song”</p> <p>Letter Recognition</p> <p>(all letters taught to date)</p> <p>Reread Predecodables</p> <p>Start Smart Reading/Writing Workshop Little Books</p> <p>Reread Alphabet Big Book</p>	<p>Oral Language</p> <p>Word Web</p> <p>Text Connections Activities</p>

Week 7 Instructional Routines

- Use the instructional routines on the Interactive Read Aloud Cards to focus on developing oral language and listening comprehension.
- Use the rhymes in the **The Big Book of Rhymes** to reinforce concepts of print and phonological awareness.
- Work with students to complete the Start Smart pages in the Practice book.
- Have students work in pairs to reread the predecodables.
- Use this time to complete the Diagnostic Assessments for students.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Listening Comprehension	Listening Comprehension	Listening Comprehension	Diagnostic Assessment	Diagnostic Assessment
Reread Interactive Read Aloud Cards Activities	Reread Interactive Read Aloud Cards Activities	Reread Interactive Read Aloud Cards Activities	Review Letters and High-Frequency Words	Review Letters and High-Frequency Words
"The Alphabet Song"	"The Alphabet Song"	"The Alphabet Song"	Reread Predecodables with Partners	Reread Predecodables with Partners
Start Smart Practice Book pages	Start Smart Practice Book pages	Start Smart Practice Book pages		
High-Frequency Words	High-Frequency Words	High-Frequency Words		
Interactive Activities	Interactive Activities	Interactive Activities		

Instructional Routines for Units 1-8

Use the following pacing guide with Units 1-8 of *Wonders* Kindergarten for the remainder of the Transitional K curriculum. For weeks in which two sound-spellings are introduced, spend an additional day introducing the second sound-spelling.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Introduce the Concept</p> <p>Weekly Song/Poem</p> <p>Read the Literature Big Book</p> <p>Phonological Awareness</p> <p>Approaching Small Group lesson</p> <p>Phonics</p> <p>Approaching Small Group Lesson</p> <p>Sound-Spelling Songs and Movement Activities</p> <p>High-Frequency Words</p> <p>Approaching Small Group Lesson</p> <p>Decodable Reader</p> <p>Handwriting</p> <p>Practice Book pages</p>	<p>Build the Concept: Oral Language</p> <p>Weekly Song/Poem</p> <p>Reread the Literature Big book</p> <p>Phonemic Awareness</p> <p>Approaching Small Group Lesson</p> <p>Phonics</p> <p>Approaching Small Group Lesson</p> <p>Sound-Spelling Songs and Movement Activities</p> <p>High-Frequency Words</p> <p>Approaching Small Group Lesson</p> <p>Reread Decodable Reader</p> <p>Handwriting</p> <p>Practice Book pages</p>	<p>Build the Concept: Oral Language</p> <p>Weekly Song/Poem</p> <p>Read the Interactive Read Aloud</p> <p>Phonemic Awareness</p> <p>Approaching Small Group Lesson</p> <p>Phonics</p> <p>Approaching Small Group Lesson</p> <p>Sound-Spelling Songs and Movement Activities</p> <p>Read Approaching Leveled Reader</p> <p>Before and During Reading sections</p> <p>Shared Writing</p> <p>from ELL Lessons</p>	<p>Extend the Concept: Oral Language</p> <p>Weekly Song/Poem</p> <p>Read the Literature Big Book: Paired Read</p> <p>Phonemic Awareness</p> <p>Approaching Small Group Lesson</p> <p>Phonics</p> <p>Approaching Small Group Lesson</p> <p>Sound-Spelling Songs and Movement Activities</p> <p>Oral Vocabulary</p> <p>Approaching Small Group Lesson</p> <p>Read Approaching Leveled Reader</p> <p>Reread Leveled Reader; After Reading section</p> <p>Writing Trait</p> <p>from ELL Small Group Lessons</p>	<p>Make Text-to-Text Connections</p> <p>Phonemic Awareness</p> <p>Approaching Small Group Lesson</p> <p>Phonics</p> <p>Approaching Small Group Lesson</p> <p>Sound-Spelling Songs and Movement Activities</p> <p>High-Frequency Words</p> <p>Approaching Small Group Lesson</p> <p>Read Approaching Leveled Reader</p> <p>Literacy activities</p> <p>Grammar</p> <p>ELL Small Group Lessons</p>

SUGGESTED DAILY SCHEDULE FOR TK-K

Effectively Managing Classroom Time

Whole Group

Time: 20 Minutes

Materials: Big Books, Interactive Read Aloud Cards

Description: Teacher reads from the Big Books, modeling Interactive Read Aloud Cards. Focus of instruction is on modeling close reading of text read aloud, modeling citing text evidence, collaborative discussions with whole class and partners, building vocabulary and modeling fluency.

Transitional Kindergarten Reading Group (with the Teacher)

Time: 30 Minutes (in 2 settings, 15 minutes each)

Materials: Teacher's Editions, Sound Spelling Cards, Word Building Cards, Reading Writing/Workshop

Description: Meet with Transitional Kindergarten children using the lessons associated with

- Phonological Awareness, phonics and High Frequency words
- Approaching Small Group Skills
- See page 5 of the TK Instructional Routines for a more detail plan.

Grade K Reading Group

Time: 30 Minutes (in 2 settings, 15 minutes each)

Materials: Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, ebooks, Your Turn Practice Book, Decodable Readers

Description: Children work on center activities, using their Weekly Contracts.

If aide is available, she/he teaches phonics.

Grade K Reading Group (with the Teacher)

Time: 30 Minutes (in 2 settings, 15 minutes each)

Materials: Teacher's Editions, Sound Spelling Cards, Word Building Cards, High Frequency Word Cards Reading/Writing Workshop, Literature Big Book, Close Reading Companion

Description: Meet with Kindergarten students using the lessons associated with

- Word Work

Grade TK Reading Group

Time: 30 Minutes (in 2 settings, 15 minutes each)

Materials: Approaching Leveled Workstation Activities, Approaching Leveled Readers, Interactive Online Games and Activities

Description: Children work on center activities and reread Leveled Reads in pairs.

If aide is available, she/he teaches spelling, grammar and additional vocabulary lessons.

- Reading/Writing Workshop
- Literature Big Book



Whole Group Writing

Time: 20 Minutes

Materials: Reading/Writing Workshop, Teacher's Edition

Description: For the first two days of the week, conduct shared writing or interactive writing activities. For the last 3 days of the week, teach two 15 minute writing lessons.



Differentiated Small Groups

Time: 45 Minutes

Materials: Teacher's Editions, Leveled Readers, manipulatives, Decodable Readers, Differentiated Practice

Description: Meet with three groups each day. Choose lessons from the Teacher's Edition to focus on the needs of your students. If an aide is available, she/he meets with small groups from the other grade. Alternate grades each day if no aide is available.

The students who do not work with you continue to work on reading and writing activities. You can start working with the Retelling Activity Cards and then let them continue. They can also complete center activities. This would also be a good time for students to work in pairs to reread decodable and leveled readers with partners and to listen together the Unit or Weekly Songs.

Combination Classrooms

COMBINATION CLASSROOMS

Teaching a combination classroom is a formidable challenge. The need to teach two curriculums in what feels like half the time can be frustrating and daunting for many teachers. However the materials that follow are designed to alleviate some of your concerns and increase the success you and your students will have with California Wonders. These materials include:

- sample combination class lesson planners
- cross grade standards to enable you to teach related skills in whole class settings
- suggested daily schedules with timeframes to help you effectively monitor your time and coordinate small groups
- tips for making combination classes easier to teach and manage
- ideas for enlisting the help and support of administrators, colleagues and parents.

10 Tips for Making Combination Classes Easier to Manage

1. Have clear expectations for all students from the beginning of the school year. Spend the first 4-6 weeks teaching classroom routines and structure. Slowly phase in centers, an increased number of small groups, and other activities requiring student independence.
2. Ask the principal or administrator to select students for your class who are independent workers and can function well in a combination class. Motivated students who can work independently and with peers need less teacher direction and are ideal for this setting. (Note: In many year-round schools, this is not always possible as late-registering students are placed in these settings. If students can be moved from one class to another shortly after the school year starts, request necessary changes.)
3. Use the sample combination planners provided on pages 6-13; 1-60. These planners highlight related skills across grades and whole-class versus small group instructional requirements.
4. Recruit class parents or members of the PTA to assist in your combination classroom. Actively recruit help. The more adults in the classroom – especially ones who can conduct or help manage small-group instructional sessions—the more successful you will be.
5. Create a physical environment that matches your goals and will work easily for both grades. Clearly indicate and separate nois zones from quiet zones. Note that it will be necessary to have one noisy zone in the classroom. In addition, establish centers. Centers can help control behavior as they engage students and keep them on task. To make centers successful, consider the following:

Provide a center contract for each student and hold him/her accountable for completing each day's activities. (See the Weekly Contracts provided with *California Wonders*.) Assign specific centers to each group of students each day so the student flow through activities is appropriate and comprehensive. Use the rotation chart to assign centers. See the following for a five-group example (e.g. Group A goes to the Reading Center on Monday).

Center Rotation Chart

	Reading Center	Writing Center	Phonics/ Word Study Center	Content-Area Center	Technology Center
Monday	A	B	C	D	E
Tuesday	E	A	B	C	D
Wednesday	D	E	A	B	C
Thursday	C	D	E	A	B
Friday	C	D	E	A	

- Model center activities and appropriate center behaviors. Establish a small set of center rules and strictly enforce them.
 - Appoint a center helper to monitor supplies, questions, and behavior while you work with small groups. A parent volunteer, if available, is particularly effective for this. Otherwise a strong older student can fill this position.
 - Have a Question Chair in which students with concerns wait until you have an appropriate break from small group instruction to address their concerns.
 - Analyze materials so there is a mix of structured activities (e.g., Workstation Activity Cards) and free play activities such as puzzles and games. Some student choice will help with discipline issues.
6. Be flexible. Continually assess what is working and what needs to be changed.
 7. Vary your teaching to include both whole-group and small –group instruction as well as independent work time so that students have an opportunity to learn, practice, and apply what they are learning.
 8. Let students learn from each other. Form partner teams for many of the activities. Pair students who can assist each other, but are not too far apart in terms of skill abilities as frustration for the stronger partner may result.
 9. Maintain open communication with parents. Keep them informed about what reading standards and concepts their child should be mastering during the school year. Ask for their help with your combination classroom.
 10. Rely on colleague support for planning, troubleshooting, and interacting professionally with parents and district personnel.

Enlisting the Help and Support of Administrators, Colleagues, and Parents

Administrative Support

Your principal can greatly affect your success by helping you and your grade-level teams select students who will function best in combination classrooms. Select these students based on overall skill level, ability to work independently, and classroom behavior. For example, high-functioning students can be placed in a combination classroom. Students similar in ability (e.g. mid/high grade 4 with low grade 5) also work well and make for a more homogeneous setting. Smaller class sizes are especially ideal for combination classes.

Colleague Support

Work with your grade-level teams to form groups for reading and math in which students are shared across classrooms. This will decrease the number of small groups you will need to teach and decrease your preparation time and workload. If that is not able to be arranged, recommend that students in at least one of your two grades go to other classrooms for content area lessons (e.g., science and history/social science). This will require you to do only one preparation of these content areas instead of two.

Parent Support

Actively seek the help of parents. Clearly indicate your needs and time requirements. For example, some parents will be able to come once a week during the literacy block. These parents can monitor centers while you work with small groups, alleviating management concerns. A few parents may be interested and /or able to help with some small-group instruction, especially for those students who need larger amounts of one-on-one support. Parents can also help with the following:

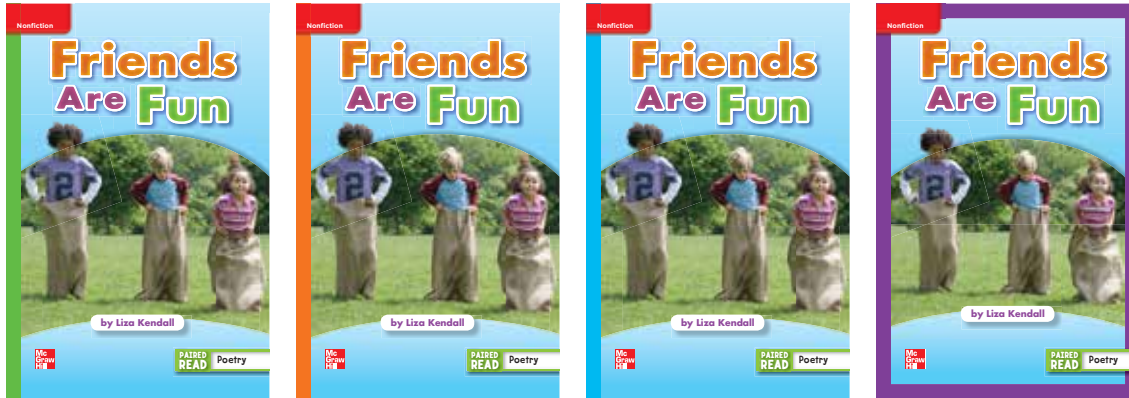
- Copy and collate homework packets.
- Make instructional charts for the next day's learning.
- Gather materials for small group lessons.
- File student works in portfolios.
- Plan fieldtrips and classroom parties.
- Assist with bulletin board displays.
- Coordinate book orders.
- Create, organize, and maintain center materials
- Order classroom supplies.
- Coordinate or seek out donations from local businesses and agencies.
- Administer individual tests or review missed work for absent students.

Why *Wonders* Works for Combination Classrooms

Most combination classes are formed when there are not enough students at one grade level to form an entire class. Therefore, an additional teacher is not funded. The result is one teacher is given students from two grades. This increases prep time required by teachers in these settings. Many of the materials in *California Wonders* are ideal for combination classrooms and will assist in your success and decrease your prep time. These include the following and more:

Leveled Readers:

These leveled books can be used across grades as the Approaching level books are written 1 grade level below and the Beyond books are written 1 grade level above.



Workstation Activity Cards:

These ready-made resources make planning and preparing for centers quick and easy. The activities are leveled, so that the students at different instructional levels (approaching, on- and beyond levels) can participate in the centers with success.

Short a

cats

- Use the Word-Building Cards.
- Build words that end in -ats, -ans, -at, and -ad.
- Choose one word. Write the word.
- Draw a picture or write a sentence to show what the word means.

You need 20 minutes

- Word-Building Cards
- paper
- pencils, crayons, or markers

PHONICS/WORD STUDY

Go Digital! www.connected.mcgraw-hill.com • Interactive Games and Activities • Grade 1

Ideas: Focus on an Event

I went to the zoo.
It was fun.
I saw a lion.
My dog is black.

- Kim wrote about an event. She wrote about going to the zoo.
- Rewrite Kim's story on your paper.
- Take out the sentence that doesn't belong.
- Draw a picture for Kim's story.

You need 15 minutes

- paper
- pencils, crayons, or markers

WRITING

Go Digital! www.connected.mcgraw-hill.com • Interactive Games and Activities • Grade 1

Follow the Rules!

Rules are important! They tell us what we can and cannot do.

- What are the rules of your school?
 - Raise your hand to talk.
 - Be kind to everyone.
 - Take turns.
 - Do your best!
- Write a sentence or draw a picture telling why these rules are important.

You need 15 minutes

- paper
- pencils or crayons

SOCIAL STUDIES

Go Digital! www.connected.mcgraw-hill.com • Research and Inquiry • Grade 1

Key Details

Key details help you understand a story. You can find key details in pictures.

- Read a story with a partner.
- Choose a picture from the story. Fill in a chart like the one shown. Write three key details the picture shows.
- Find another picture. Add it to the chart.

Illustration	What It Shows

You need 20 minutes

- paper
- pencils, crayons, or markers

READING

Go Digital! www.connected.mcgraw-hill.com • Interactive Games and Activities • Grade 1

Go Digital Flexible Lesson Planning

Lesson plans can be adapted with ease.

The screenshot displays the Wonders digital lesson planning interface. At the top, there is a navigation bar with options like Home, Plan, Teach, Manage and Assign, Assess, Collaborate, School to Home, Resources, and Professional Development. Below this, the user is logged in as 'Unit 2' and 'Week 4'. The main heading is 'Weekly Concept: Adaptations' with the 'Essential Question: What helps an animal survive?'. The interface is titled 'Plan • Organize your Week' and includes a 'Weekly Planner' tab. The planner is organized into five days: DAY 1 - FRIDAY, JUL 3; DAY 2 - MONDAY, JUL 5; DAY 3 - TUESDAY, JUL 7; DAY 4 - WEDNESDAY, JUL 8; and DAY 5 - THURSDAY, JUL 9. The content is organized into columns for 'Whole Group READING' and 'Writing'. Activities include 'Introduce the Concept', 'Listening', 'Vocabulary', 'Shared Read', 'Comprehension Strategy', 'Comprehension Skill', 'Genre', 'Vocabulary Strategy', 'Phonics', 'Close Reading', 'Fluency', 'Integrate Ideas', and 'Assessment'.

Classroom Routines

Consistent instructional routines—Vocabulary Routines, Close Reading Routines, and Spelling and Word Study routines—are used across grades, accelerating student retention with routines and procedures.

SUGGESTED DAILY SCHEDULE FOR K-1

Effectively Managing Classroom Time

Whole Group

Time: 15-20 Minutes

Materials: Big Books, Interactive Read Aloud Cards

Description: Teacher reads from the Big Books, Interactive Read Aloud Cards, or Classroom Library trade book. Focus of instruction is on close reading of text read aloud, including citing text evidence, collaborative discussions with whole class and partners, building vocabulary and modeling fluency.

Use this time to teach skills that are the same across grades based on the Cross Grade CA CCSS Alignment on page 24.

Kindergarten Reading Group (with the Teacher)

Time: 30 Minutes

Materials: Teacher's Editions, Sound Spelling Cards, Word Building Cards, High Frequency Word Cards, Reading Writing/Workshop, Close Reading Companion

Description: Meet with Kindergarten children using the lessons associated with

- Word Work
- Reading/Writing Workshop

Grade 1 Reading Group

Time: 30 Minutes

Materials: Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, ebooks, Your Turn Practice Book

Description: Children work on center activities, using their Weekly Contracts.

If aide is available, she/he teaches spelling, grammar and additional vocabulary lessons.

Grade 1 Reading Group (with the Teacher)

Time: 30 Minutes

Materials: Teacher's Editions, Sound Spelling Cards, Word Building Cards, High Frequency Word Cards Reading/Writing Workshop, Literature Anthology, Close Reading Companion

Description: Meet with Grade 1 students using the lessons associated with

- Word Work
- Reading/Writing Workshop
- Literature Anthology

Grade K Reading Group

Time: 30 Minutes

Materials: Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, Your Turn Practice Book

Description: Children work on center activities, using their Weekly Contracts.

If aide is available, she/he teaches spelling, grammar and additional vocabulary lessons.

Whole Group Writing

Time: 20 Minutes

Materials: Reading Writing/Workshop, Teacher's Edition

Description: For the first two days of the week, conduct shared writing or interactive writing activities and introduce grammar skills with the whole group. For the last 3 days of the week, teach two 15 minute writing lessons while other students complete writing or grammar assignments.



Differentiated Small Groups

Time: 45 Minutes

Materials: Teacher's Editions, Leveled Readers, manipulatives, Decodable Readers, Differentiated Practice

Description: Meet with three groups each day. Choose lessons from the Teacher's Edition to focus on the needs of your students. If an aide is available, she/he meets with small groups from the other grade. Alternate grades each day if no aide is available.

The students you do not work with you continue to work on reading and writing assignments. They can also complete center activities, using their weekly contracts to guide them on which assignments to complete. This would also be a good time for students to work in pairs to reread leveled readers with partners, work on fluency, or complete research and inquiry projects.

SUGGESTED DAILY SCHEDULE FOR 1-2

Effectively Managing Classroom Time

Whole Group

Time: 15-20 Minutes

Materials: Interactive Read Aloud Cards, Reading/Writing Workshop, Literature Anthology, Classroom Library Trade book

Description: Teacher reads from the Interactive Read Aloud Cards, Reading/Writing Workshop or Classroom Library Trade Book. Focus of instruction is on close reading of text read aloud, including citing text evidence, collaborative discussions with whole class and partners, building vocabulary, and modeling fluency. Alternate reading texts from each grade.

Use this time to teach skills that are the same across grades based on the Cross Grade CA CCSS Alignment. See page 24.

Grade 1 Reading Group (with the Teacher)

Time: 30 Minutes

Materials: Teacher's Editions, Sound Spelling cards, Word Building Cards, High Frequency Word Cards, Reading Writing/Workshop; Literature Anthology, Close Reading Companion

Description: Meet with Kindergarten children using the lessons associated with

- Word Work
- Reading/Writing Workshop
- Literature Anthology

Grade 2 Reading Group

Time: 30 Minutes

Materials: Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, ebooks

Description: Children work on center activities, using their Weekly Contracts.

If an aide is available, she/he teaches spelling, grammar and additional vocabulary lessons.

Grade 2 Reading Group (with the Teacher)

Time: 30 Minutes

Materials: Teacher's Editions, Sound Spelling Cards, Word Building Cards, High Frequency Word Cards, Decodable Readers, Reading/Writing Workshop, Literature Anthology, Close Reading Companion.

Description: Meet with Grade 1 students using the lessons associated with

- Word Work
- Reading/Writing Workshop
- Literature Anthology

Grade 1 Reading Group

Time: 30 Minutes

Materials: Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, ebooks

Description: Children work on center activities, using their Weekly Contracts.

If an aide is available, she/he teaches spelling, grammar and additional vocabulary lessons.

Whole Group Writing

Time: 20 Minutes

Materials: Reading/Writing Workshop, Teacher's Edition, Your Turn Practice Book

Description: At the start of the year, conduct whole group shared or interactive writing lessons. Then alternate between the grade 1 and grade 2 Reading/Writing Workshop to model how to write to a source. Grammar skills can be taught whole group. If the writing focus is different, then teach two 15 minute lessons on the writing skill for each grade level group. The other students not being instructed can complete the grammar practice.



Differentiated Small Groups

Time: 45 Minutes

Materials: Teacher's Editions, Leveled Readers, manipulatives, Your Turn Practice Book, Decodable Readers, Differentiated Practice

Description: Meet with three groups each day. Choose lessons from the Teacher's Edition, to focus on the needs of your students. If an aide is available, she/he meets with small groups from the other grade. Alternate grades each day if no aide is available.

The students you do not work with you continue to work on reading and writing assignments. They can also complete center activities, using their weekly contracts to guide them on which assignments to complete. This would also be a good time for students to work in pairs to reread leveled readers with partners, work on fluency, or complete research and inquiry projects.

SUGGESTED DAILY SCHEDULE FOR 2-3

Effectively Managing Classroom Time

Whole Group

Time: 15-20 Minutes

Materials: Interactive Read Aloud Cards, Reading/Writing Workshop, Literature Anthology, Classroom Library Trade book

Description: Teacher reads from the Interactive Read Aloud Cards, Reading/Writing Workshop or Classroom Library Trade Book. Focus of instruction is on close reading of text read aloud, or read together, including citing text evidence, collaborative discussions with whole class and partners, building vocabulary and modeling fluency. Alternate reading texts from each grade.

Use this time to teach skills that are the same across grades based on the Cross Grade CA CCSS Alignment. See pages 24.

Grade 2 Reading Group (with the Teacher)

Time: 30 Minutes

Materials: Teacher's Editions, Sound Spelling Cards, Word Building Cards, Letter Cards, High Frequency Word Cards, Reading Writing/Workshop; Literature Anthology, Close Reading Companion

Description: Meet with second grade students using the lessons associated with

- Word Work
- Reading/Writing Workshop
- Literature Anthology

Grade 3 Reading Group

Time: 30 Minutes

Materials: : Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, ebooks, Your Turn Practice books

Description: Students work on center activities, using their Weekly Contracts.

If aide is available, she/he teaches spelling, grammar and additional vocabulary lessons.

Grade 3 Reading Group (with the Teacher)

Time: 30 Minutes

Materials: Teacher's Editions, Reading/Writing Workshop, Literature Anthology, Close Reading Companion

Description: with third grade students using the lessons associated with

- Reading/Writing Workshop
- Literature Anthology

Grade 2 Reading Group

Time: 30 Minutes

Materials: : Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, Decodable Readers, Reading/Writing Workshop

Description: Students work in small group, partner or individual activities to practice the weekly skills, using the weekly contract to track their work

Whole Group Writing

Time: 20 Minutes

Materials: Teacher's Edition

Description: Use the student model in the Reading/Writing Workshop to model how to write to a source. Alternate between the grade 2 and grade 3 lessons, based on your students' needs. You can also introduce grammar skills to the whole group. If the writing skills are different, teach two 15 minute lessons on the writing skill for each grade level group. The students you are not instructing can complete the grammar practice.



Differentiated Small Groups

Time: 45 Minutes

Materials: Teacher's Editions, Leveled Readers, manipulatives, Your Turn Practice Book, Close Reading Companion, Decodable Readers,

Description: Meet with three groups each day. Choose lessons from the Teacher's Edition to focus on the needs of your students. If an aide is available, she/he meets with small groups from the other grade. Alternate grades each day if no aide is available.

The students you do not work with you continue to work on reading and writing assignments. They can also complete center activities, using their weekly contracts to guide them on which assignments to complete. This would also be a good time for students to work in pairs to reread leveled readers with partners, work on fluency, or complete research and inquiry projects.

SUGGESTED DAILY SCHEDULE FOR 3-4, 4-5, 5-6

Effectively Managing Classroom Time

Whole Group

Time: 15-20 Minutes

Materials: Interactive Read Aloud Cards, Reading/Writing Workshop, Literature Anthology, Classroom Library Trade book

Description: Teacher reads from the Interactive Read Aloud Cards, Reading/Writing Workshop, Literature Anthology or Classroom Library Trade Book. Focus of instruction is on close reading of text read aloud or read together, including citing text evidence, collaborative discussions with whole class and partners, building vocabulary, and modeling fluency. Alternate reading texts from each grade.

Use this time to teach skills that are the same across grades based on the Cross Grade CA CCSS Alignment. See page 24.

Younger Grade Reading Group (with the Teacher)

Time: 30 Minutes

Materials: Teacher's Editions, Vocabulary cards, Reading Writing/Workshop, Literature Anthology, Close Reading Companion

Description: Meet with students using the lessons associated with

- Vocabulary Development
- Reading/Writing Workshop
- Literature Anthology

Older Grade Reading Group

Time: 30 Minutes

Materials: Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, ebooks; Decodable Passages, Your Turn Practice Book

Description: Students work on center activities, using their Weekly Contracts. If aide is available, she/he teaches spelling, grammar and additional vocabulary lessons.

Older Grade Reading Group (with the Teacher)

Time: 30 Minutes

Materials: Teacher's Editions, Reading/Writing Workshop, Literature Anthology, Reading/Writing Companion

Description: Meet students using the lessons associated with

- Vocabulary Development
- Reading/Writing Workshop
- Literature Anthology

Younger Grade Reading Group

Time: 30 Minutes

Materials: Workstation Activity Cards, Weekly Contracts, Leveled Readers, Interactive Online Games and Activities, Decodable Passages, Reading/Writing Workshop

Description: Students work in small groups, with partners or on individual activities to practice the weekly skills, using the weekly contract to track their work.

Whole Group Writing

Time: 20 Minutes

Materials: Reading Writing/Workshop, Teacher's Edition, Your Turn Practice Book

Description: Use lessons from the Reading/Writing Workshop to teach how to write to a source. Alternate between the grade level lessons, based on your students' needs. You can also introduce grammar skills to the whole group. If the writing focus across the two grades is different, teach two 15 minute lessons for each grade level group.



Differentiated Small Groups

Time: 45 Minutes

Materials: Teacher's Editions, Leveled Readers, Your Turn Practice Book, Close Reading Companion, Decodable passages, Differentiated Practice

Description: Meet with three groups each day. Choose lessons from the Teacher's Edition to focus on the needs of your students. If an aide is available, she/he meets with small groups from the other grade. Alternate grades each day if no aide is available.

The students you do not work with continue to work on reading and writing assignments. They can also complete center activities, using their weekly contracts to guide them on which assignments to complete. This would also be a good time for students to work in pairs to reread leveled readers with partners, work on fluency, or complete research projects and Inquiry Space tasks.

GRADES K-1 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE K	GRADE 1	GRADE K	GRADE 1
GRADE K Foundational Skills/ Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6 Comprehension RL.K.1, RL.K.2, RL.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1b	CORE	Build Background Make New Friends, T10-T11 Oral Vocabulary T11 Close Reading <i>What About Bear?</i> , T12 Word Work T18-T21 -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /m/ <u>m</u> -Handwriting -High-Frequency Words Shared Writing T22 Grammar: Nouns , T23	Build Background At School, T8-T9 Oral Vocabulary T8 Word Work T12-T15 -Fluency: Phrasing -Phonological Awareness: Identify Rhyme -Phonics/Spelling: Introduce Short a -High-Frequency Words: <i>does, not, school, what</i> Shared Read <i>Jack Can</i> , T16-T17 Shared Writing Writing Trait: Ideas, T18 Personal Narrative, T18 Grammar T19	Oral Language Make New Friends, T24 Category Words Feeling Words, T25 Close Reading <i>What About Bear?</i> , T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Identity -Phonics: Identify Words with /m/m Shared Read "I Can," T30-T31 Interactive Writing T32 Grammar: Nouns T33	Oral Language At School, T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Ending -s Shared Read <i>Jack Can</i> , T26-T27 -Genre: Realistic Fiction, T26 -Skill: Key Details, T27 Interactive Writing T28 Grammar T29
		GRADE 1 Foundational Skills/ Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g Vocabulary L.1.4a Comprehension RL.1.1, RL.1.2, RL.1.7 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2 Grammar L.1.1	OPTIONS		Listening Comprehension "Schools Around the World," T10

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
		GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1
CORE		<p>Listening Comprehension "The Lion and the Mouse," T35</p> <p>Word Work T36-T39</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Identify Words with m</p> <p>-High-Frequency Words</p> <p>Independent Writing T40</p> <p>Grammar: Nouns, T41</p>	<p>Fluency Phrasing, T31</p> <p>Word Work T32-T35</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with Short a</p> <p>Close Reading Nat and Sam, T35A-T35H</p> <p>Independent Writing T36</p> <p>Grammar Mechanics: Sentence Capitalization, T37</p>	<p>Extend the Concept</p> <p>-Oral Language, T42</p> <p>-Category Words, T43</p> <p>Close Reading "How to be a Friend," T44</p> <p>Word Work T46-T47</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Picture Sort</p> <p>-Shared Read: "Can I?," T48-T49</p> <p>Independent Writing T50</p> <p>Grammar: Nouns, T51</p> <p>Integrate Ideas T52-T53</p> <p>-Research and Inquiry</p>	<p>Extend the Concept T38</p> <p>-Literary Element, T38</p> <p>-Close Reading: "Rules at School," T39</p> <p>Word Work T40-T41</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Structural Analysis: Inflectional Ending -s</p> <p>Independent Writing T42-T43</p> <p>Grammar Mechanics: Sentence Capitalization, T43</p> <p>Integrate Ideas</p> <p>-Research and Inquiry, T44-T45</p>	<p>Word Work T56-T57</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Sort Pictures with /m/m</p> <p>-High-Frequency Words</p> <p>Integrate Ideas T58-T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Independent Writing T56</p> <p>Grammar: Nouns, T57</p>	<p>Word Work T48-T49</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with Short a</p> <p>-Structural Analysis: Inflectional Ending -s</p> <p>-High-Frequency Words: does, not, school, what</p> <p>Integrate Ideas</p> <p>-Text Connections, T50-T51</p> <p>-Research and Inquiry, T45</p> <p>Independent Writing T48</p> <p>Grammar Sentences T49</p>
	OPTIONS		<p>Oral Language Make New Friends, T34</p> <p>Review Oral Vocabulary T34</p> <p>Word Work T36-T39</p> <p>-Phonics: Picture Sort</p> <p>-Fluency: Sound-Spellings</p>	<p>Oral Language At School, T30</p> <p>Listening Comprehension "Schools Around the World," T21</p> <p>Word Work T32-T35</p> <p>-Fluency: Phrasing</p> <p>-Structural Analysis: Inflectional Ending -s</p> <p>-High-Frequency Words: <i>does, not, school, what</i></p> <p>Grammar Sentences, T37</p>	<p>Word Work T46-T47</p> <p>-High-Frequency Words</p>	<p>Word Work T40-T41</p> <p>-Fluency: Phrasing</p> <p>-Phonics/Spelling: Build Words with Short a</p> <p>-High-Frequency Words: does, not, school, what</p> <p>Close Reading Nat and Sam, T35A-T35H</p> <p>Grammar Sentences, T43</p>	<p>Integrate Ideas Speaking and Listening, T59</p>

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Shared Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 1 WEEK 2/GRADE 1 UNIT 1 WEEK 2

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.1, RL.K.2, RL.K.7 Listening/Speaking SL.K.1a, SL.K.3, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1b Foundational Skills/Word Work RF.K.3b, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RL.1.1, RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1 Foundational Skills/Word Work RF.1.2c, RF.1.2b, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.2d, RF.1.3 Vocabulary L.1.4

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Get Up and Go! T92 Oral Vocabulary T93 Word Work T100-T101 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /a/a -Handwriting -High-Frequency Words Close Reading <i>Pouch!</i> T94 Shared Writing T104 Grammar Nouns, T105	Building Background Where I Live, T86-T87 Oral Vocabulary T86 Word Work T90-T93 -Fluency: Intonation -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i> Shared Read <i>Six Kids</i> , T94-T95 Grammar T97	Oral Language Get Up and Go! T106 Category Words T107 Close Reading <i>Pouch!</i> T108 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short /a/a Shared Read "We Can," T112-T113 Interactive Writing T114 Grammar Nouns, T115	Oral Language Where I Live, T98 Word Work T100-T103 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Double Final Consonants Shared Read <i>Six Kids</i> , T104-T105 -Genre: Fantasy, T104 -Skill: Key Details, T105 Interactive Writing T106 Grammar T107
OPTIONS		Listening Comprehension "Alicia's Happy Day," T88	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension Strategy: Visualize, T99 Word Work T100-T103 -Phonics/Spelling: Review Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i>
APPROACHING LEVEL		ON LEVEL		
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonemic Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 1 WEEK 2/GRADE 1 UNIT 1 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “The Tortoise and the Hare,” T117</p> <p>Word Work T118-T119</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Isolation -Phonics: Identify Words with <i>a</i> -High-Frequency Words <p>Independent Writing T122</p>	<p>Fluency Intonation</p> <p>Word Work T110–T113</p> <ul style="list-style-type: none"> -Phonics/Spelling: Blend Words, with Short <i>i</i> -Phonemic Awareness: Phoneme Blending <p>Close Reading <i>Go, Pip!</i> T113A–T113J</p> <p>Independent Writing T114</p> <p>Grammar Mechanics: Sentence Punctuation (periods), T115</p> <p>Grammar Word Order, T115</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Oral Language, T124 -Category Words, T125 <p>Close Reading “Baby Animals on the Move,” T126</p> <p>Word Work T128-T129</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short <i>a</i> and <i>m</i> -Shared Read “I Can, We Can” <p>Independent Writing T132</p>	<p>Extend the Concept T116</p> <ul style="list-style-type: none"> -Literary Element: T116 -Close Reading: “I Live Here,” T117 <p>Word Work T118–T119</p> <ul style="list-style-type: none"> -Phonemic Awareness: Alliteration -Structural Analysis: Double Final Consonants <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Research and Inquiry, T122-T123 <p>Independent Writing T120</p> <p>Grammar Mechanics: Sentence Punctuation (periods), T121</p> <p>Grammar Word Order, T121</p>	<p>Word Work T136-T137</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Read Words with Short <i>a</i> and <i>m</i> -High-Frequency Words <p>Integrate Ideas T140-T141</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Independent Writing T138</p> <p>Grammar Nouns, T139</p>	<p>Word Work T124–T125</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme blending/Segmentation -Phonics/Spelling: Blend and Build Words with Short <i>i</i> -Structural Analysis: Double Final Consonants -High-Frequency Words: <i>down, out, up, very</i> <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Text Connections, T128-T129 <p>Independent Writing T126</p> <p>Grammar Word Order, T127</p>	
OPTIONS	<p>Oral Language Get Up and Go! T116</p> <p>Review Oral Vocabulary T116</p> <p>Word Work T118-T119</p> <p>Grammar Nouns, T123</p>	<p>Oral Language Where I Live, T108</p> <p>Listening Comprehension “Alicia’s Happy Day,” T88</p> <p>Word Work T110–T113</p> <ul style="list-style-type: none"> -Fluency: Intonation -Structural Analysis: Double Final Consonants -High-Frequency Words: <i>down, out, up, very</i> 	<p>Word Work T128-T129</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -High-Frequency Words <p>Integrate Ideas T134-T135</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Grammar Nouns, T133</p>	<p>Word Work T118–T119</p> <ul style="list-style-type: none"> -Fluency: Intonation -Phonics/Spelling: Build Words with Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i> <p>Close Reading <i>Go Pip!</i> T113A–T113</p>	<p>Integrate Ideas T140-T141</p> <ul style="list-style-type: none"> -Speaking and Listening 	<p>Word Work T126–127</p> <ul style="list-style-type: none"> -Fluency: Intonation <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Research and Inquiry, T128-T129 -Speaking and Listening, T129 	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Shared Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 1 WEEK 3/GRADE 1 UNIT 1 WEEK 3

CALIFORNIA STANDARDS
Grade K
Comprehension RI.K.1, RI.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing SL.K.1a, SL.K.6 Grammar L.K.1b Foundational Skills/Word Work RK.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RL.1.1, RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1j Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, L.1.1,c Vocabulary L.1.4

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Use Your Sense, T174-T175 Oral Vocabulary T175 Word Work T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /s/s -Handwriting -High-Frequency Words Close Reading <i>Senses at the Seashore</i> Shared Writing T186 Grammar Nouns, T187	Building Background Our Pets, T164-T165 Oral Vocabulary T164 Word Work T168-T171 -Fluency: Phrasing -Phonological Awareness: Contrast Vowel Sounds -Phonics/Spelling: Introduce /- Blends -High-Frequency Words: <i>be, come, good, pull</i> Shared Read <i>A Pig for Cliff</i> , T172-T173 Shared Writing T174 Grammar Statements, T175	Oral Language Use Your Senses, T188 Category Words T189 Close Reading <i>Senses at the Seashore, T190</i> Word Work T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short /s/s Shared Read "Sam Can See," T190-T191 Interactive Writing T204 Grammar Nouns, T205	Oral Language Our Pets, T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Plural Nouns (-s) Shared Read <i>A Pig for Cliff</i> , T182-T183 -Genre: Fantasy, T182 -Skill: Key Details, T183 Interactive Writing T184 Grammar Statements, T185
OPTIONS		Listening Comprehension "Cool Dog, School Dog," T166	Word Work T200-T203 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Our Pets," T177 Word Work T178-T181 -Phonics/Spelling: Review /- Blends -High-Frequency Words: <i>be, come, good, pull</i>
	APPROACHING LEVEL		ON LEVEL	
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 1 WEEK 3/GRADE 1 UNIT 1 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “A Feast of the Senses,” T199</p> <p>Word Work T200-T203</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization -Phonics: Identify Words with <i>s</i> -High-Frequency Words <p>Independent Writing T204</p>	<p>Fluency Phrasing, T187</p> <p>Word Work T188-T191</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution <p>Close Reading <i>Flip</i>, T191A-T191J</p> <p>Independent Writing T192</p> <p>Grammar Mechanics: Capitalization and Punctuation, T193</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Oral Language, T206 -Category Words, T207 <p>Close Reading “Senses at the Seashore,” T208</p> <p>Word Work T210-T211</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>s</i>, <i>m</i>, and Short <i>a</i> -Shared Read “I Can See” <p>Independent Writing T214</p>	<p>Extend the Concept T194</p> <ul style="list-style-type: none"> -Literary Element: T194 -Close Reading: “What Pets Need,” T195A <p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Phonemic Awareness: Vowel Sounds -Structural Analysis: Plural Nouns (-s) <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Research and Inquiry, T200-T201 <p>Independent Writing T198</p> <p>Grammar Mechanics: Capitalization and Punctuation, T199</p>	<p>Word Work T218-T219</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics: Read Words with <i>s</i>, <i>m</i>, and Short <i>a</i> -High-Frequency Words <p>Integrate Ideas T222-T223</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Independent Writing T220</p> <p>Grammar Nouns, T221</p>	<p>Word Work T204-T205</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with <i>I</i>-Blend -Structural Analysis: Plural Nouns (-s) -High-Frequency Words: <i>be</i>, <i>come</i>, <i>good</i>, <i>pull</i> <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Text Connections, T206-T207 -Research and Inquiry, T201 <p>Independent Writing T204</p> <p>Grammar Statements, T205</p>
OPTIONS	<p>Oral Language Use Your Senses, T198</p> <p>Review Oral Vocabulary T198</p> <p>Word Work T200-T203</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings <p>Grammar Nouns, T205</p>	<p>Oral Language Our Pets, T186</p> <p>Listening Comprehension “Cool Dog, School Dog,” T187</p> <p>Word Work T188-T191</p> <ul style="list-style-type: none"> -Fluency: Phrasing -Structural Analysis: Plural Nouns (-s) -High-Frequency Words: <i>be</i>, <i>come</i>, <i>good</i>, <i>pull</i> <p>Grammar Statements, T193</p>	<p>Word Work T210-T211</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -High-Frequency Words <p>Integrate Ideas T216-T217</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Grammar Nouns, T215</p>	<p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Fluency: Phrasing -Phonics/Spelling: Build Words with <i>I</i>-Blends -High-Frequency Words: <i>be</i>, <i>come</i>, <i>good</i>, <i>pull</i> <p>Close Reading <i>Flip</i>, T191A-T191J</p> <p>Grammar Statements, T199</p>	<p>Integrate Ideas T222-T223</p> <ul style="list-style-type: none"> -Speaking and Listening 	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Fluency: Phrasing <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Research and Inquiry, T206-T207 -Speaking and Listening, T207 <p>Grammar Mechanics: Sentence Capitalization, T205</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Shared Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 2 WEEK 1/GRADE 1 UNIT 1 WEEK 4

CALIFORNIA STANDARDS
Grade K
Comprehension RI.K.1, RI.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.6, W.K.7 Grammar L.K.1b Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RI.1.1, RI.1.2, RI.1.7 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1j Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.2b, RF.1.3, RF.1.3b, RF.1.3g Vocabulary L.1.14

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Tools We Use, T10-T11 Oral Vocabulary T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /p/p -Handwriting -High-Frequency Words Close Reading <i>The Handiest Things in the World</i> , T14 Shared Writing T22 Grammar Verbs, T23	Building Background Let's Be Friends, T242-T243 Oral Vocabulary cooperate, relationship, T242 Word Work T246-T249 -Fluency: Phrasing -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Short o -High-Frequency Words: <i>fun, make, they, too</i> Shared Read <i>Toss! Kick! Hop!</i> , T250-T251 Shared Writing T252 Grammar Question and Exclamation, T253	Oral Language Tools We Use, T24 Category Words T25 Close Reading <i>The Handiest Things in the World</i> , T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with /p/p Shared Read "Pam Can See," T30-T31 Interactive Writing T32 Grammar Verbs, T33	Oral Language Let's Be Friends, T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Alphabetical Order Shared Read <i>Toss! Kick! Hop!</i> , T260-T261 -Genre: Informational Text, T260 -Skill: Key Details, T261 Interactive Writing T262 Grammar Question and Exclamation, T263
OPTIONS		Listening Comprehension <i>Friends All Around</i> , T244	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Games Long Ago," T255 Word Work T256-T259 -Phonics/Spelling: Review Short o -High-Frequency Words: <i>fun, make, they, too</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 2 WEEK 1/GRADE 1 UNIT 1 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “Timimoto,” T35 Word Work T36-T39 -Phonemic Awareness: Phoneme Isolation -Phonics: Blend Words with <i>p</i> and <i>m, s, a</i> -High-Frequency Words Independent Writing T40</p>	<p>Fluency Phrasing, T265 Word Work T266-T269 -Phonemic Awareness: Phoneme Deletion Close Reading <i>Friends</i>, T269A-T269J Independent Writing T270 Grammar Mechanics: Questions and Exclamation Marks, T271</p>	<p>Extend the Concept -Oral Language, T42 -Category Words, T43 Close Reading “Discover with Tools,” T44 Word Work T46-T47 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>p</i> and <i>m, a, s</i> -Shared Read “We Can See” Independent Writing T50</p>	<p>Extend the Concept T194 -Literary Element: T272 -Close Reading: “There Are Days and There Are Days,” T273 Word Work T274-T275 -Phonemic Awareness: Identify and Generate -Structural Analysis: Alphabetical Order Integrate Ideas -Research and Inquiry, T278-T279 Independent Writing T276 Grammar Mechanics: Questions and Exclamation Marks, T277</p>	<p>Word Work T54-T55 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics: Blend Words with <i>p</i> and <i>m, a, s</i> -High-Frequency Words Integrate Ideas T58-T59 -Text Connections -Research and Inquiry Independent Writing T58-T59 -Speaking and Listening Independent Writing T56 Grammar Verbs, T57</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Short <i>o</i> -Structural Analysis: Alphabetical Order -High-Frequency Words: <i>fun, make, they, too</i> Integrate Ideas -Text Connections, T284-T285 -Research and Inquiry, T284-T285 Independent Writing T282 Grammar Question and Exclamation, T283</p>
OPTIONS	<p>Oral Language Tools We Use, T34 Review Oral Vocabulary T34 Word Work T36-T39 -Fluency: Sound-Spellings Grammar Verbs, T41</p>	<p>Oral Language Let’s Be Friends, T274 Listening Comprehension <i>Friends All Around</i>, T265 Word Work T266-T269 -Fluency: Phrasing -Structural Analysis: Alphabetical Order -High-Frequency Words: <i>fun, make, they, too</i> Grammar Question and Exclamation, T271</p>	<p>Word Work T46-T47 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T52-T53 -Research and Inquiry Grammar Verbs, T51</p>	<p>Word Work T274-T275 -Fluency: Phrasing -Phonics/Spelling: Build Words with Short <i>o</i> -High-Frequency Words: <i>fun, make, they, too</i> Close Reading <i>Friends</i>, T269A-T269J Grammar Question and Exclamation, T277</p>	<p>Integrate Ideas T58-T59 -Speaking and Listening</p>	<p>Integrate Ideas -Research and Inquiry, T284-T285 -Speaking and Listening, T285 Grammar Mechanics: Sentence Capitalization, T283</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1	Grade K	Grade 1		
	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar	Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 2 WEEK 2/GRADE 1 UNIT 1 WEEK 5

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.1, RI.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1b Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RI.1.1, RI.1.2, RI.1.7 Listening/Speaking SL.1.1c, SL. 1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1 Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.2b, RF.1.3b, L.1.1b, RF.1.3g, RF.1.3 Vocabulary L.1.4

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Shapes All Around Us, T92-T93 Oral Vocabulary T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /t/t -Handwriting -High-Frequency Words Close Reading <i>Shapes All Around</i> Shared Writing T104 Grammar Verbs, T105	Building Background Let's Move!, T320-T321 Oral Vocabulary exercise, physical, T320 Word Work T324-T327 -Fluency: Phrasing -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce r-Blends and s-Blends -High-Frequency Words: <i>jump, move, run, two</i> Shared Read <i>Move and Grin!</i> , T328-T329 Shared Writing T330 Grammar Sentences, T331	Oral Language Shapes All Around Us, T106 Category Words T107 Close Reading <i>Shapes All Around</i> , T108 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with /t/t Shared Read "We Like Tam!," T108-T109 Interactive Writing T114 Grammar Verbs, T115	Oral Language Let's Move!, T332 Word Work T324-T327 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Possessives Shared Read <i>Move and Grin!</i> , T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Key Details, T339 Interactive Writing T340 Grammar Sentences, T341
OPTIONS		Listening Comprehension <i>Move!</i> , T322	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Rabbit and Coyote Race," T322 Word Work T324-T327 -Phonics/Spelling: Review r-Blends and s-Blends -High-Frequency Words: <i>jump, move, run, two</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 2 WEEK 2/GRADE 1 UNIT 1 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “Kites in Flight,” T117 Word Work T118-T121 -Phonemic Awareness: Phonemic Isolation -Phonics: Blend Words with <i>t</i> and <i>m, s, a, p</i> -High-Frequency Words Independent Writing T122</p>	<p>Fluency Phrasing, T343 Word Work T344-T347 -Phonemic Awareness: Phoneme Deletion Close Reading <i>Move It!</i>, T347A-T347F Independent Writing T348 Grammar Mechanics: Capitalization and Punctuation, T349</p>	<p>Extend the Concept -Oral Language, T124 -Category Words, T125 Close Reading “Find the Shapes,” T126 Word Work T128-T129 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>t</i>, and <i>m, a, s, p</i> -Shared Read “I Like Sam” Independent Writing T132</p>	<p>Extend the Concept -Literary Element: T350 -Close Reading: “Using Diagrams,” T351 Word Work T351-T353 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Possessives Integrate Ideas -Research and Inquiry, T356-T357 Independent Writing T354 Grammar Sentences, T355</p>	<p>Word Work T136-T137 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Read Words with <i>t</i>, and <i>m, a, s, p</i> -High-Frequency Words Integrate Ideas T140-T141 -Text Connections -Research and Inquiry Independent Writing T138 Grammar Verbs, T139</p>	<p>Word Work T358-T359 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build with <i>r-</i> and <i>s-</i>Blends -Structural Analysis: Possessives -High-Frequency Words: <i>jump, move, run, two</i> Integrate Ideas -Text Connections, T362-T363 -Research and Inquiry, T362-T363 Independent Writing T360 Grammar Sentences, T361</p>
OPTIONS	<p>Oral Language Shapes All Around Us, T116 Review Oral Vocabulary T116 Word Work T118-T121 -Fluency: Sound-Spellings Grammar Verbs, T123</p>	<p>Oral Language Let’s Move, T342 Listening Comprehension <i>Move!</i>, T343 Word Work T344-T347 -Fluency: Phrasing -Structural Analysis: Possessives -High-Frequency Words: <i>jump, move, run, two</i> Grammar Sentences, T349</p>	<p>Word Work T128-T129 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T134-T135 -Research and Inquiry Grammar Verbs, T133</p>	<p>Word Work T352-T353 -Fluency: Phrasing -Phonics/Spelling: Build Words with <i>r-</i>Blends and <i>s-</i>Blends -High-Frequency Words: <i>jump, move, run, two</i> Close Reading <i>Move It!</i>, T347A-T347F Grammar Mechanics: Capitalization and Punctuation, T355</p>	<p>Integrate Ideas T140-T141 -Speaking and Listening</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas -Research and Inquiry, T362-T363 -Speaking and Listening, T363 Grammar Mechanics: Capitalization and Punctuation, T361</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 2 WEEK 3/GRADE 1 UNIT 2 WEEK 1

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.1, RL.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1.b Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RL.1.3, RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.1, W.1.7 Grammar L.1.1b Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.3 Vocabulary L.1.4, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background World of Bugs, T174-T175 Oral Vocabulary , T175 Word Work T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Review /m/m, /a/a, /p/p -Handwriting -High-Frequency Words Close Reading <i>I Love Bugs!</i> , T178 Shared Writing T186 Grammar Verbs, T187	Building Background Jobs Around Town, T8-T9 Oral Vocabulary <i>occupations, community</i> , T9 Word Work T12-T15 -Fluency: Sound-Spellings -Phonological Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short <i>e</i> -High-Frequency Words: <i>again, help, new, there, use</i> Shared Read <i>Good Job, Ben!</i> , T16-T17 Shared Writing Writing Trait: Organization, T18 Grammar Nouns, T19	Oral Language World of Bugs, T189 Category Words T189 Close Reading <i>I Love Bugs!</i> , T190 Word Work T192-T193 -Phonemic Awareness: Phoneme Segmentation -Phonics: Review /s/s, /t/t Shared Read "Pat," T194-T195 Interactive Writing T196 Grammar Nouns, T197	Oral Language Jobs Around Town, T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Blending/ Isolation/Segmentation -Structural Analysis: Inflectional Ending <i>-ed</i> Shared Read <i>Good Job, Ben!</i> T26-T27 -Genre: Realistic Fiction, T26 -Skill: Character, Setting, Events, T27 Interactive Writing T28 Grammar Nouns, T29
OPTIONS		Listening Comprehension <i>Millie Waits for the Mail</i> , T10-T11	Word Work T192-T193 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Job Around Town," T21 Word Work T22-T25 -Phonics/Spelling: Review Short <i>e</i> -High-Frequency Words: <i>again, help, new, there, use</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 2 WEEK 3/GRADE 1 UNIT 2 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “From Caterpillar to Butterfly,” T199 Word Work T202-T203 -Phonemic Awareness: Phoneme Blending -Phonics: Review <i>m, a, s, p, t</i> -High-Frequency Words Independent Writing T204</p>	<p>Fluency Intonation, T31 Word Work T32-T35 -Phonemic Awareness: Phoneme Blending Close Reading <i>The Red Hat</i>, T35A-T35J Independent Writing T36 Grammar Mechanics: Commas in a Series, T37</p>	<p>Extend the Concept -Oral Language, T206 -Category Words, T207 Close Reading <i>Bugs All Around</i> T208 Word Work T210-T211 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>m, a, s, p, t</i> -Shared Read “Tap! Tap! Tap!,” T212-T213 Independent Writing T214</p>	<p>Extend the Concept -Literary Element: T39 -“Firefighters at Work,” T39A-T39B Word Work T40-T41 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Ending <i>-ed</i> Integrate Ideas -Research and Inquiry, T44-T45 Independent Writing T42 Grammar Mechanics: Commas in a Series, T43</p>	<p>Word Work T218-T219 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Read Words with <i>m, a, s, p, t</i> -High-Frequency Words Integrate Ideas T222-T223 -Text Connections -Research and Inquiry Independent Writing T220 Grammar Verbs, T221</p>	<p>Word Work T46-T47 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build with Short <i>e</i> -Structural Analysis: Inflectional Ending <i>-ed</i> -High-Frequency Words: <i>again, help, new, there, use</i> Integrate Ideas -Text Connections, T50 -Research and Inquiry, T50-T51 Independent Writing T48 Grammar Mechanics: Commas in a Series, T49</p>	
OPTIONS	<p>Oral Language World of Bugs, T198 Review Oral Vocabulary T198 Word Work T202-T203 -Fluency: Sound-Spellings Grammar Verbs, T205</p>	<p>Oral Language Jobs Around Town, T30 Listening Comprehension <i>Millie Waits for the Mail</i>, T31 Word Work T32-T35 -Fluency: Intonation -Structural Analysis: Inflectional Ending <i>-ed</i> -High-Frequency Words: <i>again, help, new, there, use</i> Grammar Nouns, T37</p>	<p>Word Work T210-T211 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T216-T217 -Research and Inquiry Grammar Verbs, T215</p>	<p>Word Work T40-T41 -Fluency: Intonation -Phonics/Spelling: Build Words with Short <i>e</i> -High-Frequency Words Close Reading <i>The Red Hat</i>, T35A-T35J Grammar Nouns, T43</p>	<p>Integrate Ideas T222-T223 -Speaking and Listening</p>	<p>Word Work -Fluency: Sound-Spellings Integrate Ideas -Research and Inquiry, T50-T51 -Speaking and Listening, T51 Grammar Nouns, T49</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader Phonics Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 3 WEEK 1/GRADE 1 UNIT 2 WEEK 2

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.1, RL.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1f Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RL.1.3, RL.1.2, RL.1.7 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1c Foundational Skills/Word Work RF.1.2c, RF.1.2b, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.3, L.1.1 Vocabulary L.1.4, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Rules to Go By, T10-T11 Oral Vocabulary T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /i/i -Handwriting li -High-Frequency Words Close Reading <i>How Do Dinosaurs Go to School?</i> T14 Shared Writing Writing Trait: Sentence Fluency, T22 Grammar Sentences, T23	Building Background Buildings All Around, T86-T87 Oral Vocabulary <i>shelter, materials</i> , T86 Word Work T90-T93 -Fluency: Sound-Spellings -Phonological Awareness: Rhyme -Phonics/Spelling: Introduce Short <i>u</i> -High-Frequency Words: <i>could, live, one, then, three</i> Shared Read <i>Clubs in a Hut</i> , T94-T95 Shared Writing <i>Cubs in a Hut</i> , T96 Grammar Singular and Plural Nouns, T97	Oral Language Rules to Go By, T24 Category Words Action Words, T25 Close Reading <i>How Do Dinosaurs Go to School?</i> , T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short <i>i</i> Shared Read "Can I Pat It?," T30-T31 Interactive Writing Writing Trait: Sentence Fluency, T32 Grammar Nouns, T205	Oral Language Buildings All Around, T98 Oral Vocabulary <i>could, live, one, then, three</i> Word Work T100-T103 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Contractions with 's Shared Read <i>Cubs in a Hut</i> , T104-T105 -Genre: Fantasy, T104 -Skill: Character, Setting, Events, T105 Interactive Writing T106 Grammar Singular and Plural Nouns, T107
OPTIONS		Listening Comprehension <i>The 3 Little Pigs</i> , T88	Word Work -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "The Three Little Pigs," T99 Word Work T100-T103 -Phonics/Spelling -High-Frequency Words
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 3 WEEK 1/GRADE 1 UNIT 2 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension "The Boy Who Cried Wolf," T35 Word Work T36-T39 -Phonemic Awareness: Phoneme Isolation -Phonics: Blend Words with Short <i>i</i>, and <i>m</i>, <i>s</i>, <i>t</i>, <i>p</i> -High-Frequency Words Independent Writing Writing Trait: Sentence Fluency, T40</p>	<p>Fluency Sound-Spellings, T111 Word Work T110-T113 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Short <i>u</i> Close Reading <i>The Pigs, the Wolf, and the Mud</i>, T113A-T113J Independent Writing T114 Grammar Apostrophe with Contractions, T115</p>	<p>Extend the Concept -Oral Language, Rules to Go By, T42 -Category Words, Action Words, T43 Close Reading <i>Do Dinosaurs Go to School?</i> T44 Word Work T46-T47 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short <i>i</i>, <i>a</i>, and <i>s</i>, <i>p</i>, <i>t</i> -Shared Read "Tim Can Tip It" T48-T49 Independent Writing Writing Trait: Sentence Fluency, T50</p>	<p>Extend the Concept T116-T117 -Literary Element: T116 -"Homes Around the World," T116 Word Work T118-T119 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Contractions with 's Integrate Ideas -Research and Inquiry, T122-T123 Independent Writing T120 Grammar Apostrophe with Contractions, T121</p>	<p>Word Work T54-T55 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics: Blend Words with Short <i>i</i>, <i>a</i>, and <i>s</i>, <i>p</i>, <i>t</i> -High-Frequency Words Integrate Ideas T58-T59 -Research and Inquiry Independent Writing Write a Sentence Prepare/Present/Evaluate/Publish, T56 Grammar Write a Sentence, T57</p>	<p>Word Work T124-T125 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build with Short <i>u</i> -Structural Analysis: Contractions with 's -High-Frequency Words: <i>could</i>, <i>live</i>, <i>one</i>, <i>then</i>, <i>three</i> Integrate Ideas -Text Connections, T128 -Research and Inquiry, T128-T129 Independent Writing T126 Grammar Singular and Plural Nouns, T127</p>	
OPTIONS	<p>Oral Language Rules to Go By, T34 Review Oral Vocabulary guard, prank, responsible Word Work T36-T39 -Fluency: Sound-Spellings Grammar Sentences, T41</p>	<p>Oral Language Buildings All Around, T108 Listening Comprehension <i>The 3 Little Dassies</i>, T109 Word Work T110-T113 -Fluency: Sound-Spellings -Structural Analysis: Contractions with 's -High-Frequency Words: <i>could</i>, <i>live</i>, <i>one</i>, <i>then</i>, <i>three</i> Grammar Singular and Plural Nouns, T115</p>	<p>Word Work T46-T47 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T52-T53 -Research and Inquiry Grammar Skill Sentences, T51</p>	<p>Word Work T118-T119 -Fluency: Sound-Spellings -Phonics/Spelling: Build Words with Short <i>u</i> -High-Frequency Words: <i>could</i>, <i>live</i>, <i>one</i>, <i>then</i>, <i>three</i> Close Reading <i>The Pigs, the Wolf, and the Mud</i>, T113A-T113J Grammar Singular and Plural Nouns, T121</p>	<p>Integrate Ideas T58-T59 -Research and Inquiry</p>	<p>Word Work -Fluency: Sound-Spellings Integrate Ideas -Research and Inquiry, T128-T129 -Speaking and Listening, T129 Grammar Apostrophe with Contractions, T127</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader Phonics Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 3 WEEK 2/GRADE 1 UNIT 2 WEEK 3

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.1, RL.K.7 Listening/Speaking SL.K.1a, SL.K.16 Writing W.K.3, W.K.7 Grammar L.K.1f Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RI.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1b Foundational Skills/Word Work RF.1.2c, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g Vocabulary L.1.4, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Sounds Around Us, T192-T193 Oral Vocabulary T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /n/n -Handwriting -High-Frequency Words Close Reading <i>Clang! Clang! Beep! Beep!</i> <i>Listen to the City</i> , T96 Shared Writing T104 Grammar Sentences, T105	Building Background A Community in Nature, T164-T165 Oral Vocabulary <i>depend, habitat</i> , T164 Word Work T168-T171 -Fluency: Phrasing -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce End Blends -High-Frequency Words: <i>eat, no, of, under, who</i> Shared Read <i>The Best Spot</i> , T172-T173 Shared Writing T174 Grammar Possessive Nouns, T175	Oral Language Sounds Around Us, T106 Category Words Sound Words, T107 Close Reading <i>Clang! Clang! Beep! Beep!</i> <i>Listen to the City</i> T108 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with /n/n Shared Read "Nat and Tip," T112-T113 Interactive Writing T114 Grammar Sentences, T115	Oral Language A Community in Nature, T176 Oral Vocabulary <i>hibernate, tranquil, tolerate</i> , T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Inflectional Ending <i>-ing</i> Shared Read <i>The Best Spot</i> , T182-T183 -Genre: Informational Text/Nonfiction, T182 -Skill: Main Topic and Key Details, T183 Interactive Writing T184 Grammar Possessive Nouns
OPTIONS		Listening Comprehension <i>Babies in the Bayou</i> , T166	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Animals in the Desert," T177 Word Work T178-T181 -Phonics/Spelling: Review End Blends -High-Frequency Words: <i>eat, no, of, under, who</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 3 WEEK 2/GRADE 1 UNIT 2 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “The Turtle and the Flute,” T117 Word Work T118-T121 -Phonemic Awareness: Phoneme Isolation -Phonics: Blend Words with Short <i>a, i</i> and <i>t, p, n</i> -High-Frequency Words Independent Writing T122</p>	<p>Fluency Phrasing, T191 Word Work T188-T191 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blend Words with End Blends Close Reading <i>At a Pond</i>, T191A-T191H Independent Writing T192 Grammar Mechanics: Apostrophe with Possessive Nouns, T193</p>	<p>Extend the Concept -Oral Language, Sounds Around Us, T124 -Category Words, Sound Words, T125 Close Reading <i>Sounds Are Everywhere</i>, T126 Word Work T128-T129 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short <i>a, i</i> and <i>n, p, t</i> -Shared Read “Tim and Nan,” Independent Writing T132</p>	<p>Extend the Concept -Literary Element: T194 -“Way Down Deep,” T195 Word Work T196-T197 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Inflectional Ending <i>-ing</i> Integrate Ideas -Research and Inquiry, T200-T201 Independent Writing T198 Grammar Mechanics: Apostrophe with Possessive Nouns, T199</p>	<p>Word Work T136-T137 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics: Read Words with Short <i>a, i</i>, and <i>p, n, t, m</i> -High-Frequency Words Integrate Ideas T140-T141 -Text Connections -Research and Inquiry Independent Writing T138 Grammar Sentences, T139</p>	<p>Word Work T202-T203 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build with End Blends -Structural Analysis: Inflectional Ending <i>-ing</i> -High-Frequency Words: <i>eat, no, of, under, who</i> Integrate Ideas -Text Connections, T206 -Research and Inquiry, T206-T207 Independent Writing T204 Grammar Possessive Nouns, T205</p>
OPTIONS	<p>Oral Language T124-T125 Word Work T118-T121 -Fluency: Sound-Spellings Grammar Sentences, T123</p>	<p>Oral Language A Community in Nature, T186 Listening Comprehension <i>Babies in the Bayou</i>, T187 Word Work T188-T191 -Fluency: Phrasing -Structural Analysis: Inflectional Ending <i>-ing</i> -High-Frequency Words: <i>eat, no, of, under, who</i> Grammar Possessive Nouns, T193</p>	<p>Word Work T128-T129 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T134-T135 -Research and Inquiry Grammar Sentences, T133</p>	<p>Word Work T196-T197 -Fluency: Phrasing -Phonics/Spelling: Build Words with End Blends -High-Frequency Words: <i>eat, no, of, under, who</i> Close Reading <i>At a Pond</i>, T191A-T191H Grammar Possessive Nouns, T199</p>	<p>Integrate Ideas T140-T141 -Speaking and Listening</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas -Research and Inquiry, T206-T207 -Speaking and Listening, T207 Grammar Mechanics: Apostrophe with Possessive Nouns, T205</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 3 WEEK 3/GRADE 1 UNIT 2 WEEK 4

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K. 7 Grammar L.K.1f Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RL.1.3, RL.1.2 , RL.1.7 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1b Foundational Skills/Word Work RF.1.2c, RF.1.2b, RF.1.2d, RF.1.3a, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.2d, RF.1.3 Vocabulary L.1.4, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background The Places We Go, T174-T175 Oral Vocabulary Words neighborhood, routine, T175 Word Work T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /k/c -Handwriting -High-Frequency Words <i>go</i> Close Reading <i>Please Take Me for a Walk</i> , T178 Shared Writing T186 Grammar Sentences, T187	Building Background Let's Help, T242-T243 Oral Vocabulary T242 Word Work T246-T251 -Phonological Awareness: Phoneme Isolation -Phonics/Spelling: Introduce <i>th, sh, -ng</i> -High-Frequency Words Shared Read <i>Thump Thump Helps Out</i> , T250-T251 Shared Writing T252 Grammar Common and Proper Nouns, T253	Oral Language The Places We Go, T188 Category Words Sequence Words, T189 Close Reading <i>Please Take Me for a Walk</i> , T190 Word Work T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Review /k/c Shared Read "We Go to See Nan," T194-T195 Interactive Writing T196 Grammar Sentences, T197	Oral Language Let's Help, T254 Oral Vocabulary T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Closed Syllables Shared Read <i>Thump Thump Helps Out</i> , T260-T261 -Genre: Fantasy, T260 -Skill: Character, Setting, Events, T261 Interactive Writing T262 Grammar Common and Proper Nouns, T263
OPTIONS		Listening Comprehension <i>The Story of Martin Luther King Jr.</i> , T244	Word Work T192-T193 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Luis's Library," T255 Word Work T256-T259 -Phonics/Spelling: Review Consonant Digraphs -High-Frequency Words: <i>all, call, day, her, want</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 3 WEEK 3/GRADE 1 UNIT 2 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “Field Trips,” T199 Word Work T200-T203 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>c, p, n, t, s, m, a</i> -High-Frequency Words Independent Writing T204</p>	<p>Fluency Intonation Word Work T266-T269 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with <i>th, sh, -ng</i> Close Reading <i>Nell’s Books</i>, T269A-T269J Independent Writing T270 Grammar Common and Proper Nouns, T271</p>	<p>Extend the Concept -Oral Language, T206 -Category Words, T207 Close Reading <i>A Neighborhood</i>, T208 Word Work T210-T211 -Phonemic Awareness: Phonemic Identity -Phonics: Blend Words with <i>c, p, t, n</i> and Short <i>a</i> -Shared Read “Can We Go?” Independent Writing T214</p>	<p>Extend the Concept -Literary Element: T272 -“Kids Can Help!” T272 Word Work T274-T275 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Closed Syllables Independent Writing T276 Grammar Mechanics: Capitalize Proper Nouns, T277</p>	<p>Word Work T218-T219 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Read Words with Short <i>a</i> and <i>c, n, p, t</i> -High-Frequency Words Integrate Ideas T222-T223 -Text Connections -Research and Inquiry Independent Writing T220 Grammar Sentences, T221</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with <i>th, sh, -ng</i> -Structural Analysis: Closed Syllables -High-Frequency Words: <i>all, call, day, her, want</i> Integrate Ideas -Text Connections, T284-T285 -Research and Inquiry, T284 Independent Writing T282 Grammar Common and Proper Nouns, T283</p>
OPTIONS	<p>Oral Language The Places We Go, T198 Word Work T200-T203 -Fluency: Sound-Spellings Grammar Sentences, T205</p>	<p>Oral Language Let’s Help, T264 Listening Comprehension <i>The Story of Martin Luther King Jr.</i>, T265 Word Work T266-T269 -Fluency: Intonation -Structural Analysis: Close Syllables -High-Frequency Words: <i>all, call, day, her, want</i> Grammar Mechanics: Capitalize Proper Nouns, T271</p>	<p>Word Work T210-T211 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T216-T217 -Research and Inquiry Grammar Sentences, T215</p>	<p>Word Work T274-T275 -Fluency: Intonation -Phonics/Spelling: Build Words with <i>th, sh, -ng</i> -High-Frequency Words: <i>all, call, day, her, want</i> Close Reading <i>Nell’s Books</i>, T269A-T269J Grammar Common and Proper Nouns, T277</p>	<p>Integrate Ideas T222-T223 -Speaking and Listening</p>	<p>Integrate Ideas T285 -Speaking and Listening Grammar Mechanics: Capitalize Proper Nouns, T277</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 4 WEEK 1/GRADE 1 UNIT 2 WEEK 5

CALIFORNIA STANDARDS	
Grade K	
Comprehension RI.K.1, RI.K.7	
Listening/Speaking SL.K.1a, SL.K.6	
Writing W.K.2, W.K.7	
Grammar L.K.1f	
Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1c	
Foundational Skills/Word Work RF.1.2d, RF.1.2c, RF.1.2b, RF.1.3a, RF.1.3g, RF.1.3, L.1.1c	
Vocabulary L.1.4, L.1.6	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Time for Work, T10-T11 Oral Vocabulary T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /o/o -Handwriting -High-Frequency Words Close Reading <i>Whose Shoes?</i> , T14 Shared Writing T22 Grammar Adjectives, T23	Building Background Follow the Map, T320-T321 Oral Vocabulary <i>locate, route</i> , T320 Word Work T324-T327 -Fluency: Appropriate Phrasing -Phonological Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Consonant Digraphs <i>ch, -tch, wh, ph</i> -High-Frequency Words: <i>around, by, many, place, walk</i> Shared Read <i>Which Way on the Map?</i> , T328-T329 Shared Writing T330 Grammar Irregular Plural Nouns, T331	Oral Language Time for Work, T24 Category Words Job Words, T25 Close Reading <i>Whose Shoes?</i> , T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Isolation -Phonics: Blend Words with /o/o Shared Read "Tom On Top!," T30-T31 Interactive Writing T32 Grammar Adjectives, T33	Oral Language Follow the Map, T332 Oral Vocabulary <i>height, model, separate</i> , T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Addition -Structural Analysis: Inflectional Ending <i>-es</i> Shared Read <i>Which Way on the Map?</i> , T338-T339 -Genre: Informational Text, T338 -Skill: Main Topic and Key Details, T339 Interactive Writing T340
OPTIONS		Listening Comprehension <i>Me on the Map</i> , T322	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Map It!," T333 Word Work T334-T337 -Phonics/Spelling -High-Frequency Words
APPROACHING LEVEL		ON LEVEL		
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 4 WEEK 1/GRADE 1 UNIT 2 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “Time for Work,” T35</p> <p>Word Work T36-T39</p> <p>Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with Short <i>o</i>, and <i>n, p t, c, m</i></p> <p>-High-Frequency Words</p> <p>Independent Writing T40</p>	<p>Fluency Phrasing, T343</p> <p>Word Work T344-T347</p> <p>Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blending Words with Consonant Digraphs <i>ch, -tch, wh, ph</i></p> <p>Close Reading <i>Fun with Maps</i>, T347A-T347F</p> <p>Independent Writing T348</p> <p>Grammar Mechanics: Capital Letters and Periods, T349</p>	<p>Extend the Concept</p> <p>-Oral Language, Time for Work, T42</p> <p>-Category Words, T43</p> <p>Close Reading <i>Workers and Their Tools</i>, T44-T45</p> <p>Word Work T46-T47</p> <p>Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with Short <i>o, a, and m</i></p> <p>-Shared Read “Tom on Top!”</p> <p>Independent Writing T50</p>	<p>Extend the Concept</p> <p>-Literary Element: T350</p> <p>-Close Reading: T350</p> <p>Word Work T352-T353</p> <p>Phonemic Awareness: Phoneme Addition</p> <p>-Structural Analysis: Inflectional Ending <i>-es</i></p> <p>Independent Writing T354</p> <p>Grammar Mechanics: Capital Letters and Periods, T355</p>	<p>Word Work T54-T55</p> <p>-Fluency: Sound-Spellings</p> <p>Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics: Read Words with Short <i>o, a, and m</i></p> <p>-High-Frequency Words</p> <p>Integrate Ideas T58-T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Independent Writing T56</p> <p>Grammar Adjectives, T57</p>	<p>Word Work T360-T361</p> <p>Phonemic Awareness: Phoneme Blending/ Segmentation</p> <p>-Phonics/Spelling: Blend and Build with <i>ch, -tch, wh, ph</i></p> <p>-Structural Analysis: Inflectional Ending <i>-es</i></p> <p>-High-Frequency Words: <i>around, by, many, place, walk</i></p> <p>Integrate Ideas</p> <p>-Text Connections, T362</p> <p>-Research and Inquiry, T362-T363</p> <p>Independent Writing T360</p> <p>Grammar Irregular Plural Nouns, T361</p>
OPTIONS	<p>Oral Language Time for Work, T34–T35</p> <p>Review Oral Vocabulary</p> <p>Word Work T36-T39</p> <p>-Fluency: Sound-Spellings</p> <p>Grammar Adjectives, T41</p>	<p>Oral Language Follow the Map, T342</p> <p>Listening Comprehension <i>Me on the Map</i>, T343</p> <p>Word Work T344-T347</p> <p>-Fluency: Phrasing</p> <p>-Structural Analysis: <i>-es</i> (plural nouns)</p> <p>-High-Frequency Words: <i>around, by, many, place, walk</i></p> <p>Grammar Irregular Plural Nouns, T349</p>	<p>Word Work T46-T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p>Integrate Ideas T52-T53</p> <p>-Research and Inquiry</p> <p>Grammar Adjectives, T51</p>	<p>Word Work T352-T353</p> <p>-Fluency: Phrasing</p> <p>-Phonics/Spelling: Build Words with <i>ch, -tch, wh, ph</i></p> <p>-High-Frequency Words: <i>around, by, many, place, walk</i></p> <p>Close Reading “North, East, South, or West?” T351</p> <p>Grammar Irregular Plural Nouns, T355</p>	<p>Integrate Ideas T58-T59</p> <p>-Speaking and Listening</p>	<p>Word Work T358-T359</p> <p>-Fluency: Phrasing</p> <p>Integrate Ideas</p> <p>-Speaking and Listening, T363</p> <p>Grammar Mechanics: Capital Letters and Periods, T361</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1	Grade K	Grade 1		
	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Shared Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>		

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 4 WEEK 2/GRADE 1 UNIT 3 WEEK 1

CALIFORNIA STANDARDS	
Grade K	
Comprehension RL.K.3	Listening/Speaking SL.K.1a, SL.K.6
Writing W.K.2, W.K.7	Grammar L.K.1f
Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4	Vocabulary L.K.6
Grade 1	
Comprehension RL.1.3, RL.1.2	Listening/Speaking SL.1.1c, SL.1.2, SL.1.3
Writing W.1.3, W.1.7	Grammar L.1.1e
Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.3c, RF.1.3g, RF.1.3, L.1.1	Vocabulary L.1.4, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Meet Your Neighbors, T92-T93 Oral Vocabulary T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /d/d -Handwriting -High-Frequency Words Close Reading <i>What Can You Do with Paleta?</i> T96 Shared Writing T104 Grammar Adjective, T105	Building Background What Time Is It? T8-T9 Oral Vocabulary <i>schedule, immediately</i> , T8 Word Work T12-T15 -Fluency: Sound-Spellings -Phonological Awareness: Phoneme Identity -Phonics/Spelling: Introduce Long <i>a: a_e</i> -High-Frequency Words Shared Read <i>Nate the Snake is Late</i> , T16-T17 Shared Writing T18 Grammar Verbs, T19	Oral Language Meet Your Neighbors, T106 Category Words T107 Close Reading <i>What Can You Do with Paleta?</i> , T108-T109 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with /d/d Shared Read "Sid," T112-T113 Interactive Writing T114 Grammar Adjective, T115	Oral Language What Time Is It? T20 Oral Vocabulary <i>weekend, calendar, occasion</i> , T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Addition -Structural Analysis: Contractions with <i>not</i> Shared Read <i>Nate the Snake is Late</i> , T26-T27 -Genre: Fantasy, T26 -Skill: Character, Setting, Plot, T27 Interactive Writing T28 Grammar Verbs, T29
OPTIONS		Listening Comprehension <i>A Second is a Hiccup</i> , T10	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Measuring Time," T21 Word Work T22-T25 -Phonics/Spelling: Review Long <i>a: a_e</i> -High-Frequency Words
APPROACHING LEVEL		ON LEVEL		
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 4 WEEK 2/GRADE 1 UNIT 3 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “Meet Your Neighbors,” T117 Word Work T118-T121 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>d</i> and <i>a, i, m, n</i> -High-Frequency Words Independent Writing T122</p>	<p>Fluency Intonation, T31 Word Work T32-T35 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blending Words with Long <i>a: a_e</i> Close Reading <i>On My Way to School</i>, T35A-T35J Independent Writing T36 Grammar Mechanics: Comma in a Series, T37</p>	<p>Extend the Concept -Oral Language, T124 -Category Words, T125 Close Reading <i>What Can You Do with a Paleta?</i> T126 Word Work T128-T129 -Phonemic Awareness: Phoneme Segmentation -Phonics: Blend Words with <i>d</i> and <i>a, i, m, p, s, t</i> -Shared Read “Sid” T130-T131 Independent Writing T132</p>	<p>Extend the Concept -Literary Element: T38 -Close Reading: “It’s About Time,” T38 Word Work T40-T41 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Contractions with <i>not</i> Independent Writing T42 Grammar Mechanics: Commas in a Series, T43</p>	<p>Word Work T136-T137 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Read Words with <i>d</i> and <i>a, i, m, p, s, t</i> -High-Frequency Words Integrate Ideas T140-T141 -Text Connections -Research and Inquiry Independent Writing T122 Grammar Adjective, T123</p>	<p>Word Work T46-T47 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build with Long <i>a: a_e</i> -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words: <i>away, now, some, today, way, why</i> Integrate Ideas -Text Connections, T44 -Research and Inquiry, T44-T45 Independent Writing T48 Grammar Verbs, T49</p>
OPTIONS	<p>Oral Language “Meet Your Neighbors”, T116 Review Oral Vocabulary T116 Word Work T118-T121 -Fluency: Sound-Spellings Grammar Adjective, T123</p>	<p>Oral Language What Time Is It? T30 Listening Comprehension <i>A Second is a Hiccup</i>, T31 Word Work T32-T35 -Fluency: Intonation -Structural Analysis: Contractions, T33 -High-Frequency Words Grammar Verbs, T37</p>	<p>Word Work T128-T129 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T134-T135 -Research and Inquiry Grammar Adjective, T133</p>	<p>Word Work T40-T41 -Fluency: Intonation -Phonics/Spelling: Build Words with Long <i>a: a_e</i> -High-Frequency Words: <i>away, now, some, today, way, why</i> Close Reading “On My Way to School,” T35A-T35J Grammar Verbs, T43</p>	<p>Integrate Ideas T140-T141 -Speaking and Listening</p>	<p>Word Work -Fluency: Intonation Integrate Ideas -Speaking and Listening Grammar Mechanics: Commas in a Series, T49</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension		Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar	Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 4 WEEK 3/GRADE 1 UNIT 3 WEEK 2

CALIFORNIA STANDARDS
Grade K
<p>Comprehension RI.K.1, RF.K.7</p> <p>Listening/Speaking SL.K.1a, SL.K.6</p> <p>Writing W.K.2, W.K.7</p> <p>Grammar L.K.1f</p> <p>Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4</p> <p>Vocabulary L.K.6</p>
Grade 1
<p>Comprehension RL.1.3, RL.1.2</p> <p>Listening/Speaking SL.1.1c, SL.1.2, SL.1.3</p> <p>Writing W.1.3, W1.7</p> <p>Grammar L.1.1e</p> <p>Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.2b, RF.1.3c, RF.1.3g, L.1.1c, RF.1.2d, RF.1.3</p> <p>Vocabulary L.1.4, L.1.6</p>

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Build Background Pitch In, T174</p> <p>Oral Vocabulary T175</p> <p>Word Work T182-T185</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics: Review /i/i, /n/n, /k/c</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p>Close Reading <i>Roadwork</i> T180</p> <p>Shared Writing T186</p> <p>Grammar Adjectives, T187</p>	<p>Building Background Watch It Grow!, T86-T87</p> <p>Oral Vocabulary <i>bloom, sprout</i>, T86</p> <p>Word Work T90-T93</p> <p>-Fluency: Phrasing</p> <p>-Phonological Awareness: Alliteration</p> <p>-Phonics/Spelling: Introduce Long <i>i: i_e</i></p> <p>-High-Frequency Words: <i>green, grow, pretty, should, together, water</i></p> <p>Shared Read <i>Time to Plant!</i> T94-T95</p> <p>Shared Writing T96</p> <p>Grammar Present-Tense Verbs, T97</p>	<p>Oral Language Pitch In, T188</p> <p>Category Words T189</p> <p>Close Reading <i>Roadwork</i>, T190</p> <p>Word Work T192-T193</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with /i/i, /o/o, /n/n, /d/d</p> <p>Shared Read "I Can You Can!," T194-T195</p> <p>Interactive Writing T196</p> <p>Grammar Adjectives, T197</p>	<p>Oral Language What It Grow!, T98</p> <p>Oral Vocabulary <i>grasped, assist, spied</i>, T98</p> <p>Word Work T100-T103</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Structural Analysis: Plurals (with CVCe words)</p> <p>Shared Read <i>Time to Plant!</i> T104-T105</p> <p>-Genre: Play</p> <p>-Skill: Plot: Sequence</p> <p>Interactive Writing T106</p> <p>Grammar Present-Tense Verbs, T107</p>
OPTIONS		<p>Listening Comprehension <i>Mystery Vine</i>, T88</p>	<p>Word Work T192-T193</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p>Listening Comprehension "The Great Big, Gigantic Turnip," T99</p> <p>Word Work T100-T103</p> <p>-Phonics/Spelling: Review Long <i>i: i_e</i></p> <p>-High-Frequency Words: <i>green, grow, pretty, should, together, water</i></p>
APPROACHING LEVEL		ON LEVEL		
	Grade K	Grade 1	Grade K	Grade 1
	<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Structural Analysis</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p>

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 4 WEEK 3/GRADE 1 UNIT 3 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “Pitch In,” T199 Word Work T200-T202 -Phonemic Awareness: Phoneme Blending -Phonics: Review /i/i, /o/o, /n/n, /k/c, /d/d -High-Frequency Words Independent Writing T204</p>	<p>Fluency phrasing Word Work T110-T113 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend Words with Long <i>i: i_e</i> Close Reading <i>The Big Yuca Plant</i>, T113A-T113J Independent Writing T114 Grammar Mechanics: Titles of Plays, T115</p>	<p>Extend the Concept -Oral Language, Pitch In, T206 -Category Words, T207 Close Reading <i>Roadwork</i>, T208-T209 Word Work T210-T211 -Phonemic Awareness: Phoneme Segmentation -Phonics: Blend Words with <i>a, i, o, n, c, d, p, t</i> -Shared Read “I Can You Can!” T212-T213 Independent Writing T214</p>	<p>Extend the Concept -Literary Element: T116 -Close Reading: “How Plants Grow,” T116 Word Work T118-T119 -Phonemic Awareness: Phoneme Deletion -Structural Analysis: Plurals Independent Writing T120 Grammar Titles of Plays, T121</p>	<p>Word Work T218-T219 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Read Words with Short <i>i, o, n, c, d, p, t</i> -High-Frequency Words Integrate Ideas T222-T223 -Text Connections -Research and Inquiry Independent Writing T220 Grammar Adjectives, T221</p>	<p>Word Work T124-T125 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build with Long <i>i: i_e</i> -Structural Analysis: Plurals -High-Frequency Words: <i>green, grow, pretty, should, together, water</i> Integrate Ideas -Text Connections, T124 -Research and Inquiry, T124-T125 Independent Writing T126 Grammar Present-Tense Verbs, T127</p>	
OPTIONS	<p>Oral Language Pitch In, T198 Review Oral Vocabulary Word Work T200-T202 -Fluency: Sound-Spellings Grammar Adjectives, T205</p>	<p>Oral Language What it Grow!, T108 Listening Comprehension <i>Mystery Vine</i>, T88 Word Work T110-T113 -Fluency: Phrasing -Structural Analysis: Plurals with CVCe words -High-Frequency Words: <i>green, grow, pretty, should, together, water</i> Grammar Present-Tense Verbs, T115</p>	<p>Word Work T210-T211 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T216-T217 -Research and Inquiry Grammar Adjectives, T215</p>	<p>Word Work T118-T119 -Fluency: Phrasing -Phonics/Spelling: Build Words with Long <i>i: i_e</i> -High-Frequency Words: <i>green, grow, pretty, should, together, water</i> Close Reading <i>The Big Yuca Plant</i>, T113A-T113J Grammar Present-Tense Verbs, T121</p>	<p>Integrate Ideas T222-T223 -Speaking and Listening</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas -Text Connections, T128 -Speaking and Listening Grammar Mechanics: Titles of Plays, T127</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader Phonics Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 5 WEEK 1/GRADE 1 UNIT 3 WEEK 3

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.3, RLK.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.1.1d Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RL.1.3, RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.e Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.2b, RF.1.3c, RF.1.3f, RF.1.3g, RF.1.2d, RF.1.3 Vocabulary L.1.4, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background How Does Your Garden Grow, T10-T11 Oral Vocabulary T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /h/h -Handwriting -High-Frequency Words Close Reading <i>My Garden</i> , T14 Shared Writing T22 Grammar Pronouns, T23	Building Background Tales Over Time, T164-T165 Oral Vocabulary <i>tale, hero</i> , T164 Word Work T168-T171 -Fluency: Expression -Phonological Awareness: Rhyme -Phonics/Spelling: Introduce Soft <i>c</i> , Soft <i>g</i> , <i>dge</i> -High-Frequency Words: <i>any, from, happy, once, so, upon</i> Shared Read <i>The Nice Mitten</i> , T172-T173 Shared Writing T174 Grammar Past- and Future-Tense Verbs, T175	Oral Language How Does Your Garden Grow?, T24 Category Words Size Words, T25 Close Reading <i>My Garden</i> , T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>h</i> Shared Read "Hop Can Hop," T30-T31 Interactive Writing T32 Grammar Pronouns, T33	Oral Language Tales Over Time, T176 Oral Vocabulary <i>timid, foolish, eventually</i> , T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Shared Read <i>The Nice Mitten</i> , T182-T183 -Genre: Folktale -Skill: Plot: Cause and Effect Interactive Writing T184 Grammar Past- and Future-Tense Verbs, T184
OPTIONS		Listening Comprehension <i>Interrupting Chicken</i> , T166	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "The Foolish, Timid Rabbit," T177 Word Work T178-T181 -Phonics/Spelling: Review Soft <i>c</i> , Soft <i>g</i> , <i>dge</i> -High-Frequency Words: <i>any, from, happy, once, so, upon</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 5 WEEK 1/GRADE 1 UNIT 3 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “Growing Plants,” T35 Word Work T36-T39 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short <i>i, o, a</i> and <i>h, t, p, m, d</i> Independent Writing T40</p>	<p>Fluency Expression Word Work T188-T191 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Soft <i>c</i>, Soft <i>g, dge</i> Close Reading <i>The Gingerbread Man</i>, T191A-T191J Independent Writing T192 Grammar Mechanics: Commas in a Series, T193</p>	<p>Extend the Concept -Oral Language, T42 -Category Words, T43 Close Reading <i>My Garden</i>, T44 Word Work T46-T47 -Phonemic Awareness: Phoneme Categorization -Phonics: Short <i>i, o, a</i> and <i>h, t, p, m, d</i> -Shared Read “Hop Can Hop!” T48-T49 Independent Writing T50</p>	<p>Extend the Concept -Literary Element: T194 -Close Reading: “Mother Goose Rhymes,” T194 Word Work T196-T197 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Independent Writing T198 Grammar Mechanics: Commas in a Series, T199</p>	<p>Word Work T54-T57 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics: Short <i>i, o, a</i> and <i>h</i> -High-Frequency Words Integrate Ideas T58-T59 -Text Connections -Research and Inquiry Independent Writing T56 Grammar Pronouns, T57</p>	<p>Word Work T202-T203 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build with Soft <i>c</i>, Soft <i>g, dge</i> -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words: <i>any, from, happy, once, so, upon</i> Integrate Ideas -Text Connections, T200 -Research and Inquiry, T200 Independent Writing T204 Grammar Past- and Future-Tense Verbs, T205</p>
OPTIONS	<p>Oral Language <i>My Garden</i>, T34 Review Oral Vocabulary Word Work T36-T39 -Fluency: Sound-Spellings Grammar Pronouns, T41</p>	<p>Oral Language Tales Over Time, T186 Listening Comprehension <i>Interrupting Chicken</i>, T177 Word Work T188-T191 -Fluency: Expression -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words: <i>any, from, happy, once, so, upon</i> Grammar Past- and Future-Tense Verbs, T193</p>	<p>Word Work T46-T47 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T52-T53 -Research and Inquiry Grammar Pronouns, T51</p>	<p>Word Work T196-T197 -Fluency: Expression -Phonics/Spelling: Build Words with Soft <i>c</i>, Soft <i>g, dge</i> -High-Frequency Words: <i>any, from, happy, once, so, upon</i> Close Reading <i>The Gingerbread Man</i>, T191A-T191J Grammar Past- and Future-Tense Verbs, T199</p>	<p>Integrate Ideas T58-T59 -Research and Inquiry</p>	<p>Word Work T203 -Fluency: Expression Integrate Ideas -Speaking and Listening, T201 Grammar Mechanics: Commas in a Series, T205</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 5 WEEK 2/GRADE 1 UNIT 3 WEEK 4

CALIFORNIA STANDARDS	
Grade K	
Comprehension RI.K.2	
Listening/Speaking SL.K.1a, SL.K.6	
Writing W.K.1, W.K.7	
Grammar L.K.2a	
Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RI.1.3, RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.1, W.1.7	
Grammar L.1.1	
Foundational Skills/Word Work RF.1.2, RF.1.2c, RF.1.2b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.2d, RF.1.3	
Vocabulary L.1.4, L.1.6	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Trees, T92-T93 Oral Vocabulary T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /e/e -Handwriting -High-Frequency Words Close Reading <i>A Grand Old Tree</i> , T102 Shared Writing T104 Grammar T105	Building Background Now and Then, T242-T243 Oral Vocabulary <i>century, past</i> , T242-T243 Word Work T246-T249 -Fluency: Phrasing -Phonological Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce /ō/o_e -High-Frequency Words Shared Read <i>Life at Home</i> , T250-T251 Shared Writing T252 Grammar <i>Is and Are</i> , T253	Oral Language Trees, T106 Category Words T107 Close Reading T108 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short e Shared Read "Ed and Ned," T112-T113 Interactive Writing T114 Grammar Pronouns, T115	Oral Language Now and Then, T254 Oral Vocabulary <i>present, future, entertainment</i> , T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Blending Phoneme Isolation -Structural Analysis: CVCe Syllables Shared Read <i>Life at Home</i> , T260-T261 -Genre: Nonfiction -Skill: Compare and Contrast Interactive Writing T262 Grammar Mechanics: Commas in Dates, T263
OPTIONS		Listening Comprehension <i>The Last Train</i> , T244	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Pioneers," T255 Word Work T256-T259 -Phonics/Spelling: Review /ō/o_e, /ū/u_e, /ē/e_e -High-Frequency Words
APPROACHING LEVEL		ON LEVEL		
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 5 WEEK 2/GRADE 1 UNIT 3 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “The Pine Tree,” T117 Word Work T120-T121 -Phonemic Awareness: Phoneme Categorization -Phonics: Blend Words with Short <i>e</i> and <i>m, t, h, n, h, s, p</i> -High-Frequency Words Independent Writing T122</p>	<p>Fluency Phrasing, T265 Word Work T266-T269 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend Words with /<i>ō/o_e, /ū/u_e, /ē/e_e</i> Close Reading <i>Long Ago and Now</i>, T269A-T269J Independent Writing T270 Grammar Mechanics: Commas in Dates, T271</p>	<p>Extend the Concept -Oral Language, <i>Trees</i>, T124 -Category Words, T125 Close Reading <i>A Grand Old Tree</i>, T126 Word Work T128-T129 -Phonemic Awareness: Phoneme Segmentation -Phonics: Blend Words with Short <i>e, a, i, o</i> and <i>t, n</i> -Shared Read “Ed and Ned,” T130-T131 Independent Writing T132</p>	<p>Extend the Concept -Literary Element: T272 -Close Reading: “From Horse to Plane,” T272 Word Work T274-T275 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: CVCe Syllables Independent Writing T276 Grammar Mechanics: Commas in Dates, T277</p>	<p>Word Work T136-T137 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Read Words with Short <i>e</i> and <i>n, t, s, n, d</i> -High-Frequency Words Integrate Ideas T140-T141 -Text Connections -Research and Inquiry Independent Writing T138 Grammar Pronouns, T139</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: /<i>ō/o_e, /ū/u_e, /ē/e_e</i> -Structural Analysis: CVCe Syllables -High-Frequency Words: <i>ago, boy, girl, how, old, people</i> Integrate Ideas -Text Connections, T284 -Research and Inquiry, T284-T285 Independent Writing T282 Grammar <i>Is and Are</i>, T283</p>
OPTIONS	<p>Oral Language <i>Trees</i>, T116 Review Oral Vocabulary Word Work T120-T121 -Fluency: Sound-Spellings Grammar Pronouns, T123</p>	<p>Oral Language <i>Now and Then</i>, T264 Listening Comprehension <i>The Last Train</i>, T265 Word Work T256-T259 -Fluency: Phrasing -Structural Analysis: CVCe Syllables -High-Frequency Words Grammar <i>Is and Are</i>, T271</p>	<p>Word Work T128-T129 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T134-T135 -Research and Inquiry Grammar Pronouns, T133</p>	<p>Word Work T274-T275 -Fluency: Phrasing -Phonics/Spelling: Build Words with /<i>ō/o_e, /ū/u_e, /ē/e_e</i> -High-Frequency Words: <i>ago, boy, girl, how, old, people</i> Close Reading <i>Long Ago and Now</i>, T269A-T269J Grammar <i>Is and Are</i>, T277</p>	<p>Integrate Ideas T140-T141 -Speaking and Listening</p>	<p>Word Work T203 -Fluency: Phrasing Integrate Ideas -Speaking and Listening Grammar Mechanics: Commas in Dates, T283</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 5 WEEK 3/GRADE 1 UNIT 3 WEEK 5

CALIFORNIA STANDARDS
Grade K
Comprehension RI.K.2 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1f Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RI.1.3 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.1, W.1.7 Grammar L.1.1 Foundational Skills/Word Work RF.1.2d, RF.1.2b, RF.1.2c, RF.1.3, RF.1.3f, RF.1.3g, RF.1.2d, RF.1.3 Vocabulary L.1.4, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Fresh from the Farm, T174-T175 Oral Vocabulary T175 Word Work T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /f/, /r/ -Handwriting -High-Frequency Words Close Reading <i>An Orange in January</i> , T180 Shared Writing T186 Grammar Nouns, T187	Building Background From Farm to Table, T320-T321 Oral Vocabulary T320 Word Work T246-T249 -Fluency: Intonation -Phonological Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce /u/oo, u -High-Frequency Words Shared Read <i>A Look at Breakfast</i> , T328-T329 Shared Writing T330 Grammar Contractions with <i>not</i> , T331	Oral Language Fresh from the Farm, T188 Category Words Food Words, T189 Close Reading <i>An Orange in January</i> , T190 Word Work T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>f</i> and <i>r</i> Shared Read "Ron With Red," T194-T195 Interactive Writing T196 Grammar Pronouns, T197	Oral Language From Farm to Table, T332 Oral Vocabulary T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Shared Read <i>A Look at Breakfast</i> , T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text/Sequence, T339 Interactive Writing T340 Grammar Contractions with <i>not</i> , T341
OPTIONS		Listening Comprehension <i>Where Does Food Come From?</i> T322	Word Work T192-T193 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension <i>"The Little Red Hen,"</i> T333 Word Work T334-T337 -Phonics/Spelling: Review /u/oo, u -High-Frequency Words: <i>after, buy, done, every, soon, work</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 5 WEEK 3/GRADE 1 UNIT 3 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “A Feast of the Senses,” T199 Word Work T200-T203 -Phonemic Awareness: Phoneme Categorization -Phonics: Identify Words with <i>s</i> -High-Frequency Words Independent Writing T204</p>	<p>Fluency Intonation Word Work T344-T347 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Review /<i>u/ oo, u</i> Close Reading <i>From Cows to You</i>, T347A-T347F Independent Writing T348 Grammar Mechanics: Apostrophes in Contractions, T349</p>	<p>Extend the Concept -Oral Language, T206 -Category Words, T207 Close Reading “Senses at the Seashore,” T208 Word Work T210-T211 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>s, m,</i> and Short <i>a</i> -Shared Read “I Can See” Independent Writing T214</p>	<p>Extend the Concept -Literary Element: T350 -Close Reading: “A Food Chart,” T350 Word Work T352-T353 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Independent Writing T354 Grammar Mechanics: Apostrophes in Contractions, T355</p>	<p>Word Work T218-T219 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics: Read Words with <i>s, m,</i> and Short <i>a</i> -High-Frequency Words Integrate Ideas T222-T223 -Text Connections -Research and Inquiry Independent Writing T220 Grammar Nouns, T221</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build Words with /<i>u/ oo, u</i> -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words: <i>after, buy, done, every, soon, work</i> Integrate Ideas -Text Connections, T362 -Research and Inquiry, T362-T363 Independent Writing T360 Grammar Contractions with <i>not</i>, T361</p>	
OPTIONS	<p>Oral Language Use Your Senses, T198 Review Oral Vocabulary T198 Word Work T200-T203 -Fluency: Sound-Spellings Grammar Nouns, T205</p>	<p>Oral Language From Farm to Table, T342 Listening Comprehension <i>Where Does Food Comes From?</i> T322 Word Work T344-T347 -Fluency: Intonation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words: <i>after, buy, done, every, soon, work</i> Grammar Contractions with <i>not</i>, T349</p>	<p>Word Work T210-T211 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T216-T217 -Research and Inquiry Grammar Nouns, T215</p>	<p>Word Work T352-T353 -Fluency: Intonation -Phonics/Spelling: Build Words with /<i>u/ oo, u</i> -High-Frequency Words: <i>after, buy, done, every, soon, work</i> Close Reading <i>From Cows to You</i>, T347A-T347F Grammar Contractions with <i>not</i>, T355</p>	<p>Integrate Ideas T222-T223 -Speaking and Listening</p>	<p>Grammar Mechanics: Apostrophes in Contractions, T361</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
Leveled Reader Phonics Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 6 WEEK 1/GRADE 1 UNIT 4 WEEK 1

CALIFORNIA STANDARDS
Grade K
Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary L.K.6 Comprehension RL.K.1, RLK.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.1, W.K.7 Grammar L.K.1b
Grade 1
Comprehension RL.1.2, RL. 1.3 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1e Foundational Skills/Word Work RF.1.3c, RF. 1.3b, RF.1.3g, RL.1.3, RL.1.4a, RF.1.4b, RF.1.4c Vocabulary L.1.4, L.1.6, L.1.4e

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background The Four Seasons, T10-T11 Oral Vocabulary T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /b/b, /l/l -Handwriting -High-Frequency Words Close Reading <i>Mama, Is It Summer Yet?</i> , T14 Shared Writing T22 Grammar Naming Words (Proper Nouns,), T23	Building Background Animal Features, T8-T9 Oral Vocabulary <i>appearance, feature</i> , T8 Word Work T12-T15 -Fluency: Intonation -Phonological Awareness: Rhyme -Phonics/Spelling: Introduce Long <i>a: a, ai, ay</i> -High-Frequency Words: <i>about, animal, carry, eight, give, our</i> -Vocabulary: <i>special, splendid</i> Shared Read <i>A Tale of a Tail</i> , T16-T17 Shared Writing T18 Grammar <i>Was and Were</i> , T19	Oral Language The Four Seasons, T24 Category Words Seasons, T25 Close Reading T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Isolation -Phonics: Review /b/b, /l/l Shared Read "Is It Hot?" T30-T31 Interactive Writing T32 Grammar Naming Words (Nouns), T33	Oral Language Animal Features, T21 Oral Vocabulary <i>present, future, entertainment</i> , T8 Word Work T22-T23 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Alphabetical Order -Vocabulary: <i>special, splendid</i> Shared Read <i>A Tale of a Tail</i> , T28-T29 -Genre: Folktale -Skill: Plot: Sequence Interactive Writing T28 Grammar <i>Was and Were</i>
OPTIONS		Listening Comprehension "The Elephant's Child," T11	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension Ask and Answer Questions, T21 Word Work T24-T25 -Phonics/Spelling: Review Long <i>a: a, ai, ay</i> -High-Frequency Words: <i>about, animal, carry, eight, give, our</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 6 WEEK 1/GRADE 1 UNIT 4 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension The Four Seasons, T35 Word Work T36-T39 -Phonemic Awareness: Phoneme Blending -Phonics Blend Words with <i>b, l</i> and <i>a, e, i, o</i> -High-Frequency Words Independent Writing T40</p>	<p>Fluency Intonation, T31 Word Work T32-T35 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Long <i>a: a, ai, ay</i> -Vocabulary Strategy: Use a dictionary Close Reading <i>How Bat Got Its Wings</i>, T35A-T35L Independent Writing T36 Grammar Mechanics: Apostrophes with Contractions, T37</p>	<p>Extend the Concept -Oral Language, T42 -Category Words, T43 Close Reading T44-45 Word Work T46-T47 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>b, l</i> and <i>a, e, i, o</i> -Shared Read "Is It Hot?" T48-T49 Independent Writing T50</p>	<p>Extend the Concept T38 -Animal Features, T38 -"Rules at School," T39-T39B Word Work T40-T41 -Phonemic Awareness: Rhyme -Structural Analysis: Alphabetical Order Independent Writing T42 Grammar Mechanics: Apostrophes with Contractions, T43 Integrate Ideas -Research and Inquiry, T44-T45</p>	<p>Word Work T54-T55 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Blend Words with <i>b, l</i> and <i>a, e, i, o</i> -High-Frequency Words, <i>is, little</i> Integrate Ideas T52-T53 -Text Connections -Research and Inquiry Independent Writing T56 Grammar Naming Words, T57</p>	<p>Word Work T46-T47 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build Words with Long <i>a: a, ai, ay</i> -Structural Analysis: Alphabetical Order -High-Frequency Words: <i>about, animal, carry, eight, give, our</i> -Vocabulary: <i>special, splendid</i> Integrate Ideas -Text Connections, T50 Independent Writing T50 Grammar Mechanics: Apostrophes with Contractions, T51</p>	
OPTIONS	<p>Oral Language The Four Seasons, T34-T35 Review Oral Vocabulary Word Work T36-T39 -Fluency: Sound-Spellings Grammar Naming Words (Nouns), T41</p>	<p>Oral Language Animal Features, T30 Word Work T34-T35 -Fluency: Intonation -Structural Analysis: Alphabetical Order -High-Frequency Words: <i>about, animal, carry, eight, give, our</i> Grammar <i>Was</i> and <i>Were</i>, T37</p>	<p>Word Work T46-T47-Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T52-T53 -Research and Inquiry Grammar Naming Words (Nouns), T51</p>	<p>Word Work T40-T41 -Fluency: Intonation -Phonics/Spelling: Build Words with Long <i>a: a, ai, ay</i> -High-Frequency Words: <i>about, animal, carry, eight, give, our</i> -Vocabulary: <i>special, splendid</i> Close Reading <i>How Bat Got Its Wings</i>, T35A-T35L Grammar <i>Was</i> and <i>Were</i>, T43</p>	<p>Integrate Ideas T58-T59 -Speaking and Listening</p>	<p>Word Work T46-T47 -Fluency: Intonation Integrate Ideas -Research and Inquiry, T50-T51 -Speaking and Listening</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader Phonics Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 6 WEEK 2/GRADE 1 UNIT 4 WEEK 2

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.1, RL.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1b Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary LK.6
Grade 1
Comprehension RI.1.2 Listening/Speaking SL.1.1c, SL.1.2, S L.1.3 Writing W.1.1, W.1.7 Grammar L.1.1e Foundational Skills/Word Work RF.1.3c, L.1.4b, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c Vocabulary L.1.4a, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background What's the Weather? T92-T93 Oral Vocabulary T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /k/k -Handwriting -High-Frequency Words Close Reading <i>Rain</i> , T94 Shared Writing T104 Grammar Naming Words (Nouns), T105	Build Background Animals Together, T86-T87 Oral Vocabulary <i>behavior, beneficial</i> , T86 Word Work T90-T93 -Fluency: Phrasing -Phonological Awareness: Phoneme Identity -Phonics/Spelling: Introduce Long <i>e: e, ee, ea, ie</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i> -Vocabulary: <i>danger, partner</i> Shared Read <i>A Team of Fish</i> , T94-T95 Shared Writing T96 Grammar <i>Has and Have</i> , T97	Oral Language What's the Weather? T106 Category Words Weather Words, T107 Close Reading <i>Rain</i> , T108 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review /k/k Shared Read "Kim and Nan," T112-T113 Interactive Writing T114 Grammar Naming Words (Nouns), T115	Oral Language Animals Together, T98 Oral Vocabulary <i>dominant, instinct, endangered</i> , T98 Word Work T100-T103 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Prefixes <i>re-, un-, pre-</i> -Vocabulary: <i>danger, partner</i> Shared Read <i>A Team of Fish</i> , T106-T107 -Genre: Nonfiction, T104 -Skill: Main Idea and Key Details, T105 Interactive Writing T106 Grammar <i>Has and Have</i> , T97
OPTIONS		Listening Comprehension "Animals Working Together," T88	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension Animals Working Together, T99 Word Work -Phonics/Spelling: Review Long <i>e: e, ee, ea, ie</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 6 WEEK 2/GRADE 1 UNIT 4 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “The Frog and the Locust,” T117</p> <p>Word Work T118-T121 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with <i>k, ck, and i, l, o, r</i> -High-Frequency Words Independent Writing T122</p>	<p>Fluency Phrasing, T109 Word Work T110-T111 -Phonemic Awareness: Rhyme -Phonics/Spelling: Blend Words with Long <i>e</i> -Vocabulary Strategy: Context Clues: Sentence Clues Close Reading <i>Animal Teams</i>, T113A-T113L Independent Writing T114 Grammar Mechanics: Capitalization and End Punctuation, T115</p>	<p>Extend the Concept -Oral Language, T124 -Category Words, T125 Close Reading “Cloud Watch,” T126 Word Work T128-T129 -Phonemic Awareness: Phoneme Segmentation -Phonics: Blend with <i>k, ck</i> and <i>a, i, m, p, s, t</i> Shared Read “Kim and Nan,” T130–T131 Independent Writing T132</p>	<p>Extend the Concept T116-T117 -Oral Language: Animals Together, T116 -“Busy as a Bee,” T117A-T117B Word Work T118-T119 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Prefixes <i>re-, un-, pre-</i> Integrate Ideas -Research and Inquiry, T122-T123 Independent Writing T120 Grammar Mechanics: Capitalization and End Punctuation, T121</p>	<p>Word Work T136-T137 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Read Words with <i>k, ck</i> and <i>a, e, i, o</i> -High-Frequency Words Integrate Ideas T140-T141 -Text Connections -Research and Inquiry Independent Writing T138 Grammar Naming Words (Nouns), T139</p>	<p>Word Work T124-T125 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build Words with Long <i>e: e, ee, ea, ie</i> -Structural Analysis: Prefixes <i>re-, un-, pre-</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i> -Vocabulary: <i>danger, partner</i> Integrate Ideas -Text Connections, T206 Independent Writing T126 Grammar Mechanics: Capitalization and End Punctuation, T127</p>	
OPTIONS	<p>Oral Language What’s the Weather? T124 Review Oral Vocabulary Word Work T118-T121 -Fluency: Sound-Spellings Grammar Naming Words (Nouns), T123</p>	<p>Oral Language Animals Together, T108 Word Work T112-T113 -Fluency: Phrasing -Structural Analysis: Prefixes <i>re-, un-, pre-</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i> Grammar <i>Has and Have</i>, T115</p>	<p>Word Work T128-T129 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T134-T135 -Research and Inquiry Grammar Naming Words (Nouns), T133</p>	<p>Word Work T118-T119 -Fluency: Sound-Spellings -Phonics/Spelling: Long <i>e: e, ee, ea, ie</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i> Close Reading <i>Animal Teams</i>, T113A-T113L Grammar <i>Has and Have</i>, T121</p>	<p>Integrate Ideas T140-T141 -Speaking and Listening</p>	<p>Word Work -Fluency: T125 Integrate Ideas -Research and Inquiry, T128-T129 -Speaking and Listening</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader Phonics Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 6 WEEK 3/GRADE 1 UNIT 4 WEEK 3

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.1, RLK.2 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1b Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 Vocabulary LK.6
Grade 1
Comprehension RI.1.2 Listening/Speaking SL.1.1c, SL.1. 2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1 Foundational Skills/Word Work RF.1.3c, RF.1.3d , RF.1.3e, RF.1.3g, RF1.4a, RF.1.4b, RF.1.4c Vocabulary L.1.4, L.1.6, L.1.5a, L.1.5b

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Stormy Weather, T174-T175 Oral Vocabulary safe, prepare, T175 Word Work T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identify -Phonics: /e/e, /h/h, /f/f -Handwriting -High-Frequency Words Close Reading <i>Waiting Out the Storm</i> , T180 Shared Writing T186 Grammar Naming Words (Nouns), T187	Build Background In the Wild, T164 Oral Vocabulary <i>communicate, superior</i> , T166 Word Work T168-T171 -Fluency: Expression -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long o -High-Frequency Words: <i>find, food, more, over, start, warm</i> Shared Read <i>Go Wild!</i> T172-T173 Shared Writing T174 Grammar <i>Go and Do</i> , T175	Oral Language Stormy Weather, T188 Category Words Close Reading <i>Waiting Out the Storm</i> , T190 Word Work T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: /r/r, /b/b, /l/l, /k/k Shared Read "Mack and Ben," T194-T195 Interactive Writing T196 Grammar T197	Oral Language In the Wild, T176 Oral Vocabulary <i>survive, provide, wilderness</i> , T176 Word Work T178-T181 -Phonemic Awareness: Contrast Sounds -Structural Analysis: Open Syllables -Vocabulary: Word Categories Shared Read <i>Go Wild!</i> , T182-T183 -Genre: Informational Text/Nonfiction, T182 -Skill: Main Idea and Key Details, T183 Interactive Writing T184 Grammar <i>Go and Do</i> , T185
OPTIONS		Listening Comprehension "Animals in Winter," T166	Word Work T192-T193 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Animals Working Together," T177 Word Work T180-T181 -Phonics/Spelling: Review Long o -High-Frequency Words: <i>find, food, more, over, start, warm</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 6 WEEK 3/GRADE 1 UNIT 4 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension Stormy Weather, T199</p> <p>Word Work T200-T203 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with /h/h, /t/f, /r/r, /b/b, /l/l -High-Frequency Words are, he, is, little, my, she</p> <p>Independent Writing T204</p>	<p>Fluency Expression Word Work T188-T191 -Phonemic Awareness: Contrast Sounds -Phonics/Spelling: Blend Words with Long o -Vocabulary Strategy: Word Categories Close Reading <i>Vulture View</i>, T191A-T191O Independent Writing T192 Grammar Mechanics: Capitalize Proper Nouns, T193</p>	<p>Extend the Concept -Oral Language, T206 -Category Words, T207 Close Reading <i>Be Safe in Bad Weather</i> T208 Word Work T210-T211 -Phonemic Awareness: Phoneme Addition -Phonics: Blend Words with Short e, o and d, l, ck -Shared Read “Mack and Ben,” T212–T213 Independent Writing T214</p>	<p>Extend the Concept -Oral Language: In the Wild, T194 -“When It’s Snowing,” T195 Word Work T196-T197 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Open Syllables Integrate Ideas -Research and Inquiry, T200-T201 Independent Writing T198 Grammar Mechanics: Capitalize Proper Nouns, T199</p>	<p>Word Work T218-T219 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Addition -Phonics: Read Words with f, r, b, l, k, t, ck -High-Frequency Words are, he, is, little, my, she, was, with Integrate Ideas T216-T217 -Text Connections -Research and Inquiry Independent Writing T220 Grammar T221</p>	<p>Word Work T202-T205 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build Words with Long o -Structural Analysis: Open Syllables -High-Frequency Words: <i>find, food, more, over, start, warm</i> Integrate Ideas -Text Connections, T206 Independent Writing T206 Grammar Mechanics: Capitalize Proper Nouns, T207</p>
OPTIONS	<p>Oral Language Stormy Weather T198 Review Oral Vocabulary Word Work T200-T203 -Fluency: Sound-Spellings Grammar T205</p>	<p>Oral Language In the Wild, T186 Word Work T190-T191 -Fluency: Expression, T187 -Structural Analysis: Open Syllables -High-Frequency Words: <i>find, food, more, over, start, warm</i> Grammar <i>Go and Do</i>, T193</p>	<p>Word Work T210-T211 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T216-T217 -Research and Inquiry Grammar T215</p>	<p>Word Work T196-T197 -Fluency: Expression -Phonics/Spelling: Build Words with Long o -High-Frequency Words: <i>find, food, more, over, start, warm</i> Close Reading <i>Vulture View</i>, T191A-T191O Grammar <i>Go and Do</i>, T199</p>	<p>Integrate Ideas T216-T217 -Speaking and Listening</p>	<p>Word Work -Fluency: Expression Integrate Ideas -Research and Inquiry, T206-T207 -Speaking and Listening Grammar <i>Go and Do</i>, T207</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 7 WEEK 1/GRADE 1 UNIT 4 WEEK 4

CALIFORNIA STANDARDS	
Grade K	
Comprehension RI.K.3	
Listening/Speaking SL.K.1a, SL.K.6	
Writing W.K.2, W.K.7	
Grammar L.K.1b	
Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RL.1.2, RL.1.6	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1e	
Foundational Skills/Word Work RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4a, L.1.6	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Baby Animals, T10-T11 Oral Vocabulary T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /u/u -Handwriting -High-Frequency Words Close Reading <i>ZooBorns!</i> , T14 Shared Writing T22 Grammar Skill Action Words (Verbs), T23	Build Background Insects! T242-T243 Oral Vocabulary <i>different, flutter</i> , T244 Word Work T246-T249 -Fluency: Sound-Spellings -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long <i>i</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Shared Read <i>Creep Low, Fly High</i> , T250-T251 Shared Writing T252 Grammar <i>See and Saw</i> , T253	Oral Baby Animals, T24 Category Words T25 Close Reading <i>ZooBorns!</i> , T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Isolation -Phonics: Review Short <i>u</i> Shared Read "A Pup and a Cub," T30-T31 Interactive Writing T32 Grammar Action Words (Verbs), T33	Oral Language Insects!, T254 Oral Vocabulary <i>imitate, protect, resemble</i> , T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Inflectional Endings -Vocabulary: <i>beautiful, fancy</i> -Skill: Point of View, T261 Shared Read <i>Creep Low, Fly High</i> , T260-T261 Interactive Writing T262 Grammar <i>See and Saw</i> , T263
OPTIONS		Listening Comprehension "Insect Hide and Seek," T244	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Insect Hide and Seek," T254 Word Work T258-T259 -Phonics/Spelling: Review Long <i>i</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i>
	APPROACHING LEVEL		ON LEVEL	
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 7 WEEK 1/GRADE 1 UNIT 4 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “Baby Farm Animals,” T35 Word Work T36-T39 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short <i>u</i> and <i>b, f, r, d, s, n, f, t, r, c</i> -High-Frequency Words Independent Writing T40</p>	<p>Fluency Phrasing Word Work T266-T269 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend with Long <i>i</i> -Vocabulary Strategy: Context Clues/Sentence Clues Close Reading <i>Hi! Fly Guy</i>, T269A-T269R Independent Writing T270 Grammar Mechanics: Titles of Books, T271</p>	<p>Extend the Concept -Oral Language, T42 -Category Words, T43 Close Reading <i>ZooBorns!</i>, T44-T45 Word Work T46-T47 -Phonemic Awareness: Phoneme Deletion -Phonics: Blend Words with Short <i>u, a, i</i> and <i>t, b</i> -Shared Read “A Pup and a Cub,” T48-T49 Independent Writing T50</p>	<p>Extend the Concept T272-T273 -“Meet the Insects,” T273A-T273B Word Work T274-T275 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Inflectional Endings Integrate Ideas -Research and Inquiry, T278-T279 Independent Writing T276 Grammar Mechanics: Titles of Books, T277</p>	<p>Word Work T54-T55 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Deletion -Phonics: Read Words with Short <i>u</i>, and <i>f, b, r, c</i> -High-Frequency Words Integrate Ideas T58-T59 -Text Connections -Research and Inquiry Independent Writing T56 Grammar Action Words (Verbs), T57</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build Words with Long <i>i</i> -Structural Analysis: Inflectional Endings -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Integrate Ideas -Text Connections, T284 Independent Writing T282 Grammar <i>See and Saw</i>, T283</p>	
OPTIONS	<p>Oral Language “Baby Farm Animals,” T34-T35 Review Oral Vocabulary Word Work T36-T39 -Fluency: Sound-Spellings Grammar Skill Actions Words (Verbs), T41</p>	<p>Oral Language <i>Insects!</i>, T264 Word Work T268-T269 -Fluency: Phrasing -Structural Analysis: Inflectional Endings -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Grammar <i>See and Saw</i>, T271</p>	<p>Word Work T46-T47 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T52-T53 -Research and Inquiry Grammar Skill Action Words (Verbs), T51</p>	<p>Word Work T274-T275 -Fluency: Word Automaticity -Phonics/Spelling: Blend and Build Words with Long <i>i</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Close Reading <i>Hi! Fly Guy</i>, T269A-T269R Grammar <i>See and Saw</i>, T277</p>	<p>Integrate Ideas T58-T59 -Speaking and Listening</p>	<p>Word Work T280-T281 -Fluency Integrate Ideas -Research and Inquiry, T284-T285 -Speaking and Listening Grammar Mechanics: Titles of Books, T283</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
Leveled Reader Phonics Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 7 WEEK 2/GRADE 1 UNIT 4 WEEK 5

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1b Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 Vocabulary LK.6
Grade 1
Comprehension RI.1.3, RI.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1 Foundational Skills/Word Work RF.1.3c, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c Vocabulary L.1.4c, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Pet Pals, T92-T93 Oral Vocabulary T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /g/g, /w/w -Handwriting -High-Frequency Words Close Reading <i>The Birthday Pet</i> , T96 Shared Writing T104 Grammar Action Words (Verbs), T105	Build Background Working with Animals, T320-T321 Oral Vocabulary T322 Word Work T344-T327 -Fluency: Intonation -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long e: y, ey -High-Frequency Words -Vocabulary: <i>clever, signal</i> Shared Read <i>From Puppy to Guide Dog</i> , T328-T329 Shared Writing T330 Grammar Adverbs That Tell <i>When</i> , T331	Oral Language Pet Pals, T106 Category Words T107 Close Reading <i>The Birthday Pet</i> , T108 Word Work T110-T111 -Phonemic Awareness: Phoneme Isolation -Phonics: Review g and w Shared Read "I Hug Gus!" T112-T113 Interactive Writing T114 Grammar Action Words (Verbs), T115	Oral Language Working with Animals, T332 Oral Vocabulary T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Deletion -Structural Analysis: Compound Words -Vocabulary: <i>clever, signal</i> Shared Read <i>From Puppy to Guide Dog</i> , T340-T341 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text/Sequence, T339 Interactive Writing T340 Grammar Adverbs That Tell <i>When</i> , T341
OPTIONS		Listening Comprehension "Ming's Teacher," T323	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Ming's Teacher," T333 Word Work T336-T337 -Phonics/Spelling: Review Long e: y, ey -High-Frequency Words: <i>found, hard, near, woman, would, write</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 7 WEEK 2/GRADE 1 UNIT 4 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “The Family Pet,” T117 Word Work T118-T121 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Short <i>i, a, e</i> and <i>g, w, t, p, b, s, n, l</i> -High-Frequency Words Independent Writing T122</p>	<p>Word Work T344-T347 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Long <i>e: y, ey</i> -Vocabulary Strategy: Root Words Close Reading <i>Koko and Penny</i>, T347A-T347F Independent Writing T348 Grammar Mechanics: Commas in a Series, T349</p>	<p>Extend the Concept -Oral Language, T124 -Category Words, T125 Close Reading <i>The Birthday Pet</i>, T126-127 Word Work T128-T129 -Phonemic Awareness: Phoneme Substitution -Phonics: Blend Words with Short <i>e</i> and <i>w, g, b, s</i> -Shared Read “I Hug Gus!” T130-T131 Independent Writing T132</p>	<p>Extend the Concept T350 -“Saving Mountain Gorillas,” T351 Word Work T352-T353 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Compound Words Integrate Ideas -Research and Inquiry, T356-T357 Independent Writing T354 Grammar Adverbs That Tell <i>When</i>, T355</p>	<p>Word Work T136-T137 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Substitution -Phonics: Read Words with Short <i>a, e</i> and <i>g, w</i> -High-Frequency Words Integrate Ideas T134-T135 -Text Connections -Research and Inquiry Independent Writing T138 Grammar Action Words (Verbs) T139</p>	<p>Word Work T358-T359 -Phonemic Awareness: Phoneme Deletion/Addition -Phonics/Spelling: Blend and Build Words with Long <i>e: y, ey</i> -Structural Analysis: Compound Words -High-Frequency Words: <i>found, hard, near, woman, would, write</i> Integrate Ideas -Text Connections, T362 Independent Writing T360 Grammar Adverbs That Tell <i>When</i>, T360</p>
OPTIONS	<p>Oral Language Pet Pals, T116 Review Oral Vocabulary T116 Word Work T118-T121 -Fluency: Sound-Spellings Grammar Action Words (Verbs), T123</p>	<p>Oral Language Working with Animals, T342 Word Work T346-T347 -Fluency: Intonation -Structural Analysis: Compound Words -High-Frequency Words: <i>found, hard, near, woman, would, write</i> Grammar Adverbs That Tell <i>When</i>, T349</p>	<p>Word Work T128-T129 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T134-T135 -Research and Inquiry Grammar Action Words (Verbs), T133</p>	<p>Word Work T352-T353 -Fluency: Sound-Spellings -Phonics/Spelling: Blend and Build Words with Long <i>e: y, ey</i> -High-Frequency Words: <i>found, hard, near, woman, would, write</i> Close Reading <i>Koko and Penny</i>, T347A-T347F Grammar Mechanics: Commas in a Series, T355</p>	<p>Integrate Ideas T140-T141 -Speaking and Listening</p>	<p>Word Work T359 -Fluency: Intonation Integrate Ideas -Research and Inquiry, T362-T363 -Speaking and Listening, T363 Grammar Mechanics: Commas in a Series, T360</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1	Grade K	Grade 1		
	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 7 WEEK 3/GRADE 1 UNIT 5 WEEK 1

CALIFORNIA STANDARDS	
Grade K	
Comprehension RL.K.3	Listening/Speaking SL.K.1a, SL.K.6
Writing W.K.1, W.K.7	Grammar L.K.1b
Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4	Vocabulary L.K.6
Grade 1	
Comprehension RL.2.6, RL.1.2	Listening/Speaking SL.1.1c, SL.1.2, SL.1.3
Writing W.1.1, W.1.7	Grammar L.1.1g
Foundational Skills/Word Work RF.1.3, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.1c	Vocabulary L.1.4a, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Animal Habitats, T174-T175 Oral Vocabulary T175 Word Work T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics /x/x, /v/v -Handwriting -High-Frequency Words Close Reading <i>Bear Snores On</i> , T178 Shared Writing T186 Grammar Action Words (Verbs), T187	Build Background See it, Sort it, T8-T9 Oral Vocabulary <i>distinguish, classify</i> , T8 Word Work T12-T15 -Fluency: Phrasing -Phonological Awareness: Contrast Vowel Sounds -Phonics/Spelling: Introduce /är/ar -High-Frequency Words: <i>four, large, none, only, put, round</i> -Vocabulary: <i>trouble, whole</i> Shared Read <i>A Barn Full of Hats</i> , T16-T17 Shared Writing T18 Grammar Words That Join, T19	Oral Language Animal Habitats, T188 Category Words T189 Close Reading <i>Bear Snores On</i> , T190 Word Work T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Review v and x Shared Read "A Vet in a Van," T194-T195 Interactive Writing T196 Grammar Action Words (Verbs), T197	Oral Language See it, Sort, it, T20 Oral Vocabulary <i>organize, entire, startled</i> , T8 Word Work T22-T25 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Irregular Plurals -Vocabulary: <i>trouble, whole</i> Shared Read <i>A Barn Full of Hats</i> , T26-T27 -Genre: Fantasy, T26 -Skill: Point of View, T27 Interactive Writing T28 Grammar Words That Join, T29
OPTIONS		Listening Comprehension "Goldilocks," T11	Word Work T192-T193 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Goldilocks," T21 Word Work T22-T25 -Phonics/Spelling: Review /ä/ar -High-Frequency Words: <i>four, large, none, only, put, round</i>
APPROACHING LEVEL		ON LEVEL		
	Grade K	Grade 1	Grade K	Grade 1
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 7 WEEK 3/GRADE 1 UNIT 5 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “Anansi: An African Tale,” T199</p> <p>Word Work T200-T203</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with Short <i>i, a, e, o</i> and <i>f, x, m, v, n, t</i></p> <p>-High-Frequency Words</p> <p>Independent Writing T204</p>	<p>Word Work T32-T35</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with <i>/är/ar</i></p> <p>-Vocabulary Strategy: Multiple Meanings</p> <p>-Fluency: Phrasing</p> <p>Close Reading “Sort It Out,” T39A-T39B</p> <p>Independent Writing T36</p> <p>Grammar Mechanics: Capitalize Proper Nouns (places), T37</p>	<p>Extend the Concept</p> <p>-Oral Language, Animal Habitats, T206</p> <p>-Category Words, Bear Snores On, T207</p> <p>Close Reading Animal Homes, T208-T209</p> <p>Word Work T210-T211</p> <p>-Phonemic Awareness: Phoneme Substitution</p> <p>-Phonics: Blend Words with Short <i>a, e, i</i> and <i>v, x</i></p> <p>-Shared Read “A Vet in a Van,” T212-T213</p> <p>Independent Writing T214</p>	<p>Extend the Concept</p> <p>-Oral Language: See it, Sort it, T38</p> <p>-“Sort It Out,” T39A-T39B</p> <p>Word Work T40-T41</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Structural Analysis: Irregular Plurals</p> <p>Independent Writing T42</p> <p>Grammar Mechanics: Capitalize Proper Nouns (places), T43</p>	<p>Word Work T218-T219</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Substitution</p> <p>-Phonics: Read Words with Short <i>a, e, i</i> and <i>x, v, t</i></p> <p>-High-Frequency Words</p> <p>Integrate Ideas T222-T223</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Independent Writing T220</p> <p>Grammar Action Words (Verbs), T221</p>	<p>Word Work T48-T49</p> <p>-Phonemic Awareness: Phoneme Blending/ Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with <i>/är/ar</i></p> <p>-Structural Analysis: Irregular Plurals</p> <p>-High-Frequency Words: <i>four, large, none, only, put, round</i></p> <p>Integrate Ideas</p> <p>-Text Connections, T50-T51</p> <p>Independent Writing T50</p> <p>Grammar Words That Join, T51</p>	
OPTIONS	<p>Oral Language Animal Habitats, T198</p> <p>Review Oral Vocabulary T198</p> <p>Word Work T200-T203</p> <p>-Fluency: Sound-Spellings</p> <p>Grammar Action Words (Verbs), T205</p>	<p>Oral Language See It, Sort It, T30</p> <p>Word Work T32-T35</p> <p>-Fluency: Phrasing</p> <p>-Structural Analysis: Irregular Plurals</p> <p>-High-Frequency Words: <i>four, large, none, only, put, round</i></p> <p>Grammar Words That Join, T37</p>	<p>Word Work T210-T211</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p>Integrate Ideas T216-T217</p> <p>-Research and Inquiry</p> <p>Grammar Action Words (Verbs), T215</p>	<p>Word Work T40-T41</p> <p>-Fluency: Phrasing</p> <p>-Phonics/Spelling: Build Words with <i>/är/ar</i></p> <p>-High-Frequency Words: <i>four, large, none, only, put, round</i></p> <p>Close Reading <i>A Lost Button, From Frog and Toad Are Friends</i>, T35A-T35J</p> <p>Grammar Words That Join, T43</p>	<p>Integrate Ideas T222-T223</p> <p>-Speaking and Listening</p>	<p>Word Work T48-T49</p> <p>-Fluency: Phrasing</p> <p>Integrate Ideas</p> <p>-Speaking and Listening, T51</p> <p>Grammar Mechanics: Capitalize Proper Nouns, (places), T51</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Shared Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 8 WEEK 1/GRADE 1 UNIT 5 WEEK 2

CALIFORNIA STANDARDS	
Grade K	
Comprehension RL.K.3	
Listening/Speaking SL.K.1a, SL.K.6	
Writing W.K.3, W.K.7	
Grammar L.K.1e	
Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RL.1.3, RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1f	
Foundational Skills/Word Work RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4, L.1.6, L.1.5d	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background On the Move, T10-T11 Oral Vocabulary T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /j/, kw/qu -Handwriting -High-Frequency Words Close Reading <i>When Daddy's Truck Picks Me Up</i> , T14 Shared Writing T22 Grammar Sentences and Prepositions, T23	Build Background Up in the Sky, T86-T87 Oral Vocabulary <i>certain, observe</i> , T86-T87 Word Work T90-T93 -Fluency: Intonation -Phonological Awareness: Identify and Generate Rhyme -Phonics/Spelling: <i>r</i> -Controlled Vowels /ûr/ -High-Frequency Words: <i>another, climb, full, great, poor, through</i> -Vocabulary: <i>leaped, stretched</i> Shared Read <i>A Bird Named Fern</i> , T94-T95 Shared Writing T96 Grammar Adjectives, T97	Oral Language On The Move, T24 Category Words T25 Close Reading <i>When Daddy's Truck Picks Me Up</i> , T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Review <i>j and qu</i> Shared Read <i>Dad's Got a Job</i> , T30-T31 Interactive Writing T32 Grammar Sentences and Prepositions, T33	Oral Language Up in the Sky, T98 Oral Vocabulary <i>remained, thoughtful, vast</i> Word Work T100-T103 -Phonemic Awareness: Phoneme Substitution -Structural Analysis: Inflectional Ending <i>-er</i> -Vocabulary: <i>leaped, stretched</i> Shared Read <i>A Bird Named Fern</i> , T104-T105 -Genre: Fantasy, T106 -Skill: Cause and Effect, T105 Interactive Writing T106 Grammar Adjectives, T107
OPTIONS		Listening Comprehension "Goldilocks," T11	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Why the Sun and Moon Are in the Sky," T99 Word Work T100-T103 -Phonics/Spelling: Review /ûr/ -High-Frequency Words: <i>another, climb, full, great, poor, through</i>
APPROACHING LEVEL		ON LEVEL		
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 8 WEEK 1/GRADE 1 UNIT 5 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension On The Move, T35</p> <p>Word Work T36-T39</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with <i>j, qu, and b, i, o, g, ck</i></p> <p>-High-Frequency Words</p> <p>Independent Writing T40</p>	<p>Fluency Intonation</p> <p>Word Work T110-T113</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with <i>/ûr/</i></p> <p>-Vocabulary Strategy: Shades of Meaning/Intensity</p> <p>Close Reading <i>Kitten’s First Full Moon</i>, T113A-T113P</p> <p>Independent Writing T114</p> <p>Grammar Mechanics: Capitalization and End Marks, T115</p>	<p>Extend the Concept</p> <p>-Oral Language, On The Move, T42</p> <p>-Category Words, T43</p> <p>Close Reading <i>When Daddy’s Truck Picks Me Up</i> T44-T45</p> <p>Word Work T46-T47</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics: Blend Words with <i>j, qu, and a, i, g, o, t</i></p> <p>-Shared Read <i>Dad’s Got a Job</i></p> <p>Independent Writing T50</p>	<p>Extend the Concept</p> <p>-Oral Language: Up in the Sky, T116</p> <p>-“The Moon,” T117A-T117B</p> <p>Word Work T118-T119</p> <p>-Fluency: Intonation</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Structural Analysis: Inflectional Ending <i>-er</i></p> <p>Independent Writing T120</p> <p>Grammar Mechanics: Capitalization and End Marks, T121</p>	<p>Word Work T54-T55</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Segmentation, T54</p> <p>-Phonics: Read Words with <i>j, qu, and a, b, o, e, i, t, ck, T55</i></p> <p>-High-Frequency Words</p> <p>Integrate Ideas T58-T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Independent Writing T56</p> <p>Grammar Sentences and Prepositions, T57</p>	<p>Word Work T124-T125</p> <p>-Phonemic Awareness: Phoneme Blending/ Substitution</p> <p>-Phonics/Spelling: Blend and Build Words with <i>/ûr/</i></p> <p>-Structural Analysis: Inflectional Ending <i>-er</i></p> <p>-High-Frequency Words: <i>another, climb, full, great, poor, through</i></p> <p>Integrate Ideas</p> <p>-Text Connections, T124</p> <p>-Research and Inquiry, T124</p> <p>Independent Writing T126</p> <p>Grammar Adjectives, T127</p>
OPTIONS	<p>Oral Language On the Move, T34</p> <p>Review Oral Vocabulary T34</p> <p>Word Work T36-T39</p> <p>-Fluency: Sound-Spellings</p> <p>Grammar Sentences and Prepositions, T41</p>	<p>Oral Language Up in the Sky, T108</p> <p>Word Work T110-T113</p> <p>-Fluency: Intonation</p> <p>-Structural Analysis: Inflectional Ending <i>-er</i></p> <p>-High-Frequency Words: <i>another, climb, full, great, poor, through</i></p> <p>Grammar Adjectives, T115</p>	<p>Word Work T46-T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p>Integrate Ideas T52-T53</p> <p>-Research and Inquiry</p> <p>Grammar Sentences and Prepositions, T51</p>	<p>Word Work T118-T119</p> <p>-Fluency: Intonation</p> <p>-Phonics/Spelling: Build Words with <i>/û</i></p> <p>-High-Frequency Words: <i>another, climb, full, great, poor, through</i></p> <p>Close Reading “The Moon,” T117A-T117B</p> <p>Grammar Words That Join, T121</p>	<p>Integrate Ideas T58-T59</p> <p>-Research and Inquiry</p>	<p>Word Work T124-T125</p> <p>-Fluency: Intonation</p> <p>Integrate Ideas</p> <p>-Speaking and Listening, T125</p> <p>Grammar Mechanics: Capitalization and End Marks, T127</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade K	Grade 1		Grade K		Grade 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Shared Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 8 WEEK 2/GRADE 1 UNIT 5 WEEK 3

CALIFORNIA STANDARDS	
Grade K	
Comprehension RI.K.2	
Listening/Speaking SL.K.1a, SL.K.6	
Writing W.K.2, W.K.7	
Grammar L.K.1e	
Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RI.1.3, RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1f	
Foundational Skills/Word Work RF.1.3, L.1.2, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4b, L.1.6, L.2.4b	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background My USA, T92-T93 Oral Vocabulary T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /y/y and /z/ -Handwriting -High-Frequency Words Close Reading <i>Ana Goes to Washington, D.C.</i> , T94 Shared Writing T104 Grammar Sentences and Prepositions, T105	Build Background Great Inventions, T164-T165 Oral Vocabulary T164 Word Work T169-T171 -Fluency: Appropriate Phrasing -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce /ôr/or, ore, oar -High-Frequency Words -Vocabulary: <i>idea, unusual</i> Shared Read <i>The Story of a Robot Inventor</i> , T172-T173 Shared Writing T174 Grammar Adjectives That Compare, T175	Oral Language My USA, T106 Category Words T107 Close Reading <i>Ana Goes to Washington, D.C.</i> , T108-T109 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with y and z Shared Read <i>Pack a Bag</i> , T112-T113 Interactive Writing T114 Grammar Sentences and Prepositions, T115	Oral Language Great Inventions, T176 Oral Vocabulary T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Substitution -Structural Analysis: Abbreviations -Vocabulary: <i>idea, unusual</i> Shared Read <i>The Story of a Robot Inventor</i> , T182-T183 -Genre: Nonfiction/Biography, T182 -Skill: Connections Within Text: Problem and Solution, T183 Interactive Writing T184 Grammar Adjectives That Compare, T185
OPTIONS		Listening Comprehension “Great Inventions,” T167	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension “Great Inventions,” T177 Word Work T178-T181 -Phonics/Spelling: Review -High-Frequency Words: <i>begin, better, guess, learn, right, sure</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 8 WEEK 2/GRADE 1 UNIT 5 WEEK 3

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension My USA, T117</p> <p>Word Work T120-T121</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with y, z, and a, b, ck, i, e, k, m, p, s, t, u, y -High-Frequency Words <p>Independent Writing T122</p>	<p>Fluency Phrasing, T187</p> <p>Word Work T188-T191</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with /ôr/or, ore, oar -Vocabulary Strategy: Prefixes <p>Close Reading <i>Thomas Edison Inventor</i>, T191A-T191L</p> <p>Independent Writing T192</p> <p>Grammar Mechanics: Capitalize Dats, Months, and Holidays, T193</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Oral Language, My USA, T124 -Category Words, T125 <p>Close Reading <i>Ana Goes to Washington, D.C.</i>, T126-T127</p> <p>Word Work T128-T129</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution -Phonics: Blend Words with y, z, and a, i, e, m -Shared Read Pack a Bag <p>Independent Writing T214</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Oral Language: Great Inventions, T194 -“Windshield Wipers” and “Scissors,” T195A-T197B <p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Addition -Structural Analysis: Abbreviations <p>Independent Writing T198</p> <p>Grammar Mechanics: Capitalize Days, Months, and Holidays, T199</p>	<p>Word Work T136-T137</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Substitution -Phonics: Read Words with y, z -High-Frequency Words <p>Integrate Ideas T134-T135</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Independent Writing T138</p> <p>Grammar Sentences and Prepositions, T139</p>	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/ Substitution -Phonics/Spelling: Blend and Build Words with /ôr/ or, ore, oar -Structural Analysis: Abbreviations -High-Frequency Words: <i>begin, better, guess, learn, right, sure</i> -Vocabulary <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Text Connections, T206 -Research and Inquiry, T206 <p>Independent Writing T204</p> <p>Grammar Adjectives That Compare, T205</p>	
OPTIONS	<p>Oral Language My USA, T116</p> <p>Review Oral Vocabulary T116</p> <p>Word Work 120-T121</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings <p>Grammar Sentences and Prepositions, T123</p>	<p>Oral Language Great Inventions, T186</p> <p>Word Work T188-T191</p> <ul style="list-style-type: none"> -Fluency: Phrasing -Structural Analysis: Abbreviations -High-Frequency Words: <i>begin, better, guess, learn, right, sure</i> <p>Grammar Adjectives That Compare, T193</p>	<p>Word Work T128-T129</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -High-Frequency Words <p>Integrate Ideas T134-T135</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Grammar Sentences and Prepositions, T133</p>	<p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Fluency: Phrasing -Phonics/Spelling: Build Words with /ôr/ or, ore, oar -High-Frequency Words: <i>begin, better, guess, learn, right, sure</i> <p>Close Reading <i>Thomas Edison Inventor</i>, T191A-T191L</p> <p>Grammar Adjectives That Compare, T199</p>	<p>Integrate Ideas T140-T141</p> <ul style="list-style-type: none"> -Speaking and Listening 	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Fluency: Phrasing <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Speaking and Listening, T206-T207 <p>Grammar Mechanics: Capitalize Days, Months, and Holidays, T205</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Shared Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 8 WEEK 3/GRADE 1 UNIT 5 WEEK 4

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RL.1.3, RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1h Foundational Skills/Word Work RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c Vocabulary L.1.4b, L.1.6

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Look to the Sky, T174-T175 Oral Vocabulary T175 Word Work T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Review Short <i>u</i> and <i>g, w, x</i> -Handwriting -High-Frequency Words Close Reading <i>Bringing Down the Moon</i> , T178 Shared Writing T186 Grammar Sentences, T187	Build Background Sounds All Around, T242-T243 Oral Vocabulary <i>distract, nervous</i> , T242-T244 Word Work T246-T249 -Fluency: Expression -Phonological Awareness: Phoneme Substitution -Phonics/Spelling: Introduce Diphthongs <i>ou, ow</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> -Vocabulary: <i>scrambled, suddenly</i> Shared Read <i>Now, What's That Sound?</i> T250-T251 Shared Writing T252 Grammar Using <i>a, an, and the</i> , T253	Oral Language Look to the Sky, T188 Category Words T189 Close Reading <i>Bringing Down the Moon</i> , T190 Word Work T192-T193 -Phonemic Awareness: Phoneme Categorization -Phonics: Review <i>v, j, qu, y, z</i> Shared Read "Up, Up, Up!", T194-T195 Interactive Writing T196 Grammar Sentences, T197	Oral Language Sounds All Around, T254 Oral Vocabulary <i>senses, squeaky, volume</i> Word Work T256-T259 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Endings <i>-er, -est</i> -Vocabulary: <i>scrambled, suddenly</i> Shared Read <i>Now, What's That Sound?</i> T260-T261 -Genre: Realistic Fiction, T260 -Skill: Plot: Problem and Solution, T261 Interactive Writing T262 Grammar Using <i>a, an, and the</i> , T273
OPTIONS		Listening Comprehension "Great Inventions," T167	Word Work T192-T193 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "The Squeaky Bed," T255 Word Work T256-T259 -Phonics/Spelling: Review Diphthongs <i>ou, ow</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 8 WEEK 3/GRADE 1 UNIT 5 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “A View from the Moon,” T199 Word Work T200-T203 -Phonemic Awareness: Phoneme Addition -Phonics” Review Short <i>u</i> and Consonants -High-Frequency Words Independent Writing T204</p>	<p>Fluency Expression Word Work T266-T269 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Diphthongs <i>ou, ow</i> -Vocabulary Strategy: Suffixes Close Reading <i>Whistle for Willie</i>, T269A-T269N Independent Writing T270 Grammar Mechanics: Capitalize/Underline Book Titles, T271</p>	<p>Extend the Concept -Oral Language: Look to the Sky, T206 -Category Words, T207 Close Reading “Day and Night Sky,” T208-T209 Word Work T210-T211 -Phonemic Awareness: Phoneme Addition -Phonics: Blend Words with Short <i>u</i> and Consonants Shared Read “Up, Up, Up!,” T212-T213 Independent Writing T214</p>	<p>Extend the Concept -Oral Language: Sounds All Around, T272-T273 -“Shake! Strike! Strum!” T273A-T273B Word Work T274-T275 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Endings <i>-er, -est</i> Independent Writing T276 Grammar Mechanics: Capitalize/Underline Book Titles, T277</p>	<p>Word Work T218-T219 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics: Read Words with Short <i>e, i, o, u</i> and Consonants -High-Frequency Words Integrate Ideas T222-T223 -Text Connections -Research and Inquiry Independent Writing T220 Grammar Sentences, T220</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/ Substitution -Phonics/Spelling: Blend and Build Words with Diphthongs <i>ou, ow</i> -Structural Analysis: Inflectional Endings <i>-er, -est</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> -Vocabulary Integrate Ideas -Text Connections, T284 -Research and Inquiry, T284 Independent Writing T282 Grammar Using <i>a, an, and the</i>, T283</p>
OPTIONS	<p>Oral Language Look to the Sky, T198 Review Oral Vocabulary T198 Word Work T200-T203 -Fluency: Sound-Spellings Grammar Sentences, T205</p>	<p>Oral Language Sounds All Around, T264 Word Work T266-T269 -Fluency: Expression -Structural Analysis: Inflectional Endings <i>-er, -est</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> Grammar Using <i>a, an</i> and <i>the</i>, T271</p>	<p>Word Work T210-T211 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T216-T217 -Research and Inquiry Grammar Sentences, T215</p>	<p>Word Work T274-T275 -Fluency: Expression -Phonics/Spelling -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> -Vocabulary Close Reading <i>Whistle for Willie</i>, T273A-T273B Grammar Using <i>a, an</i> and <i>the</i>, T277</p>	<p>Integrate Ideas T222-T223 -Speaking and Listening</p>	<p>Word Work T281 -Fluency: Expression Integrate Ideas -Speaking and Listening, T285 Grammar Using <i>a, an, and the</i>, T283</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
Leveled Reader Phonics Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 9 WEEK 1/GRADE 1 UNIT 5 WEEK 5

CALIFORNIA STANDARDS	
Grade K	
Comprehension RL.K.3	
Listening/Speaking SL.K.1a, SL.K.6	
Writing W.K.3, W.K.7	
Grammar L.K.1f	
Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RI.1.3, RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.1, W.1.7	
Grammar L.1.1i	
Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4c, L.1.6	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Growing Up, T10-T11 Oral Vocabulary T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /ā/a_e -Handwriting -High-Frequency Words Close Reading <i>Peter's Chair</i> , T14 Shared Writing T22 Grammar Describing Words (Adjectives), T23	Build Background Build It!, T320-T321 Oral Vocabulary <i>contented, intend</i> , T320, T322 Word Work T324-T327 -Fluency: Intonation and Phrasing -Phonological Awareness: Phoneme Blending -Phonics/Spelling: Introduce Diphthongs <i>oi, oy</i> -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> -Vocabulary: <i>balance, section</i> Shared Read <i>The Joy of a Ship</i> , T328-T329 Shared Writing T330 Grammar Mechanics: Name Titles, T331	Oral Language Growing Up, T26 Category Words T25 Close Reading <i>Peter's Chair</i> , T26-T27 Word Work T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Review /ā/a_e Shared Read "Jake and Dale Help!" T30-T31 Interactive Writing T32 Grammar Describing Words (Adjectives), T33	Oral Language Build It!, T332 Oral Vocabulary <i>marvelous, project, structure</i> , T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Final Stable Syllables -Vocabulary: <i>balance, section</i> Shared Read <i>The Joy of a Ship</i> , T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text: Cause and Effect, T339 Interactive Writing T340 Grammar Mechanics: Name Titles, T341
OPTIONS		Listening Comprehension "The Sheep, the Pig, and the Goose Who Set Up House," T322	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "The Sheep, the Pig, and the Goose Who Set Up House," T343 Word Work T336-T337 -Phonics/Spelling: Review Diphthongs <i>oi, oy</i> -High-Frequency Words: <i>above, build, fall, knew, money, toward</i>
	APPROACHING LEVEL		ON LEVEL	
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 9 WEEK 1/GRADE 1 UNIT 5 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “Growing Up,” T35 Word Work T36-T39 -Phonemic Awareness: Phoneme Blending -Phonics: Review Blend Words /ā/a_e -High-Frequency Words Independent Writing T32</p>	<p>Fluency Intonation and Phrasing, T343 Word Work T344-T347 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Blend Words with Diphthongs <i>oi, oy</i> -Vocabulary Strategy: Inflectional Endings Close Reading <i>Building Bridges</i>, T347A-T347D Independent Writing T348 Grammar Mechanics: Commas in a Series, T349</p>	<p>Extend the Concept -Oral Language, Growing Up, T42 -Category Words, T43 Close Reading <i>Peter’s Chair</i>, T44-T45 Word Work T46-T47 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words /ā/a_e -Shared Read “Jake and Dale Help!” T48-T49 Independent Writing T50</p>	<p>Extend the Concept -Oral Language: Build It!, T350 -Close Reading: “Small Joy,” T351 Word Work T352-T353 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Final Stable Syllables Independent Writing T354 Grammar Prepositions, T355</p>	<p>Word Work T54-T55 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Deletion -Phonics: Read Words with Long a and Consonants -High-Frequency Words Integrate Ideas T58-T59 -Text Connections -Research and Inquiry Independent Writing T56 Grammar Describing Words (Adjectives), T57</p>	<p>Word Work T358-T359 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Diphthongs <i>oi, oy</i> -Structural Analysis: Final Stable Syllables -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> -Vocabulary: <i>balance, section</i> Integrate Ideas -Text Connections, T362 -Research and Inquiry, T362 Independent Writing T360 Grammar Prepositions, T361</p>	
OPTIONS	<p>Oral Language “Growing Up”, T34 Review Oral Vocabulary T198 Word Work T36-T39 -Fluency: Sound-Spellings Grammar Describing Words (Adjectives), T33</p>	<p>Oral Language Build It!, T342 Word Work T346-T347 -Fluency: Intonation and Phrasing -Structural Analysis: Final Stable Syllables -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> Grammar Prepositions, T349</p>	<p>Word Work T46-T47 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T52-T53 -Research and Inquiry Grammar Describing Words (Adjectives), T51</p>	<p>Word Work T352-T353 -Fluency: Intonation and Phrasing -Phonics/Spelling: Build Words with Diphthongs <i>oi, oy</i> -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> -Vocabulary: <i>balance, sections</i> Close Reading “Small Joy,” T351 Independent Writing T354 Grammar Prepositions, T355</p>	<p>Integrate Ideas T58-T59 -Speaking and Listening</p>	<p>Word Work T358-T359 -Fluency: Intonation and Phrasing Integrate Ideas -Speaking and Listening, T363 Grammar Mechanics: Name Titles, T361</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
Leveled Reader Phonics Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 9 WEEK 2/GRADE 1 UNIT 6 WEEK 1

CALIFORNIA STANDARDS
Grade K
Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4 Vocabulary L.K.6
Grade 1
Comprehension RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1d Foundational Skills/Word Work RF.1.3c, L.1.4b, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c Vocabulary L.1.4, L.1.6, L.4.5c

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Good Citizens, T92-T93 Oral Vocabulary T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /i/i_e -Handwriting -High-Frequency Words Close Reading <i>Hen Hears Gossip</i> , T96 Shared Writing T104 Grammar Describing Words (Adjectives), T105	Build Background Taking Action, T8-T9 Oral Vocabulary <i>fair, conflict</i> , T8 Word Work T12-T15 -Fluency: Expression -Phonological Awareness: Phoneme Identity -Phonics/Spelling -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> -Vocabulary: <i>demand, emergency</i> Shared Read <i>Super Tools</i> , T16-T17 Shared Writing T18 Grammar Pronouns, T19	Oral Language Good Citizens, T106 Category Words T107 Close Reading <i>Hen Hears Gossip</i> , T108 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review Long <i>i</i> Shared Read “We Can Play,” T112-T113 Interactive Writing T114 Grammar Describing Words (Adjectives), T115	Oral Language Taking Action, T20 Oral Vocabulary <i>shift, risk, argument</i> , T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Suffixes – <i>ful</i> and <i>-less</i> -High Frequency Words -Vocabulary: <i>demand, emergency</i> Shared Read <i>Super Tools</i> , T26-T27 -Genre: Fantasy, T26 -Skill: Theme, T27 Interactive Writing T28 Grammar Pronouns, T29
OPTIONS		Listening Comprehension “The Cat’s Bell,” T10	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension “The Cat’s Bell,” T21 Word Work T22-T25 -Phonics/Spelling: Phoneme Segmentation -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 9 WEEK 2/GRADE 1 UNIT 6 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension Good Citizens, T117 Word Work T118-T121 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Long <i>i</i> and Consonants -High-Frequency Words Independent Writing T122</p>	<p>Fluency Expression, T31 Word Work T32-T35 -Phonemic Awareness: Identify and Generate Rhyme -Phonics/Spelling: Blend Words with Variant Vowel /ü/ -Vocabulary Strategy: Synonyms Close Reading <i>Click, Clack, Moo: Cows That Type</i>, T35A-T35N Independent Writing T36 Grammar Mechanics: Capitalize <i>I</i>, T37</p>	<p>Extend the Concept -Oral Language, Good Citizens, T124 -Category Words, T125 Close Reading <i>Hen Hears Gossip</i>, T126 Word Work T128-T129 -Phonemic Awareness: Phoneme Deletion -Phonics: Blend Words with Long <i>i</i> and <i>n, l, f, p</i> -Shared Read “We Can Play,” T130–T131 Independent Writing T132</p>	<p>Extend the Concept -Oral Language: Taking Action, T38 -“March On!” T39A-T39B Word Work T40-T41 -Phonemic Awareness: Syllable Deletion -Structural Analysis: Suffixes – <i>ful</i> and <i>-less</i> Independent Writing T42 Grammar Mechanics: Capitalize <i>I</i>, T43</p>	<p>Word Work T136-T137 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Deletion -Phonics: Read Words with Long <i>i</i> and Consonants -High-Frequency Words Integrate Ideas T140-T141 -Text Connections -Research and Inquiry Independent Writing T138 Grammar Describing Words (Adjectives), T139</p>	<p>Word Work T46-T47 -Phonemic Awareness: Identify and Generate Rhyme -Phonics/Spelling: Syllable Deletion -Structural Analysis: Suffixes –<i>ful</i> and <i>-less</i> -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> -Vocabulary: <i>demand, emergency</i> Integrate Ideas -Text Connections, T44 Independent Writing T48 Grammar Pronouns, T49</p>
OPTIONS	<p>Oral Language Good Citizens, T116 Review Oral Vocabulary Word Work T118-T121 -Fluency: Sound-Spellings Grammar Describing Words (Adjectives), T123</p>	<p>Oral Language Taking Action, T30 Word Work T32-T35 -Fluency: Sound-Spellings -Structural Analysis: Suffixes – <i>ful</i>, and <i>-less</i> -Fluency: Expression -Structural Analysis: Suffixes – <i>ful</i> and <i>-less</i> -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> Grammar Pronouns, T37</p>	<p>Word Work T128-T129 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T134-T135 -Research and Inquiry Grammar Describing Words (Adjectives), T133</p>	<p>Word Work T40-T41 -Fluency: Sound-Spellings -Phonics/Spelling: Syllable Deletion -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> -Vocabulary: <i>demand, emergency</i> Close Reading <i>Click, Clack, Moo: Cows That Type</i>, T35A-T35L Grammar Pronouns, T43</p>	<p>Integrate Ideas T140-T141 -Speaking and Listening</p>	<p>Word Work T46-T47 -Fluency: Expression Integrate Ideas -Speaking and Listening, T45 Grammar Mechanics: Capitalize <i>I</i>, T49</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K	Grade 1	
<p>Leveled Reader Phonics Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 9 WEEK 3/GRADE 1 UNIT 6 WEEK 2

CALIFORNIA STANDARDS
Grade K
<p>Comprehension RI.K.3</p> <p>Listening/Speaking SL.K.1a, SL.K.6</p> <p>Writing W.K.2, W.K.7</p> <p>Grammar L.K.1f</p> <p>Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4</p> <p>Vocabulary L.K.6</p>
Grade 1
<p>Comprehension RI.2.6 , RI.1.2</p> <p>Listening/Speaking SL.1.1c, SL.1.2, SL.1.3</p> <p>Writing W.1.2, W.1.7</p> <p>Grammar L.1.1d</p> <p>Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p> <p>Vocabulary L.1.4, L.1.6 , L.4.5c</p>

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Build Background Our Natural Resources, T174-T175</p> <p>Oral Vocabulary T175</p> <p>Word Work T182-T185</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics: Introduce _o, o_e, (long o)</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p>Close Reading <i>Bread Comes to Life</i>, T178</p> <p>Shared Writing T186</p> <p>Grammar Describing Words (Adjectives), T187</p>	<p>Build Background My Team, T86-T87</p> <p>Oral Vocabulary T86</p> <p>Word Work T90-T93</p> <p>-Fluency: Intonation</p> <p>-Phonological Awareness: Phoneme Categorization</p> <p>-Phonics/Spelling: Introduce Variant Vowel /δ/</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>accept, often</i></p> <p>Shared Read <i>All Kinds of Helpers</i>, T94-T95</p> <p>Shared Writing T96</p> <p>Grammar Possessive Pronouns, T97</p>	<p>Oral Language Our Natural Resources, T188</p> <p>Category Words T189</p> <p>Close Reading <i>Bread Comes to Life</i>, T190-T191</p> <p>Word Work T192-T193</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with Long o</p> <p>Shared Read “Look! A Home!,” T194-T195</p> <p>Interactive Writing T196</p> <p>Grammar Describing Words (Adjectives), T197</p>	<p>Oral Language My Team, T98</p> <p>Word Work T100-T103</p> <p>-Phonemic Awareness: Phoneme Reversal</p> <p>-Structural Analysis: Vowel Team Syllables</p> <p>-Vocabulary: <i>accept, often</i></p> <p>Shared Read <i>All Kinds of Helpers</i>, T104-T105</p> <p>-Genre: Informational Text/Nonfiction, T104</p> <p>-Skill: Author’s Purpose, T105</p> <p>Interactive Writing T106</p> <p>Grammar Possessive Pronouns, T107</p>
OPTIONS		<p>Listening Comprehension “Anansi’s Sons,” T88</p>	<p>Word Work T192-T193-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p>Listening Comprehension “Anansi’s Sons,” T99</p> <p>Word Work T100-T103</p> <p>-Phonics/Spelling: Review Variant Vowel</p> <p>-High-Frequency Words: <i>brother, father, friend, love, mother, picture</i></p>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Structural Analysis</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 9 WEEK 3/GRADE 1 UNIT 6 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension "Spider Woman Teaches the Navajo," T199 Word Work T200-T203 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Long o and Consonants -High-Frequency Words Independent Writing T204</p>	<p>Fluency Intonation, T109 Word Work T110-T113 -Phonemic Awareness: Blend Words with Variant Vowel /ô/ -Phonics/Spelling: Blend Words with Variant Vowel /ô/ -Vocabulary Strategy: Antonyms Close Reading <i>Meet Rosina</i>, T113A-T113L Independent Writing T114 Grammar Mechanics: Capitalize Days, Months, Holidays, T115</p>	<p>Extend the Concept -Oral Language: Our Natural Resources, T206 -Category Words, T207 Close Reading "Nature Artists," T208-T209 Word Work T210-T211 -Phonemic Awareness: Phoneme Substitution -Phonics: Blend Words with Blend Words with Long o -Shared Read "Look! A Home!," T212-T213 Independent Writing T214</p>	<p>Extend the Concept -Oral Language: My Team, T116 -"Abuelita's Lap," T117 Word Work T118-T119 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Vowel Team Syllables Independent Writing T120 Grammar Mechanics: Capitalize Days, Months, Holidays, T121</p>	<p>Word Work T218-T219 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Substitution -Phonics: Read Words with Long o and Consonant -High-Frequency Words Integrate Ideas T222-T223 -Text Connections -Research and Inquiry Independent Writing T220 Grammar Describing Words (Adjectives), T221</p>	<p>Word Work T124-T125 -Phonemic Awareness: Segmentation/Substitution -Phonics/Spelling: Blend and Build Words with Variant Vowel /ô/ -Structural Analysis: Vowel Team Syllables -High-Frequency Words -Vocabulary: <i>accept, often</i> Integrate Ideas -Text Connections, T128 -Research and Inquiry, T128-T129 Independent Writing T128 Grammar Possessive Pronouns, T129</p>
OPTIONS	<p>Oral Language Our Natural Resources, T198 Review Oral Vocabulary Word Work T200-T203 -Fluency: Sound-Spellings Grammar Describing Words (Adjectives), T205</p>	<p>Oral Language T108 Word Work T110-T113 -Fluency: Intonation -Structural Analysis: Vowel Team Syllables -High-Frequency Words Grammar Pronouns, T115</p>	<p>Word Work T210-T211 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T216-T217 -Research and Inquiry Grammar Describing Words (Adjectives), T215</p>	<p>Word Work T118-T119 -Fluency: Intonation -Phonics/Spelling: Build Words with Variant Vowel <i>a, aw, au, augh, al</i> -High-Frequency Words -Vocabulary: <i>accept, often</i> Close Reading <i>Meet Rosina</i>, T113A-T113L Grammar Possessive Pronouns, T121</p>	<p>Integrate Ideas T222-T223 -Speaking and Listening</p>	<p>Word Work -Fluency: T126-T127 Integrate Ideas -Speaking and Listening, T129 Grammar Mechanics: Capitalize Days, Months, Holidays, T129</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1	Grade K	Grade 1		
	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 10 WEEK 1/GRADE 1 UNIT 6 WEEK 3

CALIFORNIA STANDARDS	
Grade K	
Comprehension RL.K.3	
Listening/Speaking SL.K.1a, SL.K.4	
Writing W.K.3, W.K.7	
Grammar L.K.1d	
Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RL.1.3, RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1d	
Foundational Skills/Word Work RF.1.3, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4, L.4.5a, L.1.6	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Problem Solvers, T10-T11 Oral Vocabulary T11 Word Work T20-T23 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /ū/u_e -Handwriting -High-Frequency Words Close Reading <i>What's the Big Idea Molly?</i> , T14 Shared Writing T24 Grammar Pronouns, T25	Build Background Weather Together, T164-T165 Oral Vocabulary <i>predict, cycle</i> , T164 Word Work T168-T171 -Fluency: Intonation -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Silent Letters -High-Frequency Words: <i>been, children, month, question, their, year</i> -Vocabulary: <i>country, gathers</i> Shared Read <i>Wrapped in Ice</i> , T172-T173 Shared Writing T174 Grammar Special Pronouns, T175	Oral Language Problem Solvers, T26 Category Words T27 Close Reading <i>What's the Big Idea Molly?</i> , T28-T29 Word Work T30-T31 -Phonemic Awareness: Phoneme Blending -Phonics: Review / ū /u_e Shared Read "A Good Time for Luke!," T32-T33 Interactive Writing T34 Grammar Pronouns, T35	Oral Language Weather Together, T176 Oral Vocabulary <i>creative, frigid, scorching</i> , T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Compound Words -Vocabulary: <i>country, gathers</i> Shared Read <i>Wrapped in Ice</i> , T182-T183 -Genre: Realistic Fiction, T182 -Skill: Plot/Cause and Effect, T183 Interactive Writing T184 Grammar Special Pronouns, T185
OPTIONS		Listening Comprehension "Paul Bunyan and the Popcorn Blizzard," T172-T173	Word Work T30-T31 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Paul Bunyan and the Popcorn Blizzard," T177 Word Work T178-T181 -Phonics/Spelling: Review Silent Letters -High-Frequency Words: <i>been, children, month, question, their, year</i>
APPROACHING LEVEL		ON LEVEL		
	Grade K	Grade 1	Grade K	Grade 1
	Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 10 WEEK 1/GRADE 1 UNIT 6 WEEK 3

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension Problem Solvers, T37 Word Work T38-T41 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with /ū/u_e and Consonants -High-Frequency Words Independent Writing T42</p>	<p>Fluency Intonation, T187 Word Work T188-T191 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blend Words with Silent Letters -Vocabulary Strategy: Similes Close Reading <i>Rain School</i>, T191A-T191R Independent Writing T192 Grammar Mechanics: Commas in Dates and Letters, T193</p>	<p>Extend the Concept -Oral Language, Problem Solvers, T44 -Category Words, T45 Close Reading <i>What’s the Big Idea Molly?</i>, T46-T47 Word Work T48-T49 -Phonemic Awareness: Phoneme Substitution -Phonics: Blend Words with /ū/u_e and Consonants -Shared Read “A Good Time for Luke!,” T50-T51 Independent Writing T52</p>	<p>Extend the Concept -Oral Language: Weather Together, T194 -“Rainy Weather,” T195A-T195B Word Work T196-T197 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Compound Words Independent Writing T198 Grammar Special Pronouns, T199</p>	<p>Word Work T56-T57 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Substitution -Phonics: Read Words with Long <i>a, i, o, u</i> -High-Frequency Words Integrate Ideas T60-T61 -Text Connections -Research and Inquiry Independent Writing T58 Grammar Pronouns, T59</p>	<p>Word Work T202-T203 -Phonemic Awareness: Segmentation/Substitution -Phonics/Spelling: Blend and Build Words with Silent Letters -Structural Analysis: Compound Words -High-Frequency Word: <i>been, children, month, question, their, year</i> -Vocabulary: <i>country, gathers</i> Integrate Ideas -Text Connections, T206 -Research and Inquiry, T206-T207 Independent Writing T204 Grammar Special Pronouns, T205</p>	
OPTIONS	<p>Oral Language Problem Solvers, T36 Review Oral Vocabulary T36 Word Work T38-T41 -Fluency: Sound-Spellings Grammar Pronouns, T43</p>	<p>Oral Language Weather Together, T186 Word Work T188-T191 -Fluency: Intonation -Structural Analysis: Compound Words -High-Frequency Words: <i>been, children, month, question, their, year</i> Grammar Special Pronouns, T193</p>	<p>Word Work T48-T49 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T54-T55 -Research and Inquiry Grammar Pronouns, T53</p>	<p>Word Work T196-T197 -Fluency: Intonation -Phonics/Spelling: Build Words with Silent Letters -High-Frequency Words: <i>been, children, month, question, their, year</i> -Vocabulary: <i>country, gathers</i> Close Reading <i>Rain School</i>, T191A-T191R Grammar Mechanics: Commas in Dates and Letters, T199</p>	<p>Integrate Ideas T60-T61 -Speaking and Listening</p>	<p>Word Work -Fluency: Intonation, T203 Integrate Ideas -Speaking and Listening, T207 Grammar Mechanics: Commas in Dates and Letters, T205</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader Phonics Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 10 WEEK 3/GRADE 1 UNIT 6 WEEK 5

CALIFORNIA STANDARDS	
Grade K	
Comprehension RL.K.1, RLK.7	
Listening/Speaking SL.K.1a, SL.K.6	
Writing W.K.2, W.K.7	
Grammar L.K.1d	
Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.3, W.1.7	
Grammar L.1.1d	
Foundational Skills/Word Work RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4, L.1.6, L.2.4d	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Sort It Out, T94-T95 Oral Vocabulary sort, similar, TT95 Word Work T102-T105 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /ē/e, ee, e_e -Handwriting -High-Frequency Words Close Reading <i>All Kinds of Families</i> , T96 Shared Writing T106 Grammar Pronouns, T107	Build Background Sharing Traditions, T242-T243 Oral Vocabulary <i>tradition, effort</i> , T242 Word Work T246-T249 -Fluency: Phrasing -Phonological Awareness: Syllable Addition -Phonics/Spelling: Introduce Three-Letter Blends -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i> -Vocabulary: <i>country, gathers</i> Shared Read <i>A Spring Birthday</i> , T250-T251 Shared Writing <i>A Spring Birthday</i> , T250-T251 Grammar <i>I and Me</i> , T253	Oral Language Sort It Out, T108 Category Words Opposites, T109 Close Reading <i>All Kinds of Families</i> , T110 Word Work T112-T113 -Phonemic Awareness: Phoneme Blending -Phonics: Review /ē/e, ee, e_e Shared Read "We Come on Time!" T114-T115 Interactive Writing T116 Grammar Pronouns, T117	Oral Language Sharing Tradition, T254 Oral Vocabulary <i>ancient, movement, drama</i> , T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings -ed, -ing -Vocabulary: <i>difficult, nobody</i> Shared Read <i>A Spring Birthday</i> , T260-T261 -Genre: Realistic Fiction, T260 -Skill: Theme, T261 Interactive Writing T262 Grammar <i>I and Me</i> , T263
OPTIONS		Listening Comprehension "Let's Dance," T244	Word Work T112-T113 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Let's Dance," T255 Word Work T256-T259 -Phonics/Spelling: Review Three-Letter Blends -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 10 WEEK 3/GRADE 1 UNIT 6 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1	
CORE	<p>Listening Comprehension “The Perfect Color,” T119 Word Work T120-T123 -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with /ē/e, ee, e_e -High-Frequency Words Independent Writing T124</p>	<p>Fluency Phrasing, T265 Word Work T266-T269 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Three-Letter Blends -Vocabulary Strategy: Compound Words Close Reading <i>Lissy’s Friends</i>, T269A-T269R Independent Writing T270 Grammar Mechanics: Commas in Dates and Letters, T271</p>	<p>Extend the Concept -Oral Language, Sort It Out, T126 -Category Words, T127 Close Reading <i>All Kinds of Families</i>, T128 Word Work T130-T131 -Phonemic Awareness: Phoneme Substitution -Phonics: Blend Words with /ē/e, ee, e_e -Shared Read “We Come on Time!” Independent Writing T134</p>	<p>Extend the Concept -Oral Language: Sharing Traditions, T272-T273 -“Making Paper Shapes,” T273A-T273B Word Work T274-T275 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings -ed, -ing Independent Writing T276 Grammar Mechanics: Commas in Dates and Letters, T277</p>	<p>Word Work T138-T139 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Substitution -Phonics: Read Words with /ē/e, ee, e_e and Consonants -High-Frequency Words Integrate Ideas T142-T143 -Text Connections -Research and Inquiry Independent Writing T140 Grammar Pronouns, T141</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/Substitution -Phonics/Spelling: Blend and Build Words with Three-Letter Blends -Structural Analysis: Inflectional Endings -ed, -ing -High-Frequency Word: before, front, heard, push, tomorrow, your -Vocabulary: <i>difficult, nobody</i> Integrate Ideas -Text Connections, T284 -Research and Inquiry, T284-T285 Independent Writing T283 Grammar <i>I</i> and <i>Me</i>, T283</p>	
OPTIONS	<p>Oral Language Sort It Out, T118 Review Oral Vocabulary T118 Word Work T120-T123 -Fluency: Sound-Spellings Grammar Nouns, T125</p>	<p>Oral Language Sharing Traditions, T264 Word Work T266-T269 -Fluency: Phrasing -Structural Analysis: Inflectional Endings -ed, -ing -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i> Grammar <i>I</i> and <i>Me</i>, T271</p>	<p>Word Work T130-T131 -Fluency: Sound-Spellings -High-Frequency Words Integrate Ideas T136-T137 -Research and Inquiry Grammar Pronouns, T135</p>	<p>Word Work T274-T275 -Fluency: Phrasing -Phonics/Spelling: Build Words with Three-Letter Blends -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i> -Vocabulary: <i>difficult, nobody</i> Close Reading <i>Lissy’s Friends</i>, T269A-T269R Grammar Mechanics: Commas in Dates and Letters, T277</p>	<p>Integrate Ideas T142-T143 -Speaking and Listening</p>	<p>Word Work T280-T281 -Fluency: Phrasing Integrate Ideas -Speaking and Listening, T285 Grammar Mechanics: Commas in Dates and Letters, T283</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade K		Grade 1		Grade K		Grade 1	
<p>Leveled Reader Phonics Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Oral Vocabulary High-Frequency Words Category Words Shared Writing Grammar</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 10 WEEK 3/GRADE 1 UNIT 6 WEEK 5

CALIFORNIA STANDARDS	
Grade K	
Comprehension RI.K.2	
Listening/Speaking SL.K.1a, SL.K.6	
Writing W.K.2, W.K.7	
Grammar L.K.1d	
Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4	
Vocabulary L.K.6	
Grade 1	
Comprehension RI.2.6, RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.1, W.1.7	
Grammar L.1.1	
Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4, L.1.6, L.4.5a	

	DAY 1		DAY 2	
	Grade K	Grade 1	Grade K	Grade 1
CORE	Build Background Protect Our Earth, T176-177 Oral Vocabulary T177 Word Work T184-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation, T184 -Phonics: Review Long <i>a, i, o</i> -Handwriting -High-Frequency Words Close Reading <i>Panda Kindergarten</i> , T180 Shared Writing T188 Grammar Pronouns, T189	Build Background Celebrate America!, T320-T321 Oral Vocabulary <i>pride, display</i> , T320 Word Work T324-T327 -Fluency: Phrasing -Phonological Awareness: Phoneme Reversal -Phonics/Spelling: Introduce / <i>âr</i> / -High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i> -Vocabulary: <i>nation, unite</i> Shared Read <i>Share the Harvest and Give Thanks</i> , T328-T329 Shared Writing T330 Grammar Adverbs That Tell How, T331	Oral Language Protect Our Earth, T190 Category Words T191 Close Reading <i>Panda Kindergarten</i> , T192 Word Work T194-T195 -Phonemic Awareness: Phoneme Segmentation -Phonics: Review Long <i>u</i> and Long <i>e</i> Shared Read "Who Can Help?" T196-T197 Interactive Writing T198 Grammar Pronouns, T199	Oral Language Celebrate America!, T332 Oral Vocabulary <i>design, purpose, represent</i> , T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Blending -Structural Analysis: <i>r</i> -Controlled Vowel Syllables -Vocabulary: <i>nation, unite</i> Shared Read <i>Share the Harvest and Give Thanks</i> , T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Author's Purpose, T339 Interactive Writing T340 Adverbs That Tell How, T341
OPTIONS		Listening Comprehension "Celebrate the Flag," T323	Word Work T194-T195 -High-Frequency Words -Fluency: Sound-Spellings	Listening Comprehension "Celebrate the Flag," T333 Word Work T334-T337 -Phonics/Spelling: Review / <i>âr</i> / <i>air, are, ear</i> -High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i>
APPROACHING LEVEL		ON LEVEL		
Grade K	Grade 1	Grade K	Grade 1	
Leveled Reader Phonological Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonological Awareness High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	

GRADES K-1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 10 WEEK 3/GRADE 1 UNIT 6 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
CORE	<p>Listening Comprehension “Protect the Environment,” T201</p> <p>Word Work T202-T205</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics: Blend Words with Long <i>a, e, i, o, u</i> -High-Frequency Words <p>Independent Writing T206</p>	<p>Fluency Phrasing, T343</p> <p>Word Work T344-T347</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Blend Words with /<i>är</i>/ -Vocabulary Strategy: Metaphors <p>Close Reading <i>Happy Birthday, U.S.A.!</i>, T347A-T347F</p> <p>Independent Writing T348</p> <p>Grammar Mechanics: Name Titles, T349</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Oral Language, Protect Our Earth, T208 -Category Words, T209 <p>Close Reading <i>Panda Kindergarten</i>, T210-T211</p> <p>Word Work T212-T213</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution -Phonics: Blend Words with Long <i>a, e, i, o, u</i> -Shared Read “Who Can Help?” T214-T215 <p>Independent Writing T216</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Oral Language: Celebrate America!, T350 -Close Reading “A Young Nation Grows,” T351 <p>Word Work T352-T353</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Addition -Structural Analysis: <i>r</i>-Controlled Vowel Syllables <p>Independent Writing T354</p> <p>Grammar Mechanics: Name Titles, T355</p>	<p>Word Work T220-T221</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Substitution -Phonics: Read Words with Long <i>a, e, i, o, u</i> -High-Frequency Words <p>Integrate Ideas T224-T225</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Independent Writing T222</p> <p>Grammar Pronouns, T223</p>	<p>Word Work T358-T359</p> <ul style="list-style-type: none"> -Phonemic Awareness: Syllable Deletion/Addition -Phonics/Spelling: Blend and Build Words with /<i>är</i>/ -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -High-Frequency Word: <i>favorite, few, gone, surprise, wonder, young</i> -Vocabulary: <i>nation, unite</i> <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Text Connections, T362 -Research and Inquiry, T362-T363 <p>Independent Writing T360</p> <p>Grammar Adverbs That Tell How, T361</p>
OPTIONS	<p>Oral Language “Protect the Environment,” T208-T209</p> <p>Review Oral Vocabulary</p> <p>Word Work T202-T205</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings <p>Grammar Pronouns, T207</p>	<p>Oral Language Celebrate America!, T342</p> <p>Word Work T344-T347</p> <ul style="list-style-type: none"> -Fluency: Phrasing, T343 -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i> <p>Grammar Adverbs That Tell How, T349</p>	<p>Word Work T212-T213</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -High-Frequency Words <p>Integrate Ideas T218-T219</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Grammar Pronouns, T217</p>	<p>Word Work T352-T353</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -Phonics/Spelling: Phoneme Addition -High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i> -Vocabulary: <i>nation, unite</i> <p>Close Reading <i>Happy Birthday, U.S.A.!</i>, T347A-T347F</p> <ul style="list-style-type: none"> -Grammar Adverbs That Tell How, T355 	<p>Integrate Ideas T224-T225</p> <ul style="list-style-type: none"> -Speaking and Listening 	<p>Word Work T358-T359</p> <ul style="list-style-type: none"> -Fluency: Phrasing <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Speaking and Listening, T363 <p>Grammar Mechanics: Abbreviations, T361</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade K	Grade 1		Grade K		Grade 1
	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Shared Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
GRADE 1 Foundational Skills/ Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g Vocabulary L.1.4a Comprehension RL.1.1, RL.1.2, RL.1.7 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2 Grammar L.1.1	CORE	Build Background At School, T8-T9 Oral Vocabulary T8 Word Work T12-T15 -Fluency: Phrasing -Phonological Awareness: Identify Rhyme -Phonics/Spelling: Short <i>a</i> -High-Frequency Words: <i>does, not, school, what</i> Shared Read <i>Jack Can</i> , T16-T17 Shared Writing Writing Trait: Ideas, T18 Personal Narrative, T18 Grammar T19	Build Background Friends Help Friends, T8-T9 Oral Vocabulary T10 Word Work T12-T15 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short <i>a, i</i> -High-Frequency Words and Vocabulary Close Reading "Little Flap Learns to Fly," T18-T21 Grammar Sentences, T23	Oral Language At School, T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Ending -s Shared Read <i>Jack Can</i> , T26-T27 -Genre: Realistic Fiction, T26 -Skill: Key Details, T27 Interactive Writing T28 Grammar T29	Oral Language Friends Help Friends, T24 Word Work -Structural Analysis: Plural Nouns with -s, -es Close Reading "Little Flap Learns to Fly," T30-T37 -Genre: Fantasy -Skill: Key Details -Strategy: Visualize -Vocabulary Strategy: Inflectional Endings Practice <i>Your Turn</i> 3-8 Write About the Text T38-T39 Grammar Questions, T40-T41
		GRADE 2 Foundational Skills/ Word Work RF.2.4a, RF.2.4b, RF.2.4c Vocabulary L.2.4, L.1.4c Comprehension RL.2.1, RL.2.7 Listening/Speaking SL.2.1c, SL.2.2, SL.2.3 Writing W.2.3, W.2.8, W.2.10 Grammar L.2.4, L.1.4c	OPTIONS	Listening Comprehension "Schools Around the World," T10	Listening Comprehension Strategy: Visualize, T11 Write About the Text Writing Fluency, T22

APPROACHING LEVEL		ON LEVEL	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/ Vocabulary Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE		<p>Fluency Phrasing, T31</p> <p>Word Work T32-T35</p> <p>-Phonemic Awareness: Phonemic Blending</p> <p>-Phonics/Spelling: Blend Words with Short <i>a</i></p> <p>Close Reading <i>Nat and Sam</i>, T35A-T35H</p> <p>Independent Writing T36</p> <p>Grammar Mechanics: Sentence Capitalization, T37</p>	<p>Word Work T44-T47</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Words with Short <i>a, i</i></p> <p>Close Reading <i>Help!</i>, T47A-T47L</p> <p>Grammar Mechanics: Capitalization and Punctuation, T49</p> <p>Grammar Sentences, T49</p> <p>Write About the Text T48</p>	<p>Extend the Concept T38</p> <p>-Literary Element, T38</p> <p>-Close Reading: "Rules at School," T39</p> <p>Word Work T40-T41</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Structural Analysis: Inflectional Ending -s</p> <p>Integrate Ideas</p> <p>-Research and Inquiry, T44-T45</p> <p>Independent Writing T42-T43</p> <p>Grammar Mechanics: Sentence Capitalization, T43</p>	<p>Word Work T51-T53</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>Vocabulary Strategy Review: Inflectional Endings, T53</p> <p>Close Reading "Crayons," T53A-T53B</p> <p>Write About Two Texts T54</p> <p>Grammar Mechanics: Capitalization and Punctuation, T55</p> <p>Grammar Sentences, T55</p>	<p>Word Work T48-T49</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with Short <i>a</i></p> <p>-Structural Analysis: Inflectional Ending -s</p> <p>-High-Frequency Words: <i>does, not, school, what</i></p> <p>Integrate Ideas</p> <p>-Text Connections, T50-T51</p> <p>-Research and Inquiry, T45</p> <p>Independent Writing T48</p> <p>Grammar Sentences, T49</p>	<p>Word Work T58-T59</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Short <i>a, i</i></p> <p>-Structural Analysis: Plural Nouns with -s, -es</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p>Integrate Ideas</p> <p>Text Connections, T62-T63</p> <p>Write About Two Texts T60</p> <p>Grammar Sentences, T61</p> <p>Grammar Mechanics: Capitalization and Punctuation, T61</p>
	OPTIONS	<p>Oral Language At School, T30</p> <p>Listening Comprehension "Schools Around the World," T21</p> <p>Word Work T32-T35</p> <p>-Fluency: Phrasing</p> <p>-Structural Analysis: Inflectional Ending -s</p> <p>-High-Frequency Words: <i>does, not, school, what</i></p> <p>Grammar Sentences, T37</p>	<p>Oral Language Friends Help Friends, T42</p> <p>Comprehension Maintain Skill: Key Details, T43</p> <p>Vocabulary Reinforce Vocabulary, T47</p> <p>Word Work T44-T47</p> <p>-Fluency: Expression</p> <p>-Structural Analysis: Plural Nouns with -s, -es</p> <p>-High-Frequency Words</p>	<p>Word Work T40-T41</p> <p>-Fluency: Phrasing</p> <p>-Phonics/Spelling: Build Words with Short <i>a</i></p> <p>-High-Frequency Words: <i>does, not, school, what</i></p> <p>Close Reading <i>Nat and Sam</i>, T35A-T35H</p> <p>Grammar Sentences, T43</p>	<p>Word Work T51-T53</p> <p>-Fluency: Expression</p> <p>-Phonics/Spelling: Words with Short <i>a, i</i></p> <p>-High-Frequency Words</p> <p>-Structural Analysis: Plural Nouns with -s, -es</p> <p>-Vocabulary</p> <p>Integrate Ideas</p> <p>Research and Inquiry, T56-T57</p>	<p>Word Work T46-T47</p> <p>-Fluency: Phrasing</p> <p>Integrate Ideas</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar Mechanics: Sentence Capitalization, T49</p>	<p>Word Work</p> <p>-Fluency: Expression</p> <p>Integrate Ideas T62-T63</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p>

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>Leveled Reader</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Writing/Spelling</p> <p>Grammar</p>

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.1, RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.3, W.1.7	
Grammar L.1.1	
Foundational Skills/Word Work RF.1.2c, RF.1.2b, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.2d, RF.1.3	
Vocabulary L.1.4	
Grade 2	
Comprehension RL.2.3, RL.2.7	
Listening/Speaking SL.2.1a, SL.2.2 SL.2.3	
Writing W.2.3	
Grammar L.2.4a, RF.2.4b	
Foundational Skills/Word Work RF.2.4a, RF.2.4b	
Vocabulary L.2.4c	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Where I Live, T86–T87 Oral Vocabulary T86 Word Work T90–T93 -Fluency: Intonation -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i> Shared Read <i>Six Kids</i> , T94–T95 Grammar Word Order, T97	Build Background Families Around the World, T100-T101 Oral Vocabulary T102 Word Work T104-T107 -Phonemic Awareness: Identify and Generate Rhyme -Phonics/Spelling: Introduce Short <i>e, o, u</i> -High-Frequency Words and Vocabulary Close Reading “Maria Celebrates Brazil,” T110-T113 Grammar Commands and Exclamations, T115	Oral Language Where I Live, T98 Word Work T100–T103 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Double Final Consonants Shared Read <i>Six Kids</i> , T104–T105 -Genre: Fantasy, T104 -Skill: Key Details, T105 Interactive Writing T106 Grammar Word Order, T107	Oral Language Families Around the World, T116 Word Work -Structural Analysis: Inflectional Endings -s, -es Close Reading “Maria Celebrates Brazil,” T122-T129 -Genre: Realistic Fiction -Skill: Character, Setting, Events -Strategy: Visualize -Vocabulary Strategy: Root Words Write About the Text T130 Grammar Exclamations, T131
	Listening Comprehension “Alicia’s Happy Day,” T88	Listening Comprehension Strategy: Visualize, T03 Write About the Text Writing Fluency, T114	Listening Comprehension Strategy: Visualize, T99 Word Work T100–T103 -Phonics/Spelling: Review Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i>	Listening Comprehension Strategy: Visualize, T117 Word Work T118-T121 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Words with Short <i>e, o, u</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T116 Interactive Read-Aloud “Dinner at Alejandro’s,” T117
APPROACHING LEVEL			ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Intonation Word Work T110–T113 -Phonics/Spelling: Blend Words, with Short <i>i</i> -Phonemic Awareness: Phoneme Blending Close Reading <i>Go, Pip!</i> T113A–T113J Independent Writing T114 Grammar Mechanics: Sentence Punctuation (periods), T115</p>	<p>Word Work T136-T137 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>e, o, u</i> Close Reading <i>Big Red Lollipop</i>, T139A-T139L Grammar Mechanics: Capitalization and Punctuation, T141</p>	<p>Extend the Concept T116 -Literary Element: T116 -Close Reading: “I Live Here,” T117 Word Work T118–T119 -Phonemic Awareness: Alliteration -Structural Analysis: Double Final Consonants Integrate Ideas -Research and Inquiry, T122-T123 Independent Writing T120 Grammar Mechanics: Sentence Punctuation (periods), T121</p>	<p>Word Work T143-T144 -Phonemic Awareness: Phoneme Isolation Vocabulary Strategy Review: Inflectional Endings –s, -es, T145 Close Reading “A Look at Families,” T145A-T145B Write About Two Texts T146 Grammar Mechanics: Capitalization and Punctuation, T147</p>	<p>Word Work T124–T125 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Short <i>i</i> -Structural Analysis: Double Final Consonants -High-Frequency Words: <i>down, out, up, very</i> Integrate Ideas -Text Connections, T128 -Research and Inquiry, T128-T129 Independent Writing T126 Grammar Word Order, T127</p>	<p>Word Work T150-T151 -Phonemic Awareness: Blending/Segmentation -Phonics/Spelling: <i>e, o, u</i> -Structural Analysis: Inflectional Endings –s, -es -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T154-T155 Write About Two Texts T152 Grammar Commands and Exclamations, T153</p>
OPTIONS	<p>Oral Language Where I Live, T108 Listening Comprehension “Alicia’s Happy Day,” T88 Word Work T110–T113 -Fluency: Intonation -Structural Analysis: Double Final Consonants -High-Frequency Words: <i>down, out, up, very</i> Grammar Word Order, T115</p>	<p>Oral Language Families Around the World, T134 Comprehension Maintain Skill: Key Details, T135 Vocabulary Reinforce Vocabulary, T139 Word Work T136-T137 -Fluency: Expression -Structural Analysis -High-Frequency Words Grammar Commands and Exclamations, T141 Write About the Text T140</p>	<p>Word Work T118–T119 -Fluency: Intonation -Phonics/Spelling: Build Words with Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i> Close Reading <i>Go Pip!</i> T113A–T113 Grammar Word Order, T121</p>	<p>Word Work T143-T145 -Fluency: Expression -Phonics/Spelling: Words with Short <i>e, o, u</i> -High-Frequency Words -Structural Analysis: Inflectional Endings–s, -es -Vocabulary Integrate Ideas Research and Inquiry, T148-T149 Grammar Commands and Exclamations, T147</p>	<p>Word Work T126–127 -Fluency: Intonation Integrate Ideas -Research and Inquiry, T128-T129 -Speaking and Listening, T129 Grammar Mechanics: Sentence Punctuation, T127</p>	<p>Word Work -Fluency: Expression Integrate Ideas T154-T155 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalization and Punctuation, T153</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	Leveled Reader Oral Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.1, RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.3, W.1.7	
Grammar L.1.1j	
Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, L.1.1,c	
Vocabulary L.1.4	
Grade 2	
Comprehension RL.2.1, RL.2.3, RL.2.7	
Listening/Speaking SL.2.1, SL.2.1a, SL.2.2, SL.2.3	
Writing W.2.3	
Grammar L.2.4a	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4,	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Our Pets, T164-T165 Oral Vocabulary T164 Word Work T168-T171 -Fluency: Phrasing -Phonological Awareness: Contrast Vowel Sounds -Phonics/Spelling: Introduce /-Blends -High-Frequency Words: <i>be, come, good, pull</i> Shared Read <i>A Pig for Cliff</i> , T172-T173 Shared Writing T174 Grammar Statements, T175	Build Background Pets Are Our Friends, T192-T193 Oral Vocabulary T194 Word Work T196-T199 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Two-Letter Blends -High-Frequency Words and Vocabulary Close Reading "Finding Cal," T202-T205 Grammar Subjects, T207	Oral Language Our Pets, T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Plural Nouns (-s) Shared Read <i>A Pig for Cliff</i> , T182-T183 -Genre: Fantasy, T182 -Skill: Key Details, T183 Interactive Writing T184 Grammar Statements, T185	Oral Language Pets Are Our Friends, T208 Word Work -Structural Analysis: Closed Syllables Close Reading "Finding Cal," T213-T217 -Genre: Fiction -Skill: Character, Setting, Events: Use Illustration -Strategy: Ask and Answer Questions -Vocabulary Strategy: Reinforce Vocabulary Practice Your Turn , 22-27 Write About the Text T222-T223 Grammar Subjects, T224-T225
	Listening Comprehension "Cool Dog, School Dog," T166	Listening Comprehension Strategy: Ask and Answer Questions, T195 Write About the Text Writing Fluency, T205 Genre Narrative	Listening Comprehension "Our Pets," T177 Word Work T178-T181 -Phonics/Spelling: Review /-Blends -High-Frequency Words: <i>be, come, good, pull</i>	Listening Comprehension Strategy: Ask and Answer Questions, T209 Word Work T210-T212 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Two-Letter Blends -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T208 Interactive Read-Aloud "My Partner and Friend," T209
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis Vocabulary High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T187 Word Work T188-T191 -Phonemic Awareness: Phoneme Substitution Close Reading <i>Flip</i>, T191A-T191J Independent Writing T192 Grammar Mechanics: Capitalization and Punctuation, T193</p>	<p>Word Work T228-T231 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Two-Letter Blends Close Reading <i>Not Norman</i>, T231A-T231L Grammar Mechanics: Letter Punctuation, T223</p>	<p>Extend the Concept T194 -Literary Element: T194 -Close Reading: “What Pets Need,” T195A Word Work T196-T197 -Phonemic Awareness: Vowel Sounds -Structural Analysis: Plural Nouns (-s) Integrate Ideas -Research and Inquiry, T200-T201 Independent Writing T198 Grammar Mechanics: Capitalization and Punctuation, T199</p>	<p>Word Work T235-T236 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Inflectional Endings, T237 Close Reading “My Puppy,” T237B Write About Two Texts T238 Grammar Mechanics: Letter Punctuation, T239</p>	<p>Word Work T204-T205 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with /-Blend -Structural Analysis: Plural Nouns (-s) -High-Frequency Words: <i>be, come, good, pull</i> Integrate Ideas -Text Connections, T206-T207 -Research and Inquiry, T201 Independent Writing T204 Grammar Statements, T205</p>	<p>Word Work T242-T243 -Phonemic Awareness: Blending -Phonics/Spelling: Two-Letter Blends -Structural Analysis: Closed Syllables -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T246-T247 Write About Two Texts T244 Grammar Subjects, T245</p>
OPTIONS	<p>Oral Language Our Pets, T186 Listening Comprehension “Cool Dog, School Dog,” T187 Word Work T188-T191 -Fluency: Phrasing -Structural Analysis: Plural Nouns (-s) -High-Frequency Words: <i>be, come, good, pull</i> Grammar Statements, T193</p>	<p>Oral Language Pets Are Our Friends, T238 Comprehension Maintain Skill: Characters, Setting, Events, T227 Vocabulary Reinforce Vocabulary, T231 Word Work T228-T231 -Fluency: Expression -Structural Analysis: Close Syllables -High-Frequency Words Grammar Subjects, T233 Write About the Text T232</p>	<p>Word Work T196-T197 -Fluency: Phrasing -Phonics/Spelling: Build Words with /-Blends -High-Frequency Words: <i>be, come, good, pull</i> Close Reading <i>Flip</i>, T191A-T191J Grammar Statements, T199</p>	<p>Word Work T235-T236 -Fluency: Expression -Phonics/Spelling: Words with Two-Letter Blends -High-Frequency Words -Structural Analysis: Closed Syllables -Vocabulary Integrate Ideas Research and Inquiry, T240-T241 Grammar Subjects, T239</p>	<p>Word Work T202-T203 -Fluency: Phrasing Integrate Ideas -Research and Inquiry, T206-T207 -Speaking and Listening, T207 Grammar Mechanics: Sentence Capitalization, T205</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T246-T247 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Letter Punctuation, T245</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 1	Grade 2		Grade 1		Grade 2	
Leveled Reader Oral Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RI.1.1, RI.1.2, RI.1.7	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L1.1j	
Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.2b, RF.1.3, RF.1.3b, RF.1.3g	
Vocabulary L1.14	
Grade 2	
Comprehension RI.2.1, RI.2.5	
Listening/Speaking SL.2.1b, SL.2.2, SL.2.3	
Writing W.2.1	
Grammar L.2.4, L.2.5, L.2.5a, Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary RI.2.4, L.2.4c	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Let's Be Friends, T242-T243 Oral Vocabulary cooperate, relationship, T242 Word Work T246-T249 -Fluency: Phrasing -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Short <i>o</i> -High-Frequency Words: <i>fun, make, they, too</i> Shared Read <i>Toss! Kick! Hop!</i> , T250-T251 Shared Writing T252 Grammar Question and Exclamation, T253	Build Background Animals Need Our Care, T284-T285 Oral Vocabulary T286 Word Work T288-T291 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Short <i>a</i> , Long <i>a_e</i> Close Reading "Taking Care of Pepper," T294-T297 Grammar Predicates, T299	Oral Language Let's Be Friends, T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Alphabetical Order Shared Read <i>Toss! Kick! Hop!</i> , T260-T261 -Genre: Informational Text, T260 -Skill: Key Details, T261 Interactive Writing T262 Grammar Question and Exclamation, T263	Oral Language Animals Need Our Care, T300 Word Work -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Close Reading "Taking Care of Pepper," T306-T311 -Genre: Narrative Nonfiction -Skill: Key Details: Use Photos -Strategy: Ask and Answer Questions -Vocabulary Strategy: Root Words Write About the Text T314-T315 Grammar Predicates, T316-T317
	Listening Comprehension <i>Friends All Around</i> , T244	Listening Comprehension Strategy: Ask and Answer, T287 Write About the Text Writing Fluency, T298	Listening Comprehension "Games Long Ago," T255 Word Work T256-T259 -Phonics/Spelling: Review Short <i>o</i> -High-Frequency Words: <i>fun, make, they, too</i>	Listening Comprehension Strategy: Ask and Answer, T301 Word Work T302-T304 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Words with Short <i>a</i> , Long <i>a_e</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T300 Interactive Read-Aloud "All Kinds of Vets," T301
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis Vocabulary Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T265 Word Work T266-T269 -Phonemic Awareness: Phoneme Deletion Close Reading <i>Friends</i>, T269A-T269J Independent Writing T270 Grammar Mechanics: Questions and Exclamation Marks, T271</p>	<p>Word Work T320-T323 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>a</i>, Long <i>a: a_e</i> Close Reading <i>Lola and Tiva: An Unlikely Friendship</i>, T323A-T323K Grammar Mechanics: Commas, T325</p>	<p>Extend the Concept T194 -Literary Element: T272 -Close Reading: “There Are Days and There Are Days,” T273 Word Work T274-T275 -Phonemic Awareness: Identify and Generate -Structural Analysis: Alphabetical Order Integrate Ideas -Research and Inquiry, T278-T279 Independent Writing T276 Grammar Mechanics: Questions and Exclamation Marks, T277</p>	<p>Word Work T327-T329 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Context Clues: Sentence Clues, T320 Close Reading “Animal Needs,” T329A-T329B Write About Two Texts T2=330 Grammar Mechanics: Commas, T331</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Short <i>o</i> -Structural Analysis: Alphabetical Order -High-Frequency Words: <i>fun, make, they, too</i> Integrate Ideas -Text Connections, T284-T285 -Research and Inquiry, T284-T285 Independent Writing T282 Grammar Question and Exclamation, T283</p>	<p>Word Work T334-T335 -Phonemic Awareness: Blending -Phonics/Spelling: Short <i>a</i>, Long <i>a: a_e</i> -Structural Analysis: Inflectional Endings –<i>ed</i>, –<i>ing</i> -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T338-T339 Write About Two Texts T336 Write to a Prompt T336 Grammar Predicates, T337</p>
OPTIONS	<p>Oral Language Let’s Be Friends, T274 Listening Comprehension <i>Friends All Around</i>, T265 Word Work T266-T269 -Fluency: Phrasing -Structural Analysis: Alphabetical Order -High-Frequency Words: <i>fun, make, they, too</i> Grammar Question and Exclamation, T271</p>	<p>Oral Language Animals Need Our Care, T326 Comprehension Maintain Skill: Key Details, T319 Vocabulary Root Words, T326-T327 Word Work T320-T323 -Fluency: Intonation -Structural Analysis: Inflectional Endings, –<i>ed</i>, –<i>ing</i> -High-Frequency Words Grammar Predicates, T325 Write About the Text T324</p>	<p>Word Work T274-T275 -Fluency: Phrasing -Phonics/Spelling: Build Words with Short <i>o</i> -High-Frequency Words: <i>fun, make, they, too</i> Close Reading <i>Friends</i>, T269A-T269J Grammar Question and Exclamation, T277</p>	<p>Word Work T327-T329 -Fluency: Intonation -Phonics/Spelling: Words with Short <i>a</i>, Long <i>a: a_e</i> -High-Frequency Words -Structural Analysis: Inflectional Endings –<i>ed</i>, –<i>ing</i> -Vocabulary Integrate Ideas Research and Inquiry, T332-T333 Grammar Predicates, T331</p>	<p>Integrate Ideas -Research and Inquiry, T284-T285 -Speaking and Listening, T285 Grammar Mechanics: Sentence Capitalization, T283</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T338-T339 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas, T337</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	Leveled Reader Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RI.1.1, RI.1.2, RI.1.7	
Listening/Speaking SL.1.1c, SL, 1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1	
Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.2b, RF.1.3b, L.1.1b, RF.1.3g, RF.1.3	
Vocabulary L.1.4	
Grade 2	
Comprehension RI.2.1, RI.2.2	
Listening/Speaking SL.2.1c, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.1.4c, L.2.2, L.2.5a	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4c	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Let's Move!, T320-T321 Oral Vocabulary exercise, physical, T320 Word Work T324-T327 -Fluency: Phrasing -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce r-Blends and s-Blends -High-Frequency Words: <i>jump, move, run, two</i> Shared Read <i>Move and Grin!</i> , T328-T329 Shared Writing T330 Grammar Sentences, T331	Build Background Families Working Together, T376-T377 Oral Vocabulary T378 Word Work T380-T383 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Short <i>i</i> , Long <i>i: i_e</i> -High-Frequency Words and Vocabulary Close Reading <i>Families Work!</i> , T386-T387 Grammar Expanding and Combining Sentences, T389	Oral Language Let's Move!, T332 Word Work T324-T327 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Possessives Shared Read <i>Move and Grin!</i> , T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Key Details, T339 Interactive Writing T340 Grammar Sentences, T341	Oral Language Families Working Together, T390 Word Work -Structural Analysis: Possessives Close Reading <i>Families Work!</i> , T396-T403 -Genre: Expository Text -Skill: Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Inflectional Endings Practice Your Turn , 43-48 Write About the Text T404-T405 Grammar Expanding and Combining Sentences, T406-T407
	Listening Comprehension <i>Move!</i> , T322	Listening Comprehension Strategy: Ask and Answer Questions, T379 Write About the Text Writing Fluency, T388	Listening Comprehension "Rabbit and Coyote Race," T322 Word Work T324-T327 -Phonics/Spelling: Review r-Blends and s-Blends -High-Frequency Words: <i>jump, move, run, two</i>	Listening Comprehension Strategy: Ask and Answer Questions, T391 Word Work T392-T395 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Short/Long <i>i: i_e</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T390 Interactive Read-Aloud "Families Today," T391
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2	
CORE	<p>Fluency Phrasing, T343 Word Work T344-T347 -Phonemic Awareness: Phoneme Deletion Close Reading <i>Move It!</i>, T347A-T347F Independent Writing T348 Grammar Mechanics: Capitalization and Punctuation, T349</p>	<p>Word Work T410-T411 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short and Long <i>i_e</i> Close Reading <i>Families Working Together</i>, T413A-T413B Grammar Mechanics: Quotation Marks: T414</p>	<p>Extend the Concept -Literary Element: T350 -Close Reading: "Using Diagrams," T351 Word Work T351-T353 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Possessives Integrate Ideas -Research and Inquiry, T356-T357 Independent Writing T354 Grammar Sentences, T355</p>	<p>Word Work T417-T418 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Root Words, T419 Close Reading "Why We Work," T419A-T419B Write About Two Texts T420 Grammar Mechanics: Quotation Marks, T421</p>	<p>Word Work T358-T359 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build with <i>r-</i> and <i>s-</i>Blends -Structural Analysis: Possessives -High-Frequency Words: <i>jump, move, run, two</i> Integrate Ideas -Text Connections, T362-T363 -Research and Inquiry, T362-T363 Independent Writing T360 Grammar Sentences, T361</p>	<p>Word Work T424-T425 -Phonemic Awareness: Blending -Phonics/Spelling: Short and Long <i>i_e</i> -Structural Analysis: Possessives -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T424-T425 Write About Two Texts T426 Grammar Expanding and Combining Sentences, T427</p>	
OPTIONS	<p>Oral Language Let's Move, T342 Listening Comprehension <i>Move!</i>, T343 Word Work T344-T347 -Fluency: Phrasing -Structural Analysis: Possessives -High-Frequency Words: <i>jump, move, run, two</i> Grammar Sentences, T349</p>	<p>Oral Language Families Working Together, T408 Comprehension Maintain Skill: Use Illustrations/Photos, T409 Vocabulary Reinforce Vocabulary, T413 Word Work T410-T411 -Fluency: Phrasing -Structural Analysis -High-Frequency Words Grammar Expanding and Combining Sentences, T415 Write About the Text T414</p>	<p>Word Work T352-T353 -Fluency: Phrasing -Phonics/Spelling: Build Words with <i>r-</i>Blends and <i>s-</i>Blends -High-Frequency Words: <i>jump, move, run, two</i> Close Reading <i>Move It!</i>, T347A-T347F Grammar Mechanics: Capitalization and Punctuation, T355</p>	<p>Word Work T417-T418 -Fluency: Phrasing -Phonics/Spelling: Words with Short and Long <i>i_e</i> -High-Frequency Words -Structural Analysis: Possessives -Vocabulary Integrate Ideas Research and Inquiry, T422-T423 Grammar Expanding and Combining Sentences, T421</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas -Research and Inquiry, T362-T363 -Speaking and Listening, T363 Grammar Mechanics: Capitalization and Punctuation, T361</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T424-T425 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Quotation Marks: T427</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 1		Grade 2		Grade 1		Grade 2	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.3, RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.1, W.1.7	
Grammar L.1.1b	
Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.3	
Vocabulary L.1.4, L.1.6	
Grade 2	
Comprehension R.CCR.3, RL.2.3, RL.2.5	
Listening/Speaking SL.2.1a, SL.2.3	
Writing W.2.3	
Grammar L.2.1, L.2.2, L.2.4b, L.2.5, L.2.5a, RI.2.4	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4c	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Jobs Around Town, T8-T9 Oral Vocabulary <i>occupations, community, T9</i> Word Work T12-T15 -Fluency: Sound-Spellings -Phonological Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short e -High-Frequency Words: <i>again, help, new, there, use</i> Shared Read <i>Good Job, Ben!</i> , T16-T17 Shared Writing Writing Trait: Organization, T18 Grammar Nouns, T19	Build Background Animals and Nature, T8-T9 Oral Vocabulary T10 Word Work T12-T15 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Introduce Short o, Long o: <i>o_e</i> -High-Frequency Words and Vocabulary Close Reading <i>A Visit to the Desert</i> , T18-T21 Grammar Nouns, T23	Oral Language Jobs Around Town, T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Blending/ Isolation/Segmentation -Structural Analysis: Inflectional Ending <i>-ed</i> Shared Read <i>Good Job, Ben!</i> T26-T27 -Genre: Realistic Fiction, T26 -Skill: Character, Setting, Events, T27 Interactive Writing T28 Grammar Nouns, T29	Oral Language Animals in Nature, T24 Word Work -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Close Reading <i>A Visit to the Desert</i> , T30-T37 -Genre: Realistic Fiction -Skill: Character, Setting, Plot -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Prefixes Write About the Text T38-T39 Grammar Nouns, T40-T41
OPTIONS	Listening Comprehension <i>Millie Waits for the Mail</i> , T10-T11	Listening Comprehension Strategy: Make, Confirm, Review Predictions, T11 Write About the Text Writing Fluency, T22	Listening Comprehension "Job Around Town," T21 Word Work T22-T25 -Phonics/Spelling: Review Short e -High-Frequency Words: <i>again, help, new, there, use</i>	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T25 Word Work T26-T28 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Short o, Long o: <i>o_e</i> -High-Frequency Words Review Oral Vocabulary Words T29 Interactive Read-Aloud "Swamp Life," T25
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Intonation, T31 Word Work T32-T35 -Phonemic Awareness: Phoneme Blending Close Reading <i>The Red Hat</i>, T35A-T35J Independent Writing T36 Grammar Mechanics: Commas in a Series, T37</p>	<p>Word Work T44-T47 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>o</i>, Long <i>o</i>: <i>o_e</i> Close Reading <i>Sled Dogs Run</i>, T47A-T47K Grammar Mechanics: Capitalization and Punctuation, T49</p>	<p>Extend the Concept -Literary Element: T39 -"Firefighters at Work," T39A-T39B Word Work T40-T41 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Ending <i>-ed</i> Integrate Ideas -Research and Inquiry, T44-T45 Independent Writing T42 Grammar Mechanics: Commas in a Series, T43</p>	<p>Word Work T51-T53 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Root Words, T53 Close Reading "Cold Dog, Hot Fox," T53A-T53B Write About Two Texts T54 Grammar Mechanics: Commas in a Series, T55</p>	<p>Word Work T46-T47 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build with Short <i>e</i> -Structural Analysis: Inflectional Ending <i>-ed</i> -High-Frequency Words: <i>again, help, new, there, use</i> Integrate Ideas -Text Connections, T50 -Research and Inquiry, T50-T51 Independent Writing T48 Grammar Mechanics: Commas in a Series, T49</p>	<p>Word Work T58-T59 -Phonemic Awareness -Phonics/Spelling: Short <i>o</i>, Long <i>o</i>: <i>o_e</i> -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words Integrate Ideas Text Connections, T62-T63 Write About Two Texts T60 Write to a Prompt T60 Grammar Nouns, T61</p>
OPTIONS	<p>Oral Language Jobs Around Town, T30 Listening Comprehension <i>Millie Waits for the Mail</i>, T31 Word Work T32-T35 -Fluency: Intonation -Structural Analysis: Inflectional Ending <i>-ed</i> -High-Frequency Words: <i>again, help, new, there, use</i> Grammar Nouns, T37</p>	<p>Oral Language Animals and Nature, T42 Comprehension Maintain Skill: Key Details: Use Illustrations, T409 Vocabulary Reinforce Vocabulary, T47 Word Work T44-T47 -Fluency: Phrasing -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words Grammar Nouns, T49 Write About the Text T48</p>	<p>Word Work T40-T41 -Fluency: Intonation -Phonics/Spelling: Build Words with Short <i>e</i> -High-Frequency Words Close Reading <i>The Red Hat</i>, T35A-T35J Grammar Nouns, T43</p>	<p>Word Work T51-T53 -Fluency: Phrasing -Phonics/Spelling: Words with Short <i>o</i> and Long <i>o</i>: <i>o_e</i> -High-Frequency Words -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -Vocabulary Integrate Ideas Research and Inquiry, T56 Grammar Nouns, T55</p>	<p>Word Work -Fluency: Sound-Spellings Integrate Ideas -Research and Inquiry, T50-T51 -Speaking and Listening, T51 Grammar Nouns, T49</p>	<p>Word Work -Fluency: Expression Integrate Ideas T62-T63 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T61</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.3, RL.1.2, RL.1.7	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1c	
Foundational Skills/Word Work RF.1.2c, RF.1.2b, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.3, L.1.1	
Vocabulary L.1.4, L.1.6	
Grade 2	
Comprehension RL.2.3, RL.2.5	
Listening/Speaking SL.2.1, SL.2.1b, SL.2.3	
Writing W.2.3	
Grammar L.2.4a, L.2.4b, L.2.4e	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4c	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Buildings All Around, T86-T87 Oral Vocabulary <i>shelter, materials</i> , T86 Word Work T90-T93 -Fluency: Sound-Spellings -Phonological Awareness: Rhyme -Phonics/Spelling: Introduce Short <i>u</i> -High-Frequency Words: <i>could, live, one, then, three</i> Shared Read <i>Cubs in a Hut</i> , T94-T95 Shared Writing <i>Cubs in a Hut</i> , T96 Grammar Singular and Plural Nouns, T97	Build Background Animals in Stories, T100-T101 Oral Vocabulary T102 Word Work T104-T107 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Introduce Long <i>u: u_e</i> -High-Frequency Words and Vocabulary Close Reading <i>The Boy Who Cried Wolf</i> , T110-T113 Grammar Singular and Plural Nouns, T115	Oral Language Buildings All Around, T98 Oral Vocabulary <i>could, live, one, then, three</i> Word Work T100-T103 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Contractions with ‘s Shared Read <i>Cubs in a Hut</i> , T104-T105 -Genre: Fantasy, T104 -Skill: Character, Setting, Events, T105 Interactive Writing T106 Grammar Singular and Plural Nouns, T107	Oral Language Animals in Stories, T116 Word Work -Structural Analysis: CVCe Syllables Close Reading <i>The Boy Who Cried Wolf</i> , T122-T129 -Genre: Fable -Skill: Plot: Problem and Solution -Strategy: Make Predictions -Vocabulary Strategy: Reinforce Vocabulary Write About the Text T130 Grammar Singular and Plural Nouns, T131
OPTIONS	Listening Comprehension <i>The 3 Little Pigs</i> , T88	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T103 Write About the Text Writing Fluency, T114	Listening Comprehension “The Three Little Pigs,” T99 Word Work T100-T103 -Phonics/Spelling -High-Frequency Words	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T117 Word Work T118-T122 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Short <i>u</i> , Long <i>u: u_e</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T121 Interactive Read-Aloud “The Fox and the Crane,” T117
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Sound-Spellings, T111</p> <p>Word Work T110-T113</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with Short <i>u</i></p> <p>Close Reading <i>The Pigs, the Wolf, and the Mud</i>, T113A-T113J</p> <p>Independent Writing T114</p> <p>Grammar Apostrophe with Contractions, T115</p>	<p>Word Work T136-T139</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Words with Short <i>u</i>, Long <i>u: u_e</i></p> <p>Close Reading <i>Wolf! Wolf!</i> T139A-T139L</p> <p>Grammar Mechanics: Commas in a Series, T141</p>	<p>Extend the Concept T116-T117</p> <p>-Literary Element: T116</p> <p>-“Homes Around the World,” T116</p> <p>Word Work T118-T119</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Structural Analysis: Contractions with ‘s</p> <p>Integrate Ideas</p> <p>-Research and Inquiry, T122-T123</p> <p>Independent Writing T120</p> <p>Grammar Apostrophe with Contractions, T121</p>	<p>Word Work T143-T144</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>Vocabulary Strategy Review: Prefixes, T145</p> <p>Close Reading “Cinderella and Friends,” T145A-T145B</p> <p>Write About Two Texts T146</p> <p>Grammar Mechanics: Commas in a Series, T147</p>	<p>Word Work T124-T125</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build with Short <i>u</i></p> <p>-Structural Analysis: Contractions with ‘s</p> <p>-High-Frequency Words: <i>could, live, one, then, three</i></p> <p>Integrate Ideas</p> <p>-Text Connections, T128</p> <p>-Research and Inquiry, T128-T129</p> <p>Independent Writing T126</p> <p>Grammar Singular and Plural Nouns, T127</p>	<p>Word Work T150-T151</p> <p>-Phonemic Awareness: Phonics/Spelling: Short <i>u</i>, Long <i>u: u_e</i></p> <p>-Structural Analysis: CVCe Syllables</p> <p>-High-Frequency Words/Vocabulary</p> <p>Integrate Ideas Text Connections, T154-T155</p> <p>Write About Two Texts T152</p> <p>Write to a Prompt T152</p> <p>Grammar Singular and Plural Nouns, T153</p>
OPTIONS	<p>Oral Language Buildings All Around, T108</p> <p>Listening Comprehension <i>The 3 Little Dassies</i>, T109</p> <p>Word Work T110-T113</p> <p>-Fluency: Sound-Spellings</p> <p>-Structural Analysis: Contractions with ‘s</p> <p>-High-Frequency Words: <i>could, live, one, then, three</i></p> <p>Grammar Singular and Plural Nouns, T115</p>	<p>Oral Language Animals in Stories, T134</p> <p>Comprehension Maintain Skill: Key Details: Use Illustrations, T135</p> <p>Vocabulary Reinforce Vocabulary, T139</p> <p>Word Work T136-T139</p> <p>-Fluency: Expression</p> <p>-Structural Analysis: CSCe Syllables</p> <p>-High-Frequency Words</p> <p>Grammar Singular and Plural Nouns, T141</p> <p>Write About the Text T140</p>	<p>Word Work T118-T119</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics/Spelling: Build Words with Short <i>u</i></p> <p>-High-Frequency Words: <i>could, live, one, then, three</i></p> <p>Close Reading <i>The Pigs, the Wolf, and the Mud</i>, T113A-T113J</p> <p>Grammar Singular and Plural Nouns, T121</p>	<p>Word Work T143-T145</p> <p>-Fluency: Expression</p> <p>-Phonics/Spelling: Words with Short <i>u</i>, Long <i>u: u_e</i></p> <p>-High-Frequency Words</p> <p>-Structural Analysis: CVCe Syllables</p> <p>-Vocabulary</p> <p>Integrate Ideas Research and Inquiry, T148-T149</p> <p>Grammar Singular and Plural Nouns, T147</p>	<p>Word Work</p> <p>-Fluency: Sound-Spellings</p> <p>Integrate Ideas</p> <p>-Research and Inquiry, T128-T129</p> <p>-Speaking and Listening, T129</p> <p>Grammar Apostrophe with Contractions, T127</p>	<p>Word Work</p> <p>-Fluency: Expression</p> <p>Integrate Ideas T154-T155</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar Mechanics: Commas in a Series, T153</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Writing/Spelling</p> <p>Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RI.1.2
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.2, W.1.7
Grammar	L.1.1b
Foundational Skills/Word Work	RF.1.2c, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g
Vocabulary	L.1.4, L.1.6
Grade 2	
Comprehension	R.CCR.3, RI.2.1, RI.2.2
Listening/Speaking	SL.2.1c, SL.2.3
Writing	W.2.2
Grammar	L.2.4a, L.2.4b, L.2.4e
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4c

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background A Community in Nature, T164-T165 Oral Vocabulary <i>depend, habitat</i> , T164 Word Work T168-T171 -Fluency: Phrasing -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce End Blends -High-Frequency Words: <i>eat, no, of, under, who</i> Shared Read <i>The Best Spot</i> , T172-T173 Shared Writing T174 Grammar Possessive Nouns, T175	Build Background Animal Habitats, T192-T193 Oral Vocabulary T194 Word Work T196-T199 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Soft <i>c</i> and <i>g</i> -High-Frequency Words and Vocabulary Close Reading <i>A Prairie Guard Dog</i> , T202-T205 Grammar Kinds of Nouns, T207	Oral Language A Community in Nature, T176 Oral Vocabulary <i>hibernate, tranquil, tolerate</i> , T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Inflectional Ending <i>-ing</i> Shared Read <i>The Best Spot</i> , T182-T183 -Genre: Informational Text/Nonfiction, T182 -Skill: Main Topic and Key Details, T183 Interactive Writing T184 Grammar Possessive Nouns	Oral Language Animal Habitats, T208 Word Work -Structural Analysis: Prefixes <i>re-, un-, dis-</i> Close Reading <i>A Prairie Guard Dog</i> , T213-T217 -Genre: Narrative Nonfiction -Skill: Main Topic and Key Details -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Suffixes Write About the Text T222-T223 Grammar Kinds of Nouns, T224-T225
OPTIONS	Listening Comprehension <i>Babies in the Bayou</i> , T166	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T195 Write About the Text Writing Fluency, T206	Listening Comprehension "Animals in the Desert," T177 Word Work T178-T181 -Phonics/Spelling: Review End Blends -High-Frequency Words: <i>eat, no, of, under, who</i>	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T209 Word Work T210-T212 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T208 Interactive Read-Aloud "Explore a Coral Reef," T209
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T191 Word Work T188-T191 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blend Words with End Blends Close Reading <i>At a Pond</i>, T191A-T191H Independent Writing T192 Grammar Mechanics: Apostrophe with Possessive Nouns, T193</p>	<p>Word Work T228-T231 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> Close Reading <i>Turtle, Turtle, Watch Out!</i>, T231A-T231L Grammar Mechanics: Quotation Marks, T233</p>	<p>Extend the Concept -Literary Element: T194 -“Way Down Deep,” T195 Word Work T196-T197 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Inflectional Ending <i>-ing</i> Integrate Ideas -Research and Inquiry, T200-T201 Independent Writing T198 Grammar Mechanics: Apostrophe with Possessive Nouns, T199</p>	<p>Word Work T235-T236 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Root Words, T237 Close Reading “At Home in the River,” T237A-T237B Write About Two Texts T238 Grammar Mechanics: Capital Letters, T239</p>	<p>Word Work T202-T203 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build with End Blends -Structural Analysis: Inflectional Ending <i>-ing</i> -High-Frequency Words: <i>eat, no, of, under, who</i> Integrate Ideas -Text Connections, T206 -Research and Inquiry, T206-T207 Independent Writing T204 Grammar Possessive Nouns, T205</p>	<p>Word Work T242-T243 -Phonemic Awareness: Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -Structural Analysis: Prefixes <i>re-, un-, dis-</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T246-T247 Write About Two Texts T244 Grammar Kinds of Nouns, T245</p>
OPTIONS	<p>Oral Language A Community in Nature, T186 Listening Comprehension <i>Babies in the Bayou</i>, T187 Word Work T188-T191 -Fluency: Phrasing -Structural Analysis: Inflectional Ending <i>-ing</i> -High-Frequency Words: <i>eat, no, of, under, who</i> Grammar Possessive Nouns, T193</p>	<p>Oral Language Animal Habitats, T238 Comprehension Maintain Skill: Key Details: Use Illustrations and Photos, T227 Vocabulary Reinforce Vocabulary, T231 Word Work T228-T231 -Fluency: Phrasing -Structural Analysis: Prefixes -High-Frequency Words Grammar Kinds of Nouns, T233 Write About the Text T232</p>	<p>Word Work T196-T197 -Fluency: Phrasing -Phonics/Spelling: Build Words with End Blends -High-Frequency Words: <i>eat, no, of, under, who</i> Close Reading <i>At a Pond</i>, T191A-T191H Grammar Possessive Nouns, T199</p>	<p>Word Work T235-T236 -Fluency: Phrasing -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -High-Frequency Words -Structural Analysis: Prefixes <i>re-, un-, dis-</i> -Vocabulary Integrate Ideas Research and Inquiry, T240-T241 Grammar Kinds of Nouns, T239</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas -Research and Inquiry, T206-T207 -Speaking and Listening, T207 Grammar Mechanics: Apostrophe with Possessive Nouns, T205</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T246-T247 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capital Letters, T245</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 1	Grade 2		Grade 1		Grade 2	
Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.3, RL.1.2, RL.1.7	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.3, W.1.7	
Grammar L.1.1b	
Foundational Skills/Word Work RF.1.2c, RF.1.2b, RF.1.2d, RF.1.3a, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.2d, RF.1.3	
Vocabulary L.1.4, L.1.6	
Grade 2	
Comprehension RI.2.1, RI.2.2	
Listening/Speaking SL.2.1a, SL.2.3	
Writing W.2.1	
Grammar L.2.4, RF.2.3	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4a	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Let's Help, T242-T243 Oral Vocabulary T242 Word Work T246-T251 -Phonological Awareness: Phoneme Isolation -Phonics/Spelling: Introduce <i>th, sh, -ng</i> -High-Frequency Words Shared Read <i>Thump Thump Helps Out</i> , T250-T251 Shared Writing T252 Grammar Common and Proper Nouns, T253	Build Background Baby Animals, T284-T285 Oral Vocabulary T286 Word Work T288-T291 -Phonemic Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Consonant Digraphs -High-Frequency Words and Vocabulary Close Reading <i>Eagles and Eaglets</i> , T294-T297 Grammar Plural Nouns, T299	Oral Language Let's Help, T254 Oral Vocabulary T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Closed Syllables Shared Read <i>Thump Thump Helps Out</i> , T260-T261 -Genre: Fantasy, T260 -Skill: Character, Setting, Events, T261 Interactive Writing T262 Grammar Common and Proper Nouns, T263	Oral Language Baby Animals, T300 Word Work -Structural Analysis: Suffixes <i>-ful, -less</i> , Close Reading <i>Eagles and Eaglets</i> , T306-T311 -Genre: Expository Text -Skill: Main Topic and Key Details -Strategy: Reread -Vocabulary Strategy: Multiple-Meaning Words Write About the Text T314-T315 Grammar Plural Nouns, T316-T317
OPTIONS	Listening Comprehension <i>The Story of Martin Luther King Jr.</i> , T244	Listening Comprehension Strategy: Reread, T287 Write About the Text Writing Fluency, T298	Listening Comprehension "Luis's Library," T255 Word Work T256-T259 -Phonics/Spelling: Review Consonant Digraphs -High-Frequency Words: <i>all, call, day, her, want</i>	Listening Comprehension Strategy: Reread, T301 Word Work T302-T304 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Consonant Digraphs -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T300 Interactive Read-Aloud "Wild Animal Families," T301
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Intonation Word Work T266-T269 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with <i>th, sh, -ng</i> Close Reading <i>Nell's Books</i>, T269A-T269J Independent Writing T270 Grammar Common and Proper Nouns, T271</p>	<p>Word Work T320-T323 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Consonant Digraphs Close Reading <i>Baby Bears</i>, T323A-T323K Grammar Mechanics: Capitalize Proper Nouns, T325</p>	<p>Extend the Concept -Literary Element: T272 -"Kids Can Help!" T272 Word Work T274-T275 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Closed Syllables Independent Writing T276 Grammar Mechanics: Capitalize Proper Nouns, T277</p>	<p>Word Work T327-T329 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Inflectional Endings, T320 Close Reading "From Caterpillar to Butterfly," T329A-T329B Write About Two Texts T330 Grammar Mechanics: Abbreviations, T331</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with <i>th, sh, -ng</i> -Structural Analysis: Closed Syllables -High-Frequency Words: <i>all, call, day, her, want</i> Integrate Ideas -Text Connections, T284-T285 -Research and Inquiry, T284 Independent Writing T282 Grammar Common and Proper Nouns, T283</p>	<p>Word Work T334-T335 -Phonemic Awareness: Phonics/Spelling: Consonant Digraphs -Structural Analysis: Suffixes <i>-ful, -less</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T338-T339 Write About Two Texts T336 Write to a Prompt T336 Grammar Plural Nouns, T337</p>
OPTIONS	<p>Oral Language Let's Help, T264 Listening Comprehension <i>The Story of Martin Luther King Jr.</i>, T265 Word Work T266-T269 -Fluency: Intonation -Structural Analysis: Close Syllables -High-Frequency Words: <i>all, call, day, her, want</i> Grammar Mechanics: Capitalize Proper Nouns, T271</p>	<p>Oral Language Baby Animals, T326 Comprehension Maintain Skill: Key Details: Use Photos, T319 Vocabulary Reinforce Vocabulary, T326 Word Work T320-T323 -Fluency: Pronunciation -Structural Analysis: Suffixes – <i>ful, -less</i> -High Frequency Words Grammar Plural Nouns, T325 Write About the Text T325</p>	<p>Word Work T274-T275 -Fluency: Intonation -Phonics/Spelling: Build Words with <i>th, sh, -ng</i> -High-Frequency Words: <i>all, call, day, her, want</i> Close Reading <i>Nell's Books</i>, T269A-T269J Grammar Common and Proper Nouns, T277</p>	<p>Word Work T327-T329 -Fluency: Pronunciation -Phonics/Spelling: Words with Consonant Digraphs -High-Frequency Words -Structural Analysis: Suffixes – <i>ful, -less</i> -Vocabulary Integrate Ideas Research and Inquiry, T322-T323 Grammar Plural Nouns, T331</p>	<p>Integrate Ideas T285 -Speaking and Listening Grammar Mechanics: Capitalize Proper Nouns, T277</p>	<p>Word Work -Fluency: Pronunciation Integrate Ideas T338-T339 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Abbreviations, T337</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 1	Grade 2		Grade 1		Grade 2	
Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension		Shared Read Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1c	
Foundational Skills/Word Work RF.1.2d, RF.1.2c, RF.1.2b, RF.1.3a, RF.1.3g, RF.1.3, L.1.1c	
Vocabulary L.1.4, L.1.6	
Grade 2	
Comprehension RL.2.1, RL.2.4	
Listening/Speaking SL.2.1, SL.2.3	
Writing W.2.3	
Grammar L.2.4a	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4c, L.2.4e	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Follow the Map, T320-T321 Oral Vocabulary <i>locate, route</i> , T320 Word Work T324-T327 -Fluency: Appropriate Phrasing -Phonological Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Consonant Digraphs <i>ch, -tch, wh, ph</i> -High-Frequency Words: <i>around, by, many, place, walk</i> Shared Read <i>Which Way on the Map?</i> , T328-T329 Shared Writing T330 Grammar Irregular Plural Nouns, T331	Build Background Animals in Poems, T376-T377 Oral Vocabulary T378 Word Work T382-T383 -Phonemic Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Three-Letter Blends -High-Frequency Words and Vocabulary Close Reading "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird," T386-T387 Grammar Possessive Nouns, T389	Oral Language Follow the Map, T332 Oral Vocabulary <i>height, model, separate</i> , T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Addition -Structural Analysis: Inflectional Ending <i>-es</i> Shared Read <i>Which Way on the Map?</i> , T338-T339 -Genre: Informational Text, T338 -Skill: Main Topic and Key Details, T339 Interactive Writing T340	Oral Language Animals in Poems, T390 Word Work -Structural Analysis: Compound Words Close Reading "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird," T396-T403 -Genre: Poetry -Skill: Key Details -Strategy: Key Details -Vocabulary Strategy: Multiple-Meaning Words Write About the Text T404-T405 Grammar Possessive Nouns, T406-T407
	OPTIONS	Listening Comprehension <i>Me on the Map</i> , T322	Listening Comprehension Strategy: Reread, T379 Write About the Text Writing Fluency, T388	Listening Comprehension "Map It!," T333 Word Work T334-T337 -Phonics/Spelling -High-Frequency Words
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T343 Word Work T344-T347 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blending Words with Consonant Digraphs <i>ch, -tch, wh, ph</i> Close Reading <i>Fun with Maps</i>, T347A-T347F Independent Writing T348 Grammar Mechanics: Capital Letters and Periods, T349</p>	<p>Word Work T410-T411 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Three-Letter Blends Close Reading “Beetles” and “The Little Turtle,” T413A-T413B Grammar Mechanics: Apostrophes, T414</p>	<p>Extend the Concept -Literary Element: T350 -Close Reading: T350 Word Work T352-T353 -Phonemic Awareness: Phoneme Addition -Structural Analysis: Inflectional Ending <i>-es</i> Independent Writing T354 Grammar Mechanics: Capital Letters and Periods, T355</p>	<p>Word Work T417-T418 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Root Words, T419 Close Reading “Gray Goose,” T419A-T419B Write About Two Texts T420 Grammar Mechanics: Apostrophes, T421</p>	<p>Word Work T360-T361 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build with <i>ch, -tch, wh, ph</i> -Structural Analysis: Inflectional Ending <i>-es</i> -High-Frequency Words: <i>around, by, many, place, walk</i> Integrate Ideas -Text Connections, T362 -Research and Inquiry, T362-T363 Independent Writing T360 Grammar Irregular Plural Nouns, T361</p>	<p>Word Work T424-T425 -Phonemic Awareness: Phonics/Spelling: Words with Three-Letter Blends -Structural Analysis: Compound Words -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T424-T425 Write About Two Texts T426 Grammar Possessive Nouns, T427</p>
OPTIONS	<p>Oral Language Follow the Map, T342 Listening Comprehension <i>Me on the Map</i>, T343 Word Work T344-T347 -Fluency: Phrasing -Structural Analysis: <i>-es</i> (plural nouns) -High-Frequency Words: <i>around, by, many, place, walk</i> Grammar Irregular Plural Nouns, T349</p>	<p>Oral Language Animals in Poems, T408 Comprehension Maintain Skill: Key Details: T409 Vocabulary Reinforce Vocabulary, T413 Word Work T410-T411 -Fluency: Phrasing -Structural Analysis: Compound Words -High Frequency Words Grammar Possessive Nouns, T415 Write About the Text T414</p>	<p>Word Work T352-T353 -Fluency: Phrasing -Phonics/Spelling: Build Words with <i>ch, -tch, wh, ph</i> -High-Frequency Words: <i>around, by, many, place, walk</i> Close Reading “North, East, South, or West?” T351 Grammar Irregular Plural Nouns, T355</p>	<p>Word Work T417-T418 -Fluency: Phrasing -Phonics/Spelling: Words with Three-Letter Blends -High-Frequency Words -Structural Analysis: Compound Words -Vocabulary Integrate Ideas Research and Inquiry, T422-T423 Grammar Possessive Nouns, T421</p>	<p>Word Work T358-T359 -Fluency: Phrasing Integrate Ideas -Speaking and Listening, T363 Grammar Mechanics: Capital Letters and Periods, T361</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T424-T425 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Apostrophes, T427</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RL.1.3, RL.1.2
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.3, W.1.7
Grammar	L.1.1e
Foundational Skills/Word Work	RF.1.2c, RF.1.2d, RF.1.3c, RF.1.3g, RF.1.3, L.1.1
Vocabulary	L.1.4, L.1.6
Grade 2	
Comprehension	RI.2.1, RI.2.6, RI.2.8
Listening/Speaking	SL.2.1b, SL.2.2, SL.2.3
Writing	W.2.2
Grammar	L.2.1, L.2.2, L.2.4d, L.2.5a, L.2.6,
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	RI.2.4, L.2.5

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background What Time Is It? T8-T9 Oral Vocabulary <i>schedule, immediately</i> , T8 Word Work T12-T15 -Fluency: Sound-Spellings -Phonological Awareness: Phoneme Identity -Phonics/Spelling: Introduce Long <i>a: a_e</i> -High-Frequency Words Shared Read <i>Nate the Snake Is Late</i> , T16-T17 Shared Writing T18 Grammar Verbs, T19	Build Background The Earth's Forces, T8-T9 Oral Vocabulary T10 Word Work T12-T15 -Phonemic Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Long <i>a: a, ai, ay, ae, ei, eigh, ey</i> -High-Frequency Words and Vocabulary Close Reading Magnets Work! , T18-T21 Grammar Action Verbs, T23	Oral Language What Time Is It? T20 Oral Vocabulary <i>weekend, calendar, occasion</i> , T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Addition -Structural Analysis: Contractions with <i>not</i> Shared Read <i>Nate the Snake is Late</i> , T26-T27 -Genre: Fantasy, T26 -Skill: Character, Setting, Plot, T27 Interactive Writing T28 Grammar Verbs, T29	Oral Language The Earth's Forces, T24 Word Work -Structural Analysis: Contractions with <i>'s, 're, 'll, 've</i> Close Reading Magnets Work! , T32-T37 -Genre: Expository Text -Skill: Author's Purpose -Strategy: Reread -Vocabulary Strategy: Similes Write About the Text T38-T39 Grammar Action Verbs, T40-T41
OPTIONS	Listening Comprehension <i>A Second is a Hiccup</i> , T10	Listening Comprehension Strategy: Reread, T11 Write About the Text Writing Fluency, T22	Listening Comprehension "Measuring Time," T21 Word Work T22-T25 -Phonics/Spelling: Review Long <i>a: a_e</i> -High-Frequency Words	Listening Comprehension Strategy: Reread, T391 Word Work T392-T395 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Three-Letter Blends -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T390 Interactive Read-Aloud "The Furry Alarm Clock" and "Little Crocodile," T391
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Intonation, T31 Word Work T32-T35 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blending Words with Long <i>a: a_e</i> Close Reading <i>On My Way to School</i>, T35A-T35J Independent Writing T36 Grammar Mechanics: Comma in a Series, T37</p>	<p>Word Work T44-T47 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>a</i> Close Reading <i>I Fall Down</i>, T47A-T47L Grammar Mechanics: Abbreviations, T49</p>	<p>Extend the Concept -Literary Element: T38 -Close Reading: "It's About Time," T38 Word Work T40-T41 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Contractions with <i>not</i> Independent Writing T42 Grammar Mechanics: Commas in a Series, T43</p>	<p>Word Work T51-T53 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Root Words, T53 Close Reading "Move It!" T53A-T53B Write About Two Texts T54 Grammar Mechanics: Abbreviations, T55</p>	<p>Word Work T46-T47 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build with Long <i>a: a_e</i> -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words: <i>away, now, some, today, way, why</i> Integrate Ideas -Text Connections, T44 -Research and Inquiry, T44-T45 Independent Writing T48 Grammar Verbs, T49</p>	<p>Word Work T58-T59 -Phonemic Awareness: Phonics/Spelling: Long <i>a</i> -Structural Analysis: Contractions with <i>'s, 're, 'll, 've</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T62-T63 Write About Two Texts T60 Grammar Action Verbs, T61</p>
OPTIONS	<p>Oral Language What Time Is It? T30 Listening Comprehension A <i>Second is a Hiccup</i>, T31 Word Work T32-T35 -Fluency: Intonation -Structural Analysis: Contractions, T33 -High-Frequency Words Grammar Verbs, T37</p>	<p>Oral Language The Earth's Forces, T42 Comprehension Maintain Skill: Key Details: T43 Vocabulary Reinforce Vocabulary, T47 Word Work T44-T47 -Fluency: Intonation -Structural Analysis: Contractions with <i>'s, 're, 'll, 've</i> -High Frequency Words Grammar Action Verbs, T49 Write About the Text T48</p>	<p>Word Work T40-T41 -Fluency: Intonation -Phonics/Spelling: Build Words with Long <i>a: a_e</i> -High-Frequency Words: <i>away, now, some, today, way, why</i> Close Reading "On My Way to School," T35A-T35J Grammar Verbs, T43</p>	<p>Word Work T51-T53 -Fluency: Intonation -Phonics/Spelling: Words with Long <i>a</i> -High-Frequency Words -Structural Analysis: Contractions with <i>'s, 're, 'll, 've</i> -Vocabulary Integrate Ideas Research and Inquiry, T56-T57 Grammar Mechanics: Abbreviations, T55</p>	<p>Word Work -Fluency: Intonation Integrate Ideas -Speaking and Listening Grammar Mechanics: Commas in a Series, T49</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T62-T63 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Abbreviations, T61</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 1	Grade 2		Grade 1		Grade 2	
<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.3, RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.3, W1.7	
Grammar L.1.1e	
Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.2b, RF.1.3c, RF.1.3g, L.1.1c, RF.1.2d, RF.1.3	
Vocabulary L.1.4, L.1.6	
Grade 2	
Comprehension RL.2.1, RL.2.5	
Listening/Speaking SL.2.1a, SL.2.2 SL.2.3	
Writing W.2.3	
Grammar L.2.1, L.2.2	
Foundational Skills/Word Work RF.2.1c, RF.2.4a, RF.2.4b	
Vocabulary L.2.4, L.2.4d, L.2.5, L.2.5a, RI.2.4	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Watch It Grow!, T86-T87 Oral Vocabulary <i>bloom, sprout</i> , T86 Word Work T90-T93 -Fluency: Phrasing -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Long <i>i: i_e</i> -High-Frequency Words: <i>green, grow, pretty, should, together, water</i> Shared Read <i>Time to Plant!</i> T94-T95 Shared Writing T96 Grammar Present-Tense Verbs, T97	Build Background Look at the Sky, T100-T101 Oral Vocabulary T102 Word Work T104-T107 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Long <i>i: l, y, igh, ie</i> -High-Frequency Words and Vocabulary Close Reading “Starry Night,” T110-T113 Grammar Present-Tense Verbs, T115	Oral Language What It Grow!, T98 Oral Vocabulary <i>grasped, assist, spied</i> , T98 Word Work T100-T103 -Phonemic Awareness: Phoneme Deletion -Structural Analysis: Plurals (with CVCe words) Shared Read <i>Time to Plant!</i> T104-T105 -Genre: Play -Skill: Plot: Sequence Interactive Writing T106 Grammar Present-Tense Verbs, T107	Oral Language Look at the Sky, T116 Word Work -Structural Analysis: Open Syllables Close Reading “Starry Night,” T122-T129 -Genre: Fiction -Skill: Plot: Sequence -Structural Analysis: Plurals -Vocabulary Strategy: Compound Words Write About the Text T130-T131 Grammar Present-Tense Verbs, T132-T133
	Listening Comprehension <i>Mystery Vine</i> , T88	Listening Comprehension Strategy: Reread, T103 Write About the Text Writing Fluency, T114	Listening Comprehension “The Great Big, Gigantic Turnip,” T99 Word Work T100-T103 -Phonics/Spelling: Review Long <i>i: i_e</i> -High-Frequency Words: <i>green, grow, pretty, should, together, water</i>	Listening Comprehension Strategy: Reread, T117 Word Work 118-T121 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Long <i>i</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T116 Interactive Read-Aloud “The Hidden Sun,” T117
APPROACHING LEVEL			ON LEVEL	
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency phrasing Word Work T110-T113 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend Words with Long <i>i_e</i> Close Reading <i>The Big Yuca Plant</i>, T113A-T113J Independent Writing T114 Grammar Mechanics: Titles of Plays, T115</p>	<p>Word Work T136-T138 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>i</i> Close Reading <i>Mr. Putter & Tabby See the Stars</i>, T139A-T139L Grammar Present-Tense Verbs, T141</p>	<p>Extend the Concept -Literary Element: T116 -Close Reading: "How Plants Grow," T116 Word Work T118-T119 -Phonemic Awareness: Phoneme Deletion -Structural Analysis: Plurals Independent Writing T120 Grammar Titles of Plays, T121</p>	<p>Word Work T143-T144 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Similes, T145 Close Reading "Day to Night," T145A-T145B Write About Two Texts T146 Grammar Mechanics: Commas in a Series, T147</p>	<p>Word Work T124-T125 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build with Long <i>i_e</i> -Structural Analysis: Plurals -High-Frequency Words: <i>green, grow, pretty, should, together, water</i> Integrate Ideas -Text Connections, T124 -Research and Inquiry, T124-T125 Independent Writing T126 Grammar Present-Tense Verbs, T127</p>	<p>Word Work T150-T151 -Phonemic Awareness: Phonics/Spelling: Words with Long <i>i</i> -Structural Analysis: Open Syllables -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T154-T155 Write About Two Texts T152 Write to a Prompt T152 Grammar Present-Tense Verbs, T153</p>
OPTIONS	<p>Oral Language What it Grow!, T108 Listening Comprehension <i>Mystery Vine</i>, T88 Word Work T110-T113 -Fluency: Phrasing -Structural Analysis: Plurals with CVCe words -High-Frequency Words: <i>green, grow, pretty, should, together, water</i> Grammar Present-Tense Verbs, T115</p>	<p>Oral Language Look at the Sky, T134 Comprehension Maintain Skill: Plot: Problem and Solution Vocabulary Reinforce Vocabulary, T139 Word Work T136-T137 -Fluency: Intonation -Structural Analysis: Open Syllables -High Frequency Words Grammar Commas in a Series, T141 Write About the Text T141</p>	<p>Word Work T118-T119 -Fluency: Phrasing -Phonics/Spelling: Build Words with Long <i>i_e</i> -High-Frequency Words: <i>green, grow, pretty, should, together, water</i> Close Reading <i>The Big Yuca Plant</i>, T113A-T113J Grammar Present-Tense Verbs, T121</p>	<p>Word Work T143-T145 -Fluency: Intonation -Phonics/Spelling: Words with Long <i>i</i> -High-Frequency Words -Structural Analysis: Open Syllables -Vocabulary Integrate Ideas Research and Inquiry, T148-T149 Grammar Present-Tense Verbs, T147</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas -Text Connections, T128 -Speaking and Listening Grammar Mechanics: Titles of Plays, T127</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T154-T155 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T153</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 1	Grade 2		Grade 1		Grade 2	
<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.3, RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.3, W.1.7	
Grammar L.1.e	
Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.2b, RF.1.3c, RF.1.3f, RF.1.3g, RF.1.2d, RF.1.3	
Vocabulary L.1.4, L.1.6	
Grade 2	
Comprehension RI.2.1, RI.2.6, RI.2.8	
Listening/Speaking SL.2.1b, SL.2.2	
Writing W.2.1	
Grammar L.2.1, L.2.2, L.2.2b	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4a, L.2.5a, L.2.5b, L.4.5c, RI.2.4	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Tales Over Time, T164-T165 Oral Vocabulary <i>tale, hero</i> , T164 Word Work T168-T171 -Fluency: Expression -Phonological Awareness: Rhyme -Phonics/Spelling: Introduce Soft <i>c</i> , Soft <i>g</i> , <i>dge</i> -High-Frequency Words: <i>any, from, happy, once, so, upon</i> Shared Read <i>The Nice Mitten</i> , T172-T173 Shared Writing T174 Grammar Past- and Future-Tense Verbs, T175	Build Background Ways People Help, T192-T193 Oral Vocabulary T194 Word Work T104-T107 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Long <i>o: o, oa, ow, oe</i> -High-Frequency Words and Vocabulary Close Reading "Lighting Lives," T202-T205 Grammar Past-Tense Verbs, T207	Oral Language Tales Over Time, T176 Oral Vocabulary <i>timid, foolish, eventually</i> , T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Shared Read <i>The Nice Mitten</i> , T182-T183 -Genre: Folktale -Skill: Plot: Cause and Effect Interactive Writing T184 Grammar Past- and Future-Tense Verbs, T184	Oral Language Ways People Help, T208 Word Work -Structural Analysis: Contractions with <i>not</i> Close Reading "Lighting Lives," T213-T217 -Genre: Opinion -Skill: Author's Place -Strategy: Ask and Answer Questions -Vocabulary Strategy: Synonyms Write About the Text T222-T223 Grammar Past and Future-Tense Verbs, T224-T225
	Listening Comprehension <i>Interrupting Chicken</i> , T166	Listening Comprehension Strategy: Ask and Answer Questions, T195 Write About the Text Writing Fluency, T205	Listening Comprehension "The Foolish, Timid Rabbit," T177 Word Work T178-T181 -Phonics/Spelling: Review Soft <i>c</i> , Soft <i>g</i> , <i>dge</i> -High-Frequency Words: <i>any, from, happy, once, so, upon</i>	Listening Comprehension Strategy: Ask and Answer Questions, T209 Word Work T210-T212 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Long <i>o: o, oa, ow, oe</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T208 Interactive Read-Aloud "Color Your Community," T209
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Expression Word Work T188-T191 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> Close Reading <i>The Gingerbread Man</i>, T191A-T191J Independent Writing T192 Grammar Mechanics: Commas in a Series, T193</p>	<p>Word Work T228-T231 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> Close Reading <i>Biblioburro: A True Story From Colombia</i>, T231A-T231L Grammar Mechanics: Letter Punctuation, T233</p>	<p>Extend the Concept -Literary Element: T194 -Close Reading: “Mother Goose Rhymes,” T194 Word Work T196-T197 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings –<i>ed</i>, –<i>ing</i> Independent Writing T198 Grammar Mechanics: Commas in a Series, T199</p>	<p>Word Work T235-T236 -Phonemic Awareness: Phoneme Blending Vocabulary Strategy Review: Compound Words, T237 Close Reading “The Enormous Turnip,” T237A-T237B Write About Two Texts T238 Grammar Mechanics: Letter Punctuation, T239</p>	<p>Word Work T202-T203 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build with Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> -Structural Analysis: Inflectional Endings –<i>ed</i>, –<i>ing</i> -High-Frequency Words: <i>any</i>, <i>from</i>, <i>happy</i>, <i>once</i>, <i>so</i>, <i>upon</i> Integrate Ideas -Text Connections, T200 -Research and Inquiry, T200 Independent Writing T204 Grammar Past- and Future-Tense Verbs, T205</p>	<p>Word Work T242-T243 -Phonemic Awareness: Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T246-T247 Write About Two Texts T244 Grammar Past- and Future-Tense Verbs, T245</p>
OPTIONS	<p>Oral Language Tales Over Time, T186 Listening Comprehension <i>Interrupting Chicken</i>, T177 Word Work T188-T191 -Fluency: Expression -Structural Analysis: Inflectional Endings –<i>ed</i>, –<i>ing</i> -High-Frequency Words: <i>any</i>, <i>from</i>, <i>happy</i>, <i>once</i>, <i>so</i>, <i>upon</i> Grammar Past- and Future-Tense Verbs, T193</p>	<p>Oral Language Ways People Help, T238 Comprehension Maintain Skill: Main Topic: Key Details, T227 Vocabulary Reinforce Vocabulary, T231 Word Work T228-T231 -Fluency: Expression -Structural Analysis: Contractions with <i>not</i> -High Frequency Words Grammar Past- and Future-Tense Verbs, T233 Write About the Text T232</p>	<p>Word Work T196-T197 -Fluency: Expression -Phonics/Spelling: Build Words with Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> -High-Frequency Words: <i>any</i>, <i>from</i>, <i>happy</i>, <i>once</i>, <i>so</i>, <i>upon</i> Close Reading <i>The Gingerbread Man</i>, T191A-T191J Grammar Past- and Future-Tense Verbs, T199</p>	<p>Word Work T235-T236 -Fluency: Expression -Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> -High-Frequency Words -Structural Analysis: Contractions with <i>not</i> -Vocabulary Integrate Ideas Research and Inquiry, T240-T241 Grammar Past- and Future-Tense Verbs, T239</p>	<p>Word Work T203 -Fluency: Expression Integrate Ideas -Speaking and Listening, T201 Grammar Mechanics: Commas in a Series, T205</p>	<p>Word Work -Fluency: Expression Integrate Ideas T246-T247 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Letter Punctuation, T245</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RI.1.3, RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.1, W.1.7	
Grammar L.1.1	
Foundational Skills/Word Work RF.1.2, RF.1.2c, RF.1.2b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.2d, RF.1.3	
Vocabulary L.1.4, L.1.6	
Grade 2	
Comprehension RI.2.1, RI.2.2	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF2.4c	
Vocabulary L.2.5, L.2.5a, L.2.5b, RI.2.4	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Now and Then, T242-T243 Oral Vocabulary <i>century, past</i> , T242-T243 Word Work T246-T249 -Fluency: Phrasing -Phonological Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce /ō/o_e -High-Frequency Words Shared Read <i>Life at Home</i> , T250-T251 Shared Writing T252 Grammar <i>Is</i> and <i>Are</i> , T253	Build Background Weather Alert!, T284-T285 Oral Vocabulary T286 Word Work T288-T291 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Long e: <i>e, ee, ea, ie, y, eu, e_e</i> -High-Frequency Words and Vocabulary Close Reading "Tornado!" T294-T295 Grammar The Verb <i>Have</i> , T299	Oral Language Now and Then, T254 Oral Vocabulary <i>present, future, entertainment</i> , T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: CVCe Syllables Shared Read <i>Life at Home</i> , T260-T261 -Genre: Nonfiction -Skill: Compare and Contrast Interactive Writing T262 Grammar Mechanics: Commas in Dates, T263	Oral Language Weather Alert! T300 Word Work -Structural Analysis: Plurals –s, –es Close Reading "Tornado!" T306-T311 -Genre: Opinion -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Antonyms Write About the Text T314-T315 Grammar The Verb <i>Have</i> , T316-T317
	Listening Comprehension <i>The Last Train</i> , T244	Listening Comprehension Strategy: Ask and Answer Questions, T287 Write About the Text Writing Fluency, T297-T298	Listening Comprehension "Pioneers," T255 Word Work T256-T259 -Phonics/Spelling: Review /ō/o_e, /ū/u_e, /ē/e_e -High-Frequency Words	Listening Comprehension Strategy: Ask and Answer Questions, T301 Word Work T302-T304 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Words with Long e/ē/ -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T300 Interactive Read-Aloud "Clouds All Around," T301
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T265 Word Work T266-T269 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend Words with /ō/o_e, /ū/u_e, /ē/e_e Close Reading <i>Long Ago and Now</i>, T269A-T269J Independent Writing T270 Grammar Mechanics: Commas in Dates, T271</p>	<p>Word Work T320-T323 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long e/ē/ Close Reading <i>Wild Weather</i>, T323A-T323K Grammar Mechanics: Book Titles, T325</p>	<p>Extend the Concept -Literary Element: T272 -Close Reading: “From Horse to Plane,” T272 Word Work T274-T275 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: CVCe Syllables Independent Writing T276 Grammar Mechanics: Commas in Dates, T277</p>	<p>Word Work T327-T329 -Phonemic Awareness: Identify Syllables Vocabulary Strategy Review: Synonyms, T320 Close Reading “Can You Predict the Weather?” T329A-T329B Write About Two Texts T330 Grammar Mechanics: Book Titles, T331</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: /ō/o_e, /ū/u_e, /ē/e_e -Structural Analysis: CVCe Syllables -High-Frequency Words: <i>ago, boy, girl, how, old, people</i> Integrate Ideas -Text Connections, T284 -Research and Inquiry, T284-T285 Independent Writing T282 Grammar <i>Is</i> and <i>Are</i>, T283</p>	<p>Word Work T334-T335 -Phonemic Awareness: Phonics/Spelling: Words with Long e/ē/ -Structural Analysis: Plurals –s, -es -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T338-T339 Write About Two Texts T336 Write to a Prompt T336 Grammar The Verb <i>Have</i>, T337</p>
OPTIONS	<p>Oral Language Now and Then, T264 Listening Comprehension <i>The Last Train</i>, T265 Word Work T256-T259 -Fluency: Phrasing -Structural Analysis: CVCe Syllables -High-Frequency Words Grammar <i>Is</i> and <i>Are</i>, T271</p>	<p>Oral Language Weather Alert! T326 Comprehension Maintain Skill: Author’s Purpose, T319 Vocabulary Reinforce Vocabulary, T326 Word Work T320-T323 -Fluency: Phrasing -Structural Analysis: Plural –s, -es -High Frequency Words Grammar The Verb <i>Have</i>, T325 Write About the Text T324</p>	<p>Word Work T274-T275 -Fluency: Phrasing -Phonics/Spelling: Build Words with /ō/o_e, /ū/u_e, /ē/e_e -High-Frequency Words: <i>ago, boy, girl, how, old, people</i> Close Reading <i>Long Ago and Now</i>, T269A-T269J Grammar <i>Is</i> and <i>Are</i>, T277</p>	<p>Word Work T327-T329 -Fluency: Phrasing -Phonics/Spelling: Words with Long e/ē/ -High-Frequency Words -Structural Analysis: Plurals –s, -es -Vocabulary Integrate Ideas Research and Inquiry, T332-T333 Grammar The Verb <i>Have</i>, T331</p>	<p>Word Work T203 -Fluency: Phrasing Integrate Ideas -Speaking and Listening Grammar Mechanics: Commas in Dates, T283</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T338-T339 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Book Titles, T337</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RI.1.3	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.1, W.1.7	
Grammar L.1.1	
Foundational Skills/Word Work RF.1.2d, RF.1.2b, RF.1.2c, RF.1.3, RF.1.3f, RF.1.3g, RF.1.2d, RF.1.3	
Vocabulary L.1.4, L.1.6	
Grade 2	
Comprehension RI.2.1, RI.2.2	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.1f, L.2.2	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4b, L.2.5, L.2.5a, RI.2.4	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background From Farm to Table, T320-T321 Oral Vocabulary T320 Word Work T246-T249 -Fluency: Intonation -Phonological Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce /u/oo, u -High-Frequency Words Shared Read <i>A Look at Breakfast</i> , T328-T329 Shared Writing T330 Grammar Contractions with <i>not</i> , T331	Build Background Express Yourself, T376-T377 Oral Vocabulary T378 Word Work T380-T383 -Phonemic Awareness: Addition/Deletion -Phonics/Spelling: Long <i>u: u_e, ew, ue, u</i> -High-Frequency Words and Vocabulary Close Reading "They've Got the Beat!" T386-T387 Grammar Combining and Rearranging Sentences, T389	Oral Language From Farm to Table, T332 Oral Vocabulary T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Shared Read <i>A Look at Breakfast</i> , T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text/Sequence, T339 Interactive Writing T340 Grammar Contractions with <i>not</i> , T341	Oral Language Express Yourself, T390 Word Work -Structural Analysis: Comparative Endings <i>-er, -est</i> Close Reading "They've Got the Beat!" T396-T403 -Genre: Opinion -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Prefixes Write About the Text T404-T405 Grammar Combining and Rearranging Sentences, T406-T407
OPTIONS	Listening Comprehension <i>Where Does Food Come From?</i> T322	Listening Comprehension Strategy: Ask and Answer Questions, T379 Write About the Text Writing Fluency, T388	Listening Comprehension "The Little Red Hen," T333 Word Work T334-T337 -Phonics/Spelling: Review /u/oo, u -High-Frequency Words: <i>after, buy, done, every, soon, work</i>	Listening Comprehension Strategy: Ask and Answer Questions, T391 Word Work T392-T393 -Phonemic Awareness: Alliteration -Phonics/Spelling: Words with Long <i>u</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T390 Interactive Read-Aloud "Why People Drum," T391
APPROACHING LEVEL		ON LEVEL		
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Intonation Word Work T344-T347 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Review /u/ oo, u Close Reading <i>From Cows to You</i>, T347A-T347F Independent Writing T348 Grammar Mechanics: Apostrophes in Contractions, T349</p>	<p>Word Work T410-T411 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long u Close Reading <i>Many Ways to Enjoy Music</i>, T413A-T413B Grammar Mechanics: Sentence Punctuation, T414</p>	<p>Extend the Concept -Literary Element: T350 -Close Reading: "A Food Chart," T350 Word Work T352-T353 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Independent Writing T354 Grammar Mechanics: Apostrophes in Contractions, T355</p>	<p>Word Work T417-T418 -Phonemic Awareness: Phoneme Addition/Deletion Vocabulary Strategy Review: Antonyms, T419 Close Reading "A Musical Museum," T419A-T419B Write About Two Texts T420 Grammar Mechanics: Sentence Punctuation, T421</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with /u/ oo, u -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words: <i>after, buy, done, every, soon, work</i> Integrate Ideas -Text Connections, T362 -Research and Inquiry, T362-T363 Independent Writing T360 Grammar Contractions with <i>not</i>, T361</p>	<p>Word Work T424-T425 -Phonemic Awareness: Phonics/Spelling: Long u -Structural Analysis: Comparative Endings <i>-er, -est</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T424-T425 Write About Two Texts T426 Grammar Combining and Rearranging Sentences, T427</p>
OPTIONS	<p>Oral Language From Farm to Table, T342 Listening Comprehension <i>Where Does Food Comes From?</i> T322 Word Work T344-T347 -Fluency: Intonation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words: <i>after, buy, done, every, soon, work</i> Grammar Contractions with <i>not</i>, T349</p>	<p>Oral Language Express Yourself, T408 Comprehension Maintain Skill: Author's Purpose, T409 Vocabulary Reinforce Vocabulary, T413 Word Work T410-T411 -Fluency: Pronunciation -Structural Analysis: <i>-er, -est</i> -High Frequency Words Grammar Combining and Rearranging Sentences, T415 Write About the Text T414</p>	<p>Word Work T352-T353 -Fluency: Intonation -Phonics/Spelling: Build Words with /u/ oo, u -High-Frequency Words: <i>after, buy, done, every, soon, work</i> Close Reading <i>From Cows to You</i>, T347A-T347F Grammar Contractions with <i>not</i>, T355</p>	<p>Word Work T417-T418 -Fluency: Pronunciation -Phonics/Spelling: Words with Long u -High-Frequency Words -Structural Analysis: Comparative Endings <i>-er, -est</i> -Vocabulary Integrate Ideas Research and Inquiry, T422-T423 Grammar Combining and Rearranging Sentences, T421</p>	<p>Grammar Mechanics: Apostrophes in Contractions, T361</p>	<p>Word Work -Fluency: Pronunciation Integrate Ideas T424-T425 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Sentence Punctuation, T427</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RL.1.2, RL. 1.3
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.3, W.1.7
Grammar	L.1.1e
Foundational Skills/Word Work	RF.1.3c, RF. 1.3b, RF.1.3g, RL.1.3, RL.1.4a, RF.1.4b, RF.1.4c
Vocabulary	L.1.4, L.1.6, L. 1.4e
Grade 2	
Comprehension	RL.2.2, RL.2.7
Listening/Speaking	SL.2.1, SL.2.2, SL.2.3
Writing	W.2.1
Grammar	L.2.1, L.2.1d,
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Building Background Animal Features, T8-T9 Oral Vocabulary <i>appearance, feature</i> , T8 Word Work T12-T15 -Fluency: Intonation -Phonological Awareness: Rhyme -Phonics/Spelling: Introduce Long <i>a: a, ai, ay</i> -High-Frequency Words: <i>about, animal, carry, eight, give, our</i> -Vocabulary: <i>special, splendid</i> Shared Read <i>A Tale of a Tail</i> , T61-T17 Shared Writing T18 Grammar <i>Was and Were</i> , T19	Build Background Different Places, T8-T9 Oral Vocabulary T16-T17 Word Work T12-T15 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short <i>a, i</i> -High-Frequency Words and Vocabulary Close Reading "Alaska: A Special Place," T18-T19 Grammar Linking Verbs, T23	Oral Language Animal Features, T21 Oral Vocabulary <i>present, future, entertainment</i> , T8 Word Work T22-T23 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Alphabetical Order -Vocabulary: <i>special, splendid</i> Shared Read <i>A Tale of a Tail</i> , T28-T29 -Genre: Folktale -Skill: Plot: Sequence Interactive Writing T28 Grammar <i>Was and Were</i>	Oral Language Different Places, T22 Word Work -Structural Analysis: Plural Nouns with <i>-s, -es</i> Close Reading "Alaska: A Special Place," T28-T35 -Genre: Expository Text -Skill: Key Details -Strategy: Visualize -Vocabulary Strategy: Inflectional Endings Write About the Text Ideas, T36-T37 Grammar Linking Verbs, T38-T39
OPTIONS	Listening Comprehension "The Elephant's Child," T11	Listening Comprehension Strategy: Visualize, T11 Write About the Text Writing Fluency, T22	Listening Comprehension Ask and Answer Questions, T21 Word Work T24-T25 -Phonics/Spelling: Review Long <i>a: a, ai, ay</i> -High-Frequency Words: <i>about, animal, carry, eight, give, our</i>	Listening Comprehension Strategy: Visualize, T23 Word Work T24-T27 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Words with <i>a, i</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T22
APPROACHING LEVEL			ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2	
CORE	<p>Fluency Intonation, T31 Word Work T32-T35 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Long <i>a: a, ai, ay</i> -Vocabulary Strategy: Use a Dictionary Close Reading <i>How Bat Got Its Wings</i>, T35A-T35L Independent Writing T36 Grammar Mechanics: Apostrophes with Contractions, T37</p>	<p>Word Work T42-T43 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling Close Reading “Rainforests,” T45A-T45L Grammar Mechanics: Capitalization of Proper Nouns, T47</p>	<p>Extend the Concept T38 -Animal Features, T38 -“Rules at School,” T39-T39B Word Work T40-T41 -Phonemic Awareness: Rhyme -Structural Analysis: Alphabetical Order Independent Writing T42 Grammar Mechanics: Apostrophes with Contractions, T43 Integrate Ideas -Research and Inquiry, T44-T45</p>	<p>Extend the Concept -Literary Element: Sensory Words, T48 -Close Reading: “African Savannas,” T48 Word Work T49-50 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Blend and Build Words with Silent Letters -Structural Analysis: Prefixes/Suffixes Write About Two Texts T52 Grammar Mechanics: Capitalization of Proper Nouns, T53</p>	<p>Word Work T46-T47 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Long <i>a: a, ai, ay</i> -Structural Analysis: Alphabetical Order -High-Frequency Words: <i>about, animal, carry, eight, give, our</i> -Vocabulary: <i>special, splendid</i> Integrate Ideas -Text Connections, T50 Independent Writing T50 Grammar Mechanics: Apostrophes with Contractions, T51</p>	<p>Word Work T56-T57 -Phonemic Awareness: Phonics/Spelling: Silent Letters -Structural Analysis: Prefixes/Suffixes -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T60-T61 Write About Two Texts T58 Grammar Linking Verbs, T59</p>	
OPTIONS	<p>Oral Language Animal Features, T30 Word Work T34-T35 -Fluency: Intonation -Structural Analysis: Alphabetical Order -High-Frequency Words: <i>about, animal, carry, eight, give, our</i> Grammar <i>Was and Were</i>, T37</p>	<p>Oral Language Different Places, T40 Comprehension Maintain Skill: Main Topic and Key Details, T41 Vocabulary Reinforce Vocabulary, T45 Word Work T42-T43 -Fluency: Pronunciation -Structural Analysis -High Frequency Words Grammar Linking Verbs, T47 Write About the Text T46</p>	<p>Word Work T40-T41 -Fluency: Intonation -Phonics/Spelling: Build Words with Long <i>a: a, ai, ay</i> -High-Frequency Words: <i>about, animal, carry, eight, give, our</i> -Vocabulary: <i>special, splendid</i> Close Reading <i>How Bat Got Its Wings</i>, T35A-T35L Grammar <i>Was and Were</i>, T43</p>	<p>Word Work T49-T50 -Fluency: Pronunciation -Phonics/Spelling: Words with Silent Letters -High-Frequency Words -Structural Analysis: Plural Nouns with <i>-s, -es</i> -Vocabulary Grammar Linking Verbs, T53</p>	<p>Word Work T46-T47 -Fluency: Intonation Integrate Ideas -Research and Inquiry, T50-T51 -Speaking and Listening</p>	<p>Word Work -Fluency: T51 Integrate Ideas T60-T61 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalization of Proper Nouns, T59</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 1		Grade 2		Grade 1		Grade 2	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RI.1.2
Listening/Speaking	SL.1.1c, SL.1.2, S L.1.3
Writing	W.1.1, W.1.7
Grammar	L.1.1e
Foundational Skills/Word Work	RF.1.3c, L.1.4b, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c
Vocabulary	L.1.4a, L.1.6
Grade 2	
Comprehension	RI.2.3
Listening/Speaking	SL.2.1, SL.2.2, SL.2.3
Writing	W.2.2
Grammar	L.2.1, L.2.1d,
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4, L.2.4d, L.2.5, L.2.5a, RI.2.4

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Animals Together, T86-T87 Oral Vocabulary <i>behavior, beneficial</i> , T86 Word Work T90-T93 -Fluency: Phrasing -Phonological Awareness: Phoneme Identity -Phonics/Spelling: Introduce Long <i>e: e, ee, ea, ie</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i> -Vocabulary: <i>danger, partner</i> Shared Read <i>A Team of Fish</i> , T94-T95 Shared Writing T96 Grammar <i>Has and Have</i> , T97	Build Background Earth Changes, T98-T99 Oral Vocabulary T100 Word Work T102-T105 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce <i>r-Controlled Vowels /û/: er, ir, ur, or</i> -High-Frequency Words and Vocabulary Close Reading "Into the Sea," T108-T109 Grammar Helping Verbs, T111	Oral Language Animals Together, T98 Oral Vocabulary <i>dominant, instinct, endangered</i> , T98 Word Work T100-T103 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Prefixes <i>re-, un-, pre-</i> -Vocabulary: <i>danger, partner</i> Shared Read <i>A Team of Fish</i> , T106-T107 -Genre: Nonfiction, T104 -Skill: Main Idea and Key Details, T105 Interactive Writing T106 Grammar <i>Has and Have</i> , T97	Oral Language Earth Changes, T112 Word Work -Structural Analysis: Inflectional Endings Close Reading "Into the Sea," T118-T121 -Genre: Narrative -Skill: Connections Within Text: Cause and Effect -Strategy: Reread -Vocabulary Strategy: Context Clues Write About the Text T126-T127 Grammar Helping Verbs, T128-T129
	OPTIONS	Listening Comprehension "Animals Working Together," T88	Listening Comprehension Reread, T101 Write About the Text Writing Fluency, T110	Listening Comprehension Animals Working Together, T99 Word Work -Phonics/Spelling: Review Long <i>e: e, ee, ea, ie</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i>
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T109 Word Work T110-T111 -Phonemic Awareness: Rhyme -Phonics/Spelling: Blend Words with Long <i>e</i> -Vocabulary Strategy: Context Clues: Sentence Clues Close Reading <i>Animal Teams</i>, T113A-T113L Independent Writing T114 Grammar Mechanics: Capitalization and End Punctuation, T115</p>	<p>Word Work T132-T133 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ûr</i>/ Close Reading “Volcanoes,” T135A-T135M Grammar Mechanics: Quotation Marks, T137</p>	<p>Extend the Concept T116-T117 -Oral Language: Animals Together, T116 -“Busy as a Bee,” T117A-T117B Word Work T118-T119 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>pre-</i> Integrate Ideas -Research and Inquiry, T122-T123 Independent Writing T120 Grammar Mechanics: Capitalization and End Punctuation, T121</p>	<p>Word Work T139-T140 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Compound Words, T141 Close Reading “To the Rescue,” T141A-T141B Write About Two Texts T142 Grammar Mechanics: Quotation Marks, T143</p>	<p>Word Work T124-T125 -Phonemic Awareness: Phoneme Blending/ Segmentation -Phonics/Spelling: Blend and Build Words with Long <i>e</i>: <i>e</i>, <i>ee</i>, <i>ea</i>, <i>ie</i> -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>pre-</i> -High-Frequency Words: <i>because</i>, <i>blue</i>, <i>into</i>, <i>or</i>, <i>other</i>, <i>small</i> -Vocabulary: <i>danger</i>, <i>partner</i> Integrate Ideas -Text Connections, T206 Independent Writing T126 Grammar Mechanics: Capitalization and End Punctuation, T127</p>	<p>Word Work T146-T147 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ûr</i>/: <i>er</i>, <i>ir</i>, <i>ur</i>, <i>or</i> -Structural Analysis: Inflectional Endings -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T150-T151 Write About Two Texts T148 Grammar Helping Verbs, T149</p>
OPTIONS	<p>Oral Language Animals Together, T108 Word Work T112-T113 -Fluency: Phrasing -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>pre-</i> -High-Frequency Words: <i>because</i>, <i>blue</i>, <i>into</i>, <i>or</i>, <i>other</i>, <i>small</i> Grammar <i>Has</i> and <i>Have</i>, T115</p>	<p>Oral Language Earth Changes, T130 Comprehension Maintain Skill: Main Topic and Key Details, T131 Vocabulary Reinforce Vocabulary, T135 Word Work T132-T135 -Fluency: Phrasing -Structural Analysis: Inflectional Endings -High Frequency Words Grammar Helping Verbs, T137 Write About the Text T136</p>	<p>Word Work T118-T119 -Fluency: Sound-Spellings -Phonics/Spelling: Long <i>e</i>: <i>e</i>, <i>ee</i>, <i>ea</i>, <i>ie</i> -High-Frequency Words: <i>because</i>, <i>blue</i>, <i>into</i>, <i>or</i>, <i>other</i>, <i>small</i> Close Reading <i>Animal Teams</i>, T113A-T113L Grammar <i>Has</i> and <i>Have</i>, T121</p>	<p>Word Work T139-T141 -Fluency: Phrasing -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels -High-Frequency Words/Vocabulary -Structural Analysis: Inflectional Endings Grammar Helping Verbs, T143</p>	<p>Word Work -Fluency: T125 Integrate Ideas -Research and Inquiry, T128-T129 -Speaking and Listening</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T150-T151 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Quotation Marks, T149</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 1	Grade 2		Grade 1		Grade 2	
Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RI.1.2
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.2, W.1.7
Grammar	L.1.1
Foundational Skills/Word Work	RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c
Vocabulary	L.1.4, L.1.6, L.1.5a, L.1.5b
Grade 2	
Comprehension	RL.2.3, RL.2.5, RL.2.7
Listening/Speaking	SL.2.1b, SL.2.2, SL.2.3
Writing	W.2.3
Grammar	L.2.1, L.2.1d, L.2.2,
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.5, L.2.5a, L.2.6, RI.2.4

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background In the Wild, T164 Oral Vocabulary <i>communicate, superior</i> , T166 Word Work T168-T171 -Fluency: Expression -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long <i>o</i> -High-Frequency Words: <i>find, food, more, over, start, warm</i> Shared Read <i>Go Wild!</i> T172-T173 Shared Writing T174 Grammar <i>Go and Do</i> , T175	Build Background Our Culture Makes Us Special, T188 Oral Vocabulary T190 Word Work T192-T195 -Phonemic Awareness: Generate Rhyme -Phonics/Spelling: Introduce <i>r</i> -Controlled Vowels -High-Frequency Words and Vocabulary Close Reading “Happy New Year,” T198-T199 Grammar Irregular Verbs, T201	Oral Language In the Wild, T176 Oral Vocabulary <i>survive, provide, wilderness</i> , T176 Word Work T178-T181 -Phonemic Awareness: Contrast Sounds -Structural Analysis: Open Syllables -Vocabulary: Word Categories Shared Read <i>Go Wild!</i> , T182-T183 -Genre: Informational Text/Nonfiction, T182 -Skill: Main Idea and Key Details, T183 Interactive Writing T184 Grammar <i>Go and Do</i> , T185	Oral Language Our Culture Makes Us Special, T202 Word Work -Structural Analysis: Irregular Plurals Close Reading “Happy New Year,” T208-T211 -Genre: Realistic Fiction -Skill: Plot: Compare and Contrast -Strategy: Visualize -Vocabulary Strategy: Similes Write About the Text T216-T217 Grammar Irregular Verbs, T218-T219
	Listening Comprehension “Animals in Winter,” T166	Listening Comprehension Strategy: Reread, T191 Write About the Text Writing Fluency, T200	Listening Comprehension “Animals Working Together,” T177 Word Work T180-T181 -Phonics/Spelling: Review Long <i>o</i> -High-Frequency Words: <i>find, food, more, over, start, warm</i>	Listening Comprehension Strategy: Visualize, T203 Word Work T204-T207 -Phonemic Awareness: Initial Sound Substitution -Phonics/Spelling: Words with <i>r</i> -Controlled Vowels -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T188 Interactive Read Aloud “My New School,” T191
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Expression Word Work T188-T191 -Phonemic Awareness: Contrast Sounds -Phonics/Spelling: Blend Words with Long <i>o</i> -Vocabulary Strategy: Word Categories Close Reading <i>Vulture View</i>, T191A-T191O Independent Writing T192 Grammar Mechanics: Capitalize Proper Nouns, T193</p>	<p>Word Work T222-T223 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar, /ar/är</i> Close Reading <i>Dear Prima: A Letter to My Cousin</i>, T225A-T225H Grammar Mechanics: Book Titles, T227</p>	<p>Extend the Concept -Oral Language: In the Wild, T194 -“When It’s Snowing,” T195 Word Work T196-T197 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Open Syllables Integrate Ideas -Research and Inquiry, T200-T201 Independent Writing T198 Grammar Mechanics: Capitalize Proper Nouns, T199</p>	<p>Word Work T229-T230 -Phonemic Awareness: Initial Sound Substitution Vocabulary Strategy Review: Multiple-Meaning Words, T231 Close Reading “Games Around the World,” T231A Write About Two Texts T232 Grammar Mechanics: Book Titles, T233</p>	<p>Word Work T202-T205 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Long <i>o</i> -Structural Analysis: Open Syllables -High-Frequency Words: <i>find, food, more, over, start, warm</i> Integrate Ideas -Text Connections, T206 Independent Writing T206 Grammar Mechanics: Capitalize Proper Nouns, T207</p>	<p>Word Work T236-T237 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar, /ar/är</i> -Structural Analysis: Irregular Plurals -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T240-T241 Write About Two Texts T238 Grammar Irregular Verbs, T239</p>
OPTIONS	<p>Oral Language In the Wild, T186 Word Work T190-T191 -Fluency: Expression, T187 -Structural Analysis: Open Syllables -High-Frequency Words: <i>find, food, more, over, start, warm</i> Grammar <i>Go and Do</i>, T193</p>	<p>Oral Language Our Culture Makes Us Special, T220 Comprehension Maintain Skill: Plot, T221 Vocabulary Reinforce Vocabulary, T225 Word Work T222-T223 -Fluency: Expression -Structural Analysis: Irregular Plurals -High Frequency Words Grammar Irregular Verbs, T227 Write About the Text T227</p>	<p>Word Work T196-T197 -Fluency: Expression -Phonics/Spelling: Build Words with Long <i>o</i> -High-Frequency Words: <i>find, food, more, over, start, warm</i> Close Reading <i>Vulture View</i>, T191A-T191O Grammar <i>Go and Do</i>, T199</p>	<p>Word Work T229-T230 -Fluency: Expression -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar, /ar/är</i> -High-Frequency Words -Structural Analysis: Irregular Plurals -Vocabulary Integrate Ideas Research and Inquiry, T234-T235 Grammar Irregular Verbs, T233</p>	<p>Word Work -Fluency: Expression Integrate Ideas -Research and Inquiry, T206-T207 -Speaking and Listening Grammar <i>Go and Do</i>, T207</p>	<p>Word Work -Fluency: Expression Integrate Ideas T240-T241 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Book Titles, T239</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.2, RL.1.6	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1e	
Foundational Skills/Word Work RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4a, L.1.6	
Grade 2	
Comprehension RL.2.2, RL.2.7	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.1	
Grammar L.2.1, L.2.1d,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Insects! T242-T243 Oral Vocabulary <i>different, flutter</i> , T244 Word Work T246-T249 -Fluency: Sound-Spellings -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long <i>i</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Shared Read <i>Creep Low, Fly High</i> , T250-T251 Shared Writing T252 Grammar <i>See and Saw</i> , T253	Build Background Folktales About Nature, T278 Oral Vocabulary T280 Word Work T282-T285 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: <i>r</i> -Controlled Vowels <i>/ir/</i> -High-Frequency Words and Vocabulary Grammar Irregular Verbs, T291	Oral Language Insects!, T254 Oral Vocabulary <i>imitate, protect, resemble</i> , T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Inflectional Endings -Vocabulary: <i>beautiful, fancy</i> -Genre: Fantasy, T260 -Skill: Point of View, T261 Shared Read <i>Creep Low, Fly High</i> , T260-T261 Interactive Writing T262 Grammar <i>See and Saw</i> , T263	Oral Language Folktales About Nature, T292 Word Work -Structural Analysis: Abbreviations Close Reading “Why the Sun and Moon Live in the Sky,” T298 -Genre: Narrative -Skill: Theme -Strategy: Visualize -Vocabulary Strategy: Root Words Write About the Text T306-T307 Grammar Irregular Verbs, T308-T309
OPTIONS	Listening Comprehension “Insect Hide and Seek,” T244	Listening Comprehension Strategy: Visualize, T281 Write About the Text Writing Fluency, T290	Listening Comprehension “Insect Hide and Seek,” T255 Word Work T258-T259 -Phonics/Spelling: Review Long <i>i</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i>	Listening Comprehension Strategy: Visualize, T295 Word Work T294-T296 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: <i>r</i> -Controlled Vowels -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T294 Interactive Read Aloud “How Thunder and Lightning Came to Be,” T295
APPROACHING LEVEL		ON LEVEL		
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing Word Work T266-T269 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend with Long <i>i</i> -Vocabulary Strategy: Context Clues/Sentence Clues Close Reading <i>Hi! Fly Guy</i>, T269A-T269R Independent Writing T270 Grammar Mechanics: Titles of Books, T271</p>	<p>Word Work T308-T309 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: <i>r</i>-Controlled Vowel /<i>ir</i>/ Close Reading <i>How the Beetle Got Her Colors</i>, T315A Grammar Mechanics: Letter Punctuation, T317</p>	<p>Extend the Concept T272-T273 -“Meet the Insects,” T273A-T273B Word Work T274-T275 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Inflectional Endings Integrate Ideas -Research and Inquiry, T278-T279 Independent Writing T276 Grammar Mechanics: Titles of Books, T277</p>	<p>Word Work T319-T320 -Phonemic Awareness: Phoneme Blending Vocabulary Strategy Review: Similes, T321 Close Reading “How the Finch Got Its Colors,” T321A-T321B Write About Two Texts T322 Grammar Mechanics: Letter Punctuation, T323</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Long <i>i</i> -Structural Analysis: Inflectional Endings -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Integrate Ideas -Text Connections, T284 Independent Writing T282 Grammar <i>See and Saw</i>, T283</p>	<p>Word Work T326-T327 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowels <i>ir/eer, ere, ear</i> -Structural Analysis: Abbreviations -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T330-T331 Write About Two Texts T328 Grammar Irregular Verbs, T329</p>
OPTIONS	<p>Oral Language Insects!, T264 Word Work T268-T269 -Fluency: Phrasing -Structural Analysis: Inflectional Endings -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Grammar <i>See and Saw</i>, T271</p>	<p>Oral Language Folktales About Nature, T306 Comprehension Maintain Skill: Character, Setting, Plot: Compare and Contrast, T307 Vocabulary Reinforce Vocabulary, T311 Word Work T308-T309 -Fluency: Expression -Structural Analysis: Abbreviations -High Frequency Words Grammar Irregular Verbs, T317 Write About the Text T316</p>	<p>Word Work T274-T275 -Fluency: Word Automaticity -Phonics/Spelling: Blend and Build Words with Long <i>i</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Close Reading <i>Hi! Fly Guy</i>, T269A-T269R Grammar <i>See and Saw</i>, T277</p>	<p>Word Work T229-T230 -Fluency: Expression -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ör/or, ore, oar, /ar/är</i> -High-Frequency Words -Structural Analysis: Irregular Plurals -Vocabulary Integrate Ideas Research and Inquiry, T234-T235 Grammar Irregular Verbs, T233</p>	<p>Word Work T280-T281 -Fluency Integrate Ideas -Research and Inquiry, T284-T285 -Speaking and Listening Grammar Mechanics: Titles of Books, T283</p>	<p>Word Work -Fluency: Expression Integrate Ideas T330-T331 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Letter Punctuation, T329</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RI.1.3, RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1	
Foundational Skills/Word Work RF.1.3c, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4c, L.1.6	
Grade 2	
Comprehension RL.2.2, RL.2.10	
Listening/Speaking SL.2.1, SL.2.1a, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2, L.2.2c, L.2.2d,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.5, L.2.5a, L.2.6	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Working with Animals, T320-T321 Oral Vocabulary T322 Word Work T344-T327 -Fluency: Intonation -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long <i>e: y, ey</i> -High-Frequency Words -Vocabulary: <i>clever, signal</i> Shared Read <i>From Puppy to Guide Dog</i> , T328-T329 Shared Writing T330 Grammar Adverbs That Tell <i>When</i> , T331	Build Background Poems About Nature, T368 Oral Vocabulary T368 Word Work T372-T375 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: <i>r</i> -Controlled Vowels / <i>â/are, ear, ere</i> -High-Frequency Words and Vocabulary Close Reading “Snow Shape,” T390-T393 Grammar Contractions, T381	Oral Language Working with Animals, T332 Oral Vocabulary T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Deletion -Structural Analysis: Compound Words -Vocabulary: <i>clever, signal</i> Shared Read <i>From Puppy to Guide Dog</i> , T340-T341 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text/Sequence, T339 Interactive Writing T340 Grammar Adverbs That Tell <i>When</i> , T341	Oral Language Poems About Nature, T382 Word Work -Structural Analysis: <i>r</i> -Controlled Vowel Syllables Close Reading “Snow Shape,” Nature Walk,” In the Sky,” T388-T395 -Genre: Narrative -Skill: Theme -Strategy: Visualize -Vocabulary Strategy: Similes Write About the Text T396 Grammar Contractions, T398
OPTIONS	Listening Comprehension “Ming’s Teacher,” T323	Listening Comprehension Strategy: Visualize, T371 Write About the Text Writing Fluency, T381	Listening Comprehension “Ming’s Teacher,” T333 Word Work T336-T337 -Phonics/Spelling: Review Long <i>e: y, ey</i> -High-Frequency Words: <i>found, hard, near, woman, would, write</i>	Listening Comprehension Strategy: Visualize, T383 Word Work T384-T386 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: <i>r</i> -Controlled Vowels -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T382 Interactive Read Aloud Poems, T383
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Word Work T344-T347 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Long <i>e</i>: <i>y, ey</i> -Vocabulary Strategy: Root Words Close Reading <i>Koko and Penny</i>, T347A-T347F Independent Writing T348 Grammar Mechanics: Commas in a Series, T349</p>	<p>Word Work T402-T403 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: <i>r</i>-Controlled Vowel /<i>är</i>/ Close Reading “April Rain Song,” “Rain Poem,” T405A-T405D Grammar Mechanics: Apostrophes with Contractions, T407</p>	<p>Extend the Concept T350 -“Saving Mountain Gorillas,” T351 Word Work T352-T353 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Compound Words Integrate Ideas -Research and Inquiry, T356-T357 Independent Writing T354 Grammar Adverbs That Tell <i>When</i>, T355</p>	<p>Word Work T409-T410 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Multiple-Meaning Words, T411 Close Reading “Helicopters,” “Windy Tree,” T411B Write About Two Texts T412 Grammar Mechanics: Apostrophes with Contractions, T413</p>	<p>Word Work T358-T359 -Phonemic Awareness: Phoneme Deletion/Addition -Phonics/Spelling: Blend and Build Words with Long <i>e</i>: <i>y, ey</i> -Structural Analysis: Compound Words -High-Frequency Words: <i>found, hard, near, woman, would, write</i> Integrate Ideas -Text Connections, T362 Independent Writing T360 Grammar Adverbs That Tell <i>When</i>, T360</p>	<p>Word Work T416-T417 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowel /<i>är</i>/<i>are, air, ear, ere</i> -Structural Analysis: <i>r</i>-Controlled Vowels -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T420-T421 Write About Two Texts T418 Grammar Contractions, T419</p>
OPTIONS	<p>Oral Language Working with Animals, T342 Word Work T346-T347 -Fluency: Intonation -Structural Analysis: Compound Words -High-Frequency Words: <i>found, hard, near, woman, would, write</i> Grammar Adverbs That Tell <i>When</i>, T349</p>	<p>Oral Language Poems About Nature, T400 Comprehension Maintain Skill: Key Details, T401 Vocabulary Reinforce Vocabulary, T405 Word Work T402-T403 -Fluency: Phrasing -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -High Frequency Words Grammar Contractions, T407 Write About the Text T406</p>	<p>Word Work T352-T353 -Fluency: Sound-Spellings -Phonics/Spelling: Blend and Build Words with Long <i>e</i>: <i>y, ey</i> -High-Frequency Words: <i>found, hard, near, woman, would, write</i> Close Reading <i>Koko and Penny</i>, T347A-T347F Grammar Mechanics: Commas in a Series, T355</p>	<p>Word Work T409-T410 -Fluency: Phrasing -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>är</i>/<i>are, air, ear, ere</i> -High-Frequency Words -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -Vocabulary Integrate Ideas Research and Inquiry, T414 Grammar Contractions, T413</p>	<p>Word Work T359 -Fluency: Intonation Integrate Ideas -Research and Inquiry, T362-T363 -Speaking and Listening, T363 Grammar Mechanics: Commas in a Series, T360</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T420-T421 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Apostrophes with Contractions, T419</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.2.6, RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.1, W.1.7	
Grammar L.1.1g	
Foundational Skills/Word Work RF.1.3, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.1c	
Vocabulary L.1.4a, L.1.6	
Grade 2	
Comprehension L.2.2, RL.2.6	
Listening/Speaking SL.2.1a, SL.2.2, SL.2.3	
Writing W.2.1	
Grammar L.2.1, L.2.2,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary RI.2.4, L.2.4, L.2.5a	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background See it, Sort it, T8-T9 Oral Vocabulary <i>distinguish, classify</i> , T8 Word Work T12-T15 -Fluency: Phrasing -Phonological Awareness: Contrast Vowel Sounds -Phonics/Spelling: Introduce /är/ar -High-Frequency Words: <i>four, large, none, only, put, round</i> -Vocabulary: <i>trouble, whole</i> Shared Read <i>A Barn Full of Hats</i> , T16-T17 Shared Writing T18 Grammar Words That Join, T19	Build Background Being a Good Citizen, T8-T9 Oral Vocabulary T16-T17 Word Work T12-T15 -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Introduce Diphthongs: <i>ou, ow</i> -High-Frequency Words and Vocabulary Close Reading "A Difficult Decision," T18-T19 Grammar Pronouns, T21	Oral Language See it, Sort, it, T20 Oral Vocabulary <i>organize, entire, startled</i> , T8 Word Work T22-T25 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Irregular Plurals -Vocabulary: <i>trouble, whole</i> Shared Read <i>A Barn Full of Hats</i> , T26-T27 -Genre: Fantasy, T26 -Skill: Point of View, T27 Interactive Writing T28 Grammar Words That Join, T29	Oral Language Being a Good Citizen, T22 Word Work -Structural Analysis: Irregular Plurals, T25 Close Reading "A Difficult Decision," T28 -Genre: Realistic Fiction -Skill: Point of View -Strategy: Summarize -Vocabulary Strategy: Suffixes Write About the Text T36-T37 Grammar Pronouns, T38-T39
OPTIONS	Listening Comprehension "Goldilocks," T11	Listening Comprehension Strategy: Summarize, T10-T11 Write About the Text Writing Fluency, T20	Listening Comprehension "Goldilocks," T21 Word Work T22-T25 -Phonics/Spelling: Review /ä/ar -High-Frequency Words: <i>four, large, none, only, put, round</i>	Listening Comprehension Strategy, T23 Word Work T24-T27 -Phonemic Awareness: Initial and Final Sound Substitution -Phonics/Spelling: Diphthongs: <i>ou, ow</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T22 Interactive Read Aloud "A Boy Named Martin," T23
APPROACHING LEVEL		ON LEVEL		
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2	
CORE	<p>Word Work T32-T35</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with /är/ar -Vocabulary Strategy: Multiple Meanings -Fluency: Phrasing <p>Close Reading “Sort It Out,” T39A-T39B</p> <p>Independent Writing T36</p> <p>Grammar Mechanics: Capitalize Proper Nouns (places), T37</p>	<p>Word Work T42-T43</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Diphthongs: <i>ou, ow</i> <p>Close Reading <i>Grace for President</i>, T45A-T45L</p> <p>Grammar Mechanics: Quotation Marks, T47</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Oral Language: See it, Sort it, T38 -“Sort It Out,” T39A-T39B <p>Word Work T40-T41</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Irregular Plurals <p>Independent Writing T42</p> <p>Grammar Mechanics: Capitalize Proper Nouns (places), T43</p>	<p>Word Work T49-T50</p> <ul style="list-style-type: none"> -Phonemic Awareness: Initial and Final Sound Substitution <p>Vocabulary Strategy Review: Compound Words, T51</p> <p>Close Reading “Helping to Make Smiles,” T51A-T51B</p> <p>Write About Two Texts T52</p> <p>Grammar Mechanics: Quotation Marks, T53</p>	<p>Word Work T48-T49</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with /är/ar -Structural Analysis: Irregular Plurals -High-Frequency Words: <i>four, large, none, only, put, round</i> <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Text Connections, T50-T51 <p>Independent Writing T50</p> <p>Grammar Words That Join, T51</p>	<p>Word Work T48-T49</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phonics/Spelling: Diphthongs <i>ou, ow</i> -Structural Analysis: Irregular Plurals -High-Frequency Words/Vocabulary <p>Integrate Ideas Text Connections, T60-T61</p> <p>Write About Two Texts T58</p> <p>Grammar Pronouns</p>	
OPTIONS	<p>Oral Language See It, Sort It, T30</p> <p>Word Work T32-T35</p> <ul style="list-style-type: none"> -Fluency: Phrasing -Structural Analysis: Irregular Plurals -High-Frequency Words: <i>four, large, none, only, put, round</i> <p>Grammar Words That Join, T37</p>	<p>Oral Language A Boy Named Martin, T40</p> <p>Comprehension Maintain Skill: Theme, T41</p> <p>Vocabulary Reinforce Vocabulary, T45</p> <p>Word Work T42-T43</p> <ul style="list-style-type: none"> -Fluency: Intonation -Structural Analysis: Irregular Plurals -High Frequency Words <p>Grammar Pronouns, T47</p> <p>Write About the Text T46</p>	<p>Word Work T40-T41</p> <ul style="list-style-type: none"> -Fluency: Phrasing -Phonics/Spelling: Build Words with /är/ar -High-Frequency Words: <i>four, large, none, only, put, round</i> <p>Close Reading <i>A Lost Button, From Frog and Toad Are Friends</i>, T35A-T35J</p> <p>Grammar Words That Join, T43</p>	<p>Word Work T49-T50</p> <ul style="list-style-type: none"> -Fluency: Intonation -Phonics/Spelling: Words with Diphthongs: <i>ou, ow</i> -High-Frequency Words -Structural Analysis: Irregular Plurals -Vocabulary <p>Integrate Ideas Research and Inquiry, T54-T55</p> <p>Grammar Pronouns, T53</p>	<p>Word Work T48-T49</p> <ul style="list-style-type: none"> -Fluency: Phrasing <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Speaking and Listening, T51 <p>Grammar Mechanics: Capitalize Proper Nouns, (places), T51</p>	<p>Word Work</p> <ul style="list-style-type: none"> -Fluency: Intonation <p>Integrate Ideas T60-T61</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Quotation Marks, T59</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 1		Grade 2		Grade 1		Grade 2	
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Writing/Spelling</p> <p>Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RL.1.3, RL.1.2
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.2, W.1.7
Grammar	L.1.1f
Foundational Skills/Word Work	RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c
Vocabulary	L.1.4, L.1.6, L.1.5d
Grade 2	
Comprehension	RL.2.6
Listening/Speaking	SL.2.1, SL.2.1b, SL.2.2, SL.2.3
Writing	W.2.1, W.2.3
Grammar	L.2.1, L.2.2, L.2.2d
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4a

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Up in the Sky, T86-T87 Oral Vocabulary <i>certain, observe</i> , T86-T87 Word Work T90-T93 -Fluency: Intonation -Phonological Awareness: Identify and Generate Rhyme -Phonics/Spelling: <i>r</i> -Controlled Vowels / <i>ur</i> / -High-Frequency Words: <i>another, climb, full, great, poor, through</i> -Vocabulary: <i>leaped, stretched</i> Shared Read <i>A Bird Named Fern</i> , T94-T95 Shared Writing T96 Grammar Adjectives, T97	Build Background Cooperation Works!, T98-T99 Oral Vocabulary T100 Word Work T102-T105 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Diphthongs <i>oy, oi</i> -High-Frequency Words and Vocabulary Close Reading "Soccer Friends," T108-T109 Grammar Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i> , T111	Oral Language Up in the Sky, T98 Oral Vocabulary <i>remained, thoughtful, vast</i> Word Work T100-T103 -Phonemic Awareness: Phoneme Substitution -Structural Analysis: Inflectional Ending <i>-er</i> -Vocabulary: <i>leaped, stretched</i> Shared Read <i>A Bird Named Fern</i> , T104-T105 -Genre: Fantasy, T106 -Skill: Cause and Effect, T105 Interactive Writing T106 Grammar Adjectives, T107	Oral Language Cooperation Works! T112 Word Work T115 -Structural Analysis: Consonant + <i>le</i> (<i>el, al</i>) Close Reading "Soccer Friends," T118-T121 -Genre: Informative -Skill: Point of View -Strategy: Summarize -Vocabulary Strategy: Idioms Practice Your Turn , 212-217 Write About the Text T126-T127 Grammar Pronouns with <i>-self</i> and <i>-selves</i> , T128-T129
OPTIONS	Listening Comprehension "Goldilocks," T11	Listening Comprehension Strategy: Summarize, T101 Write About the Text Writing Fluency, T110	Listening Comprehension "Why the Sun and Moon Are in the Sky," T99 Word Work T100-T103 -Phonics/Spelling: Review / <i>ur</i> / -High-Frequency Words: <i>another, climb, full, great, poor, through</i>	Listening Comprehension Strategy: Summarize, T113 Word Work T114-T116 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T112 Interactive Read Aloud "My First Day," T113
APPROACHING LEVEL			ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Intonation Word Work T110-T113 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with /ûr/ -Vocabulary Strategy: Shades of Meaning/Intensity Close Reading <i>Kitten’s First Full Moon</i>, T113A-T113P Independent Writing T114 Grammar Mechanics: Capitalization and End Marks, T115</p>	<p>Word Work T132-T133 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> Close Reading <i>Once Upon a Baby Brother</i>, T135A-T135M Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T137</p>	<p>Extend the Concept -Oral Language: Up in the Sky, T116 -“The Moon,” T117A-T117B Word Work T118-T119 -Fluency: Intonation -Phonemic Awareness: Phoneme Deletion -Structural Analysis: Inflectional Ending <i>-er</i> Independent Writing T120 Grammar Mechanics: Capitalization and End Marks, T121</p>	<p>Word Work T139-T140 -Phonemic Awareness: Phoneme Deletion Vocabulary Strategy Review: Suffixes, T141 Close Reading “Bully-Free Zone,” T141A-T141B Write About Two Texts T142 Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T143</p>	<p>Word Work T124-T125 -Phonemic Awareness: Phoneme Blending/ Substitution -Phonics/Spelling: Blend and Build Words with /ûr/ -Structural Analysis: Inflectional Ending <i>-er</i> -High-Frequency Words: <i>another, climb, full, great, poor, through</i> Integrate Ideas -Text Connections, T124 -Research and Inquiry, T124 Independent Writing T126 Grammar Adjectives, T127</p>	<p>Word Work T146-T147 -Phonemic Awareness: Phonics/Spelling: Diphthongs <i>oy, oi</i> -Structural Analysis: Consonant + <i>le (el, al)</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T150-T151 Write About Two Texts T148 Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T149</p>
OPTIONS	<p>Oral Language Up in the Sky, T108 Word Work T110-T113 -Fluency: Intonation -Structural Analysis: Inflectional Ending <i>-er</i> -High-Frequency Words: <i>another, climb, full, great, poor, through</i> Grammar Adjectives, T115</p>	<p>Oral Language “My First Day!” T130 Comprehension Maintain Skill: Theme, T131 Word Work T132-T135 -Fluency: Expression -Structural Analysis: Consonant + <i>le (el, al)</i> Syllables -High Frequency Words Grammar Pronouns, T137 Write About the Text T136</p>	<p>Word Work T118-T119 -Fluency: Intonation -Phonics/Spelling: Build Words with /û -High-Frequency Words: <i>another, climb, full, great, poor, through</i> Close Reading “The Moon,” T117A-T117B Grammar Words That Join, T121</p>	<p>Word Work T139-T141 -Fluency: Expression -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> -High-Frequency Words -Structural Analysis: Consonant + <i>le (el, al)</i> Syllables -Vocabulary Integrate Ideas Research and Inquiry, T144-T145 Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T143</p>	<p>Word Work T124-T125 -Fluency: Intonation Integrate Ideas -Speaking and Listening, T125 Grammar Mechanics: Capitalization and End Marks, T127</p>	<p>Word Work -Fluency: Expression Integrate Ideas T150-T151 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T149</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2		Grade 1	Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RI.1.3, RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.2, W.1.7	
Grammar L.1.1f	
Foundational Skills/Word Work RF.1.3, L.1.2, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4b, L.1.6, L.2.4b	
Grade 2	
Comprehension RI.2.3	
Listening/Speaking SL.2.1b, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2, L.2.2a,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary RI.2.4	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Great Inventions, T164-T165 Oral Vocabulary T164 Word Work T169-T171 -Fluency: Appropriate Phrasing -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce /ôr/or, ore, oar -High-Frequency Words -Vocabulary: <i>idea, unusual</i> Shared Read <i>The Story of a Robot Inventor</i> , T172-T173 Shared Writing T174 Grammar Adjectives That Compare, T175	Build Background Our Heroes, T188 Oral Vocabulary T190 Word Work T192-T195 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowels /ü/: oo, u, u_e, ew, ue, ui and /û/: oo, u, ou -High-Frequency Words and Vocabulary Close Reading <i>Cesar Chavez</i> , T198-T199 Grammar Possessive Pronouns, T201	Oral Language Great Inventions, T176 Oral Vocabulary T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Substitution -Structural Analysis: Abbreviations -Vocabulary: <i>idea, unusual</i> Shared Read <i>The Story of a Robot Inventor</i> , T182-T183 -Genre: Nonfiction/Biography, T182 -Skill: Connections Within Text: Problem and Solution, T183 Interactive Writing T184 Grammar Adjectives That Compare, T185	Oral Language Our Heroes, T202 Word Work -Structural Analysis: Contractions with <i>not</i> Close Reading T208-T211 -Genre: Informative -Skill: Connections Within Text: Sequence -Strategy: Summarize -Vocabulary Strategy: Synonyms Write About the Text T216-T217 Grammar Possessive Pronouns, T218-T219
OPTIONS	Listening Comprehension “Great Inventions,” T167	Listening Comprehension Strategy: Summarize, T191 Write About the Text Writing Fluency, T200	Listening Comprehension “Great Inventions,” T177 Word Work T178-T181 -Phonics/Spelling: Review -High-Frequency Words: <i>begin, better, guess, learn, right, sure</i>	Listening Comprehension Strategy, T203 Word Work T204-T207 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Words with Variant Vowels /ü/ and /û/ -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T188 Interactive Read Aloud “A Hero On and Off Skis,” T191
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T187 Word Work T188-T191 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with /<i>ôr/or, ore, oar</i> -Vocabulary Strategy: Prefixes Close Reading <i>Thomas Edison Inventor</i>, T191A-T191L Independent Writing T192 Grammar Mechanics: Capitalize Dats, Months, and Holidays, T193</p>	<p>Word Work T222-T223 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Variant Vowels /<i>ü/</i> and /<i>û</i> Close Reading “Brave Bessie,” T225A-T225H Grammar Mechanics: Capitalization of Proper Nouns, T227</p>	<p>Extend the Concept -Oral Language: Great Inventions, T194 -“Windshield Wipers” and “Scissors,” T195A-T197B Word Work T196-T197 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Addition -Structural Analysis: Abbreviations Independent Writing T198 Grammar Mechanics: Capitalize Days, Months, and Holidays, T199</p>	<p>Word Work T229-T230 -Phonemic Awareness: Identify Syllables Vocabulary Strategy Review: Idioms, T231 Close Reading “The Legend of Kate Shelley,” T231A Write About Two Texts T232 Grammar Mechanics: Capitalization of Proper Nouns, T233</p>	<p>Word Work T202-T203 -Phonemic Awareness: Phoneme Blending/ Substitution -Phonics/Spelling: Blend and Build Words with /<i>ôr/ or, ore, oar</i> -Structural Analysis: Abbreviations -High-Frequency Words: <i>begin, better, guess, learn, right, sure</i> -Vocabulary Integrate Ideas -Text Connections, T206 -Research and Inquiry, T206 Independent Writing T204 Grammar Adjectives That Compare, T205</p>	<p>Word Work T236-T237 -Phonemic Awareness: Phonics/Spelling: Variant Vowels /<i>ü/</i> and /<i>û/</i> -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T240-T241 Write About Two Texts T238 Grammar Possessive Pronouns, T239</p>
OPTIONS	<p>Oral Language Great Inventions, T186 Word Work T188-T191 -Fluency: Phrasing -Structural Analysis: Abbreviations -High-Frequency Words: <i>begin, better, guess, learn, right, sure</i> Grammar Adjectives That Compare, T193</p>	<p>Oral Language Our Heroes, T220 Comprehension Maintain Skill: Plot: Sequence, T221 Word Work T222-T223 -Structural Analysis: Contractions with <i>not</i> -High Frequency Words Grammar Possessive Pronouns, T227 Write About the Text T226</p>	<p>Word Work T196-T197 -Fluency: Phrasing -Phonics/Spelling: Build Words with /<i>ôr/ or, ore, oar</i> -High-Frequency Words: <i>begin, better, guess, learn, right, sure</i> Close Reading <i>Thomas Edison Inventor</i>, T191A-T191L Grammar Adjectives That Compare, T199</p>	<p>Word Work T229-T230 -Fluency: Phrasing -Phonics/Spelling: Words with Variant Vowels /<i>ü/</i> and /<i>û/</i> -High-Frequency Words -Structural Analysis: Contractions with <i>not</i> -Vocabulary Integrate Ideas Research and Inquiry, T234-T235 Grammar Possessive Pronouns, T233</p>	<p>Word Work T202-T203 -Fluency: Phrasing Integrate Ideas -Speaking and Listening, T206-T207 Grammar Mechanics: Capitalize Days, Months, and Holidays, T205</p>	<p>Integrate Ideas T240-T241 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalization of Proper Nouns, T239</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RL.1.3, RL.1.2
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.3, W.1.7
Grammar	L.1.1h
Foundational Skills/Word Work	RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c
Vocabulary	L.1.4b, L.1.6
Grade 2	
Comprehension	RL.2.3
Listening/Speaking	SL.2.1c, SL.2.3, SL.2.6
Writing	W.2.3
Grammar	L.2.2, L.2.2c,
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4, L.2.4a, L.2.5, L.2.5a, RI.2.4

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Sounds All Around, T242-T243 Oral Vocabulary <i>distract, nervous</i> , T242-T244 Word Work T246-T249 -Fluency: Expression -Phonological Awareness: Phoneme Substitution -Phonics/Spelling: Introduce Diphthongs <i>ou, ow</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> -Vocabulary: <i>scrambled, suddenly</i> Shared Read <i>Now, What's That Sound?</i> T250-T251 Shared Writing T252 Grammar Using <i>a, an, and the</i> , T253	Build Background Preserving Our Earth, T278 Oral Vocabulary T280 Word Work T282-T285 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowels / <i>ô/</i> : <i>a, aw, au, augh, al, and ough</i> -High-Frequency Words and Vocabulary Close Reading <i>The Art Project</i> Grammar Contractions, T291	Oral Language Sounds All Around, T254 Oral Vocabulary <i>senses, squeaky, volume</i> Word Work T256-T259 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Endings <i>-er, -est</i> -Vocabulary: <i>scrambled, suddenly</i> Shared Read <i>Now, What's That Sound?</i> T260-T261 -Genre: Realistic Fiction, T260 -Skill: Plot: Problem and Solution, T261 Interactive Writing T262 Grammar Using <i>a, an, and the</i> , T273	Oral Language Preserving Our Earth, T292 Word Work -Structural Analysis: Vowel Team Syllables Close Reading <i>The Art Project</i> , T298 -Genre: Informative -Skill: Plot: Problem and Solution -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Homophones Write About the Text T306-T307 Grammar Contractions, T308-T309
	Listening Comprehension "Great Inventions," T167	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T281 Write About the Text Writing Fluency, T290	Listening Comprehension "The Squeaky Bed," T255 Word Work T256-T259 -Phonics/Spelling: Review Diphthongs <i>ou, ow</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i>	Listening Comprehension Make, Confirm, Revise Predictions, T295 Word Work T294-T296 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Words with Variant Vowels / <i>ô/</i> : <i>a, aw, au, augh, al, and ough</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T294 Interactive Read Aloud "Clean Water," T295
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Expression Word Work T266-T269 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Diphthongs <i>ou, ow</i> -Vocabulary Strategy: Suffixes Close Reading <i>Whistle for Willie</i>, T269A-T269N Independent Writing T270 Grammar Mechanics: Capitalize/Underline Book Titles, T271</p>	<p>Word Work T308-T309 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Variant Vowels /<i>ô/</i>: <i>a, aw, au, augh, al, and ough</i> Vocabulary Reinforce Vocabulary, T311 Close Reading “The Woodcutters Gift,” T315A Grammar Mechanics: Contractions/Possessive Pronouns, T267</p>	<p>Extend the Concept -Oral Language: Sounds All Around, T272-T273 -“Shake! Strike! Strum!” T273A-T273B Word Work T274-T275 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Endings <i>-er, -est</i> Independent Writing T276 Grammar Mechanics: Capitalize/Underline Book Titles, T277</p>	<p>Word Work T319-T320 -Phonemic Awareness: Phoneme Deletion Vocabulary Strategy Review: Context Clues, T321 Close Reading “Earth’s Resources,” T321A-T321B Write About Two Texts T316 Grammar Mechanics: Contractions/Possessive Pronouns, T317</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/ Substitution -Phonics/Spelling: Blend and Build Words with Diphthongs <i>ou, ow</i> -Structural Analysis: Inflectional Endings <i>-er, -est</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> -Vocabulary Integrate Ideas -Text Connections, T284 -Research and Inquiry, T284 Independent Writing T282 Grammar Using <i>a, an, and the</i>, T283</p>	<p>Word Work T326-T327 -Phonemic Awareness: Phonics/Spelling: Variant Vowels /<i>ô/</i> -Structural Analysis: Vowel Team Syllables -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T330-T331 Write About Two Texts T328 Grammar Contractions, T329</p>
OPTIONS	<p>Oral Language Sounds All Around, T264 Word Work T266-T269 -Fluency: Expression -Structural Analysis: Inflectional Endings <i>-er, -est</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> Grammar Using <i>a, an</i> and <i>the</i>, T271</p>	<p>Oral Language Preserving Our Earth, T306 Comprehension Maintain Skill: Point of View, T307 Word Work T308-T309 -Fluency: Intonation -Structural Analysis: Vowel Team Syllables -High Frequency Words Grammar Contractions, T267 Write About the Text T266</p>	<p>Word Work T274-T275 -Fluency: Expression -Phonics/Spelling -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> Close Reading <i>Whistle for Willie</i>, T273A-T273B Grammar Using <i>a, an</i> and <i>the</i>, T277</p>	<p>Word Work T319-T320 -Fluency: Intonation -Phonics/Spelling: Words with Variant Vowels /<i>ô/</i>: <i>a, aw, au, augh, al, and ough</i> -High-Frequency Words -Structural Analysis: Vowel Team Syllables -Vocabulary Integrate Ideas Research and Inquiry, T324-T325 Grammar Contractions, T314</p>	<p>Word Work T281 -Fluency: Expression Integrate Ideas -Speaking and Listening, T285 Grammar Using <i>a, an, and the</i>, T283</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T330-T331 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Contractions/Possessive Pronouns, T329</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RL.1.3, RI.1.2
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.1, W.1.7
Grammar	L.1.1i
Foundational Skills/Word Work	RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c
Vocabulary	L.1.4c, L.1.6
Grade 2	
Comprehension	R.CCR.3, RI.2.3
Listening/Speaking	SL.2.1, SL.2.2, SL.2.3
Writing	W.2.2
Grammar	L.2.1, L.2.2,
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4a, L.2.5, L.2.5a, RI.2.4

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Build It!, T320-T321 Oral Vocabulary <i>contented, intend</i> , T320, T322 Word Work T324-T327 -Fluency: Intonation and Phrasing -Phonological Awareness: Phoneme Blending -Phonics/Spelling: Introduce Diphthongs <i>oi, oy</i> -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> -Vocabulary: <i>balance, section</i> Shared Read <i>The Joy of a Ship</i> , T328-T329 Shared Writing T330 Grammar Mechanics: Name Titles, T331	Build Background Rights and Rules, T368 Oral Vocabulary T368 Word Work T372-T375 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Introduce Short Vowel Digraphs <i>/e/ea, /u/ou, /i/y</i> -High-Frequency Words and Vocabulary Close Reading <i>Visiting the Past</i> , T390-T393 Grammar Pronoun-Verb Agreement, T381	Oral Language Build It!, T332 Oral Vocabulary <i>marvelous, project, structure</i> , T332 Word Work T334-T337 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Final Stable Syllables -Vocabulary: <i>balance, section</i> Shared Read <i>The Joy of a Ship</i> , T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text: Cause and Effect, T339 Interactive Writing T340 Grammar Mechanics: Name Titles, T341	Oral Language Rights and Rules, T382 Word Work -Structural Analysis: Alphabetical Order Close Reading Rights and Rules, T388-T395 -Genre: Informative -Skill: Connections Within Text: Cause and Effect -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Multiple-Meaning Words Write About the Text T396 Grammar Pronoun-Verb Agreement, T398
	Listening Comprehension "The Sheep, the Pig, and the Goose Who Set Up House," T322	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T371 Write About the Text Writing Fluency, T380	Listening Comprehension "The Sheep, the Pig, and the Goose Who Set Up House," T343 Word Work T336-T337 -Phonics/Spelling: Review Diphthongs <i>oi, oy</i> -High-Frequency Words: <i>above, build, fall, knew, money, toward</i>	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T383 Word Work T384-T386 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Short Vowel Digraphs -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T396 Interactive Read Aloud "Town Rules," T383
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Intonation and Phrasing, T343 Word Work T344-T347 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Blend Words with Diphthongs <i>oi, oy</i> -Vocabulary Strategy: Inflectional Endings Close Reading <i>Building Bridges</i>, T347A-T347D Independent Writing T348 Grammar Mechanics: Commas in a Series, T349</p>	<p>Word Work T402-T403 -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Short Vowel Digraphs Close Reading "Setting the Rules," T405A Grammar Mechanics: Book Titles, T407</p>	<p>Extend the Concept -Oral Language: Build It!, T350 -Close Reading: "Small Joy," T351 Word Work T352-T353 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Final Stable Syllables Independent Writing T354 Grammar Prepositions, T355</p>	<p>Word Work T409-T410 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Context Clues, T411 Close Reading "American Symbols," T411B Write About Two Texts T412 Grammar Mechanics: Book Titles, T413</p>	<p>Word Work T358-T359 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Diphthongs <i>oi, oy</i> -Structural Analysis: Final Stable Syllables -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> -Vocabulary: <i>balance, section</i> Integrate Ideas -Text Connections, T362 -Research and Inquiry, T362 Independent Writing T360 Grammar Prepositions, T361</p>	<p>Word Work T416-T417 -Phonemic Awareness: Phonics/Spelling: Short Vowel Digraphs -Structural Analysis: Alphabetical Order -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T420-T421 Write About Two Texts T418 Grammar Pronoun-Verb Agreement, T419</p>
OPTIONS	<p>Oral Language Build It!, T342 Word Work T346-T347 -Fluency: Intonation and Phrasing -Structural Analysis: Final Stable Syllables -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> Grammar Prepositions, T349</p>	<p>Interactive Read Aloud Rights and Rules, T400 Comprehension Maintain Skill: Sequence, T401 Word Work T402-T403 -Fluency: Pronunciation -Structural Analysis: Alphabetical Order -High Frequency Words Grammar Mechanics: Book Titles, T407 Write About the Text T406</p>	<p>Word Work T352-T353 -Fluency: Intonation and Phrasing -Phonics/Spelling: Build Words with Diphthongs <i>oi, oy</i> -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> -Vocabulary: <i>balance, sections</i> Close Reading "Small Joy," T351 Independent Writing T354 Grammar Prepositions, T355</p>	<p>Word Work T409-T410 -Fluency: Pronunciation -Phonics/Spelling: Words with Short Vowel Digraphs <i>/e/ea, /u/ou, /i/y/</i> -High-Frequency Words -Structural Analysis: Alphabetical Order (two letters) -Vocabulary Integrate Ideas Research and Inquiry, T414 Grammar Pronoun-Verb Agreement, T413</p>	<p>Word Work T358-T359 -Fluency: Intonation and Phrasing Integrate Ideas -Speaking and Listening, T363 Grammar Mechanics: Name Titles, T361</p>	<p>Word Work -Fluency: Pronunciation Integrate Ideas T420-T421 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Mechanics: Book Titles, T419</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2		Grade 1	Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.2	Listening/Speaking SL.1.1c, SL.1.2, SL.1.3
Writing W.1.3, W.1.7	Grammar L.1.1d
Foundational Skills/Word Work RF.1.3c, L.1.4b, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4, L.1.6, L.4.5c	
Grade 2	
Comprehension RL.2.1	Listening/Speaking SL.2.1, SL.2.1b, SL.2.2, SL.2.3
Writing W.2.1	Grammar L.2.1, L.2.1e, L.2.2,
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4, L.2.4a, L.2.5, L.2.5a, RI.2.4,	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Taking Action, T8-T9 Oral Vocabulary <i>fair, conflict</i> , T8 Word Work T12-T15 -Fluency: Expression -Phonological Awareness: Phoneme Identity -Phonics/Spelling -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> -Vocabulary: <i>demand, emergency</i> Shared Read <i>Super Tools</i> , T16-T17 Shared Writing T18 Grammar Pronouns, T19	Build Background Plant Myths and Facts, T8-T9 Oral Vocabulary T16-T17 Word Work T12-T15 -Phonemic Awareness: Identify and Make Oral Rhymes -Phonics/Spelling: Open, Closed Syllables -High-Frequency Words and Vocabulary Close Reading <i>Why Fir Tree Keeps His Leaves</i> , T18-T19 Grammar Adjectives, T21	Oral Language Taking Action, T20 Oral Vocabulary <i>shift, risk, argument</i> , T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i> -High Frequency Words -Vocabulary: <i>demand, emergency</i> Shared Read <i>Super Tools</i> , T26-T27 -Genre: Fantasy, T26 -Skill: Theme, T27 Interactive Writing T28 Grammar Pronouns, T29	Oral Language Plant Myths and Facts, T22 Word Work -Structural Analysis: Compound Words Close Reading <i>Why Fir Tree Keeps His Leave</i> , T28 -Genre: Myth -Skill: Theme -Strategy: Reread -Vocabulary Strategy: Context Clues Write About the Text T36-T37 Grammar Adjectives, T38-T39
OPTIONS	Listening Comprehension "The Cat's Bell," T10	Listening Comprehension Strategy: Reread, T18 Write About the Text Writing Fluency, T20	Listening Comprehension "The Cat's Bell," T21 Word Work T22-T25 -Phonics/Spelling: Phoneme Segmentation -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i>	Listening Comprehension Strategy: Visualize, T23 Word Work T24-T27 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Words With Open and Closed Syllables -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T22 Interactive Read Aloud "The Bluebell," T23
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Expression, T31 Word Work T32-T35 -Phonemic Awareness: Identify and Generate Rhyme -Phonics/Spelling: Blend Words with Variant Vowel /ü/ -Vocabulary Strategy: Synonyms Close Reading <i>Click, Clack, Moo: Cows That Type</i>, T35A-T35N Independent Writing T36 Grammar Mechanics: Capitalize <i>I</i>, T37</p>	<p>Word Work T42-T43 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Open and Closed Syllables Close Reading <i>The Golden Flower: A Taino Muth from Puerto Rico</i>, T45A-T45L Grammar Mechanics: Commas in a Series, T47</p>	<p>Extend the Concept -Oral Language: Taking Action, T38 -“March On!” T39A-T39B Word Work T40-T41 -Phonemic Awareness: Syllable Deletion -Structural Analysis: Suffixes –<i>ful</i> and –<i>less</i> Independent Writing T42 Grammar Mechanics: Capitalize <i>I</i>, T43</p>	<p>Word Work T49-T50 -Phonemic Awareness: Phoneme Deletion Vocabulary Strategy Review: Similes, T51 Close Reading “A Pumpkin Plant,” T51A-T51B Write About Two Texts T52 Grammar Mechanics: Commas in a Series, T53</p>	<p>Word Work T46-T47 -Phonemic Awareness: Identify and Generate Rhyme -Phonics/Spelling: Syllable Deletion -Structural Analysis: Suffixes – <i>ful</i> and –<i>less</i> -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> -Vocabulary: <i>demand, emergency</i> Integrate Ideas -Text Connections, T44 Independent Writing T48 Grammar Pronouns, T49</p>	<p>Word Work T48-T49 -Phonemic Awareness: Phonics/Spelling: Open and Closed Syllables -Structural Analysis: Compound Words -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T60-T61 Write About Two Texts T58 Grammar Adjectives, T59</p>
OPTIONS	<p>Oral Language Taking Action, T30 Word Work T32-T35 -Fluency: Sound-Spellings -Structural Analysis: Suffixes –<i>ful</i>, and –<i>less</i> -Fluency: Expression -Structural Analysis: Suffixes –<i>ful</i> and –<i>less</i> -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> Grammar Pronouns, T37</p>	<p>Oral Language Plant Myths and Facts, T40 Comprehension Maintain Skill: Point of View, T41 Vocabulary Reinforce Vocabulary, T45 Word Work T42-T43 -Fluency: Expression -Structural Analysis: Compound Words -High Frequency Words Grammar Adjectives, T47 Write About the Text T46</p>	<p>Word Work T40-T41 -Fluency: Sound-Spellings -Phonics/Spelling: Syllable Deletion -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> -Vocabulary: <i>demand, emergency</i> Close Reading <i>Click, Clack, Moo: Cows That Type</i>, T35A-T35L Grammar Pronouns, T43</p>	<p>Word Work T49-T50 -Fluency: Expression -Phonics/Spelling: Words with Open and Closed Syllables -High-Frequency Words -Structural Analysis: Compound Words Integrate Ideas Research and Inquiry, T54-T55 Grammar Adjectives, T53</p>	<p>Word Work T46-T47 -Fluency: Expression Integrate Ideas -Speaking and Listening, T45 Grammar Mechanics: Capitalize <i>I</i>, T49</p>	<p>Word Work -Fluency: Expression Integrate Ideas T60-T61 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T59</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RI.2.6 , RI.1.2
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.2, W.1.7
Grammar	L.1.1d
Foundational Skills/Word Work	RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c
Vocabulary	L.1.4, L.1.6 , L.4.5c
Grade 2	
Comprehension	RI.2.1, RI.2.6, RI.2.8
Listening/Speaking	SL.2.1, SL.2.2, SL.2.3
Writing	W.2.2
Grammar	L.2.1, L.2.2, L.2.4,
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.5, RI.2.4

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background My Team, T86-T87 Oral Vocabulary T86 Word Work T90-T93 -Fluency: Intonation -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Variant Vowel /ô/ -High-Frequency Words -Vocabulary: <i>accept, often</i> Shared Read <i>All Kinds of Helpers</i> , T94-T95 Shared Writing T96 Grammar Possessive Pronouns, T97	Build Background We Need Energy, T98-T99 Oral Vocabulary T100 Word Work T102-T105 -Phonemic Awareness: Initial Phoneme Addition -Phonics/Spelling: Introduce CVCe Syllables -High-Frequency Words and Vocabulary Close Reading “Pedal Power,” T108-T109 Grammar Articles <i>This, That, These</i> and <i>Those</i> , T111	Oral Language My Team, T98 Word Work T100-T103 -Phonemic Awareness: Phoneme Reversal -Structural Analysis: Vowel Team Syllables -Vocabulary: <i>accept, often</i> Shared Read <i>All Kinds of Helpers</i> , T104-T105 -Genre: Informational Text/Nonfiction, T104 -Skill: Author’s Purpose, T105 Interactive Writing T106 Grammar Possessive Pronouns, T107	Oral Language We Need Energy, T112 Word Work T115 -Structural Analysis: Prefixes Close Reading “Pedal Power,” T118-T121 -Genre: Informative -Skill: Author’s Purpose -Strategy: Reread -Vocabulary Strategy: Paragraph Clues Write About the Text T126-T127 Grammar Names and Titles, T128-T129
	Listening Comprehension “Anansi’s Sons,” T88	Listening Comprehension Strategy: Reread, T101 Write About the Text Writing Fluency, T110	Listening Comprehension “Anansi’s Sons,” T99 Word Work T100-T103 -Phonics/Spelling: Review Variant Vowel -High-Frequency Words: <i>brother, father, friend, love, mother, picture</i>	Listening Comprehension Strategy: Reread, T113 Word Work T114-T116 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with CVCe Syllables -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T112 Interactive Read Aloud “How Does Energy Make Your Hair Stand Up?” T113
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2	
CORE	<p>Fluency Intonation, T109 Word Work T110-T113 -Phonemic Awareness: Blend Words with Variant Vowel /ð/ -Phonics/Spelling: Blend Words with Variant Vowel /ð/ -Vocabulary Strategy: Antonyms Close Reading <i>Meet Rosina</i>, T113A-T113L Independent Writing T114 Grammar Mechanics: Capitalize Days, Months, Holidays, T115</p>	<p>Word Work T132-T133 -Phonemic Awareness: Initial Phoneme Segmentation -Phonics/Spelling: Words with CVCe Syllables Close Reading <i>My Light</i>, T45A-T45L Grammar Mechanics: Names and Titles, T137</p>	<p>Extend the Concept -Oral Language: My Team, T116 -“Abuelita’s Lap,” T117 Word Work T118-T119 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Vowel Team Syllables Independent Writing T120 Grammar Mechanics: Capitalize Days, Months, Holidays, T121</p>	<p>Word Work T139-T140 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Synonyms/Antonyms, T141 Close Reading “The Power of Water,” T141A-T141B Write About Two Texts T142 Grammar Mechanics: Names and Titles. T143</p>	<p>Word Work T124-T125 -Phonemic Awareness: Segmentation/Substitution -Phonics/Spelling: Blend and Build Words with Variant Vowel /ð/ -Structural Analysis: Vowel Team Syllables -High-Frequency Words -Vocabulary: <i>accept, often</i> Integrate Ideas -Text Connections, T128 -Research and Inquiry, T128-T129 Independent Writing T128 Grammar Possessive Pronouns, T129</p>	<p>Word Work T146-T147 -Phonemic Awareness: Phonics/Spelling: CVCs Syllables -Structural Analysis: Prefixes/Suffixes -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T150-T151 Write About Two Texts T148 Grammar Articles and <i>This, That, These, and Those</i>, T149</p>	
OPTIONS	<p>Oral Language T108 Word Work T110-T113 -Fluency: Intonation -Structural Analysis: Vowel Team Syllables -High-Frequency Words Grammar Pronouns, T115</p>	<p>Oral Language We Need Energy, T130 Comprehension Maintain Skill: Connections Within Text: Cause and Effect, T131 Vocabulary Reinforce Vocabulary, T135 Word Work T132-T135 -Fluency: Expression -Structural Analysis: Prefixes/Suffixes -High Frequency Words Grammar Articles and <i>This, That, These</i> and <i>Those</i>, T137 Write About the Text T136</p>	<p>Word Work T118-T119 -Fluency: Intonation -Phonics/Spelling: Build Words with Variant Vowel <i>a, aw, au, augh, al</i> -High-Frequency Words -Vocabulary: <i>accept, often</i> Close Reading <i>Meet Rosina</i>, T113A-T113L Grammar Possessive Pronouns, T121</p>	<p>Word Work T139-T141 -Fluency: Intonation -Phonics/Spelling: Words with CVCe Syllables -High-Frequency Words -Structural Analysis: Prefixes/Suffixes -Vocabulary Integrate Ideas Research and Inquiry, T144-T145 Grammar Articles and <i>This, That, These, and Those</i>, T143</p>	<p>Word Work -Fluency: T126-T127 Integrate Ideas -Speaking and Listening, T129 Grammar Mechanics: Capitalize Days, Months, Holidays, T129</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T150-T151 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Names and Titles, T149</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 1		Grade 2		Grade 1		Grade 2	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

CALIFORNIA STANDARDS	
Grade 1	
Comprehension	RL.1.3, RL.1.2
Listening/Speaking	SL.1.1c, SL.1.2, SL.1.3
Writing	W.1.2, W.1.7
Grammar	L.1.1d
Foundational Skills/Word Work	RF.1.3, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c
Vocabulary	L.1.4, L.4.5a, L.1.6
Grade 2	
Comprehension	R.CCR.2, RI.2.2, RI.2.6, RI.2.8
Listening/Speaking	SL.2.1, SL.2.3
Writing	W.2.1
Grammar	L.2.5, L.2.5a,
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4c, RI.2.4

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Weather Together, T164-T165 Oral Vocabulary <i>predict, cycle</i> , T164 Word Work T168-T171 -Fluency: Intonation -Phonological Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Silent Letters -High-Frequency Words: <i>been, children, month, question, their, year</i> -Vocabulary: <i>country, gathers</i> Shared Read <i>Wrapped in Ice</i> , T172-T173 Shared Writing T174 Grammar Special Pronouns, T175	Build Background Team Up to Explore, T188 Oral Vocabulary T190 Word Work T192-T195 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Consonant + <i>le</i> Syllables (<i>el, al</i>) -High-Frequency Words and Vocabulary Close Reading “Dive Teams,” T198-T199 Grammar Adjectives That Compare, T201	Oral Language Weather Together, T176 Oral Vocabulary <i>creative, frigid, scorching</i> , T176 Word Work T178-T181 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Compound Words -Vocabulary: <i>country, gathers</i> Shared Read <i>Wrapped in Ice</i> , T182-T183 -Genre: Realistic Fiction, T182 -Skill: Plot/Cause and Effect, T183 Interactive Writing T184 Grammar Special Pronouns, T185	Oral Language Team Up to Explore, T202 Word Work -Structural Analysis: Contractions/Possessives Close Reading “Dive Teams,” T208-T211 -Genre: Informative -Skill: Main Idea and Key Details -Strategy: Summarize -Vocabulary Strategy: Greek/Latin Roots Write About the Text T216-T217 Grammar Adjectives That Compare, T218-T219
	OPTIONS	Listening Comprehension “Paul Bunyan and the Popcorn Blizzard,” T172-T173	Listening Comprehension Strategy: Summarize, T191 Write About the Text Writing Fluency, T200	Listening Comprehension “Paul Bunyan and the Popcorn Blizzard,” T177 Word Work T178-T181 -Phonics/Spelling: Review Silent Letters -High-Frequency Words: <i>been, children, month, question, their, year</i>
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Intonation, T187 Word Work T188-T191 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blend Words with Silent Letters -Vocabulary Strategy: Similes Close Reading <i>Rain School</i>, T191A-T191R Independent Writing T192 Grammar Mechanics: Commas in Dates and Letters, T193</p>	<p>Word Work T222-T223 -Phonemic Awareness: Phoneme Addition/Deletion -Phonics/Spelling: Consonant + <i>le</i> Syllables Close Reading <i>Astronaut Handbook</i>, T225A-T225H Grammar Mechanics: Apostrophes with Possessive Nouns, T227</p>	<p>Extend the Concept -Oral Language: Weather Together, T194 -“Rainy Weather,” T195A-T195B Word Work T196-T197 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Compound Words Independent Writing T198 Grammar Special Pronouns, T199</p>	<p>Word Work T229-T230 -Phonemic Awareness: Phoneme Segmentation and Blending Vocabulary Strategy Review: Synonyms/Antonyms, T231 Close Reading “Teamwork to the Top,” T321A Write About Two Texts T232 Grammar Mechanics: Apostrophes with Possessive Nouns, T233</p>	<p>Word Work T202-T203 -Phonemic Awareness: Segmentation/Substitution -Phonics/Spelling: Blend and Build Words with Silent Letters -Structural Analysis: Compound Words -High-Frequency Word: <i>been, children, month, question, their, year</i> -Vocabulary: <i>country, gathers</i> Integrate Ideas -Text Connections, T206 -Research and Inquiry, T206-T207 Independent Writing T204 Grammar Special Pronouns, T205</p>	<p>Word Work T236-T237 -Phonemic Awareness: Phonics/Spelling: Consonant + <i>le</i> Syllables -Structural Analysis: Contractions/Possessives -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T240-T241 Write About Two Texts T238 Grammar Adjectives That Compare, T239</p>
OPTIONS	<p>Oral Language Weather Together, T186 Word Work T188-T191 -Fluency: Intonation -Structural Analysis: Compound Words -High-Frequency Words: <i>been, children, month, question, their, year</i> Grammar Special Pronouns, T193</p>	<p>Oral Language Team Up to Explore, T220 Comprehension Maintain Skill: Connections Within Text: Sequence, T221 Vocabulary Reinforce Vocabulary, T225 Word Work T222-T223 -Fluency: Pronunciation -Structural Analysis: Contractions/Possessives -High Frequency Words Grammar Adjectives That Compare, T227 Write About the Text T226</p>	<p>Word Work T196-T197 -Fluency: Intonation -Phonics/Spelling: Build Words with Silent Letters -High-Frequency Words: <i>been, children, month, question, their, year</i> -Vocabulary: <i>country, gathers</i> Close Reading <i>Rain School</i>, T191A-T191R Grammar Mechanics: Commas in Dates and Letters, T199</p>	<p>Word Work T229-T230 -Fluency: Pronunciation -Phonics/Spelling: Words with Consonant + <i>le</i> Syllables -High-Frequency Words -Structural Analysis: Contractions/Possessives -Vocabulary Integrate Ideas Research and Inquiry, T234-T235 Grammar Adjectives That Compare, T233</p>	<p>Word Work -Fluency: Intonation, T203 Integrate Ideas -Speaking and Listening, T207 Grammar Mechanics: Commas in Dates and Letters, T205</p>	<p>Word Work -Fluency: Pronunciation Integrate Ideas T240-T241 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Apostrophes with Possessive Nouns, T239</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RL.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.3, W.1.7	
Grammar L.1.1d	
Foundational Skills/Word Work RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4, L.1.6, L.2.4d	
Grade 2	
Comprehension RI.2.3	
Listening/Speaking SL.2.1, SL.2.1c, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.4, L.2.5, L.2.5a,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary RI.2.4	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	Build Background Sharing Traditions, T242-T243 Oral Vocabulary <i>tradition, effort</i> , T242 Word Work T246-T249 -Fluency: Phrasing -Phonological Awareness: Syllable Addition -Phonics/Spelling: Introduce Three-Letter Blends -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i> -Vocabulary: <i>country, gathers</i> Shared Read <i>A Spring Birthday</i> , T250-T251 Shared Writing <i>A Spring Birthday</i> , T250-T251 Grammar <i>I and Me</i> , T253	Build Background Money Matters, T278 Oral Vocabulary T280 Word Work T2822-T285 -Phonemic Awareness: Phoneme Segmentation -Phonics: Introduce Vowel Team Syllables -High-Frequency Words and Vocabulary Close Reading “The Life of a Dollar Bill,” T198-T199 Grammar Adverbs and Prepositional Phrases, T291	Oral Language Sharing Tradition, T254 Oral Vocabulary <i>ancient, movement, drama</i> , T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings -ed, -ing -Vocabulary: <i>difficult, nobody</i> Shared Read <i>A Spring Birthday</i> , T260-T261 -Genre: Realistic Fiction, T260 -Skill: Theme, T261 Interactive Writing T262 Grammar <i>I and Me</i> , T263	Oral Language Money Matters, T292 Word Work -Comparative Endings -er, -est Close Reading “The Life of a Dollar Bill,” T298 -Skill: Connections Within Text: Problem and Solution -Vocabulary Strategy: Paragraph Clues Write About the Text T306-T307 Grammar Adverbs and Prepositions Phrases, T308-T309
OPTIONS	Listening Comprehension “Let’s Dance,” T244	Listening Comprehension Strategy: Summarize, T281 Write About the Text Writing Fluency, T290	Listening Comprehension “Let’s Dance,” T255 Word Work T256-T259 -Phonics/Spelling: Review Three-Letter Blends -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i>	Listening Comprehension Strategy: Summarize, T295 Word Work T294-T296 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling -High-Frequency Words/Vocabulary: Expand Review Oral Vocabulary Words T294 Interactive Read Aloud “Keep the Change,” T295
	APPROACHING LEVEL		ON LEVEL	
	Grade 1	Grade 2	Grade 1	Grade 2
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T265 Word Work T266-T269 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Three-Letter Blends -Vocabulary Strategy: Compound Words Close Reading <i>Lissy's Friends</i>, T269A-T269R Independent Writing T270 Grammar Mechanics: Commas in Dates and Letters, T271</p>	<p>Word Work T308-T309 -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Vowel Team Syllables Vocabulary Reinforce Vocabulary, T311 Grammar Mechanics: Capitalization, T316</p>	<p>Extend the Concept -Oral Language: Sharing Traditions, T272-T273 -"Making Paper Shapes," T273A-T273B Word Work T274-T275 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Independent Writing T276 Grammar Mechanics: Commas in Dates and Letters, T277</p>	<p>Word Work T319-T320 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Greek and Latin Roots, T321 Close Reading "King Midas and the Golden Touch," T321A-T321B Write About Two Texts T321 Grammar Mechanics: Capitalization, T322</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Blending/Substitution -Phonics/Spelling: Blend and Build Words with Three-Letter Blends -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i> -Vocabulary: <i>difficult, nobody</i> Integrate Ideas -Text Connections, T284 -Research and Inquiry, T284-T285 Independent Writing T283 Grammar <i>I and Me</i>, T283</p>	<p>Word Work T326-T327 -Phonemic Awareness: Phonics/Spelling: Vowel Team Syllables -Structural Analysis: Comparative Endings <i>-er, -est</i>, -High-Frequency Words Integrate Ideas Text Connections, T330-T331 Write About Two Texts T238 Grammar Adverbs and Prepositional Phrases, T329</p>
OPTIONS	<p>Oral Language Sharing Traditions, T264 Word Work T266-T269 -Fluency: Phrasing -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i> Grammar <i>I and Me</i>, T271</p>	<p>Oral Language Money Matters, T306 Comprehension Maintain Skill: Main Idea and Key Details, T307 Vocabulary Reinforce Vocabulary, T311 Word Work T308-T309 -Fluency: Intonation -Structural Analysis: Comparative Ending <i>-er, -est</i>, -High Frequency Words Grammar Adverbs and Prepositional Phrases, T317 Write to a Prompt T316</p>	<p>Word Work T274-T275 -Fluency: Phrasing -Phonics/Spelling: Build Words with Three-Letter Blends -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i> -Vocabulary: <i>difficult, nobody</i> Close Reading <i>Lissy's Friends</i>, T269A-T269R Grammar Mechanics: Commas in Dates and Letters, T277</p>	<p>Word Work T319-T320 -Fluency: Intonation -Phonics/Spelling: Words with Vowel Team Syllables -High-Frequency Words -Structural Analysis: Comparative Endings <i>-er, -est</i> -Vocabulary Integrate Ideas Research and Inquiry, T324-T325 Grammar Adverbs and Preposition Phrases, T323 Genre Informative</p>	<p>Word Work T280-T281 -Fluency: Phrasing Integrate Ideas -Speaking and Listening, T285 Grammar Mechanics: Commas in Dates and Letters, T283</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T330-T331 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalization, T329</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 1	Grade 2	Grade 1		Grade 2	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

CALIFORNIA STANDARDS	
Grade 1	
Comprehension RI.2.6, RI.1.2	
Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	
Writing W.1.1, W.1.7	
Grammar L.1.1	
Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	
Vocabulary L.1.4, L.1.6, L.4.5a	
Grade 2	
Comprehension RL.2.4, RL.2.6, RL.2.10	
Listening/Speaking SL.2.1, SL.2.1c, SL.2.3	
Writing W.2.3	
Grammar L.2.1, L.2.2	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.5a, L.2.6, RI.2.4b	

	DAY 1		DAY 2	
	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Build Background Celebrate America!, T320-T321</p> <p>Oral Vocabulary <i>pride, display</i>, T320</p> <p>Word Work T324-T327</p> <p>-Fluency: Phrasing</p> <p>-Phonological Awareness: Phoneme Reversal</p> <p>-Phonics/Spelling: Introduce /â/r/</p> <p>-High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i></p> <p>-Vocabulary: <i>nation, unite</i></p> <p>Shared Read <i>Share the Harvest and Give Thanks</i>, T328-T329</p> <p>Shared Writing T330</p> <p>Grammar Adverbs That Tell How, T331</p>	<p>Build Background The World of Ideas, T368</p> <p>Oral Vocabulary T370</p> <p>Word Work T372-T375</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p>-Phonics/Spelling: r-Controlled Vowel Syllables</p> <p>-High-Frequency Words and Vocabulary</p> <p>Close Reading “A Box of Crayons,” “What Story is This?,” “The Ticket,” T378-T379</p> <p>Grammar Adjectives and Adverbs, T381</p>	<p>Oral Language Celebrate America!, T332</p> <p>Oral Vocabulary <i>design, purpose, represent</i>, T332</p> <p>Word Work T334-T337</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Structural Analysis: r-Controlled Vowel Syllables</p> <p>-Vocabulary: <i>nation, unite</i></p> <p>Shared Read <i>Share the Harvest and Give Thanks</i>, T338-T339</p> <p>-Genre: Informational Text/Nonfiction, T338</p> <p>-Skill: Author’s Purpose, T339</p> <p>Interactive Writing T340</p> <p>Adverbs That Tell How, T341</p>	<p>Oral Language The World of Ideas, T382</p> <p>Word Work</p> <p>-Structural Analysis: Three Syllable Words</p> <p>Close Reading “A Box of Crayons,” “What Story is This?” “The Ticket,” T388-T395</p> <p>-Genre: Informative</p> <p>-Skill: Point of View</p> <p>-Strategy: Rhyming Poem</p> <p>-Vocabulary Strategy: Metaphors</p> <p>Write About the Text T396</p> <p>Grammar Adjectives and Adverbs, T398</p>
	OPTIONS	<p>Listening Comprehension</p> <p>“Celebrate the Flag,” T323</p>	<p>Listening Comprehension</p> <p>Strategy: Summarize, T371</p> <p>Write About the Text Writing Fluency, T380</p>	<p>Listening Comprehension</p> <p>“Celebrate the Flag,” T333</p> <p>Word Work T334-T337</p> <p>-Phonics/Spelling: Review /â/r/, <i>air, are, ear</i></p> <p>-High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i></p>
APPROACHING LEVEL		ON LEVEL		
Grade 1	Grade 2	Grade 1	Grade 2	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words/Vocabulary Structural Analysis Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

GRADES 1-2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
CORE	<p>Fluency Phrasing, T343 Word Work T344-T347 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Blend Words with /â/r/ -Vocabulary Strategy: Metaphors Close Reading <i>Happy Birthday, U.S.A.!</i>, T347A-T347F Independent Writing T348 Grammar Mechanics: Name Titles, T349</p>	<p>Word Work T402-T403 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with <i>r</i>-Controlled Vowel Syllables Close Reading “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading,” T405A-T405D Grammar Mechanics: Sentence Punctuation, T407</p>	<p>Extend the Concept -Oral Language: Celebrate America!, T350 -Close Reading “A Young Nation Grows,” T351 Word Work T352-T353 -Phonemic Awareness: Phoneme Addition -Structural Analysis: <i>r</i>-Controlled Vowel Syllables Independent Writing T354 Grammar Mechanics: Name Titles, T355</p>	<p>Word Work T409-T410 -Phonemic Awareness: Phoneme Addition Vocabulary Strategy Review: Metaphors, T411 Close Reading “Clay Play,” and “Crayons,” T411A Write About Two Texts T412 Grammar Mechanics: Sentence Punctuation, T413</p>	<p>Word Work T358-T359 -Phonemic Awareness: Syllable Deletion/Addition -Phonics/Spelling: Blend and Build Words with /â/r/ -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -High-Frequency Word: <i>favorite, few, gone, surprise, wonder, young</i> -Vocabulary: <i>nation, unite</i> Integrate Ideas -Text Connections, T362 -Research and Inquiry, T362-T363 Independent Writing T360 Grammar Adverbs That Tell How, T361</p>	<p>Word Work T416-T417 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowel Syllables -Structural Analysis: Three (or more) Syllable Words/Vocabulary -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T420-T421 Write About Two Texts T418 Grammar Adjectives and Adverbs, T419</p>
OPTIONS	<p>Oral Language Celebrate America!, T342 Word Work T344-T347 -Fluency: Phrasing, T343 -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i> Grammar Adverbs That Tell How, T349</p>	<p>Oral Language Informative, T400 Comprehension The World of Ideas, T401 Vocabulary Reinforce Vocabulary, T405 Word Work T402-T403 -Fluency: Expression -Structural Analysis: Three (or more) Syllable Words -High Frequency Words Grammar Adjectives and Adverbs, T407 Write About the Text T406</p>	<p>Word Work T352-T353 -Fluency: Sound-Spellings -Phonics/Spelling: Phoneme Addition -High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i> -Vocabulary: <i>nation, unite</i> Close Reading <i>Happy Birthday, U.S.A.!</i>, T347A-T347F Grammar Adverbs That Tell How, T355</p>	<p>Word Work T409-T410 -Fluency: Expression -Phonics/Spelling: Words with <i>r</i>-Controlled Vowel Syllables -High-Frequency Words -Structural Analysis: Three Syllable Words -Vocabulary Integrate Ideas Research and Inquiry, T414 Grammar Sentences, T413</p>	<p>Word Work T358-T359 -Fluency: Phrasing Integrate Ideas -Speaking and Listening, T363 Grammar Mechanics: Abbreviations, T361</p>	<p>Word Work -Fluency: Expression Integrate Ideas Speaking and Listening T420-T421 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Sentence Punctuation, T419</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 1	Grade 2		Grade 1		Grade 2	
Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary High-Frequency Words Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

CALIFORNIA STANDARDS
GRADE 2
Comprehension RL.2.1, RL.2.7
Listening/Speaking SL.2.1c, SL.2.2, SL.2.3
Writing W.2.3, W.2.8, W.2.10
Grammar L.2.4, L.1.4c
Foundational Skills/ Word Work RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary L.2.4, L.1.4c
GRADE 3
Comprehension RL.3.1, RL.3.3, RL.3.7
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3
Writing W.3.3b, W.3.8, W.3.10, W.4.9a
Grammar L.3.1i
Foundational Skills/ Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c
Vocabulary L.3.4a, L.3.4d, L.3.6

	DAY 1		DAY 2	
	GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	<p>Build Background Friends Help Friends, T8-T9</p> <p>Oral Vocabulary T10</p> <p>Word Work T12-T15 -Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Introduce Short <i>a, i</i></p> <p>-High-Frequency Words and Vocabulary</p> <p>Close Reading "Little Flap Learns to Fly," T18-T21</p> <p>Grammar Sentences, T23</p>	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14</p> <p>Close Reading "Bruno's New Home," T16-T29</p> <p>Grammar Sentences and Fragments, T36</p> <p>Spelling Short Vowels <i>a, i</i>, T38</p> <p>Build Vocabulary T40</p>	<p>Oral Language Friends Help Friends, T24</p> <p>Word Work -Structural Analysis: Plural Nouns with <i>-s, -es</i></p> <p>Close Reading "Little Flap Learns to Fly," T30-T37 -Genre: Fantasy -Skill: Key Details -Strategy: Visualize -Vocabulary Strategy: Inflectional Endings</p> <p>Practice <i>Your Turn</i> 3-8</p> <p>Write About the Text T38-T39</p> <p>Grammar Questions, T40-T41</p>	<p>Close Reading "Bruno's New Home," T16-T19</p> <p>Strategy Summarize, T20-T21</p> <p>Skill Character, T22-T23</p> <p>Vocabulary Strategy Synonyms, T26-T27</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T30-T31</p> <p>Grammar Sentences and Fragments, T36</p> <p>Build Vocabulary T40</p>
OPTIONS	<p>Listening Comprehension Strategy: Visualize, T11</p> <p>Write About the Text Writing Fluency, T22</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T30</p> <p>Genre Writing Friendly Letter: Read Like a Writer, T352</p>	<p>Listening Comprehension Strategy, T25</p> <p>Word Work T26-T29 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Words with Short <i>a, i</i> -High-Frequency Words/ Expand Vocabulary</p> <p>Review Oral Vocabulary Words T24</p> <p>Interactive Read-Aloud "The New Kid," T25</p>	<p>Genre Fantasy, T24-T25</p> <p>Genre Writing Friendly Letter: Discuss the Edited Model, T352</p> <p>Spelling Short Vowels <i>a, i</i>, T38</p>

APPROACHING LEVEL		ON LEVEL	
GRADE 2	GRADE 3	GRADE 2	GRADE 3
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/ Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T44-T47 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Short <i>a, i</i></p> <p>Close Reading Help!, T47A-T47L</p> <p>Grammar Mechanics: Capitalization and Punctuation, T49</p> <p>Grammar Sentences, T49</p> <p>Write About the Text T48</p>	<p>Close Reading Wolf!, T27A-T27V</p> <p>Grammar Mechanics and Usage, T37</p>	<p>Word Work T51-T53 -Phonemic Awareness: Phoneme Categorization</p> <p>Vocabulary Strategy Review: Inflectional Endings, T53</p> <p>Close Reading "Crayons," T53A-T53B</p> <p>Write About Two Texts T54</p> <p>Grammar Mechanics: Capitalization and Punctuation, T55</p> <p>Grammar Sentences, T55</p>	<p>Fluency T29</p> <p>Close Reading "Jennie and the Wolf," T27W-T27X</p> <p>Integrate Ideas Research and Inquiry, T40-T41</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T32</p>	<p>Word Work T58-T59 -Phonemic Awareness -Phonics/Spelling: Short <i>a, i</i> -Structural Analysis: Plural Nouns with -s, -es -High-Frequency Words -Vocabulary</p> <p>Integrate Ideas Text Connections, T62-T63</p> <p>Write About Two Texts T60</p> <p>Grammar Sentences, T61</p> <p>Grammar Mechanics: Capitalization and Punctuation, T61</p>	<p>Integrate Ideas T40-T41 -Text Connections -Research and Inquiry</p> <p>Write About Reading</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T33</p> <p>Spelling Short Vowels <i>a, i</i>, T39</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Language Friends Help Friends, T42</p> <p>Comprehension Maintain Skill: Key Details, T43</p> <p>Vocabulary Reinforce Vocabulary, T47</p> <p>Word Work T44-T47 -Fluency: Expression -Structural Analysis: Plural Nouns with -s, -es -High-Frequency Words</p>	<p>Phonics/Decoding T28-T29 -Short Vowels <i>a, i</i> -Word Families</p> <p>Write About the Text T32</p> <p>Genre Writing Friendly Letter: Prewrite, T353</p> <p>Spelling Short Vowels <i>a, i</i>, T39</p> <p>Build Vocabulary T41</p>	<p>Word Work T51-T53 -Fluency: Expression -Phonics/Spelling: Words with Short <i>a, i</i> -High-Frequency Words -Structural Analysis: Plural Nouns with -s, -es -Vocabulary</p> <p>Integrate Ideas Research and Inquiry, T56-T57</p>	<p>Close Reading Wolf!, T27A-T27V</p> <p>Genre Writing Friendly Letter: Teach the Prewrite Minilesson, T353</p> <p>Grammar Mechanics and Usage, T37</p> <p>Spelling Short Vowels <i>a, i</i>, T39</p> <p>Build Vocabulary T41</p>	<p>Word Work -Fluency: Expression</p> <p>Integrate Ideas T62-T63 -Research and Inquiry -Speaking and Listening</p>	<p>Genre Writing Choose Your Topic and Plan Friendly Letter, T353</p> <p>Grammar Mechanics and Usage, T37</p> <p>Build Vocabulary T41</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE 2	GRADE 3	GRADE 2	GRADE 3
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Writing/Spelling</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

CALIFORNIA STANDARDS
Grade 2
Comprehension RL.2.3, RL.2.7 Listening/Speaking SL.2.1a, SL.2.2 SL.2.3 Writing W.2.3 Grammar L.2.4a, RF.2.4b Foundational Skills/Word Work RF.2.4a, RF.2.4b Vocabulary L.2.4c
Grade 3
Comprehension RL.3.3, RL.3.7 Listening/Speaking SL.3.1b, SL.3.2, SL.3.3 Writing W.3.3b, W.3.8, W.3.10, W.4.9a Grammar L.3.1i Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c Vocabulary RL.3.4, L.3.4a, L.3.4d, L.3.6

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Families Around the World, T100-T101 Oral Vocabulary T102 Word Work T104-T107 -Phonemic Awareness: Identify and Generate Rhyme -Phonics/Spelling: Introduce Short <i>e, o, u</i> -High-Frequency Words and Vocabulary Close Reading “Maria Celebrates Brazil,” T110-T113 Grammar Commands and Exclamations, T115	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “The Dream Catcher,” T82-T85 Grammar Commands and Exclamations, T100 Spelling Short Vowels <i>e, o, u</i> , T102 Build Vocabulary T104	Oral Language Families Around the World, T116 Word Work -Structural Analysis: Inflectional Endings <i>-s, -es</i> Close Reading “Maria Celebrates Brazil,” T122-T129 -Genre: Realistic Fiction -Skill: Character, Setting, Events -Strategy: Visualize -Vocabulary Strategy: Root Words Write About the Text T130 Grammar Exclamations, T131	Close Reading “The Dream Catcher,” T82-T85 Strategy Visualize, T86-T87 Skill Sequence, T88-T89 Vocabulary Strategy Context Clues, T92-T93 Write About the Text Model Note-Taking and Write to a Prompt, T97 Grammar Commands and Exclamations, T100 Build Vocabulary T104
OPTIONS	Listening Comprehension Strategy: Visualize, T03 Write About the Text Writing Fluency, T114	Listening Comprehension T78-T79 Write About the Text Writing Fluency, T96 Genre Writing Friendly Letter: Read Like a Writer, T352	Listening Comprehension Strategy: Visualize, T117 Word Work T118-T121 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Words with Short <i>e, o, u</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T116 Interactive Read-Aloud “Dinner at Alejandro’s,” T117	Genre Realistic Fiction T90-T91 Genre Writing Friendly Letter: Discuss the Expert Model, T352 Spelling Short Vowels <i>e, o, u</i> , T102
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T136-T137 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>e, o, u</i> Close Reading <i>Big Red Lollipop</i>, T139A-T139L Grammar Mechanics: Capitalization and Punctuation, T141</p>	<p>Close Reading <i>Yoon and the Jade Bracelet</i>, T93A-T93T Grammar Commands and Exclamations, T101</p>	<p>Word Work T143-T144 -Phonemic Awareness: Phoneme Isolation Vocabulary Strategy Review: Inflectional Endings –s, –es, T145 Close Reading “A Look at Families,” T145A-T145B Write About Two Texts T146 Grammar Mechanics: Capitalization and Punctuation, T147</p>	<p>Fluency T95 Close Reading “Family Traditions,” T93U-T93X Integrate Ideas Research and Inquiry, T106 Write About Two Texts Model Note-Taking and Taking Notes, T98</p>	<p>Word Work T150-T151 -Phonemic Awareness: Blending/Segmentation -Phonics/Spelling: <i>e, o, u</i> -Structural Analysis: Inflectional Endings –s, –es -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T154-T155 Write About Two Texts T152 Grammar Commands and Exclamations, T153</p>	<p>Integrate Ideas T106-T107 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T99 Spelling Short Vowels <i>e, o, u</i>, T103</p>
OPTIONS	<p>Oral Language Families Around the World, T134 Comprehension Maintain Skill: Key Details, T135 Vocabulary Reinforce Vocabulary, T139 Word Work T136-T137 -Fluency: Expression -Structural Analysis -High-Frequency Words Grammar Commands and Exclamations, T141 Write About the Text T140</p>	<p>Phonics/Decoding T90-T91 -Short Vowels <i>e, o, u</i> -Inflectional Endings Write About the Text T98 Genre Writing Friendly Letter: Prewrite T353 Spelling Short Vowels <i>e, o, u</i>, T103 Build Vocabulary T105</p>	<p>Word Work T143-T145 -Fluency: Expression -Phonics/Spelling: Words with Short <i>e, o, u</i> -High-Frequency Words -Structural Analysis: Inflectional Endings –s, –es -Vocabulary Integrate Ideas Research and Inquiry, T148-T149 Grammar Commands and Exclamations, T147</p>	<p>Close Reading <i>Yoon and the Jade Bracelet</i>, T92A-T93T Genre Writing Friendly Letter: Teach the Prewrite Minilesson, T353 Grammar Commands and Exclamations, T101 Spelling Short Vowels <i>e, o, u</i>, T103 Build Vocabulary T105</p>	<p>Word Work -Fluency: Expression Integrate Ideas T154-T155 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalization and Punctuation, T153</p>	<p>Genre Writing Friendly Letter: Choose Your Topic and Plan, T353 Grammar Commands and Exclamations, T101 Build Vocabulary T105</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Build Background Pets Are Our Friends, T192-T193 Oral Vocabulary T194 Word Work T196-T199 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Two-Letter Blends -High-Frequency Words and Vocabulary Close Reading "Finding Cal," T202-T205 Grammar Subjects, T207</p>	<p>Introduce the Concept T142-T143 Vocabulary T146-T147 Close Reading "Room to Grow" T148-151 Grammar Subjects, T166 Spelling Final e, T168 Build Vocabulary T170</p>	<p>Oral Language Pets Are Our Friends, T208 Word Work -Structural Analysis: Closed Syllables Close Reading "Finding Cal," T213-T217 -Genre: Fiction -Skill: Character, Setting, Events: Use Illustration -Strategy: Ask and Answer Questions -Vocabulary Strategy: Reinforce Vocabulary Practice Your Turn, 22-27 Write About the Text T222-T223 Grammar Subjects, T224-T225</p>	<p>Close Reading "Room to Grow," T148-T151 Strategy Summary: Ask and Answer Questions, T152-T153 Skill Sequence, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T162-T163 Grammar Subjects, T166 Build Vocabulary T170</p>
	<p>Listening Comprehension Strategy: Ask and Answer Questions, T195 Write About the Text Writing Fluency, T205 Genre Narrative</p>	<p>Listening Comprehension T144-T145 Write About the Text Writing Fluency, T162 Genre Writing Friendly Letter: Discuss the Edited Model, T356</p>	<p>Listening Comprehension Strategy: Ask and Answer Questions, T209 Word Work T210-T212 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Two-Letter Blends -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T208 Interactive Read-Aloud "My Partner and Friend," T209</p>	<p>Genre Narrative Nonfiction, T156-T157 Genre Writing Friendly Letter: Proofread/Edit, T348 Spelling Final e, T168</p>
OPTIONS	APPROACHING LEVEL		ON LEVEL	
	Grade 2	Grade 3	Grade 2	Grade 3
	<p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension</p>	<p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p>Leveled Reader Phonics Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>

CALIFORNIA STANDARDS	
Grade 2	
Comprehension	RL.2.1, RL.2.3, RL.2.7
Listening/Speaking	SL.2.1, SL.2.1a, SL.2.2, SL.2.3
Writing	W.2.3
Grammar	L.2.4a
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4,
Grade 3	
Comprehension	RI.3.1, RI.3.8
Listening/Speaking	SL.3.1a, SL.3.1b, SL.3.1c, SL.3.2, SL.3.3
Writing	W.3.2a, W.3.10, W.4.9b
Grammar	L.3.1i
Foundational Skills/Word Work	RF.1.3c, RF.3.4a, RF.3.4b, RF.3.4c
Vocabulary	RI.3.4, L.3.6

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T228-T231 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Two-Letter Blends Close Reading <i>Not Norman</i>, T231A-T231L Grammar Mechanics: Letter Punctuation, T223</p>	<p>Close Reading <i>Gary the Dreamer</i>, T159A-T159N Grammar Subjects, T167</p>	<p>Word Work T235-T236 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Inflectional Endings, T237 Close Reading "My Puppy," T237B Write About Two Texts T238 Grammar Mechanics: Letter Punctuation, T239</p>	<p>Fluency T161 Close Reading "Sharing Polkas and Pitas," T153O-T153P Integrate Ideas Research and Inquiry, T172 Write About Two Texts Model Note-Taking and Taking Notes, T164</p>	<p>Word Work T242-T243 -Phonemic Awareness: Blending -Phonics/Spelling: Two-Letter Blends -Structural Analysis: Closed Syllables -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T246-T247 Write About Two Texts T244 Grammar Subjects, T245</p>	<p>Integrate Ideas T172-T173 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T165 Spelling Final e, T169</p>
OPTIONS	<p>Oral Language <i>Pets Are Our Friends</i>, T238 Comprehension Maintain Skill: Characters, Setting, Events, T227 Vocabulary Reinforce Vocabulary, T231 Word Work T228-T231 -Fluency: Expression -Structural Analysis: Close Syllables -High-Frequency Words Grammar Subjects, T233 Write About the Text T232</p>	<p>Phonics/Decoding T154-T155 - Final e - Inflectional Endings: Drop Final e Write About the Text T164 Genre Writing Friendly Letter: Publish, T361 Spelling T169 Build Vocabulary T171</p>	<p>Word Work T235-T236 -Fluency: Expression -Phonics/Spelling: Words with Two-Letter Blends -High-Frequency Words -Structural Analysis: Closed Syllables -Vocabulary Integrate Ideas Research and Inquiry, T240-T241 Grammar Subjects, T239</p>	<p>Close Reading <i>Gary the Dreamer</i>, T153A-T153N Genre Writing Friendly Letter Evaluate, T363 Grammar Subjects, T167 Spelling T169 Build Vocabulary T171</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T246-T247 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Letter Punctuation, T245</p>	<p>Genre Writing Friendly Letter: Conference with Students, T348 Grammar Subjects, T167 Build Vocabulary T171</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3		Grade 2	Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.1, RI.2.5	
Listening/Speaking SL.2.1b, SL.2.2, SL.2.3	
Writing W.2.1	
Grammar L.2.4, L.2.5, L.2.5a, Foundational Skills/Word Work	
RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary RI.2.4, L.2.4c	
Grade 3	
Comprehension RI.3.1, SL.3.1c, RI.3.8	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2	
Writing W.3.2a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1i	
Foundational Skills/Word Work RF.2.3b, RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.5a, L.3.6, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Build Background Animals Need Our Care, T284-T285</p> <p>Oral Vocabulary T286</p> <p>Word Work T288-T291</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Introduce Short <i>a</i>, Long <i>a: a_e</i></p> <p>Close Reading “Taking Care of Pepper,” T294-T297</p> <p>Grammar Predicates, T299</p>	<p>Introduce the Concept T208-T209</p> <p>Vocabulary T212-T213</p> <p>Close Reading “Mary Anderson’s Great Invention,” T214-T217</p> <p>Grammar T232</p> <p>Spelling T234</p> <p>Build Vocabulary T164</p>	<p>Oral Language Animals Need Our Care, T300</p> <p>Word Work</p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p>Close Reading “Taking Care of Pepper,” T306-T311</p> <p>-Genre: Narrative Nonfiction</p> <p>-Skill: Key Details: Use Photos</p> <p>-Strategy: Ask and Answer Questions</p> <p>-Vocabulary Strategy: Root Words</p> <p>Write About the Text T314-T315</p> <p>Grammar Predicates, T316-T317</p>	<p>Close Reading “Mary Anderson’s Great Invention,” T214-T217</p> <p>Strategy Ask and Answer Questions, T218-T219</p> <p>Skill Cause and Effect, T148-T149</p> <p>Vocabulary Strategy Metaphors T224-T225</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T228-T229</p> <p>Grammar T232</p> <p>Build Vocabulary T236</p>
OPTIONS	<p>Listening Comprehension Strategy: Ask and Answer, T287</p> <p>Write About the Text Writing Fluency, T298</p>	<p>Listening Comprehension T210-T211</p> <p>Write About the Text Writing Fluency, T228</p> <p>Genre Writing Narrative: Read Like a Writer, T358</p>	<p>Listening Comprehension Strategy: Ask and Answer, T301</p> <p>Word Work T302-T304</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics/Spelling: Words with Short <i>a</i>, Long <i>a: a_e</i></p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Review Oral Vocabulary Words T300</p> <p>Interactive Read-Aloud “All Kinds of Vets,” T301</p>	<p>Genre Biography, T222-T223</p> <p>Genre Writing Personal Narrative: Discuss the Expert Model, T363</p> <p>Spelling T234</p>
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T320-T323 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>a</i>, Long <i>a</i>: <i>a_e</i> Close Reading <i>Lola and Tiva: An Unlikely Friendship</i>, T323A-T323K Grammar Mechanics: Commas, T325</p>	<p>Close Reading <i>All Aboard! Elijah McCoy's Steam Engine</i>, T225A-T225R Grammar Complex Sentences, T225</p>	<p>Word Work T327-T329 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Context Clues: Sentence Clues, T320 Close Reading "Animal Needs," T329A-T329B Write About Two Texts T2=330 Grammar Mechanics: Commas, T331</p>	<p>Fluency T227 Close Reading "Lighting the World," T225S-T225T Integrate Ideas Research and Inquiry, T238-T239 Write About Two Texts Model Note-Taking and Taking Notes, T230</p>	<p>Word Work T334-T335 -Phonemic Awareness: Blending -Phonics/Spelling: Short <i>a</i>, Long <i>a</i>: <i>a_e</i> -Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i> -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T338-T339 Write About Two Texts T336 Write to a Prompt T336 Grammar Predicates, T337</p>	<p>Integrate Ideas T238-T239 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T231 Spelling T227</p>
OPTIONS	<p>Oral Language Animals Need Our Care, T326 Comprehension Maintain Skill: Key Details, T319 Vocabulary Root Words, T326-T327 Word Work T320-T323 -Fluency: Intonation -Structural Analysis: Inflectional Endings, <i>-ed</i>, <i>-ing</i> -High-Frequency Words Grammar Predicates, T325 Write About the Text T324</p>	<p>Phonics/Decoding T226-T227 -Long <i>a</i> Spellings -Plurals <i>-s</i> and <i>-es</i> Write About the Text T230 Genre Writing Personal Narrative: Prewrite, T359 Spelling Long <i>a</i>, T235 Build Vocabulary T237</p>	<p>Word Work T327-T329 -Fluency: Intonation -Phonics/Spelling: Words with Short <i>a</i>, Long <i>a</i>: <i>a_e</i> -High-Frequency Words -Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i> -Vocabulary Integrate Ideas Research and Inquiry, T332-T333 Grammar Predicates, T331</p>	<p>Close Reading <i>All Aboard! Elijah McCoy's Steam Engine</i>, T225A-T225R Genre Writing Personal Narrative: Teach the Prewrite Minilesson, T359 Grammar T233 Spelling Long <i>a</i>, T235 Build Vocabulary T237</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T338-T339 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas, T337</p>	<p>Genre Writing Personal Narrative: Choose Your Topic and Plan, T359 Grammar T233 Build Vocabulary T237</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3		Grade 2	Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.1, RI.2.2	
Listening/Speaking SL.2.1c, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.1.4c, L.2.2, L.2.5a	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4c	
Grade 3	
Comprehension W.3.1a, W.3.8, W.3.10, W.4.9b	
Listening/Speaking SL.3.1b, SL.3.1b, SL.3.2, SL.3.2	
Writing W.3.1a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1h, L.3.1h	
Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.5b, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Families Working Together, T376-T377 Oral Vocabulary T378 Word Work T380-T383 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Short <i>i</i> , Long <i>i</i> : <i>i_e</i> -High-Frequency Words and Vocabulary Close Reading <i>Families Work!</i> , T386-T387 Grammar Expanding and Combining Sentences, T389	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “A Natural Beauty,” 86-89 Grammar Simple and Compound Sentences, T296 Spelling Long <i>o</i> , T298 Build Vocabulary T300	Oral Language Families Working Together, T390 Word Work -Structural Analysis: Possessives Close Reading <i>Families Work!</i> , T396-T403 -Genre: Expository Text -Skill: Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Inflectional Endings Practice <i>Your Turn</i> , 43-48 Write About the Text T404-T405 Grammar Expanding and Combining Sentences, T406-T407	Close Reading “A Natural Beauty,” 86-89 Strategy Ask and Answer Questions, T282-T283 Skill Main Idea and Key Details, T284-T285 Vocabulary Strategy Multiple-Meaning Words, T288-T289 Write About the Text Model Note-Taking and Write to a Prompt, T292-T293 Grammar Simple and Compound Sentences, T296 Build Vocabulary T300
OPTIONS	Listening Comprehension Strategy: Ask and Answer Questions, T379 Write About the Text Writing Fluency, T388	Listening Comprehension T276-T277 Write About the Text Writing Fluency, T292 Genre Writing Personal Narrative: Draft, T360	Listening Comprehension Strategy: Ask and Answer Questions, T391 Word Work T392-T395 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Short/Long <i>i</i> : <i>i_e</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T390 Interactive Read-Aloud “Families Today,” T391	Genre Persuasive Article, T288-T289 Genre Writing Personal Narrative: Teach the Draft Minilesson, T360 Spelling Long <i>o</i> , T290
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3	
CORE	<p>Word Work T410-T411 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short and Long <i>i_e</i> Close Reading <i>Families Working Together</i>, T413A-T413B Grammar Mechanics: Quotation Marks: T414</p>	<p>Close Reading <i>A Mountain of History</i>, 94-97 Grammar Simple and Compound Sentences, T297</p>	<p>Word Work T417-T418 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Root Words, T419 Close Reading "Why We Work," T419A-T419B Write About Two Texts T420 Grammar Mechanics: Quotation Marks, T421</p>	<p>Fluency T291 Close Reading "A Landmark Street," T281E-T281F Integrate Ideas Research and Inquiry, T302-T303 Write About Two Texts Model Note-Taking and Taking Notes, T294</p>	<p>Word Work T424-T425 -Phonemic Awareness: Blending -Phonics/Spelling: Short and Long <i>i_e</i> -Structural Analysis: Possessives -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T424-T425 Write About Two Texts T426 Grammar Expanding and Combining Sentences, T427</p>	<p>Integrate Ideas T302-T303 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T295 Spelling <i>Long o</i>, T299</p>	
OPTIONS	<p>Oral Language Families Working Together, T408 Comprehension Maintain Skill: Use Illustrations/Photos, T409 Vocabulary Reinforce Vocabulary, T413 Word Work T410-T411 -Fluency: Phrasing -Structural Analysis -High-Frequency Words Grammar Expanding and Combining Sentences, T415 Write About the Text T414</p>	<p>Phonics/Decoding T290-T291 -Long <i>o</i> -Compound Words Write About the Text T294 Genre Writing Personal Narrative: Revise, T361 Spelling <i>Long o</i>, T299 Build Vocabulary T301</p>	<p>Word Work T417-T418 -Fluency: Phrasing -Phonics/Spelling: Words with Short and Long <i>i_e</i> -High-Frequency Words -Structural Analysis: Possessives -Vocabulary Integrate Ideas Research and Inquiry, T422-T423 Grammar Expanding and Combining Sentences, T421</p>	<p>Close Reading <i>The Future of Transportation</i>, T281A-T281D Genre Writing Personal Narrative: Teach the Revise Minilesson, T361 Grammar Simple and Compound Sentences, T297 Spelling <i>Long o</i>, T299 Build Vocabulary T301</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T424-T425 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Quotation Marks: T427</p>	<p>Genre Writing Personal Narrative: Peer Conferences, T361 Grammar Simple and Compound Sentences, T297 Build Vocabulary T301</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 2		Grade 3		Grade 2		Grade 3	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

CALIFORNIA STANDARDS	
Grade 2	
Comprehension	R.CCR.3, RL.2.3, RL.2.5
Listening/Speaking	SL.2.1a, SL.2.3
Writing	W.2.3
Grammar	L.2.1, L.2.2, L.2.4b, L.2.5, L.2.5a
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4c
Grade 3	
Comprehension	RL.3.1, RL.3.2
Listening/Speaking	SL.3.1b, SL.3.1d, SL.3.2, SL.3.3
Writing	W.3.3a, W.3.8, W.3.10, W.4.9a
Grammar	L.3.1a, L.3.1c
Foundational Skills/Word Work	RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c
Vocabulary	L.3.4a, L.3.6, RL.3.4

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Animals and Nature, T8-T9 Oral Vocabulary T10 Word Work T12-T15 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Introduce Short <i>o</i> , Long <i>o</i> : <i>o_e</i> -High-Frequency Words and Vocabulary Close Reading <i>A Visit to the Desert</i> , T18-T21 Grammar Nouns, T23	Introduce the Concept T10-T11 Vocabulary T14-15 Close Reading "Anansi Learns a Lesson," T16-T19 Grammar Kinds of Nouns, T36 Spelling Long <i>i</i> and long <i>u</i> , T38 Build Vocabulary T38	Oral Language Animals in Nature, T24 Word Work -Structural Analysis: Inflectional Endings <i>-ed</i> , <i>-ing</i> Close Reading <i>A Visit to the Desert</i> , T30-T37 -Genre: Realistic Fiction -Skill: Character, Setting, Plot -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Prefixes Write About the Text T38-T39 Grammar Nouns, T40-T41	Close Reading "Anansi Learns a Lesson," T16-T19 Strategy Make, Confirm, or Revise Predictions, T20-T21 Skill Theme, T22-T23 Vocabulary Strategy Antonyms, T26-T27 Write About the Text Model Note-Taking and Write to a Prompt, T30-T31 Grammar Kinds of Nouns, T34 Build Vocabulary T38
	Listening Comprehension Strategy: Make, Confirm, Review Predictions, T11 Write About the Text Writing Fluency, T22	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T30-T31 Genre Writing How-To: Read Like a Writer, T352	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T25 Word Work T26-T28 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Short <i>o</i> , Long <i>o</i> : <i>o_e</i> -High-Frequency Words Review Oral Vocabulary Words T29 Interactive Read-Aloud "Swamp Life," T25	Genre Folktale, T24-T25 Genre Writing How-To: Discuss the Expert Model, T352 Spelling Long <i>i</i> and long <i>u</i> , T36
OPTIONS	APPROACHING LEVEL		ON LEVEL	
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T44-T47 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>o</i>, Long <i>o</i>: <i>o_e</i> Close Reading <i>Sled Dogs Run</i>, T47A-T47K Grammar Mechanics: Capitalization and Punctuation, T49</p>	<p>Close Reading <i>Roadrunner's Dance</i>, T27A-T27T Grammar Kinds of Nouns, T37</p>	<p>Word Work T51-T53 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Root Words, T53 Close Reading "Cold Dog, Hot Fox," T53A-T53B Write About Two Texts T54 Grammar Mechanics: Commas in a Series, T55</p>	<p>Fluency T29 Close Reading "Deltona is Going Batty," T27U-T27X Integrate Ideas Inquiry Space, T40-T41 Write About Two Texts Model Note-Taking and Taking Notes, T32</p>	<p>Word Work T58-T59 -Phonemic Awareness -Phonics/Spelling: Short <i>o</i>, Long <i>o</i>: <i>o_e</i> -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words Integrate Ideas Text Connections, T62-T63 Write About Two Texts T60 Write to a Prompt T60 Grammar Nouns, T61</p>	<p>Integrate Ideas T40-T41 -Text Connections -Inquiry Space Write About Reading Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T33 Spelling Long <i>i</i> and long <i>u</i>, T37</p>
OPTIONS	<p>Oral Language Animals and Nature, T42 Comprehension Maintain Skill: Key Details: Use Illustrations, T409 Vocabulary Reinforce Vocabulary, T47 Word Work T44-T47 -Fluency: Phrasing -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -High-Frequency Words Grammar Nouns, T49 Write About the Text T48</p>	<p>Phonics/Decoding T28-T29 -Long <i>i</i> and Long <i>u</i> -Plural Words with <i>y</i> to <i>i</i> Write About the Text T32 Genre Writing How-To: Discuss the Expert Model, T353 Spelling Long <i>i</i> and long <i>u</i>, T37 Build Vocabulary T39</p>	<p>Word Work T51-T53 -Fluency: Phrasing -Phonics/Spelling: Words with Short <i>o</i> and Long <i>o</i>: <i>o_e</i> -High-Frequency Words -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -Vocabulary Integrate Ideas Research and Inquiry, T56 Grammar Nouns, T55</p>	<p>Close Reading <i>Roadrunner's Dance</i>, T27A-T27T Genre Writing How-To: Teach the Prewrite Minilesson, T353 Grammar Kinds of Nouns, T35 Spelling Long <i>i</i> and long <i>u</i>, T37 Build Vocabulary T39</p>	<p>Word Work -Fluency: Expression Integrate Ideas T62-T63 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T61</p>	<p>Genre Writing How-To: Choose Your Topic and Plan, T353 Grammar Kinds of Nouns, T35 Build Vocabulary T39</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2	Grade 3		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

CALIFORNIA STANDARDS
Grade 2
<p>Comprehension RL.2.3, RL.2.5</p> <p>Listening/Speaking SL.2.1, SL.2.1b, SL.2.3</p> <p>Writing W.2.3</p> <p>Grammar L.2.4a, L.2.4b, L.2.4e</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p> <p>Vocabulary L.2.4c</p>
Grade 3
<p>Comprehension RL.3.1, RL.3.2, RL.3.10</p> <p>Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p>Writing W.3.1a, W.3.8, W.3.10, W.4.9a</p> <p>Grammar L.3.1b, L.3.2f</p> <p>Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c</p> <p>Vocabulary L.3.4a, L.3.5a, L.3.6, RL.3.4</p>

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Build Background Animals in Stories, T100-T101</p> <p>Oral Vocabulary T102</p> <p>Word Work T104-T107</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics/Spelling: Introduce Long <i>u</i>: <i>u_e</i></p> <p>-High-Frequency Words and Vocabulary</p> <p>Close Reading <i>The Boy Who Cried Wolf</i>, T110-T113</p> <p>Grammar Singular and Plural Nouns, T115</p>	<p>Introduce the Concept T74-T75</p> <p>Vocabulary T78-T79</p> <p>Close Reading "Sailing to America," T82-T85</p> <p>Grammar Singular and Plural Nouns, T100</p> <p>Spelling Long <i>e</i>, T102</p> <p>Build Vocabulary T104</p>	<p>Oral Language Animals in Stories, T116</p> <p>Word Work</p> <p>-Structural Analysis: CVCe Syllables</p> <p>Close Reading <i>The Boy Who Cried Wolf</i>, T122-T129</p> <p>-Genre: Fable</p> <p>-Skill: Plot: Problem and Solution</p> <p>-Strategy: Make Predictions</p> <p>-Vocabulary Strategy: Reinforce Vocabulary</p> <p>Write About the Text T130</p> <p>Grammar Singular and Plural Nouns, T131</p>	<p>Close Reading "Sailing to America," T82-T85</p> <p>Strategy Make, Confirm, or Revise Predictions T86-T87</p> <p>Skill Theme, T88-T89</p> <p>Vocabulary Strategy Figurative Language: Similes, T92-T93</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T97</p> <p>Grammar Commands and Exclamations, T100</p> <p>Build Vocabulary T104</p>
OPTIONS	<p>Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T103</p> <p>Write About the Text Writing Fluency, T114</p>	<p>Listening Comprehension T78-T79</p> <p>Write About the Text Writing Fluency, T96</p> <p>Genre Writing How-To: Draft, T354</p>	<p>Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T117</p> <p>Word Work T118-T122</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Words with Short <i>u</i>, Long <i>u</i>: <i>u_e</i></p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Review Oral Vocabulary Words T121</p> <p>Interactive Read-Aloud "The Fox and the Crane," T117</p>	<p>Genre Historical Fiction T90-T91</p> <p>Genre Writing How-To: Teach the Draft Minilesson, T354</p> <p>Spelling Long <i>e</i>, T104</p>
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words/Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T136-T139 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>u</i>, Long <i>u</i>: <i>u_e</i> Close Reading <i>Wolf! Wolf!</i> T139A-T139L Grammar Mechanics: Commas in a Series, T141</p>	<p>Close Reading <i>The Castle on Hester Street</i>, T93A-T93R Grammar Singular and Plural Nouns, T101</p>	<p>Word Work T143-T144 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Prefixes, T145 Close Reading "Cinderella and Friends," T145A-T145B Write About Two Texts T146 Grammar Mechanics: Commas in a Series, T147</p>	<p>Fluency T95 Close Reading "Next Stop America!," T93S-T93V Integrate Ideas Inquiry Space, T106-T107 Write About Two Texts Model Note-Taking and Taking Notes, T96</p>	<p>Word Work T150-T151 -Phonemic Awareness: Phonics/Spelling: Short <i>u</i>, Long <i>u</i>: <i>u_e</i> -Structural Analysis: CVCe Syllables -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T154-T155 Write About Two Texts T152 Write to a Prompt T152 Grammar Singular and Plural Nouns, T153</p>	<p>Integrate Ideas T106-T107 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T97 Spelling Long <i>e</i>, T103</p>
OPTIONS	<p>Oral Language Animals in Stories, T134 Comprehension Maintain Skill: Key Details: Use Illustrations, T135 Vocabulary Reinforce Vocabulary, T139 Word Work T136-T139 -Fluency: Expression -Structural Analysis: CSCe Syllables -High-Frequency Words Grammar Singular and Plural Nouns, T141 Write About the Text T140</p>	<p>Phonics/Decoding T94-T95 -Long <i>e</i> -Inflectional Endings Write About the Text T98 Genre Writing How-To: Discuss the Expert Model, T353 Spelling Long <i>e</i>, T103 Build Vocabulary T105</p>	<p>Word Work T143-T145 -Fluency: Expression -Phonics/Spelling: Words with Short <i>u</i>, Long <i>u</i>: <i>u_e</i> -High-Frequency Words -Structural Analysis: CVCe Syllables -Vocabulary Integrate Ideas Research and Inquiry, T148-T149 Grammar Singular and Plural Nouns, T147</p>	<p>Genre Writing How-To: Teach the Revise Minilesson, T355 Grammar Singular and Plural Nouns, T101 Spelling Long <i>e</i>, T103 Build Vocabulary T107</p>	<p>Word Work -Fluency: Expression Integrate Ideas T154-T155 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T153</p>	<p>Genre Writing How-To: Peer Conferences, T355 Grammar Singular and Plural Nouns, T101 Build Vocabulary Reinforce the Words, T105</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

CALIFORNIA STANDARDS	
Grade 2	
Comprehension R.CCR.3, RI.2.1, RI.2.2	
Listening/Speaking SL.2.1c, SL.2.3	
Writing W.2.2	
Grammar L.2.4a, L.2.4b, L.2.4e	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4c,	
Grade 3	
Comprehension RI.3.1, RI.3.6	
Listening/Speaking SL.3.1b, SL.3d, SL.3.2, SL.3.3	
Writing W.3.1a, W.3.10, W.4.9b	
Grammar L.3.1b, L.3.2f	
Foundational Skills/Word Work RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4b, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Animal Habitats, T192-T193 Oral Vocabulary T194 Word Work T196-T199 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Soft c and g -High-Frequency Words and Vocabulary Close Reading <i>A Prairie Guard Dog</i> , T202-T205 Grammar Kinds of Nouns, T207	Introduce the Concept T142-T143 Vocabulary T146-T147 Close Reading “Every Vote Counts!” T148-151 Grammar Special Nouns, T166 Spelling Words with Silent Letters, T168 Build Vocabulary T170	Oral Language Animal Habitats, T208 Word Work -Structural Analysis: Prefixes <i>re-, un-, dis-</i> Close Reading <i>A Prairie Guard Dog</i> , T213-T217 -Genre: Narrative Nonfiction -Skill: Main Topic and Key Details -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Suffixes Write About the Text T222-T223 Grammar Kinds of Nouns, T224-T225	Close Reading “Every Vote Counts!” T148-T151 Strategy Reread, T152-T153 Skill Author’s Point of View, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T162-T163 Grammar Special Nouns, T166 Build Vocabulary T170
OPTIONS	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T195 Write About the Text Writing Fluency, T206	Listening Comprehension T144-T145 Write About the Text Writing Fluency, T162 Genre Writing How-To: Discuss the Edited Model, T356	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T209 Word Work T210-T212 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Soft c and g -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T208 Interactive Read-Aloud “Explore a Coral Reef,” T209	Genre Prefixes, T158-T159 Genre Writing How-To: Proofread/Edit, T356 Spelling Words with Silent Letters, T168
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T228-T231 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> Close Reading <i>Turtle, Turtle, Watch Out!</i>, T231A-T231L Grammar Mechanics: Quotation Marks, T233</p>	<p>Close Reading <i>Vote!</i>, T159A-T159U Grammar Special Nouns, T167</p>	<p>Word Work T235-T236 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Root Words, T237 Close Reading "At Home in the River," T237A-T237B Write About Two Texts T238 Grammar Mechanics: Capital Letters, T239</p>	<p>Fluency T161 Close Reading "Sharing Polkas and Pitas," T153O-T153P Integrate Ideas Research and Inquiry, T172 Write About Two Texts Model Note-Taking and Taking Notes, T164</p>	<p>Word Work T242-T243 -Phonemic Awareness: Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T246-T247 Write About Two Texts T244 Write to a Prompt T244 Grammar Kinds of Nouns, T245</p>	<p>Integrate Ideas T172-T173 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T165 Spelling Words with Silent Letters, T169</p>
OPTIONS	<p>Oral Language Animal Habitats, T238 Comprehension Maintain Skill: Key Details: Use Illustrations and Photos, T227 Vocabulary Reinforce Vocabulary, T231 Word Work T228-T231 -Fluency: Phrasing -Structural Analysis: Prefixes -High-Frequency Words Grammar Kinds of Nouns, T233 Write About the Text T232</p>	<p>Phonics/Decoding T154-T155 - Words with Silent Letters - Singular and Plural Possessives Write About the Text T164 Genre Writing How-To: Publish, T361 Spelling Words with Silent Letters, T169 Build Vocabulary T171</p>	<p>Word Work T235-T236 -Fluency: Phrasing -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -High-Frequency Words -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> -Vocabulary Integrate Ideas Research and Inquiry, T240-T241 Grammar Kinds of Nouns, T239</p>	<p>Close Reading <i>Vote!</i>, T153A-T153U Genre Writing How-To Evaluate, T357 Grammar Special Nouns, T167 Spelling Words with Silent Letters, T169 Build Vocabulary T171</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T246-T247 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capital Letters, T245</p>	<p>Genre Writing How-To: Conference with Students, T357 Grammar Special Nouns, T167 Build Vocabulary T171</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.1, RI.2.2	
Listening/Speaking SL.2.1a, SL.2.3	
Writing W.2.1	
Grammar L.2.4, RF.2.3	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4a,	
Grade 3	
Comprehension RI.3.1, RI.3.2, RI.3.6	
Listening/Speaking SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.6	
Writing W.3.2b, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.2b	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4b, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Baby Animals, T284-T285 Oral Vocabulary T286 Word Work T288-T291 -Phonemic Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Consonant Digraphs -High-Frequency Words and Vocabulary Close Reading <i>Eagles and Eaglets</i> , T294-T297 Grammar Plural Nouns, T299	Introduce the Concept Survival, T208-T209 Vocabulary T212-T213 Close Reading “Kids to the Rescue!,” T214-T217 Grammar Combining Sentences, T232 Spelling Three-Letter Blends, T236 Build Vocabulary T236	Oral Language Baby Animals, T300 Word Work -Structural Analysis: Suffixes – <i>ful, -less</i> , Close Reading <i>Eagles and Eaglets</i> , T306-T311 -Genre: Expository Text -Skill: Main Topic and Key Details -Strategy: Reread -Vocabulary Strategy: Multiple-Meaning Words Write About the Text T314-T315 Grammar Plural Nouns, T316-T317	Close Reading “Kids to the Rescue!,” T214-T217 Strategy Reread, T218-T219 Skill Author’s Point of View, T220-T221 Vocabulary Strategy Strategy: Suffixes -ful and -less, T224-T225 Write About the Text Model Note-Taking and Write to a Prompt, T228-T229 Grammar Combining Sentences, T232 Build Vocabulary T236
OPTIONS	Listening Comprehension Strategy: Reread, T287 Write About the Text Writing Fluency, T298	Listening Comprehension T210-T211 Write About the Text Writing Fluency, T228-T229 Genre Writing Explanatory Essay: Read Like a Writer, T358	Listening Comprehension Strategy: Reread, T301 Word Work T302-T304 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Consonant Digraphs -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T300 Interactive Read-Aloud “Wild Animal Families,” T301	Genre Expository Text, T222-T223 Genre Writing Explanatory Essay: Discuss the Expert Model, T358 Spelling Three-Letter Blends, T234
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T320-T323 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Consonant Digraphs Close Reading <i>Baby Bears</i>, T323A-T323K Grammar Mechanics: Capitalize Proper Nouns, T325</p>	<p>Close Reading <i>Whooping Cranes in Danger</i>, T225A-T225N Grammar Combining Sentences, T233</p>	<p>Word Work T327-T329 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Inflectional Endings, T320 Close Reading "From Caterpillar to Butterfly," T329A-T329B Write About Two Texts T330 Grammar Mechanics: Abbreviations, T331</p>	<p>Fluency T227 Close Reading "Help the Manatees," T225O-T225P Integrate Ideas Inquiry Space, T238-T239 Write About Two Texts Model Note-Taking and Taking Notes, T230</p>	<p>Word Work T334-T335 -Phonemic Awareness: Phonics/Spelling: Consonant Digraphs -Structural Analysis: Suffixes – <i>ful, -less</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T338-T339 Write About Two Texts T336 Write to a Prompt T336 Grammar Plural Nouns, T337</p>	<p>Integrate Ideas T238-T239 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T231 Spelling Three-Letter Blends, T235</p>
OPTIONS	<p>Oral Language Baby Animals, T326 Comprehension Maintain Skill: Key Details: Use Photos, T319 Vocabulary Reinforce Vocabulary, T326 Word Work T320-T323 -Fluency: Pronunciation -Structural Analysis: Suffixes – <i>ful, -less</i> -High Frequency Words Grammar Plural Nouns, T325 Write About the Text T325</p>	<p>Phonics/Decoding T226-T227 -Three-Letter Blends -Closed Syllables Write About the Text T230 Genre Writing Three-Letter Blends, T235 Spelling Three-Letter Blends, T235 Build Vocabulary T237</p>	<p>Word Work T327-T329 -Fluency: Pronunciation -Phonics/Spelling: Words with Consonant Digraphs -High-Frequency Words -Structural Analysis: Suffixes – <i>ful, -less</i> -Vocabulary Integrate Ideas Research and Inquiry, T322-T323 Grammar Plural Nouns, T331</p>	<p>Close Reading <i>Whooping Cranes in Danger</i>, T225A-T225N Genre Writing Explanatory Essay: Teach the Prewrite Minilesson, T359 Grammar Combining Sentences, T235 Spelling Three-Letter Blends, T237 Build Vocabulary T237</p>	<p>Word Work -Fluency: Pronunciation Integrate Ideas T338-T339 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Abbreviations, T337</p>	<p>Genre Writing Explanatory Essay: Choose Your Topic and Plan, T359 Grammar Combining Sentences, T235 Build Vocabulary T237</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.1, RL.2.4	
Listening/Speaking SL.2.1, SL.2.3	
Writing W.2.3	
Grammar L.2.4a	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4c, L.2.4e	
Grade 3	
Comprehension RL.3.5, RL.3.6, RL.3.10	
Listening/Speaking SL.3.1d, SL.3.1b, SL.3.2, SL.3.3,	
Writing W.3.3b, W.3.8, W.3.10, W.4.a	
Grammar L.3.2d	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.5a, L.3.5b, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Animals in Poems, T376-T377 Oral Vocabulary T378 Word Work T382-T383 -Phonemic Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Three-Letter Blends -High-Frequency Words and Vocabulary Close Reading "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird," T386-T387 Grammar Possessive Nouns, T389	Introduce the Concept T274-T275 Vocabulary T278-T279 Close Reading "Empanada Day," T280-T281 Grammar Possessive Nouns, T296 Spelling Digraphs T298 Build Vocabulary T300	Oral Language Animals in Poems, T390 Word Work -Structural Analysis: Compound Words Close Reading "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird," T396-T403 -Genre: Poetry -Skill: Key Details -Strategy: Key Details -Vocabulary Strategy: Multiple-Meaning Words Write About the Text T404-T405 Grammar Possessive Nouns, T406-T407	Close Reading "Empanada Day," T280-T281 Skill Point of View, T284-T285 Vocabulary Strategy Figurative Language: Simile, T288-T289 Literary Elements Alliteration and Rhyme, T286-T287 Write About the Text Model Note-Taking and Write to a Prompt, T292-T293 Grammar Possessive Nouns, T296 Build Vocabulary T300
OPTIONS	Listening Comprehension Strategy: Reread, T379 Write About the Text Writing Fluency, T388	Listening Comprehension T276-T277 Write About the Text Writing Fluency, T284 Genre Writing Explanatory Essay: Draft, T360	Listening Comprehension Strategy: Reread, T391 Word Work T392-T395 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Three-Letter Blends -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T390 Interactive Read-Aloud "The Furry Alarm Clock" and "Little Crocodile," T391	Genre Limerick and Free Verse, T282-T283 Genre Writing Explanatory Essay: Teach the Draft Minilessons, T360 Spelling Digraphs T298
APPROACHING LEVEL		ON LEVEL		
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T410-T411 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Three-Letter Blends Close Reading “Beetles” and “The Little Turtle,” T413A-T413B Grammar Mechanics: Apostrophes, T414</p>	<p>Close Reading “The Inventor Thinks Up Helicopters” and “Ornithopter,” T289A-T289D Grammar Possessive Nouns, T297</p>	<p>Word Work T417-T418 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Root Words, T419 Close Reading “Gray Goose,” T419A-T419B Write About Two Texts T420 Grammar Mechanics: Apostrophes, T421</p>	<p>Fluency T291 Close Reading “Montgolfier Brothers’ Hot Air Balloon,” T281E-T281F Integrate Ideas Research and Inquiry, T302-T303 Write About Two Texts Model Note-Taking and Taking Notes, T294</p>	<p>Word Work T424-T425 -Phonemic Awareness: Phonics/Spelling: Words with Three-Letter Blends -Structural Analysis: Compound Words -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T424-T425 Write About Two Texts T426 Grammar Possessive Nouns, T427</p>	<p>Integrate Ideas T302-T303 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T295 Spelling Digraphs T299</p>
OPTIONS	<p>Oral Language Animals in Poems, T408 Comprehension Maintain Skill: Key Details: T409 Vocabulary Reinforce Vocabulary, T413 Word Work T410-T411 -Fluency: Phrasing -Structural Analysis: Compound Words -High Frequency Words Grammar Possessive Nouns, T415 Write About the Text T414</p>	<p>Phonics/Decoding T290-T291 -Digraphs -Open Syllables Write About the Text T294 Genre Writing Explanatory Essay: Revise, T361 Spelling Digraphs, T299 Build Vocabulary T301</p>	<p>Word Work T417-T418 -Fluency: Phrasing -Phonics/Spelling: Words with Three-Letter Blends -High-Frequency Words -Structural Analysis: Compound Words -Vocabulary Integrate Ideas Research and Inquiry, T422-T423 Grammar Possessive Nouns, T421</p>	<p>Close Reading “The Inventor Thinks Up Helicopters” and “Ornithopter,” T281A-T281D Genre Writing Explanatory Essay: Teach the Revise Minilesson, T361 Grammar Possessive Nouns, T297 Spelling Digraphs T299 Build Vocabulary T301</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T424-T425 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Apostrophes, T427</p>	<p>Genre Writing Explanatory Essay: Peer Conferences, T361 Grammar Possessive Nouns, T297 Build Vocabulary T301</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 2		Grade 3	Grade 2		Grade 3	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.1, RI.2.6, RI.2.8	
Listening/Speaking SL.2.1b, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2, L.2.4d, L.2.5a, L.2.6,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary RI.2.4, L.2.5	
Grade 3	
Comprehension RL.3.1, RL.3.3	
Listening/Speaking SL.3.1b, SL.3.1c, SL.3.2, SL.3.3	
Writing W.3.3b, W.3.8, W.4.9a, W.3.10, W.4.9a	
Grammar L.3.1a, L.3.2c	
Foundational Skills/Word Work RF.2.3b, RF.3.4b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.6, RL.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background The Earth's Forces, T8-T9 Oral Vocabulary T10 Word Work T12-T15 -Phonemic Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Long <i>a: a, ai, ay, ae, ei, eigh, ey</i> -High-Frequency Words and Vocabulary Close Reading <i>Magnets Work!</i> , T18-T21 Grammar Action Verbs, T23	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Inchworm's Tale," T16-T19 Grammar Action Verbs, T34 Spelling <i>r</i> -Controlled Vowels / <i>ur</i> /, T36 Build Vocabulary T38	Oral Language The Earth's Forces, T24 Word Work -Structural Analysis: Contractions with <i>'s, 're, 'll, 've</i> Close Reading <i>Magnets Work!</i> , T32-T37 -Genre: Expository Text -Skill: Author's Purpose -Strategy: Reread -Vocabulary Strategy: Similes Write About the Text T38-T39 Grammar Action Verbs, T40-T41	Close Reading "Inchworm's Tale," T16-T19 Strategy Visualize T20-T21 Skill , Problem and Solution T22-T23 Vocabulary Strategy Synonyms, T26-T27 Write About the Text Model Note-Taking and Write to a Prompt, T31 Grammar Action Verbs, T34 Build Vocabulary T38
	OPTIONS	Listening Comprehension Strategy: Reread, T11 Write About the Text Writing Fluency, T22	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T30 Genre Writing , Opinion Letter: Read Like a Writer, T352	Listening Comprehension Strategy: Reread, T391 Word Work T392-T395 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Three-Letter Blends -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T390 Interactive Read-Aloud "The Furry Alarm Clock" and "Little Crocodile," T391
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T44-T47 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>a</i> Close Reading <i>I Fall Down</i>, T47A-T47L Grammar Mechanics: Abbreviations, T49</p>	<p>Close Reading <i>Martina the Beautiful Cockroach</i>, T27A-T27V Grammar Action Verbs, T35</p>	<p>Word Work T51-T53 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Root Words, T53 Close Reading "Move It!" T53A-T53B Write About Two Texts T54 Grammar Mechanics: Abbreviations, T55</p>	<p>Fluency T29 Close Reading "Get a Backbone!" T27W-T27Z Integrate Ideas Inquiry Space T40-T41 Write About Two Texts Model Note-Taking and Taking Notes, T32</p>	<p>Word Work T58-T59 -Phonemic Awareness: Phonics/Spelling: Long <i>a</i> -Structural Analysis: Contractions with 's, 're, 'll, 've -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T62-T63 Write About Two Texts T60 Grammar Action Verbs, T61</p>	<p>Integrate Ideas T40 -Text Connections -Inquiry Space, T41 Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T33 Spelling <i>r</i>-Controlled Vowels /ûr/, T37</p>
OPTIONS	<p>Oral Language The Earth's Forces, T42 Comprehension Maintain Skill: Key Details: T43 Vocabulary Reinforce Vocabulary, T47 Word Work T44-T47 -Fluency: Intonation -Structural Analysis: Contractions with 's, 're, 'll, 've -High Frequency Words Grammar Action Verbs, T49 Write About the Text T48</p>	<p>Phonics/Decoding T28-T29 -<i>r</i>-Controlled Vowels -Contractions Write About the Text T32 Genre Writing Opinion Letter: Prewrite, T353 Spelling <i>r</i>-Controlled Vowels /ûr/, T37 Build Vocabulary T39</p>	<p>Word Work T51-T53 -Fluency: Intonation -Phonics/Spelling: Words with Long <i>a</i> -High-Frequency Words -Structural Analysis: Contractions with 's, 're, 'll, 've -Vocabulary Integrate Ideas Research and Inquiry, T56-T57 Grammar Mechanics: Abbreviations, T55</p>	<p>Close Reading <i>Martina the Beautiful Cockroach</i>, T27A-T27V Genre Writing Opinion Letter: Teach the Prewrite Minilesson, T353 Grammar Action Verbs, T35 Spelling <i>r</i>-Controlled Vowels /ûr/, T37 Build Vocabulary T39</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T62-T63 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Abbreviations, T61</p>	<p>Genre Writing Opinion Letter: Choose Your Topic and Plan, T353 Grammar Action Verbs, T35 Build Vocabulary T41</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.1, RL.2.5	
Listening/Speaking SL.2.1a, SL.2.2 SL.2.3	
Writing W.2.3	
Grammar L.2.1, L.2.2	
Foundational Skills/Word Work RF.2.1c, RF.2.4a, RF.2.4b	
Vocabulary L.2.4, L.2.4d, L.2.5, L.2.5a, RI.2.4	
Grade 3	
Comprehension RL.3.1, RL.3.3	
Listening/Speaking SL.3.1b, SL.3.1c, SL.3.2, SL.3.3	
Writing W.3.3b, W.3.8, W.4.9a, W.3.10, W.4.9a	
Grammar L.3.1a, L.3.2c	
Foundational Skills/Word Work RF.2.3b, RF.3.4b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.6, RL.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Look at the Sky, T100-T101 Oral Vocabulary T102 Word Work T104-T107 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Long <i>i</i> , <i>y</i> , <i>igh</i> , <i>ie</i> -High-Frequency Words and Vocabulary Close Reading “Starry Night,” T110-T113 Grammar Present-Tense Verbs, T115	Introduce the Concept T76-T77 Vocabulary T80-T81 Close Reading “Jane’s Discovery” T82-T85 Grammar Present-Tense Verbs and Subject-Verb Agreement, T100 Spelling <i>r</i> -Controlled Vowels / <i>är</i> / and / <i>ör</i> /, T102 Build Vocabulary T104	Oral Language Look at the Sky, T116 Word Work -Structural Analysis: Open Syllables Close Reading “Starry Night,” T122-T129 -Genre: Fiction -Skill: Plot: Sequence -Strategy: Reread -Vocabulary Strategy: Compound Words Write About the Text T130-T131 Grammar Present-Tense Verbs, T132-T133	Close Reading “Jane’s Discovery,” T82-T85 Strategy Visualize, T86-T87 Skill Cause and Effect, T88-T89 Vocabulary Strategy Figurative Language: Idioms, T92-T93 Write About the Text Model Note-Taking and Write to a Prompt, T96-T97 Grammar Present-Tense Verbs and Subject-Verb Agreement, T100 Build Vocabulary T104
OPTIONS	Listening Comprehension Strategy: Reread, T103 Write About the Text Writing Fluency, T114	Listening Comprehension T78-T79 Write About the Text Writing Fluency, T96 Genre Writing Opinion Letter: Draft, T354	Listening Comprehension Strategy: Reread, T117 Word Work 118-T121 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Long <i>i</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T116 Interactive Read-Aloud “The Hidden Sun,” T117	Genre Historical Fiction, T90-T91 Genre Writing Opinion Letter: Teach the Draft Minilesson, T354 Spelling <i>r</i> -Controlled Vowels / <i>är</i> / and / <i>ör</i> /, T102
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T136-T138 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>i</i> Close Reading <i>Mr. Putter & Tabby See the Stars</i>, T139A-T139L Grammar Present-Tense Verbs, T141</p>	<p>Close Reading <i>Finding Lincoln</i>, T93A–T93R Grammar Present-Tense Verbs and Subject-Verb Agreement, T101</p>	<p>Word Work T143-T144 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Similes, T145 Close Reading “Day to Night,” T145A-T145B Write About Two Texts T146 Grammar Mechanics: Commas in a Series, T147</p>	<p>Fluency T95 Close Reading “A Great American Teacher,” T93S–T93T Integrate Ideas Inquiry Space, T106-T107 Write About Two Texts Model Note-Taking and Taking Notes, T98</p>	<p>Word Work T150-T151 -Phonemic Awareness: Phonics/Spelling: Words with Long <i>i</i> -Structural Analysis: Open Syllables -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T154-T155 Write About Two Texts T152 Write to a Prompt T152 Grammar Present-Tense Verbs, T153</p>	<p>Integrate Ideas T106-T107 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T99 Spelling <i>r</i>-Controlled Vowels /<i>är/</i> and /<i>ör/</i>, T103</p>
OPTIONS	<p>Oral Language Look at the Sky, T134 Comprehension Maintain Skill: Plot: Problem and Solution Vocabulary Reinforce Vocabulary, T139 Word Work T136-T137 -Fluency: Intonation -Structural Analysis: Open Syllables -High Frequency Words Grammar Commas in a Series, T141 Write About the Text T141</p>	<p>Phonics/Decoding T94-T95 -<i>r</i>-Controlled Vowels /<i>är/</i> and /<i>ör/</i> -Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i> Write About the Text T98 Genre Writing Opinion Letter: Revise, T355 Spelling <i>r</i>-Controlled Vowels /<i>är/</i> and /<i>ör/</i>, T103 Build Vocabulary T105</p>	<p>Word Work T143-T145 -Fluency: Intonation -Phonics/Spelling: Words with Long <i>i</i> -High-Frequency Words -Structural Analysis: Open Syllables -Vocabulary Integrate Ideas Research and Inquiry, T148-T149 Grammar Present-Tense Verbs, T147</p>	<p>Close Reading <i>Finding Lincoln</i> Genre Writing Opinion Letter: Teach the Revise Minilesson, T355 Grammar Present-Tense Verbs and Subject-Verb Agreement, T101 Spelling <i>r</i>-Controlled Vowels /<i>är/</i> and /<i>ör/</i>, T103 Build Vocabulary T105</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T154-T155 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T153</p>	<p>Genre Writing Opinion Letter: Peer Conferences, T355 Grammar Present-Tense Verbs and Subject-Verb Agreement, T101 Build Vocabulary T105</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

CALIFORNIA STANDARDS	
Grade 2	
Comprehension	RI.2.1, RI.2.6, RI.2.8
Listening/Speaking	SL.2.1b, SL.2.2
Writing	W.2.1
Grammar	L.2.1, L.2.2, L.2.2b
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.4a, L.2.5a, L.2.5b, RI.2.4
Grade 3	
Comprehension	RI.3.1, RI.3.2
Listening/Speaking	SL.3.1b, SL.3.1c SL.3.2, SL.3.3
Writing	W.3.3a, W.3.8, W.4.9b, W.3.10, W.4.9a
Grammar	L.3.1e, L.3.1f
Foundational Skills/Word Work	RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4b
Vocabulary	L.3.4a, L.3.4b, L.3.4dL.3.5b, RI.3.4

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Ways People Help, T192-T193 Oral Vocabulary T194 Word Work T104-T107 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Long <i>o</i> : <i>oa, ow, oe</i> -High-Frequency Words and Vocabulary Close Reading "Lighting Lives," T202-T205 Grammar Past-Tense Verbs, T207	Introduce the Concept T142-T143 Vocabulary T144-T145 Close Reading "Earth and Its Neighbors," T148-T151 Grammar Past-Tense Verbs, T166 Spelling <i>r</i> -Controlled Vowels / <i>âr</i> /, / <i>îr</i> /, T168 Build Vocabulary T170	Oral Language Ways People Help, T208 Word Work -Structural Analysis: Contractions with <i>not</i> Close Reading "Lighting Lives," T213-T217 -Genre: Opinion -Skill: Author's Place -Strategy: Ask and Answer Questions -Vocabulary Strategy: Synonyms Write About the Text T222-T223 Grammar Past an Future-Tense Verbs, T224-T225	Close Reading "Earth and Its Neighbors," T148-T151 Strategy Summarize, T152-T153 Skill Main Idea and Key Details, T154-T155 Vocabulary Strategy Context Clues, T158-T159 Write About the Text Model Note-Taking and Write to a Prompt, T162-T163 Grammar Past-Tense Verbs, T166 Build Vocabulary T170
OPTIONS	Listening Comprehension Strategy: Ask and Answer Questions, T195 Write About the Text Writing Fluency, T205	Listening Comprehension T144-T145 Write About the Text Writing Fluency, T162-T163 Genre Writing Opinion Letter: Discuss the Edited Model, T356	Listening Comprehension Strategy: Ask and Answer Questions, T209 Word Work T210-T212 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Long <i>o</i> : <i>oa, ow, oe</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T208 Interactive Read-Aloud "Color Your Community," T209	Genre Expository Text, T156 Genre Writing Opinion Letter: Proofread/Edit, T356 Spelling <i>r</i> -Controlled Vowels / <i>âr</i> /, / <i>îr</i> /, T168
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T228-T231 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Words with Long o: <i>o, oa, ow, oe</i> Close Reading <i>Biblioburro: A True Story From Colombia</i>, T231A-T231L Grammar Mechanics: Letter Punctuation, T233</p>	<p>Close Reading <i>Earth</i>, T159A–T159P Grammar Past-Tense Verbs, T167</p>	<p>Word Work T235-T236 -Phonemic Awareness: Phoneme Blending Vocabulary Strategy Review: Compound Words, T237 Close Reading “The Enormous Turnip,” T237A-T237B Write About Two Texts T238 Grammar Mechanics: Letter Punctuation, T239</p>	<p>Fluency T161 Close Reading “Coyote and the Jar of Stars,” T159Q–T159R Integrate Ideas Inquiry Space, T172–T173 Write About Two Texts Model Note-Taking and Taking Notes, T164</p>	<p>Word Work T242-T243 -Phonemic Awareness: Phonics/Spelling: Words with Long o: <i>o, oa, ow, oe</i> -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T246-T247 Write About Two Texts T244 Grammar Past- and Future-Tense Verbs, T245</p>	<p>Integrate Ideas T172-T173 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T165 Spelling <i>r</i>-Controlled Vowels /<i>är/</i>, /<i>ir/</i>, T168</p>
OPTIONS	<p>Oral Language Ways People Help, T238 Comprehension Maintain Skill: Main Topic: Key Details, T227 Vocabulary Reinforce Vocabulary, T231 Word Work T228-T231 -Fluency: Expression -Structural Analysis: Contractions with <i>not</i> -High Frequency Words Grammar Past- and Future-Tense Verbs, T233 Write About the Text T232</p>	<p>Phonics/Decoding T160-T161 - <i>r</i>-Controlled Vowels -Suffixes <i>-y</i> and <i>-ly</i> Write About the Text T164 Genre Writing Opinion Letter: Publish, T356 Spelling <i>r</i>-Controlled Vowels /<i>är/</i>, /<i>ir/</i>, T168 Build Vocabulary T171</p>	<p>Word Work T235-T236 -Fluency: Expression -Phonics/Spelling: Words with Long o: <i>o, oa, ow, oe</i> -High-Frequency Words -Structural Analysis: Contractions with <i>not</i> -Vocabulary Integrate Ideas Research and Inquiry, T240-T241 Grammar Past- and Future-Tense Verbs, T239</p>	<p>Close Reading <i>Earth</i>, T159A–T159P Genre Writing Opinion Letter: Evaluate, T357 Grammar Past-Tense Verbs, T167 Spelling <i>r</i>-Controlled Vowels /<i>är/</i>, /<i>ir/</i>, T168 Build Vocabulary T171</p>	<p>Word Work -Fluency: Expression Integrate Ideas T246-T247 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Letter Punctuation, T245</p>	<p>Genre Writing Opinion Letter: Conference with Students, T357 Grammar Past-Tense Verbs, T167 Build Vocabulary T171</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.1, RI.2.2	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.5, L.2.5a, L.2.5b, RI.2.4	
Grade 3	
Comprehension RI.3.2, RI.3.5	
Listening/Speaking SL.3.1a, W.3.2d	
Writing W.3.8, W.3.10, W.4.9b, W.4.9b	
Grammar L.3.1e, L.3.2a	
Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4.b	
Vocabulary L.3.4a, L.3.4c, L.3.5b, RF.3.3b	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Weather Alert!, T284-T285 Oral Vocabulary T286 Word Work T288-T291 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Long e: <i>e, ee, ea, ie, y, eu, e_e</i> -High-Frequency Words and Vocabulary Close Reading "Tornado!" T294-T295 Grammar The Verb <i>Have</i> , T299	Introduce the Concept T208-T209 Vocabulary T212-T213 Close Reading "Bats Did It First," T214-T217 Grammar Future-Tense Verbs, T232 Spelling <i>Prefixes pre, dis-, mis-, T234</i> Build Vocabulary T236	Oral Language Weather Alert! T300 Word Work -Structural Analysis: Plurals <i>-s, -es</i> Close Reading "Tornado!" T306-T311 -Genre: Opinion -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Antonyms Write About the Text T314-T315 Grammar The Verb <i>Have</i> , T316-T317	Close Reading "Bats Did It First," T214-T217 Strategy Summarize , T218-T219 Skill Main Idea and Key Details, T220-T221 Vocabulary Strategy Root Words, T224-T225 Write About the Text Model Note-Taking and Write to a Prompt, T228-T229 Grammar Future-Tense Verbs, T232 Build Vocabulary T236
OPTIONS	Listening Comprehension Strategy: Ask and Answer Questions, T287 Write About the Text Writing Fluency, T297-T298	Listening Comprehension T210-T211 Write About the Text Writing Fluency, T228-T229 Genre Writing Book Review: Read Like a Writer, T358	Listening Comprehension Strategy: Ask and Answer Questions, T301 Word Work T302-T304 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Words with Long <i>e/ē/</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T300 Interactive Read-Aloud "Clouds All Around," T301	Genre Expository Text, T222-T223 Genre Writing Book Review: Discuss the Expert Model, T358 Spelling <i>Prefixes pre-, dis-, mis-, T236</i>
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T320-T323 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long e/ē/ Close Reading <i>Wild Weather</i>, T323A-T323K Grammar Mechanics: Book Titles, T325</p>	<p>Close Reading <i>Big Ideas From Nature</i>, T225A–T225L Grammar Future-Tense Verbs, T235</p>	<p>Word Work T327-T329 -Phonemic Awareness: Identify Syllables Vocabulary Strategy Review: Synonyms, T320 Close Reading “Can You Predict the Weather?” T329A-T329B Write About Two Texts T330 Grammar Mechanics: Book Titles, T331</p>	<p>Fluency T227 Close Reading “Perdix Invents the Saw,” T225M–T225N Integrate Ideas Inquiry Space, T238-T239 Write About Two Texts Model Note-Taking and Taking Notes, T230</p>	<p>Word Work T334-T335 -Phonemic Awareness: Phonics/Spelling: Words with Long e/ē/ -Structural Analysis: Plurals –s, –es -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T338-T339 Write About Two Texts T336 Write to a Prompt T336 Grammar The Verb <i>Have</i>, T337</p>	<p>Integrate Ideas T238-T239 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T231 Spelling <i>Prefixes pre-, dis-, mis-</i>, T235</p>
OPTIONS	<p>Oral Language <i>Weather Alert!</i> T326 Comprehension Maintain Skill: Author’s Purpose, T319 Vocabulary Reinforce Vocabulary, T326 Word Work T320-T323 -Fluency: Phrasing -Structural Analysis: Plural –s, –es -High Frequency Words Grammar The Verb <i>Have</i>, T325 Write About the Text T324</p>	<p>Phonics/Decoding T226-T227 -Prefixes -Syllables with Final e Write About the Text T230–T231 Genre Writing: Book Review Prewrite, T359 Spelling <i>Prefixes pre-, dis-, mis-</i>, T235 Build Vocabulary T237</p>	<p>Word Work T327-T329 -Fluency: Phrasing -Phonics/Spelling: Words with Long e/ē/ -High-Frequency Words -Structural Analysis: Plurals –s, –es -Vocabulary Integrate Ideas Research and Inquiry, T332-T333 Grammar The Verb <i>Have</i>, T331</p>	<p>Close Reading <i>Big Ideas From Nature</i>, T225A–T225L Genre Writing Book Review: Teach the Prewrite Minilesson, T350 Grammar Future-Tense Verbs, T233 Spelling <i>Prefixes pre-, dis-, mis-</i>, T235 Build Vocabulary T237</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T338-T339 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Book Titles, T337</p>	<p>Genre Writing Book Review: Choose Your Topic, T359 Grammar Future-Tense Verbs, T233 Build Vocabulary T237</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.1, RI.2.2	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.1f, L.2.2	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4b, L.2.5, L.2.5a, RI.2.4	
Grade 3	
Comprehension RI.3.2, RI.3.8, RI.3.10	
Listening/Speaking SL.3.1c, SL.3.2, SL.3.3, W.3.1a	
Writing W.3.8, W.3.10, W.4.9b, W.4.9b	
Grammar L.3.1b, L.3.1f, L.3.2b, L.3.2e	
Foundational Skills/Word Work RF.3.3a, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Express Yourself, T376-T377 Oral Vocabulary T378 Word Work T380-T383 -Phonemic Awareness: Addition/Deletion -Phonics/Spelling: Long <i>u</i> : <i>u_e, ew, ue, u</i> -High-Frequency Words and Vocabulary Close Reading "They've Got the Beat!" T386-T387 Grammar Combining and Rearranging Sentences, T389	Introduce the Concept T274–T275 Vocabulary T278-T279 Close Reading "The Long Road to Oregon," T280-T281 Grammar Combining Sentences with Verbs, T296 Spelling Diphthongs, T298 Build Vocabulary T300	Oral Language Express Yourself, T390 Word Work -Structural Analysis: Comparative Endings <i>-er, -est</i> Close Reading "They've Got the Beat!" T396-T403 -Genre: Opinion -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Prefixes Write About the Text T404-T405 Grammar Combining and Rearranging Sentences, T406-T407	Close Reading "The Long Road to Oregon," T280–T281 Strategy Summarize, T282–T283 Skill Sequence T284–T285 Vocabulary Strategy Suffixes, T288–T289 Write About the Text Model Note-Taking and Write to a Prompt, T292-T293 Grammar Combining Sentences with Verbs, T296 Build Vocabulary T300
OPTIONS	Listening Comprehension Strategy: Ask and Answer Questions, T379 Write About the Text Writing Fluency, T388	Listening Comprehension T276-T277 Write About the Text Writing Fluency, T292 Genre Writing Book Review: Read Like a Writer, T358	Listening Comprehension Strategy: Ask and Answer Questions, T391 Word Work T392-T393 -Phonemic Awareness: Alliteration -Phonics/Spelling: Words with Long <i>u</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T390 Interactive Read-Aloud "Why People Drum," T391	Genre Expository Text, T286, T287 Genre Writing Book Review: Teach the Draft Minilessons, T360 Spelling Diphthongs, T298
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3	
CORE	<p>Word Work T410-T411 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>u</i> Close Reading <i>Many Ways to Enjoy Music</i>, T413A-T413B Grammar Mechanics: Sentence Punctuation, T414</p>	<p>Close Reading <i>Riding the Rails!</i>, T289A–T289D Grammar Combining Sentences with Verbs, T297</p>	<p>Word Work T417-T418 -Phonemic Awareness: Phoneme Addition/Deletion Vocabulary Strategy Review: Antonyms, T419 Close Reading “A Musical Museum,” T419A-T419B Write About Two Texts T420 Grammar Mechanics: Sentence Punctuation, T421</p>	<p>Fluency T291 Close Reading “Discovering Life Long Ago,” T289E–T289F Integrate Ideas Inquiry Space, T302-T303 Write About Two Texts Model Note-Taking and Taking Notes, T294</p>	<p>Word Work T424-T425 -Phonemic Awareness: Phonics/Spelling: Long <i>u</i> -Structural Analysis: Comparative Endings –<i>er</i>, –<i>est</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T424-T425 Write About Two Texts T426 Grammar Combining and Rearranging Sentences, T427</p>	<p>Integrate Ideas T302-T303 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T295 Spelling Diphthongs, T299</p>	
OPTIONS	<p>Oral Language Express Yourself, T408 Comprehension Maintain Skill: Author’s Purpose, T409 Vocabulary Reinforce Vocabulary, T413 Word Work T410-T411 -Fluency: Pronunciation -Structural Analysis: –<i>er</i>, –<i>est</i> -High Frequency Words Grammar Combining and Rearranging Sentences, T415 Write About the Text T414</p>	<p>Phonics/Decoding T290-T291 -Diphthongs /oi/ and /ou/ -Prefixes <i>un-</i>, <i>non-dis-</i>, T291 Write About the Text T294 Genre Writing Book Review: Revise, T361 Spelling Diphthongs, T299 Build Vocabulary T301</p>	<p>Word Work T417-T418 -Fluency: Pronunciation -Phonics/Spelling: Words with Long <i>u</i> -High-Frequency Words -Structural Analysis: Comparative Endings –<i>er</i>, –<i>est</i> -Vocabulary Integrate Ideas Research and Inquiry, T422-T423 Grammar Combining and Rearranging Sentences, T421</p>	<p>Close Reading <i>Riding the Rails!</i>, T289A–T289D Genre Writing Book Review: Teach the Revise Minilesson, T361 Grammar Combining Sentences with Verbs, T299 Spelling Diphthongs, T299 Build Vocabulary T301</p>	<p>Word Work -Fluency: Pronunciation Integrate Ideas T424-T425 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Sentence Punctuation, T427</p>	<p>Genre Writing Combining Sentences with Verbs, T299 Grammar Combining Sentences with Verbs, T299 Build Vocabulary T301</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 2		Grade 3		Grade 2		Grade 3	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.2, RL.2.7	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.1	
Grammar L.2.1, L.2.1d,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4	
Grade 3	
Comprehension RL.3.1, RL.3.6	
Listening/Speaking SL.3.1b, SL.3.2	
Writing W.3.1a, W.3.8	
Grammar L.3.1a, L.3.1d	
Foundational Skills/Word Work L.3.4c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4c, L.3.5b, L.3.6	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Different Places, T8-T9 Oral Vocabulary T16-T17 Word Work T12-T15 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short <i>a, i</i> -High-Frequency Words and Vocabulary Close Reading "Alaska: A Special Place," T18-T19 Grammar Linking Verbs, T23	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Nail Soup," T16-T17 Grammar Linking Verbs, T32 Spelling Variant Vowels /ü/, /û/, T34 Build Vocabulary T36	Oral Language Different Places, T22 Word Work -Structural Analysis: Plural Nouns with <i>-s, -es</i> Close Reading "Alaska: A Special Place," T28-T35 -Genre: Expository Text -Skill: Key Details -Strategy: Visualize -Vocabulary Strategy: Inflectional Endings Write About the Text Ideas, T36-T37 Grammar Linking Verbs, T38-T39	Close Reading "Nail Soup," T16-T17 Strategy Ask and Answer Questions, T18-T19 Skill Point of View, T20-T21 Vocabulary Strategy Root Words, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Linking Verbs, T32 Build Vocabulary T36
OPTIONS	Listening Comprehension Strategy: Visualize, T11 Write About the Text Writing Fluency, T22	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Fictional Narrative: Read Like a Writer, T344	Listening Comprehension Strategy: Visualize, T23 Word Work T24-T27 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Words with <i>a, i</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T22	Genre folktale, T22-T23 Genre Writing Fictional Narrative: Discuss the Expert Model, T344 Spelling Variant Vowels /ü/, /û/, T38
APPROACHING LEVEL		ON LEVEL		
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T42-T43 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling Close Reading “Rainforests,” T45A-T45L Grammar Mechanics: Capitalization of Proper Nouns, T47</p>	<p>Close Reading <i>The Real Story of Stone Soup</i>, T25A-T25T Grammar Linking Verbs, T33</p>	<p>Extend the Concept -Literary Element: Sensory Words, T48 -Close Reading: “African Savannas,” T48 Word Work T49-50 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Blend and Build Words with Silent Letters -Structural Analysis: Prefixes/Suffixes Write About Two Texts T52 Grammar Mechanics: Capitalization of Proper Nouns, T53</p>	<p>Fluency T27 Close Reading “Healthful Food Choices,” T25U-T25V Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Word Work T56-T57 -Phonemic Awareness: Phonics/Spelling: Silent Letters -Structural Analysis: Prefixes/Suffixes -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T60-T61 Write About Two Texts T58 Grammar Linking Verbs, T59</p>	<p>Integrate Ideas T38-T39 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Variant Vowels /ü/, /û/, T35</p>
OPTIONS	<p>Oral Language Different Places, T40 Comprehension Maintain Skill: Main Topic and Key Details, T41 Vocabulary Reinforce Vocabulary, T45 Word Work T42-T43 -Fluency: Pronunciation -Structural Analysis -High Frequency Words Grammar Linking Verbs, T47 Write About the Text T46</p>	<p>Phonics/Decoding T26-T27 -/ü/: oo, ew, u_e, ue, u, ui, ou; /û/: oo, ou -Roots in Related Words Write About the Text T30 Genre Writing Fictional Narrative: Prewrite, T345 Spelling Variant Vowels /ü/, /û/, T35 Build Vocabulary T37</p>	<p>Word Work T49-T50 -Fluency: Pronunciation -Phonics/Spelling: Words with Silent Letters -High-Frequency Words -Structural Analysis: Plural Nouns with -s, -es -Vocabulary Grammar Linking Verbs, T53</p>	<p>Close Reading <i>The Real Story of Stone Soup</i>, T25A-T25T Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T345 Grammar Linking Verbs, T33 Spelling Variant Vowels /ü/, /û/, T35 Build Vocabulary T37</p>	<p>Word Work -Fluency: T51 Integrate Ideas T60-T61 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalization of Proper Nouns, T59</p>	<p>Genre Writing Fictional Narrative: Choose Your Topic and Plan, T345 Grammar Linking Verbs, T33 Build Vocabulary T37</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.3	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.1d,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4, L.2.4d, L.2.5, L.2.5a, RI.2.4	
Grade 3	
Comprehension RL.3.1, RL.3.6, SL.3.1c	
Listening/Speaking SL.3.1c, SL.3.2, SL.3.3	
Writing W.3.1a, W.3.8	
Grammar L.3.2f	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4b, L.3.6, RL.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Earth Changes, T98-T99 Oral Vocabulary T100 Word Work T102-T105 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce <i>r</i> -Controlled Vowels /û/: <i>er, ir, ur, or</i> -High-Frequency Words and Vocabulary Close Reading “Into the Sea,” T108-T109 Grammar Helping Verbs, T111	Introduce the Concept T74-T74 Vocabulary T78-T79 Close Reading “The Impossible Pet,” T80-T81 Grammar Contractions with <i>Not</i> , T96 Spelling Plural Words, T98 Build Vocabulary T100	Oral Language Earth Changes, T112 Word Work -Structural Analysis: Inflectional Endings Close Reading “Into the Sea,” T118-T121 -Genre: Narrative -Skill: Connections Within Text: Cause and Effect -Strategy: Reread -Vocabulary Strategy: Context Clues Write About the Text T126-T127 Grammar Helping Verbs, T128-T129	Close Reading “The Impossible Pet Show,” T80-T81 Strategy Ask and Answer Questions, T82-T83 Skill Point of View, T84-T85 Vocabulary Strategy Prefixes, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Contractions with <i>Not</i> , T96 Build Vocabulary T100
OPTIONS	Listening Comprehension Reread, T101 Write About the Text Writing Fluency, T110	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Fictional Narrative: Draft, T346	Listening Comprehension Strategy: Reread, T113 Word Work T114-T116 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: <i>r</i> -Controlled Vowels -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T112 Interactive Read Aloud “Earth Changes,” T112	Genre Writing Fictional Narrative: Teach the Draft Mini-lesson, T346 Spelling Plural Words, T98
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T132-T133 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ûr</i>/ Close Reading “Volcanoes,” T135A-T135M Grammar Mechanics: Quotation Marks, T137</p>	<p>Close Reading <i>The Talented Clementine</i>, T89A-T89L Grammar Contractions with <i>Not</i>, T97</p>	<p>Word Work T139-T140 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Compound Words, T141 Close Reading “To the Rescue,” T141A-T141B Write About Two Texts T142 Grammar Mechanics: Quotation Marks, T143</p>	<p>Fluency T91 Close Reading <i>Clementine and the Family Meeting</i>, T89U-T89V Integrate Ideas Inquiry Space, T102-T105 Write About Two Texts Model Note-Taking and Taking Notes, T95</p>	<p>Word Work T146-T147 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ûr</i>/: <i>er, ir, ur, or</i> -Structural Analysis: Inflectional Endings -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T150-T151 Write About Two Texts T148 Grammar Helping Verbs, T149</p>	<p>Integrate Ideas T102-T103 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T96 Spelling Long Vowels, T99</p>
OPTIONS	<p>Oral Language Earth Changes, T130 Comprehension Maintain Skill: Main Topic and Key Details, T131 Vocabulary Reinforce Vocabulary, T135 Word Work T132-T135 -Fluency: Phrasing -Structural Analysis: Inflectional Endings -High Frequency Words Grammar Helping Verbs, T137 Write About the Text T136</p>	<p>Phonics/Decoding T90-T91 -Plural Words -Syllables with Vowel Teams, T91 Write About the Text T94 Genre Writing Fictional Narrative: Teach the Draft, T347 Spelling Plural Words, T99 Build Vocabulary T101</p>	<p>Word Work T139-T141 -Fluency: Phrasing -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels -High-Frequency Words/Vocabulary -Structural Analysis: Inflectional Endings Grammar Helping Verbs, T143</p>	<p>Genre Writing Fictional Narrative: Teach the Revise Minilesson, T347 Grammar Contractions with <i>Not</i>, T99 Spelling Plural Words, T99 Build Vocabulary T101</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T150-T151 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Quotation Marks, T149</p>	<p>Genre Writing Fictional Narrative: Peer Conferences, T348 Grammar Contractions with <i>Not</i>, T99 Build Vocabulary T101</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2	Grade 3		
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>		

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

CALIFORNIA STANDARDS	
Grade 2	
Comprehension	RL.2.3, RL.2.5, RL.2.7
Listening/Speaking	SL.2.1b, SL.2.2, SL.2.3
Writing	W.2.3
Grammar	L.2.1, L.2.1d, L.2.2
Foundational Skills/Word Work	RF.2.4a, RF.2.4b, RF.2.4c
Vocabulary	L.2.5, L.2.5a, L.2.6, RI.2.4
Grade 3	
Comprehension	RI.3.1, RI.3.8
Listening/Speaking	SL.3.1c, SL.3.2, SL.3.3
Writing	W.3.2a, W.3.8, W.3.10, W.4.9a
Grammar	L.3.1d, L.3.1e, L.3.2c, RI.3.4
Foundational Skills/Word Work	RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c
Vocabulary	L.3.4a, L.3.4c, RL.3.4, RI.3.4

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Our Culture Makes Us Special, T188 Oral Vocabulary T190 Word Work T192-T195 -Phonemic Awareness: Generate Rhyme -Phonics/Spelling: Introduce r-Controlled Vowels -High-Frequency Words and Vocabulary Close Reading "Happy New Year," T198-T199 Grammar Irregular Verbs, T201	Introduce the Concept T138-139 Vocabulary Words in Context, T142-T143 Close Reading "Gray Wolf! Red Fox!," T144-T145 Grammar Main and Helping Verbs, T160 Spelling Variant Vowels /ô/, T162 Build Vocabulary T164	Oral Language Our Culture Makes Us Special, T202 Word Work -Structural Analysis: Irregular Plurals Close Reading "Happy New Year," T208-T211 -Genre: Realistic Fiction -Skill: Plot: Compare and Contrast -Strategy: Visualize -Vocabulary Strategy: Similes Write About the Text T216-T217 Grammar Irregular Verbs, T218-T219	Close Reading "Gray Wolf! Red Fox!," T144-T145 Strategy Reread, T146-T147 Skill Compare and Contrast, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Main and Helping Verbs, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension Strategy: Reread, T191 Write About the Text Writing Fluency, T200	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Fictional Narrative: Discuss the Edited Model, T348	Listening Comprehension Strategy: Visualize, T203 Word Work T204-T207 -Phonemic Awareness: Initial Sound Substitution -Phonics/Spelling: Words with r-Controlled Vowels -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T188 Interactive Read Aloud "My New School," T191	Genre Realistic Fiction, T150-T151 Genre Writing Fictional Narrative: Proofread/Edit, T348 Spelling Variant Vowels /ô/, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T222-T223 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar, /ar/är</i> Close Reading <i>Dear Prima: A Letter to My Cousin</i>, T225A-T225H Grammar Mechanics: Book Titles, T227</p>	<p>Close Reading <i>Amazing Wildlife of the Mojave</i>, T153A-T153N Grammar Main and Helping Verbs, T161</p>	<p>Word Work T229-T230 -Phonemic Awareness: Initial Sound Substitution Vocabulary Strategy Review: Multiple-Meaning Words, T231 Close Reading “Games Around the World,” T231A Write About Two Texts T232 Grammar Mechanics: Book Titles, T233</p>	<p>Fluency T155 Close Reading “Little Half Chick,” T153O-T153P Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158</p>	<p>Word Work T236-T237 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar, /ar/är</i> -Structural Analysis: Irregular Plurals -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T240-T241 Write About Two Texts T238 Grammar Irregular Verbs, T239</p>	<p>Integrate Ideas T166-T167 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Variant Vowels /<i>ô/</i>, T163</p>
OPTIONS	<p>Oral Language Our Culture Makes Us Special, T220 Comprehension Maintain Skill: Plot, T221 Vocabulary Reinforce Vocabulary, T225 Word Work T222-T223 -Fluency: Expression -Structural Analysis: Irregular Plurals -High Frequency Words Grammar Irregular Verbs, T227 Write About the Text T227</p>	<p>Phonics/Decoding T154-T155 - Variant Vowel /<i>ô/</i> Write About the Text T158 Genre Writing Fictional Narrative: Publish, T348 Spelling Variant Vowels /<i>ô/</i>, T163 Build Vocabulary T165</p>	<p>Word Work T229-T230 -Fluency: Expression -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar, /ar/är</i> -High-Frequency Words -Structural Analysis: Irregular Plurals -Vocabulary Integrate Ideas Research and Inquiry, T234-T235 Grammar Irregular Verbs, T233</p>	<p>Close Reading <i>Amazing Wildlife of the Mojave</i>, T153A-T153N Genre Writing Fictional Narrative: Evaluate, T349 Grammar Main and Helping Verbs, T161 Spelling Variant Vowels /<i>ô/</i>, T165 Build Vocabulary T165</p>	<p>Word Work -Fluency: Expression Integrate Ideas T240-T241 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Book Titles, T239</p>	<p>Genre Writing Fictional Narrative: Conference with Students, T349 Grammar Main and Helping Verbs, T161 Build Vocabulary T165</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.2, RL.2.7	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.1	
Grammar L.2.1, L.2.1d	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4	
Grade 3	
Comprehension RI.3.1, RI.3.3, RI.3.8	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.2a, W.3.3a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1h, L.3.1i	
Foundational Skills/Word Work RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4c, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Folktales About Nature, T278 Oral Vocabulary T280 Word Work T282-T285 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: <i>r</i> -Controlled Vowels /ir/ -High-Frequency Words and Vocabulary Grammar Irregular Verbs, T291	Introduce the Concept T138-T139 Vocabulary T206-T207 Close Reading “Firsts in Flight,” T208-T209 Grammar Complex Sentences, T224 Spelling Homophones, T226 Build Vocabulary T228	Oral Language Folktales About Nature, T292 Word Work -Structural Analysis: Abbreviations Close Reading “Why the Sun and Moon Live in the Sky,” T298 -Genre: Narrative -Skill: Theme -Strategy: Visualize -Vocabulary Strategy: Root Words Write About the Text T306-T307 Grammar Irregular Verbs, T308-T309	Close Reading “Firsts in Flights,” T208-T209 Strategy Reread, T210-T211 Skill Cause and Effect, T212-T213 Vocabulary Strategy Multiple-Meaning Words, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Complex Sentences, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension Strategy: Visualize, T281 Write About the Text Writing Fluency, T290	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Poetry: Read Like a Writer, T350	Listening Comprehension Strategy: Visualize, T295 Word Work T294-T296 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: <i>r</i> -Controlled Vowels -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T294 Interactive Read Aloud “How Thunder and Lightning Came to Be,” T295	Genre Expository Text, T214-T215 Genre Writing Poetry: Discuss the Expert Model, T351 Spelling Homophones, T226
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T308-T309 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: <i>r</i>-Controlled Vowel /<i>ir</i>/ Close Reading <i>How the Beetle Got Her Colors</i>, T315A Grammar Mechanics: Letter Punctuation, T317</p>	<p>Close Reading <i>Hot Air Balloons</i>, T217A-T217O Grammar Complex Sentences, T225</p>	<p>Word Work T319-T320 -Phonemic Awareness: Phoneme Blending Vocabulary Strategy Review: Similes, T321 Close Reading "How the Finch Got Its Colors," T321A-T321B Write About Two Texts T322 Grammar Mechanics: Letter Punctuation, T323</p>	<p>Fluency T219 Close Reading "Bellerophon and Pegasus," T217Q-T217R Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Word Work T326-T327 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowels <i>ir/eer, ere, ear</i> -Structural Analysis: Abbreviations -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T330-T331 Write About Two Texts T328 Grammar Irregular Verbs, T329</p>	<p>Integrate Ideas T230-T231 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Homophones, T227</p>
OPTIONS	<p>Oral Language Folktales About Nature, T306 Comprehension Maintain Skill: Character, Setting, Plot: Compare and Contrast, T307 Vocabulary Reinforce Vocabulary, T311 Word Work T308-T309 -Fluency: Expression -Structural Analysis: Abbreviations -High Frequency Words Grammar Irregular Verbs, T317 Write About the Text T316</p>	<p>Phonics/Decoding T218-T219 - Homophones -r-Controlled Vowel Syllables Write About the Text T221 Genre Writing Poetry: Prewrite, T351 Spelling T227 Build Vocabulary T229</p>	<p>Word Work T229-T230 -Fluency: Expression -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ör/or, ore, oar, /ar/är</i> -High-Frequency Words -Structural Analysis: Irregular Plurals -Vocabulary Integrate Ideas Research and Inquiry, T234-T235 Grammar Irregular Verbs, T233</p>	<p>Close Reading <i>Hot Air Balloons</i>, T217A-T217O Genre Writing Poetry: Teach the Prewrite Miniesson, T350 Grammar Complex Sentences, T225 Spelling Homophones, T227 Build Vocabulary T229</p>	<p>Word Work -Fluency: Expression Integrate Ideas T330-T331 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Letter Punctuation, T329</p>	<p>Genre Writing Poetry: Choose Your Topic and Plan, T351 Grammar Complex Sentences, T225 Build Vocabulary T229</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.2, RL.2.10	
Listening/Speaking SL.2.1, SL.2.1a, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2, L.2.2c, L.2.2d	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.5, L.2.5a, L.2.6	
Grade 3	
Comprehension RL.3.2	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3d, W.3.8, W.3.10, W.4.9a	
Grammar L.3.1d, L.3.1f	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.5a, L.3.5b, RL.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Poems About Nature, T368 Oral Vocabulary T368 Word Work T372-T375 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: <i>r</i> -Controlled Vowels / <i>â/are, ear, ere</i> -High-Frequency Words and Vocabulary Close Reading “Snow Shape,” T390-T393 Grammar Contractions, T381	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Ginger’s Fingers,” “The Giant,” and “Captain’s Log,” T272-T273 Grammar Irregular Verbs, T288 Spelling Soft <i>c</i> and <i>g</i> , T290 Build Vocabulary T292	Oral Language Poems About Nature, T382 Word Work -Structural Analysis: <i>r</i> -Controlled Vowel Syllables Close Reading “Snow Shape,” Nature Walk,” In the Sky,” T388-T395 -Genre: Narrative -Skill: Theme -Strategy: Visualize -Vocabulary Strategy: Similes Write About the Text T396 Grammar Contractions, T398	Close Reading “Ginger’s Fingers,” “The Giant” and “Captain’s Log,” T276-T277 Skill Theme, T276-T277 Literary Element Repetition and Rhyme, T278-T279 Vocabulary Strategy Metaphors, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Irregular Verbs, T288 Build Vocabulary T292
	Listening Comprehension Strategy: Visualize, T371 Write About the Text Writing Fluency, T381	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Poetry and Draft, T352	Listening Comprehension Strategy: Visualize, T383 Word Work T384-T386 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: <i>r</i> -Controlled Vowels -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T382 Interactive Read Aloud Poems, T383	Genre Narrative and Free Verse, T274-T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Soft <i>c</i> and <i>g</i> , T292
OPTIONS	APPROACHING LEVEL		ON LEVEL	
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3	
CORE	<p>Word Work T402-T403 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: <i>r</i>-Controlled Vowel /<i>âr</i>/ Close Reading “April Rain Song,” “Rain Poem,” T405A-T405D Grammar Mechanics: Apostrophes with Contractions, T407</p>	<p>Close Reading “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones,” T281A-T281D Grammar Irregular Verbs, T291</p>	<p>Word Work T409-T410 -Phonemic Awareness: Phoneme Categorization Vocabulary Strategy Review: Multiple-Meaning Words, T411 Close Reading “Helicopters,” “Windy Tree,” T411B Write About Two Texts T412 Grammar Mechanics: Apostrophes with Contractions, T413</p>	<p>Fluency T283 Close Reading “Narcissa,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Word Work T416-T417 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowel /<i>âr</i>/<i>are, air, ear, ere</i> -Structural Analysis: <i>r</i>-Controlled Vowels -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T420-T421 Write About Two Texts T418 Grammar Contractions, T419</p>	<p>Integrate Ideas T294-T295 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Soft <i>c</i> and <i>g</i>, T291</p>	
OPTIONS	<p>Oral Language Poems About Nature, T400 Comprehension Maintain Skill: Key Details, T401 Vocabulary Reinforce Vocabulary, T405 Word Work T402-T403 -Fluency: Phrasing -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -High Frequency Words Grammar Contractions, T407 Write About the Text T406</p>	<p>Phonics/Decoding T282-T283 - Soft <i>c</i> and <i>g</i>, T282 - Words with <i>-er</i> and <i>-est</i>, T283 Write About the Text T286 Genre Writing Poetry: Teach the Draft Minilesson, T353 Spelling Soft <i>c</i> and <i>g</i>, T293 Build Vocabulary T293</p>	<p>Word Work T409-T410 -Fluency: Phrasing -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>âr</i>/<i>are, air, ear, ere</i> -High-Frequency Words -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -Vocabulary Integrate Ideas Research and Inquiry, T414 Grammar Contractions, T413</p>	<p>Close Reading “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones,” T281A-T281D Genre Writing Poetry: Teach the Revise Minilesson, T353 Grammar Irregular Verbs, T291 Spelling Soft <i>c</i> and <i>g</i>, T293 Build Vocabulary T293</p>	<p>Word Work -Fluency: Phrasing Integrate Ideas T420-T421 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Apostrophes with Contractions, T419</p>	<p>Genre Writing Poetry: Peer Conferences, T353 Grammar Irregular Verbs, T291 Build Vocabulary T293</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 2		Grade 3		Grade 2		Grade 3	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

CALIFORNIA STANDARDS	
Grade 2	
Comprehension L.2.2, RL.2.6	
Listening/Speaking SL.2.1a, SL.2.2, SL.2.3	
Writing W.2.1	
Grammar L.2.1, L.2.2,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary RI.2.4, L.2.4, L.2.5a	
Grade 3	
Comprehension RL.3.1, RL.3.2, RL.3.6	
Listening/Speaking SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3B, W.3.8, W.3.10, W.4.9a	
Grammar L.3.1a, L.3.1f	
Foundational Skills/Word Work RF.3.4b, RF.3.4c	RF.3.3c, RF.3.4a,
Vocabulary L.3.4c, RL.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Being a Good Citizen, T8-T9 Oral Vocabulary T16-T17 Word Work T12-T15 -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Introduce Diphthongs: <i>ou, ow</i> -High-Frequency Words and Vocabulary Close Reading “A Difficult Decision,” T18-T19 Grammar Pronouns, T21	Introduce the Concept T10-T11 Vocabulary T14—T15 Close Reading “Juanita and the Beanstalk,” T16–T17 Grammar Singular and Plural Nouns, T34 Spelling Compound Words, T32 Build Vocabulary T36	Oral Language Being a Good Citizen, T22 Word Work -Structural Analysis: Irregular Plurals, T25 Close Reading “A Difficult Decision,” T28 -Genre: Realistic Fiction -Skill: Point of View -Strategy: Summarize -Vocabulary Strategy: Suffixes Write About the Text T36-T37 Grammar Pronouns, T38-T39	Close Reading “Juanita and the Beanstalk,” T16—T 17 Strategy Summarize, T18-T19 Skill Point of View, T20–T21 Vocabulary Strategy Root Words, T24–T25 Write About the Text Model Note-Taking and Write to a Prompt, T28–T29 Grammar Singular and Plural Nouns, T34 Build Vocabulary T36
	Listening Comprehension Strategy: Summarize, T10-T11 Write About the Text Writing Fluency, T20	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Opinion Essay: Read Like a Writer, T344	Listening Comprehension Strategy, T23 Word Work T24-T27 -Phonemic Awareness: Initial and Final Sound Substitution -Phonics/Spelling: Diphthongs: <i>ou, ow</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T22 Interactive Read Aloud “A Boy Named Martin,” T23	Genre Fairy Tale, T22–T23 Genre Writing Opinion Essay: Discuss the Expert Model, T349 Spelling Compound Words, T34
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3	
CORE	<p>Word Work T42-T43 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Diphthongs: <i>ou, ow</i> Close Reading <i>Grace for President</i>, T45A-T45L Grammar Mechanics: Quotation Marks, T47</p>	<p>Close Reading <i>Clever Jack Takes the Cake</i>, T25A–T25U Grammar Singular and Plural Nouns, T33</p>	<p>Word Work T49-T50 -Phonemic Awareness: Initial and Final Sound Substitution Vocabulary Strategy Review: Compound Words, T51 Close Reading “Helping to Make Smiles,” T51A-T51B Write About Two Texts T52 Grammar Mechanics: Quotation Marks, T53</p>	<p>Fluency T27 Close Reading “When Corn Was Cash,” T25V–T25W Integrate Ideas Research and Inquiry, T38–T39 Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Word Work T48-T49 -Phonemic Awareness: Phonics/Spelling: Diphthongs <i>ou, ow</i> -Structural Analysis: Irregular Plurals -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T60-T61 Write About Two Texts T58 Grammar Pronouns</p>	<p>Integrate Ideas T38–T39 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Compound Words, T35</p>	
OPTIONS	<p>Oral Language A Boy Named Martin, T40 Comprehension Maintain Skill: Theme, T41 Vocabulary Reinforce Vocabulary, T45 Word Work T42-T43 -Fluency: Intonation -Structural Analysis: Irregular Plurals -High Frequency Words Grammar Pronouns, T47 Write About the Text T46</p>	<p>Phonics/Decoding T26–T27 • Compound Words • Consonants + <i>le</i> Syllables Write About the Text T30 Genre Writing Opinion Essay: Prewrite, T345 Spelling Compound Words, T35 Build Vocabulary T37</p>	<p>Word Work T49-T50 -Fluency: Intonation -Phonics/Spelling: Words with Diphthongs: <i>ou, ow</i> -High-Frequency Words -Structural Analysis: Irregular Plurals -Vocabulary Integrate Ideas Research and Inquiry, T54-T55 Grammar Pronouns, T53</p>	<p>Close Reading <i>Clever Jack Takes the Cake</i>, T25A–T25U Genre Writing Opinion Essay: Teach the Prewrite Minilesson, T345 Grammar Singular and Plural Nouns, T33 Spelling Compound Words, T35 Build Vocabulary T37</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T60-T61 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Quotation Marks, T59</p>	<p>Genre Writing Opinion Essay: Choose Your Topic and Plan, T345 Grammar Singular and Plural Nouns, T33 Build Vocabulary T37</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 2		Grade 3		Grade 2		Grade 3	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.6	
Listening/Speaking SL.2.1, SL.2.1b, SL.2.2, SL.2.3	
Writing W.2.1, W.2.3	
Grammar L.2.1, L.2.2, L.2.2d	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4a	
Grade 3	
Comprehension RL.3.2, RL.3.6	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3a, W.3.8, W.3.9a, W.3.10	
Grammar L.3.1a	
Foundational Skills/Word Work RF.3.3a, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4d, L.3.6, RL.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Cooperation Works!, T98-T99 Oral Vocabulary T100 Word Work T102-T105 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Diphthongs <i>oy, oi</i> -High-Frequency Words and Vocabulary Close Reading "Soccer Friends," T108-T109 Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i> , T111	Introduce the Concept T74-T75 Vocabulary T76-T77 Close Reading "The New Hoop," T80-T81 Grammar Subject and Object Pronouns, T96 Spelling Inflectional Endings - <i>ed, -ing, -s</i> , T98 Build Vocabulary T100	Oral Language Cooperation Works! T112 Word Work T115 -Structural Analysis: Consonant + <i>le (el, al)</i> Close Reading "Soccer Friends," T118-T121 -Genre: Informative -Skill: Point of View -Strategy: Summarize -Vocabulary Strategy: Idioms Practice Your Turn , 212-217 Write About the Text T126-T127 Grammar Pronouns with <i>-self</i> and <i>-selves</i> , T128-T129	Close Reading "The New Hoop," T80-T81 Strategy Summarize, T82-T83 Skill Point of View, T84-T85 Vocabulary Strategy Homographs, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Subject and Object Pronouns, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension Strategy: Summarize, T101 Write About the Text Writing Fluency, T110	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Opinion Essay: Draft, T346	Listening Comprehension Strategy: Summarize, T113 Word Work T114-T116 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T112 Interactive Read Aloud "My First Day," T113	Genre Writing Opinion Essay: Teach the Draft Minilesson, T346 Spelling Inflectional Endings - <i>ed, -ing, -s</i> , T98
APPROACHING LEVEL		ON LEVEL		
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T132-T133 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> Close Reading <i>Once Upon a Baby Brother</i>, T135A-T135M Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T137</p>	<p>Close Reading <i>Bravo, Tavo!</i>, T89A–T89V Grammar Subject and Object Pronouns, T97</p>	<p>Word Work T139-T140 -Phonemic Awareness: Phoneme Deletion Vocabulary Strategy Review: Suffixes, T141 Close Reading “Bully-Free Zone,” T141A-T141B Write About Two Texts T142 Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T143</p>	<p>Fluency Phrasing, T91 Close Reading “Trash into Art,” T89W–T89Z Integrate Ideas Research and Inquiry, T102-T105 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Word Work T146-T147 -Phonemic Awareness: Phonics/Spelling: Diphthongs <i>oy, oi</i> -Structural Analysis: Consonant + <i>le (el, al)</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T150-T151 Write About Two Texts T148 Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T149</p>	<p>Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Long Vowels, T99</p>
OPTIONS	<p>Oral Language “My First Day!” T130 Comprehension Maintain Skill: Theme, T131 Word Work T132-T135 -Fluency: Expression -Structural Analysis: Consonant +<i>le (el, al)</i> Syllables -High Frequency Words Grammar Pronouns, T137 Write About the Text T136</p>	<p>Phonics/Decoding T90-T91 • Inflectional Endings, T90 • Suffixes <i>-ful, -less, -able</i> Write About the Text T94 Genre Writing Opinion Essay: Revise, T347 Spelling Inflectional Endings <i>-ed, -ing, -s</i>, T99 Build Vocabulary T101</p>	<p>Word Work T139-T141 -Fluency: Expression -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> -High-Frequency Words -Structural Analysis: Consonant + <i>le (el, al)</i> Syllables -Vocabulary Integrate Ideas Research and Inquiry, T144-T145 Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T143</p>	<p>Genre Writing Opinion Essay: Teach the Revise Minilesson, T347 Grammar Subject and Object Pronouns, T97 Spelling Inflectional Endings <i>-ed, -ing, -s</i>, T99 Build Vocabulary T101</p>	<p>Word Work -Fluency: Expression Integrate Ideas T150-T151 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T149</p>	<p>Genre Writing Autobiographical Sketch: Peer Conferences, T347 Grammar Subjects and Predicates, T97 Build Vocabulary T101</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 2		Grade 3	Grade 2		Grade 3	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.3	
Listening/Speaking SL.2.1b, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2, L.2.2a,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary RI.2.4	
Grade 3	
Comprehension RI.3.1, RI.3.6	
Listening/Speaking SL.3.1c, SL.3.1d, SL.3.2b, SL.3.3	
Writing W.3.3, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.1f	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.6, L.3.4c, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Our Heroes, T188 Oral Vocabulary T190 Word Work T192-T195 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowels /û/: oo, u, u_e, ew, ue, ui and /û/: oo, u, ou -High-Frequency Words and Vocabulary Close Reading <i>Cesar Chavez</i> , T198-T199 Grammar Possessive Pronouns, T201	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Rescue Dogs Save the Day," T144-T145 Grammar Pronoun-Verb Agreement, T160 Spelling Closed Syllables VC/CV, T162 Build Vocabulary T164	Oral Language Our Heroes, T202 Word Work -Structural Analysis: Contractions with <i>not</i> Close Reading T208-T211 -Genre: Informative -Skill: Connections Within Text: Sequence -Strategy: Summarize -Vocabulary Strategy: Synonyms Write About the Text T216-T217 Grammar Possessive Pronouns, T218-T219	Close Reading "Rescue Dogs Save the Day," T144-T145 Strategy Ask and Answer Questions, T146-T147 Skill Author's Point of View, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Pronoun-Verb Agreement, T160 Build Vocabulary T164
	Listening Comprehension Strategy: Summarize, T191 Write About the Text Writing Fluency, T200	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Opinion Essay: Draft, T346	Listening Comprehension Strategy, T203 Word Work T204-T207 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Words with Variant Vowels /û/ and /û/ -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T188 Interactive Read Aloud "A Hero On and Off Skis," T191	Genre Expository Text, T150-T151 Genre Writing Opinion Essay: Teach the Draft Minilesson, T346 Spelling Closed Syllables VC/CV, T162
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T222-T223 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Variant Vowels /ü/ and /û/ Close Reading “Brave Bessie,” T225A-T225H Grammar Mechanics: Capitalization of Proper Nouns, T227</p>	<p>Close Reading <i>Wildfires</i>, T153A–T153N Grammar Pronoun-Verb Agreement, T161</p>	<p>Word Work T229-T230 -Phonemic Awareness: Identify Syllables Vocabulary Strategy Review: Idioms, T231 Close Reading “The Legend of Kate Shelley,” T231A Write About Two Texts T232 Grammar Mechanics: Capitalization of Proper Nouns, T233</p>	<p>Fluency Phrasing and Rate, T155 Close Reading “Windy Gale and the Great Hurricane,” T153O-T153P Integrate Ideas Research and Inquiry, T166-T169 Write About Two Texts Model Note-Taking and Taking Notes, T158</p>	<p>Word Work T236-T237 -Phonemic Awareness: Phonics/Spelling: Variant Vowels /ü/ and /û/ -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T240-T241 Write About Two Texts T238 Grammar Possessive Pronouns, T239</p>	<p>Integrate Ideas T166-T167 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Closed Syllables VC/CV, T163</p>
OPTIONS	<p>Oral Language Our Heroes, T220 Comprehension Maintain Skill: Plot: Sequence, T221 Word Work T222-T223 -Structural Analysis: Contractions with <i>not</i> -High Frequency Words Grammar Possessive Pronouns, T227 Write About the Text T226</p>	<p>Phonics/Decoding T154-T155 • Closed Syllables • Roots in Related Words Write About the Text T158 Genre Writing Opinion Essay: Revise, T347 Spelling Closed Syllables VC/CV, T163 Build Vocabulary T165</p>	<p>Word Work T229-T230 -Fluency: Phrasing -Phonics/Spelling: Words with Variant Vowels /ü/ and /û/ -High-Frequency Words -Structural Analysis: Contractions with <i>not</i> -Vocabulary Integrate Ideas Research and Inquiry, T234-T235 Grammar Possessive Pronouns, T233</p>	<p>Close Reading <i>Wildfires</i>, T153A-T153N Genre Writing Opinion Essay: Teach the Revise Minilesson, T347 Grammar Pronoun-Verb Agreement, T161 Spelling Closed Syllables VC/CV, T165 Build Vocabulary T165</p>	<p>Integrate Ideas T240-T241 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalization of Proper Nouns, T239</p>	<p>Genre Writing Opinion Essay: Peer Conferences, T347 Grammar Pronoun-Verb Agreement, T161 Build Vocabulary T165</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.3	
Listening/Speaking SL.2.1c, SL.2.3, SL.2.6	
Writing W.2.3	
Grammar L.2.2, L.2.2c,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4, L.2.4a, L.2.5, L.2.5a, RI.2.4	
Grade 3	
Comprehension RI.3.1, RI.3.6	
Listening/Speaking SL.3.1b, SL.3.1d	
Writing W.3.2a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.2d	
Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4b, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Preserving Our Earth, T278 Oral Vocabulary T280 Word Work T282-T285 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowels /ô/: <i>a, aw, au, augh, al, and ough</i> -High-Frequency Words and Vocabulary Close Reading <i>The Art Project</i> Grammar Contractions, T291	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Dolores Huerta: Growing Up Strong,” T208–T209 Grammar Possessive Pronouns, T224 Spelling Inflectional Endings <i>y</i> to <i>i</i> , T226 Build Vocabulary T228	Oral Language Preserving Our Earth, T292 Word Work -Structural Analysis: Vowel Team Syllables Close Reading <i>The Art Project</i> , T298 -Genre: Informative -Skill: Problem and Solution -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Homophones Write About the Text T306-T307 Grammar Contractions, T308-T309	Close Reading “Dolores Huerta: Growing Up Strong,” T208–T209 Strategy Ask and Answer Questions, T210-T211 Skill Author’s Point of View, T212–T213 Vocabulary Strategy and Suffixes, T216–T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Pronouns, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T281 Write About the Text Writing Fluency, T290	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Book Review: Read Like a Writer, T350	Listening Comprehension Make, Confirm, Revise Predictions, T295 Word Work T294-T296 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Words with Variant Vowels /ô/: <i>a, aw, au, augh, al, and ough</i> -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T294 Interactive Read Aloud “Clean Water,” T295	Genre Biography, T214-T215 Genre Writing Book Review: Discuss the Expert Model, T350 Spelling Inflectional Endings <i>y</i> to <i>i</i> , T226
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3	
CORE	<p>Word Work T308-T309 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Variant Vowels /ô/: <i>a, aw, au, augh, al,</i> and <i>ough</i> Vocabulary Reinforce Vocabulary, T311 Close Reading “The Woodcutters Gift,” T315A Grammar Mechanics: Contractions/Possessive Pronouns, T267</p>	<p>Close Reading <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>, T217A–T217T Grammar Possessive Pronouns, T225</p>	<p>Word Work T319-T320 -Phonemic Awareness: Phoneme Deletion Vocabulary Strategy Review: Context Clues, T321 Close Reading “Earth’s Resources,” T321A-T321B Write About Two Texts T316 Grammar Mechanics: Contractions/Possessive Pronouns, T317</p>	<p>Fluency Phrasing and Rate, T219 Close Reading “Susan B. Anthony Takes Action!” T217U–T217V Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Word Work T326-T327 -Phonemic Awareness: Phonics/Spelling: Variant Vowels /ô/ -Structural Analysis: Vowel Team Syllables -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T330-T331 Write About Two Texts T328 Grammar Contractions, T329</p>	<p>Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Inflectional Endings <i>y</i> to <i>i</i>, T227</p>	
OPTIONS	<p>Oral Language Preserving Our Earth, T306 Comprehension Maintain Skill: Point of View, T307 Word Work T308-T309 -Fluency: Intonation -Structural Analysis: Vowel Team Syllables -High Frequency Words Grammar Contractions, T267 Write About the Text T266</p>	<p>Phonics/Decoding T218-T219 • Inflectional Endings <i>y</i> to <i>i</i> • Suffixes <i>-ful, -ness, -less</i> Write About the Text T222 Genre Writing Book Review: Prewrite, T351 Spelling Inflectional Endings <i>y</i> to <i>i</i>, T227 Build Vocabulary T229</p>	<p>Word Work T319-T320 -Fluency: Intonation -Phonics/Spelling: Words with Variant Vowels /ô/: <i>a, aw, au, augh, al,</i> and <i>ough</i> -High-Frequency Words -Structural Analysis: Vowel Team Syllables -Vocabulary Integrate Ideas Research and Inquiry, T324-T325 Grammar Contractions, T314</p>	<p>Close Reading <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>, T217A–T217T Genre Writing Book Review: Teach the Prewrite Minilesson, T351 Grammar Possessive Pronouns, T225 Spelling Inflectional Endings <i>y</i> to <i>i</i>, T227 Build Vocabulary T229</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T330-T331 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Contractions/Possessive Pronouns, T329</p>	<p>Genre Writing Book Review: Choose Your Topic and Plan, T351 Grammar Possessive Pronouns, T225 Build Vocabulary T229</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 2		Grade 3		Grade 2		Grade 3	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

CALIFORNIA STANDARDS	
Grade 2	
Comprehension R.CCR.3, RI.2.3	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4a, L.2.5, L.2.5a, RI.2.4	
Grade 3	
Comprehension RI.3.1, RI.3.3	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.1a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.2	
Foundational Skills/Word Work RF.3.3a, RF.3.3b, RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4d, L.3.6, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Rights and Rules, T368 Oral Vocabulary T368 Word Work T372-T375 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Introduce Short Vowel Digraphs /e/ea, /u/ou, /i/y -High-Frequency Words and Vocabulary Close Reading <i>Visiting the Past</i> , T390-T393 Grammar Pronoun-Verb Agreement, T381	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Here Comes Solar Power,” T272-T273 Grammar Pronoun-Verb Contractions, T290 Spelling Open Syllables CVC, T290 Build Vocabulary T292	Oral Language Rights and Rules, T382 Word Work -Structural Analysis: Alphabetical Order Close Reading Rights and Rules, T388-T395 -Genre: Informative -Skill: Connections Within Text: Cause and Effect -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Multiple-Meaning Words Write About the Text T396 Grammar Pronoun-Verb Agreement, T398	Close Reading “Here Comes Solar Power,” T272-T273 Strategy Ask and Answer Questions, T274-T275 Skill Cause and Effect, T276-T277 Vocabulary Strategy Homophones, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Pronoun-Verb Contractions, T290 Build Vocabulary T292
OPTIONS	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T371 Write About the Text Writing Fluency, T380	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Book Review: Draft, T352	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T383 Word Work T384-T386 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Short Vowel Digraphs -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T396 Interactive Read Aloud “Town Rules,” T383	Genre Expository Text, T278-T279 Genre Writing Book Review, T352 Spelling Open Syllables CVC, T292
APPROACHING LEVEL		ON LEVEL		
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T402-T403 -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Short Vowel Digraphs Close Reading "Setting the Rules," T405A Grammar Mechanics: Book Titles, T407</p>	<p>Close Reading <i>It's All in the Wind</i>, T281A–T281D Grammar Pronoun-Verb Contractions, T291</p>	<p>Word Work T409-T410 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Context Clues, T411 Close Reading "American Symbols," T411B Write About Two Texts T412 Grammar Mechanics: Book Titles, T413</p>	<p>Fluency T283 Close Reading "Power for All," T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Word Work T416-T417 -Phonemic Awareness: Phonics/Spelling: Short Vowel Digraphs -Structural Analysis: Alphabetical Order -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T420-T421 Write About Two Texts T418 Grammar Pronoun-Verb Agreement, T419</p>	<p>Integrate Ideas T294-T295 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling <i>Open Syllables CVC</i>, T291</p>
OPTIONS	<p>Interactive Read Aloud Rights and Rules, T400 Comprehension Maintain Skill: Sequence, T401 Word Work T402-T403 -Fluency: Pronunciation -Structural Analysis: Alphabetical Order -High Frequency Words Grammar Mechanics: Book Titles, T407 Write About the Text T406</p>	<p>Phonics/Decoding T282-T283 • Open Syllables • Prefixes and Suffixes Write About the Text T286 Genre Writing Book Review: Revise, T353 Spelling <i>Open Syllables CVC</i>, T291 Build Vocabulary T293</p>	<p>Word Work T409-T410 -Fluency: Pronunciation -Phonics/Spelling: Words with Short Vowel Digraphs /e/ea, /u/ou, /i/y/ -High-Frequency Words -Structural Analysis: Alphabetical Order (two letters) -Vocabulary Integrate Ideas Research and Inquiry, T414 Grammar Pronoun-Verb Agreement, T413</p>	<p>Close Reading <i>It's All in the Wind</i>, T456-T459 Genre Writing Book Review: Teach the Revise Minilesson,, T353 Grammar Pronoun-Verb Contractions, T289 Spelling <i>Open Syllables CVC</i>, T293 Build Vocabulary T293</p>	<p>Word Work -Fluency: Pronunciation Integrate Ideas T420-T421 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Mechanics: Book Titles, T419</p>	<p>Genre Writing Book Review: Peer Conferences T353 Grammar Pronoun-Verb Contractions, T289 Build Vocabulary T293</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3		Grade 2	Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>	<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.1	
Listening/Speaking SL.2.1, SL.2.1b, SL.2.2, SL.2.3	
Writing W.2.1	
Grammar L.2.1, L.2.1e, L.2.2,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4, L.2.4a, L.2.5, L.2.5a, RI.2.4,	
Grade 3	
Comprehension RL.3.1, RL.3.2	
Listening/Speaking SL.3.1b, SL.3.2	
Writing W.3.1a, W.3.8, W.3.10	
Grammar L.3.1a	
Foundational Skills/Word Work RF.3.3a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4c, L.3.5b, L.3.6	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Plant Myths and Facts, T8-T9 Oral Vocabulary T16-T17 Word Work T12-T15 -Phonemic Awareness: Identify and Make Oral Rhymes -Phonics/Spelling: Open, Closed Syllables -High-Frequency Words and Vocabulary Close Reading <i>Why Fir Tree Keeps His Leaves</i> , T18-T19 Grammar Adjectives, T21	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Athena and Arachne," T16-T27 Grammar Adjectives and Articles, T34 Spelling Prefixes <i>un-, re-, pre-</i> , and <i>dis-</i> , T34 Build Vocabulary T36	Oral Language Plant Myths and Facts, T22 Word Work -Structural Analysis: Compound Words Close Reading <i>Why Fir Tree Keeps His Leave</i> , T28 -Genre: Myth -Skill: Theme -Strategy: Reread -Vocabulary Strategy: Context Clues Write About the Text T36-T37 Grammar Adjectives, T38-T39	Close Reading "Athena and Arachne," T16-T19 Strategy Make, Confirm, or Revise Predictions, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Root Words, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Adjectives and Articles, T32 Build Vocabulary T36
	Listening Comprehension Strategy: Reread, T18 Write About the Text Writing Fluency, T20	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Feature Article: Read Like a Writer, T344	Listening Comprehension Strategy: Visualize, T23 Word Work T24-T27 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Words With Open and Closed Syllables -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T22 Interactive Read Aloud "The Bluebell," T23	Genre Myth/Drama, T22-T23 Genre Writing Feature Article: Discuss the Expert Model, T344 Spelling Prefixes <i>un-, re-, pre-</i> , and <i>dis-</i> , T34
OPTIONS	APPROACHING LEVEL		ON LEVEL	
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3	
CORE	<p>Word Work T42-T43 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Open and Closed Syllables Close Reading <i>The Golden Flower: A Taino Muth from Puerto Rico</i>, T45A-T45L Grammar Mechanics: Commas in a Series, T47</p>	<p>Close Reading <i>King Midas and the Golden Touch</i>, T25A–T25P Grammar Adjectives and Articles, T33</p>	<p>Word Work T49-T50 -Phonemic Awareness: Phoneme Deletion Vocabulary Strategy Review: Similes, T51 Close Reading “A Pumpkin Plant,” T51A-T51B Write About Two Texts T52 Grammar Mechanics: Commas in a Series, T53</p>	<p>Fluency T27 Close Reading “Carlos’s Gift,” T25Q–T25T Integrate Ideas Research and Inquiry, T38–T39 Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Word Work T48-T49 -Phonemic Awareness: Phonics/Spelling: Open and Closed Syllables -Structural Analysis: Compound Words -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T60-T61 Write About Two Texts T58 Grammar Adjectives, T59</p>	<p>Integrate Ideas T38–T39 • Text Connections • Research and Inquiry Write About Reading Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i> and <i>dis-</i>, T35</p>	
OPTIONS	<p>Oral Language Plant Myths and Facts, T40 Comprehension Maintain Skill: Point of View, T41 Vocabulary Reinforce Vocabulary, T45 Word Work T42-T43 -Fluency: Expression -Structural Analysis: Compound Words -High Frequency Words Grammar Adjectives, T47 Write About the Text T46</p>	<p>Phonics/Decoding T26–T27 • Prefixes • Roots in Related Words Write About the Text T30 Genre Writing Feature Article and Prewrite, T345 Spelling Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, and <i>dis-</i>, T35 Build Vocabulary T37</p>	<p>Word Work T49-T50 -Fluency: Expression -Phonics/Spelling: Words with Open and Closed Syllables -High-Frequency Words -Structural Analysis: Compound Words Integrate Ideas Research and Inquiry, T54-T55 Grammar Adjectives, T53</p>	<p>Close Reading <i>King Midas and the Golden Touch</i>, T25A–T25P Genre Writing Feature Article: Teach the Prewrite Miniesson, T345 Grammar Adjectives and Articles, T33 Spelling Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, and <i>dis-</i>, T35 Build Vocabulary T37</p>	<p>Word Work -Fluency: Expression Integrate Ideas T60-T61 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T59</p>	<p>Genre Writing Feature Article: Choose Your Topic and Plan, T345 Grammar Adjectives and Articles, T33 Build Vocabulary T37</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 2		Grade 3		Grade 2		Grade 3	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.1, RI.2.6, RI.2.8	
Listening/Speaking SL.2.1, SL.2.2, SL.2.3	
Writing W.2.2	
Grammar L.2.1, L.2.2, L.2.4,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.5, RI.2.4	
Grade 3	
Comprehension RL.3.1, RL.3.2	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.3	
Writing W.3.1a, W.3.8, W.3.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.3.4a	RF.3.3b, RF.3.3c,
Vocabulary L.3.5a, L.3.5b, RL.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background We Need Energy, T98-T99 Oral Vocabulary T100 Word Work T102-T105 -Phonemic Awareness: Initial Phoneme Addition -Phonics/Spelling: Introduce CVCe Syllables -High-Frequency Words and Vocabulary Close Reading "Pedal Power," T108-T109 Grammar Articles <i>This, That, These</i> and <i>Those</i> , T111	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "The Big Blizzard," T80-T81 Grammar Adjectives That Compare, T98 Spelling Consonant and /e Syllables T98 Build Vocabulary T100	Oral Language We Need Energy, T112 Word Work T115 -Structural Analysis: Prefixes Close Reading "Pedal Power," T118-T121 -Genre: Informative -Skill: Author's Purpose -Strategy: Reread -Vocabulary Strategy: Paragraph Clues Write About the Text T126-T127 Grammar Names and Titles, T128-T129	Close Reading "The Big Blizzard," T80-T81 Strategy Make, Confirm, or Revise Predictions, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Idioms, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Adjectives That Compare, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension Strategy: Reread, T101 Write About the Text Writing Fluency, T110	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Feature Article: Draft, T346	Listening Comprehension Strategy: Reread, T113 Word Work T114-T116 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with CVCe Syllables -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T112 Interactive Read Aloud "How Does Energy Make Your Hair Stand Up?" T113	Genre Writing Feature Article: Teach the Draft Minilesson, T349 Spelling Consonant and /e Syllables T98
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3	
CORE	<p>Word Work T132-T133 -Phonemic Awareness: Initial Phoneme Segmentation -Phonics/Spelling: Words with CVCe Syllables Close Reading <i>My Light</i>, T45A-T45L Grammar Mechanics: Names and Titles, T137</p>	<p>Close Reading <i>Nora’s Ark</i>, T89A-T89V Grammar Adjectives That Compare, T97</p>	<p>Word Work T139-T140 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Synonyms/Antonyms, T141 Close Reading “The Power of Water,” T141A-T141B Write About Two Texts T142 Grammar Mechanics: Names and Titles. T143</p>	<p>Fluency T91 Close Reading “The Wind and the Sun,” T89W-T89X Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Word Work T146-T147 -Phonemic Awareness: Phonics/Spelling: CVCS Syllables -Structural Analysis: Prefixes/Suffixes -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T150-T151 Write About Two Texts T148 Grammar Articles and <i>This, That, These, and Those</i>, T149</p>	<p>Fluency T91 Close Reading “The Wind and the Sun,” T89W-T89X Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	
OPTIONS	<p>Oral Language We Need Energy, T130 Comprehension Maintain Skill: Connections Within Text: Cause and Effect, T131 Vocabulary Reinforce Vocabulary, T135 Word Work T132-T135 -Fluency: Expression -Structural Analysis: Prefixes/Suffixes -High Frequency Words Grammar Articles and <i>This, That, These</i> and <i>Those</i>, T137 Write About the Text T136</p>	<p>Phonics/Decoding T90-T91 -Consonant + <i>le</i> Syllables -Latin Suffixes Write About the Text T94 Genre Writing Feature Article: Revise, T348 Spelling Consonant + <i>le</i> Syllables T99 Build Vocabulary T101</p>	<p>Word Work T139-T141 -Fluency: Intonation -Phonics/Spelling: Words with CVCe Syllables -High-Frequency Words -Structural Analysis: Prefixes/Suffixes -Vocabulary Integrate Ideas Research and Inquiry, T144-T145 Grammar Articles and <i>This, That, These, and Those</i>, T143</p>	<p>Close Reading <i>Nora’s Ark</i>, T89A-T89V Genre Writing Feature Article: Teach the Revise Minilesson, T347 Grammar Adjectives That Compare, T97 Spelling Consonant + <i>le</i> Syllables, T99 Build Vocabulary T101</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T150-T151 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Names and Titles, T149</p>	<p>Close Reading <i>Nora’s Ark</i>, T89A-T89V Genre Writing Feature Article: Teach the Revise Minilesson, T347 Grammar Adjectives That Compare, T97 Spelling Consonant + <i>le</i> Syllables, T99 Build Vocabulary T101</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 2		Grade 3		Grade 2		Grade 3	
<p>Leveled Reader Vocabulary Comprehension</p>		<p>Leveled Reader Vocabulary Comprehension</p>		<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

CALIFORNIA STANDARDS	
Grade 2	
Comprehension R.CCR.2, RI.2.2, RI.2.6, RI.2.8	
Listening/Speaking SL.2.1, SL.2.3	
Writing W.2.1	
Grammar L.2.5, L.2.5a,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.4c, RI.2.4	
Grade 3	
Comprehension RI.3.1, RI.3.3, RI.3.10	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.2a, .3.8, W.3.10, WW.4.9b	
Grammar L.3.1a, L.3.1g	
Foundational Skills/Word Work RF.3.4b, RF.3.4c	RF.3.3c, RF.3.4a,
Vocabulary L.3.4c, L.3.5b, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Team Up to Explore, T188 Oral Vocabulary T190 Word Work T192-T195 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Consonant + <i>le</i> Syllables (<i>el, al</i>) -High-Frequency Words and Vocabulary Close Reading “Dive Teams,” T198-T199 Grammar Adjectives That Compare, T201	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading “Rocketing Into Space,” T144-T145 Grammar Adverbs, T160 Spelling Vowel Team Syllables, T162 Build Vocabulary T164	Oral Language Team Up to Explore, T202 Word Work -Structural Analysis: Contractions/ Possessives Close Reading “Dive Teams,” T208-T211 -Genre: Informative -Skill: Main Idea and Key Details -Strategy: Summarize -Vocabulary Strategy: Greek/Latin Roots Write About the Text T216-T217 Grammar Adjectives That Compare, T218-T219	Close Reading “Rocketing Into Space,” T144-T145 Strategy Summary: Ask and Answer Questions, T146-T147 Skill Text Structure: Cause and Effect, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Adverbs, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension Strategy: Summarize, T191 Write About the Text Writing Fluency, T200	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Feature Article: Discuss the Edited Model, T348	Listening Comprehension Strategy: Summarize, T203 Word Work T204-T207 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T188 Interactive Read Aloud “Teamwork in Space,” T191	Genre Biography, T150-T151 Genre Writing Feature Article: Proofread/Edit, T348 Spelling Vowel Team Syllables, T162
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T222-T223 -Phonemic Awareness: Phoneme Addition/Deletion -Phonics/Spelling: Consonant + <i>le</i> Syllables Close Reading <i>Astronaut Handbook</i>, T225A-T225H Grammar Mechanics: Apostrophes with Possessive Nouns, T227</p>	<p>Close Reading <i>Out of this World! The Ellen Ochoa Story</i>, T153A-T153L Grammar Adverbs, T161</p>	<p>Word Work T229-T230 -Phonemic Awareness: Phoneme Segmentation and Blending Vocabulary Strategy Review: Synonyms/Antonyms, T231 Close Reading "Teamwork to the Top," T321A Write About Two Texts T232 Grammar Mechanics: Apostrophes with Possessive Nouns, T233</p>	<p>Fluency T155 Close Reading "A Flight to Lunar City," T153M-T153N Integrate Ideas Research and Inquiry, T166-T169 Write About Two Texts Model Note-Taking and Taking Notes, T158</p>	<p>Word Work T236-T237 -Phonemic Awareness: Phonics/Spelling: Consonant + <i>le</i> Syllables -Structural Analysis: Contractions/Possessives -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T240-T241 Write About Two Texts T238 Grammar Adjectives That Compare, T239</p>	<p>Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Vowel Team Syllables, T163</p>
OPTIONS	<p>Oral Language Team Up to Explore, T220 Comprehension Maintain Skill: Connections Within Text: Sequence, T221 Vocabulary Reinforce Vocabulary, T225 Word Work T222-T223 -Fluency: Pronunciation -Structural Analysis: Contractions/Possessives -High Frequency Words Grammar Adjectives That Compare, T227 Write About the Text T226</p>	<p>Phonics/Decoding T154-T155 - Vowel Team Syllables -Greek and Latin Roots Write About the Text T158 Genre Writing Feature Article, T348 Spelling Vowel Team Syllables, T163 Build Vocabulary T165</p>	<p>Word Work T229-T230 -Fluency: Pronunciation -Phonics/Spelling: Words with Consonant + <i>le</i> Syllables -High-Frequency Words -Structural Analysis: Contractions/Possessives -Vocabulary Integrate Ideas Research and Inquiry, T234-T235 Grammar Adjectives That Compare, T233</p>	<p>Close Reading <i>Out of this World! The Ellen Ochoa Story</i>, T153A-T153L Genre Writing Feature Article Evaluate, T349 Grammar Adverbs, T161 Spelling Vowel Team Syllables, T163 Build Vocabulary T165</p>	<p>Word Work -Fluency: Pronunciation Integrate Ideas T240-T241 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Apostrophes with Possessive Nouns, T239</p>	<p>Genre Writing Feature Article: Conference with Students, T349 Grammar Adverbs, T161 Build Vocabulary T165</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RI.2.3 Listening/Speaking SL.2.1, SL.2.1c, SL.2.2, SL.2.3 Writing W.2.2 Grammar L.2.4, L.2.5, L.2.5a, Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c Vocabulary RI.2.4	
Grade 3	
Comprehension RI.3.1, RI.3.8 Listening/Speaking SL.3.1c, SL.3.2 Writing W.3.2d, W.3.8, W.3.10, W.4.9b Grammar L.3.1a, L.3.1g Foundational Skills/Word Work RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c Vocabulary L.3.4a, L.3.5b, RI.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background Money Matters, T278 Oral Vocabulary T280 Word Work T2822-T285 -Phonemic Awareness: Phoneme Segmentation -Phonics: Introduce Vowel Team Syllables -High-Frequency Words and Vocabulary Close Reading "The Life of a Dollar Bill," T198-T199 Grammar Adverbs and Prepositional Phrases, T291	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "Butterflies Big and Small," T208-T209 Grammar Prepositions, T224 Spelling r-Controlled Vowel Syllables, T226 Build Vocabulary T228	Oral Language Money Matters, T292 Word Work -Comparative Endings <i>-er, -est</i> Close Reading "The Life of a Dollar Bill," T298 -Skill: Connections Within Text: Problem and Solution -Vocabulary Strategy: Paragraph Clues Write About the Text T306-T307 Grammar Adverbs and Prepositions Phrases, T308-T309	Close Reading "Butterflies Big and Small," T208-T209 Strategy Reread, T210-T211 Skill Compare and Contrast, T212-T213 Vocabulary Strategy Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Adverbs That Compare, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension Strategy: Summarize, T281 Write About the Text Writing Fluency, T290	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Research Report: Read Like a Writer, T350	Listening Comprehension Strategy: Summarize, T295 Word Work T294-T296 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling -High-Frequency Words/Vocabulary: Expand Review Oral Vocabulary Words T294 Interactive Read Aloud "Keep the Change," T295	Genre Expository Text, T214-T215 Genre Writing Research Report: Discuss the Expert Model, T350 Spelling r-Controlled Vowel Syllables, T226
APPROACHING LEVEL		ON LEVEL		
Grade 2	Grade 3	Grade 2	Grade 3	
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T308-T309 -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Vowel Team Syllables Vocabulary Reinforce Vocabulary, T311 Grammar Mechanics: Capitalization, T316</p>	<p>Close Reading <i>Alligators and Crocodiles</i>, T217A-T217X Grammar Adverbs That Compare, T225</p>	<p>Word Work T319-T320 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Greek and Latin Roots, T321 Close Reading “King Midas and the Golden Touch,” T321A-T321B Write About Two Texts T321 Grammar Mechanics: Capitalization, T322</p>	<p>Fluency T219 Close Reading “The Money and the Crocodile,” T217Y-T217Z Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Word Work T326-T327 -Phonemic Awareness: Phonics/Spelling: Vowel Team Syllables -Structural Analysis: Comparative Endings -er, -est, -High-Frequency Words Integrate Ideas Text Connections, T330-T331 Write About Two Texts T238 Grammar Adverbs and Prepositional Phrases, T329</p>	<p>Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling r-Controlled Vowel Syllables, T229</p>
OPTIONS	<p>Oral Language Money Matters, T306 Comprehension Maintain Skill: Main Idea and Key Details, T307 Vocabulary Reinforce Vocabulary, T311 Word Work T308-T309 -Fluency: Intonation -Structural Analysis: Comparative Ending -er, -est, -High Frequency Words Grammar Adverbs and Prepositional Phrases, T317 Write to a Prompt T316</p>	<p>Phonics/Decoding T218-T219 -r-Controlled Vowel Syllables -Latin Suffixes Write About the Text T222 Genre Writing Research Report: Discuss the Expert Model, T351 Spelling r-Controlled Vowel Syllables, T227 Build Vocabulary T229</p>	<p>Word Work T319-T320 -Fluency: Intonation with Vowel Team Syllables -Phonics/Spelling: Words -High-Frequency Words -Structural Analysis: Comparative Endings -er, -est -Vocabulary Integrate Ideas Research and Inquiry, T324-T325 Grammar Adverbs and Preposition Phrases, T323 Genre Informative</p>	<p>Close Reading <i>Alligators and Crocodiles</i>, T217A-T217X Genre Writing Research Report: Teach the Prewrite Minilesson, T351 Grammar Adverbs That Compare, T225 Spelling r-Controlled Vowel Syllables, T227 Build Vocabulary T229</p>	<p>Word Work -Fluency: Intonation Integrate Ideas T330-T331 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalization, T329</p>	<p>Genre Writing Research Report: Choose Your Topic and Plan, T351 Grammar Adverbs That Compare, T225 Build Vocabulary T229</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

CALIFORNIA STANDARDS	
Grade 2	
Comprehension RL.2.4, RL.2.6, RL.2.10	
Listening/Speaking SL.2.1, SL.2.1c, SL.2.3	
Writing W.2.3	
Grammar L.2.1, L.2.2,	
Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	
Vocabulary L.2.5a, L.2.6, RI.2.4b	
Grade 3	
Comprehension RL.3.1, RL.3.5, RL.3.6	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3b, W.3.8, W.3.10, W.3.9a	
Grammar L.3.1i	
Foundational Skills/Word Work RF.3.3a, RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.5a, L.3.5b, RL.3.4	

	DAY 1		DAY 2	
	Grade 2	Grade 3	Grade 2	Grade 3
CORE	Build Background The World of Ideas, T368 Oral Vocabulary T370 Word Work T372-T375 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: r-Controlled Vowel Syllables -High-Frequency Words and Vocabulary Close Reading “A Box of Crayons,” “What Story is This?,” “The Ticket,” T378-T379 Grammar Adjectives and Adverbs, T381	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “The Camping Trip” and “Bubble Gum,” T272-T273 Grammar Prepositions, T288 Spelling Suffixes <i>-ful, -less</i> , and <i>-ly</i> , T292 Build Vocabulary T292	Oral Language The World of Ideas, T382 Word Work -Structural Analysis: Three Syllable Words Close Reading “A Box of Crayons,” “What Story is This?” “The Ticket,” T388-T395 -Genre: Informative -Skill: Point of View -Strategy: Rhyming Poem -Vocabulary Strategy: Metaphors Write About the Text T396 Grammar Adjectives and Adverbs, T398	Close Reading “The Camping Trip” and “Bubble Gum,” T272-T273 Skill Point of View, T276-T277 Vocabulary Strategy Idiom, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Prepositions, T288 Build Vocabulary T292
OPTIONS	Listening Comprehension Strategy: Summarize, T371 Write About the Text Writing Fluency, T380	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T285 Genre Writing Research Report: Draft, T352	Listening Comprehension Strategy: Summarize, T383 Word Work T384-T386 -Phonemic Awareness: Phoneme Substitution [G] -Phonics/Spelling: r-Controlled Vowel Syllables -High-Frequency Words/Expand Vocabulary Review Oral Vocabulary Words T382 Interactive Read Aloud “Give Me a Brown Box,” T383	Genre Narrative Poem, T274-T275 Genre Writing Research Report: Teach the Draft Minilesson, T352 Spelling Suffixes <i>-ful, -less</i> , and <i>-ly</i> , T290
APPROACHING LEVEL		ON LEVEL		
	Grade 2	Grade 3	Grade 2	Grade 3
	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 2-3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
CORE	<p>Word Work T402-T403 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with <i>r</i>-Controlled Vowel Syllables Close Reading “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading,” T405A-T405D Grammar Mechanics: Sentence Punctuation, T407</p>	<p>Close Reading “Ollie’s Escape,” T281A-T281D Grammar Prepositions, T289</p>	<p>Word Work T409-T410 -Phonemic Awareness: Phoneme Addition Vocabulary Strategy Review: Metaphors, T411 Close Reading “Clay Play,” and “Crayons,” T411A Write About Two Texts T412 Grammar Mechanics: Sentence Punctuation, T413</p>	<p>Fluency T283 Close Reading “The Gentleman Bookworm,” T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Word Work T416-T417 -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowel Syllables -Structural Analysis: Three (or more) Syllable Words/Vocabulary -High-Frequency Words/Vocabulary Integrate Ideas Text Connections, T420-T421 Write About Two Texts T418 Grammar Adjectives and Adverbs, T419</p>	<p>Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Suffixes <i>-ful, -less</i> and <i>-ly</i>, T291</p>
OPTIONS	<p>Oral Language Informative, T400 Comprehension The World of Ideas, T401 Vocabulary Reinforce Vocabulary, T405 Word Work T402-T403 -Fluency: Expression -Structural Analysis: Three (or more) Syllable Words -High Frequency Words Grammar Adjectives and Adverbs, T407 Write About the Text T406</p>	<p>Phonics/Decoding T282-T283 -Suffixes <i>-ful, -less, -ly</i> -Frequently Misspelled Words Write About the Text T286 Genre Writing Research Report: Revise, T353 Spelling Suffixes <i>-ful, -less, -ly</i>, T291 Build Vocabulary T293</p>	<p>Word Work T409-T410 -Fluency: Expression -Phonics/Spelling: Words with <i>r</i>-Controlled Vowel Syllables -High-Frequency Words -Structural Analysis: Three Syllable Words -Vocabulary Integrate Ideas Research and Inquiry, T414 Grammar Sentences, T413</p>	<p>Close Reading “Ollie’s Escape,” T281A-T281D Genre Writing Research Report: Prewrite the Minilesson, T353 Grammar Prepositions, T289 Spelling Suffixes <i>-ful, -less</i>, and <i>-ly</i>, T291 Build Vocabulary T293</p>	<p>Word Work -Fluency: Expression Integrate Ideas Speaking and Listening T420-T421 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Sentence Punctuation, T419</p>	<p>Genre Writing Research Report: Choose Your Topic and Plan, T354 Grammar Prepositions, T289 Build Vocabulary T293</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 2	Grade 3	Grade 2		Grade 3	
	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Leveled Reader Vocabulary Comprehension</p>	<p>Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar</p>		<p>Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar</p>	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2	
<p>CALIFORNIA STANDARDS</p> <p>GRADE 3</p> <p>Comprehension RL.3.1, RL.3.3, RL.3.7</p> <p>Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p>Writing W.3.3b, W.3.8, W.3.10, W.4.9a</p> <p>Grammar L.3.1i</p> <p>Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p> <p>Vocabulary L.3.4a, L.3.4d, L.3.6</p> <p>GRADE 4</p> <p>Comprehension RL.4.1, RL.4.3</p> <p>Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p>Writing W.4.3b, W.4.9a, W.4.10</p> <p>Grammar L.4.1f, L.4.3b</p> <p>Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c</p> <p>Vocabulary L.4.5c, L.4.6</p>	<p>CORE</p>	<p>GRADE 3</p> <p>Introduce the Concept T10-T11 Vocabulary T14</p> <p>Close Reading "Bruno's New Home," T16-T29</p> <p>Grammar Sentences and Fragments, T36</p> <p>Spelling Short Vowels a, i, T38</p> <p>Build Vocabulary T40</p>	<p>GRADE 4</p> <p>Introduce the Concept T10-T11 Vocabulary T14-T15</p> <p>Close Reading "The Dragon Problem," T16-T17</p> <p>Grammar Sentences, T34</p> <p>Spelling Short Vowels, T36</p> <p>Build Vocabulary T38</p>	<p>GRADE 3</p> <p>Close Reading "Bruno's New Home," T16-T19</p> <p>Strategy Summarize, T20-T21</p> <p>Skill Character, T22-T23</p> <p>Vocabulary Strategy Synonyms, T26-T27</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T30-T31</p> <p>Grammar Sentences and Fragments, T36</p> <p>Build Vocabulary T40</p>	<p>GRADE 4</p> <p>Close Reading "The Dragon Problem," T16-T17</p> <p>Strategy Make Predictions, T18-T19</p> <p>Skill Sequence, T20-T21</p> <p>Vocabulary Strategy Synonyms, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Sentences, T34</p> <p>Build Vocabulary T38</p>
		<p>OPTIONS</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T30</p> <p>Genre Writing Friendly Letter: Read Like a Writer, T352</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Friendly Letter: Read Like a Writer, T344</p>	<p>Genre Fantasy, T24-T25</p> <p>Genre Writing Friendly Letter: Discuss the Edited Model, T352</p> <p>Spelling Short Vowels a, i, T38</p>
		<p>APPROACHING LEVEL</p>		<p>ON LEVEL</p>	
		<p>GRADE 3</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>GRADE 4</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>GRADE 3</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>GRADE 4</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p>Close Reading <i>Wolf!</i>, T27A-T27V</p> <p>Grammar Mechanics and Usage, T37</p>	<p>Close Reading <i>The Princess and the Pizza</i>, T25A-T25R</p> <p>Grammar Sentences, T35</p>	<p>Fluency T29</p> <p>Close Reading "Jennie and the Wolf," T27W-T27X</p> <p>Integrate Ideas Research and Inquiry, T40-T41</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T32</p>	<p>Fluency T27</p> <p>Close Reading "Tomas and His Sons," T25S-T25V</p> <p>Integrate Ideas Research and Inquiry, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T40-T41</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Write About Reading</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T33</p> <p>Spelling Short Vowels <i>a, i</i>, T39</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Short Vowels, T37</p>
OPTIONS	<p>Phonics/Decoding T28-T29</p> <p>-Short Vowels <i>a, i</i></p> <p>-Word Families</p> <p>Write About the Text T32</p> <p>Genre Writing Friendly Letter: Prewrite, T353</p> <p>Spelling Short Vowels <i>a, i</i>, T39</p> <p>Build Vocabulary T41</p>	<p>Phonics/Decoding T26-T27</p> <p>-Short Vowels</p> <p>-Inflectional Endings</p> <p>Write About the Text T30</p> <p>Genre Writing Friendly Letter: Prewrite, T345</p> <p>Spelling Short Vowels, T37</p> <p>Build Vocabulary T39</p>	<p>Close Reading <i>Wolf!</i>, T27A-T27V</p> <p>Genre Writing Friendly Letter: Teach the Prewrite Minilesson, T353</p> <p>Grammar Mechanics and Usage, T37</p> <p>Spelling Short Vowels <i>a, i</i>, T39</p> <p>Build Vocabulary T41</p>	<p>Close Reading <i>The Princess and the Pizza</i>, T25A-T25R</p> <p>Genre Writing Friendly Letter: Teach the Prewrite Minilesson, T345</p> <p>Grammar Sentences, T35</p> <p>Spelling Short Vowels, T37</p> <p>Build Vocabulary T39</p>	<p>Genre Writing Choose Your Topic and Plan Friendly Letter, T353</p> <p>Grammar Mechanics and Usage, T37</p> <p>Build Vocabulary T41</p>	<p>Genre Writing Friendly Letter: Choose Your Topic and Plan, T345</p> <p>Grammar Sentences, T35</p> <p>Build Vocabulary T39</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE 3	GRADE 4	GRADE 3	GRADE 4
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

CALIFORNIA STANDARDS
Grade 3
Comprehension RL.3.3, RL.3.7 Listening/Speaking SL.3.1b, SL.3.2, SL.3.3 Writing W.3.3b, W.3.8, W.3.10, W.4.9a Grammar L.3.1i Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c Vocabulary RL.3.4, L.3.4a, L.3.4d, L.3.6
Grade 4
Comprehension RL.4.1, RL.4.3 Listening/Speaking SL.4.1c, SL.4.2 Writing W.4.3b, W.4.10 Grammar L.3.1i, L.4.1f, Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c Vocabulary L.4.5b, L.4.6

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “The Dream Catcher,” T82-T85 Grammar Commands and Exclamations, T100 Spelling Short Vowels <i>e, o, u</i> , T102 Build Vocabulary T104	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “The Talent Show,” T80-T81 Grammar Subjects and Predicates, T98 Spelling Long <i>a</i> , T98 Build Vocabulary T102	Close Reading “The Dream Catcher,” T82-T85 Strategy Visualize, T86-T87 Skill Sequence, T88-T89 Vocabulary Strategy Context Clues, T92-T93 Write About the Text Model Note-Taking and Write to a Prompt, T97 Grammar Commands and Exclamations, T100 Build Vocabulary T104	Close Reading “The Talent Show,” T80-T81 Strategy Make Predictions, T82-T83 Skill Problem and Solution, T84-T85 Vocabulary Strategy Figurative Language, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Subjects and Predicates, T98 Build Vocabulary T102
OPTIONS	Listening Comprehension T78-T79 Write About the Text Writing Fluency, T96 Genre Writing Friendly Letter: Read Like a Writer, T352	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Friendly Letter: Draft, T346	Genre Realistic Fiction T90-T91 Genre Writing Friendly Letter: Discuss the Expert Model, T352 Spelling Short Vowels <i>e, o, u</i> , T102	Genre Writing Friendly Letter: Teach the Draft Minilesson, T346 Spelling Long <i>a</i> , T98
APPROACHING LEVEL		ON LEVEL		
Grade 3	Grade 4	Grade 3	Grade 4	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	
CORE	Close Reading <i>Yoon and the Jade Bracelet</i> , T93A-T93T Grammar Commands and Exclamations, T101	Close Reading <i>Experts Incorporated</i> , T89A-T89L Grammar Subjects and Predicates, T99	Fluency T95 Close Reading "Family Traditions," T93U-T93X Integrate Ideas Research and Inquiry, T106 Write About Two Texts Model Note-Taking and Taking Notes, T98	Fluency T91 Close Reading "Speaking out to Stop Bullying," T89M-T89P Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T106-T107 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T99 Spelling Short Vowels <i>e, o, u</i> , T103	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Long <i>a</i> , T101	
OPTIONS	Phonics/Decoding T90-T91 -Short Vowels <i>e, o, u</i> -Inflectional Endings Write About the Text T98 Genre Writing Friendly Letter: Prewrite T353 Spelling Short Vowels <i>e, o, u</i> , T103 Build Vocabulary T105	Phonics/Decoding T90-T91 -Long <i>a</i> -Inflectional Endings Write About the Text T94 Genre Writing Friendly Letter: Revise, T347 Spelling Long <i>a</i> , T101 Build Vocabulary T103	Genre Writing Friendly Letter: Teach the Revise Miniesson, T353 Grammar Commands and Exclamations, T101 Spelling Short Vowels <i>e, o, u</i> , T103 Build Vocabulary T105	Close Reading <i>Experts Incorporated</i> , T89A-T89L Genre Writing Friendly Letter: Teach the Revise Miniesson, T347 Grammar Subjects and Predicates, T99 Spelling Long <i>a</i> , T101 Build Vocabulary T103	Genre Writing Friendly Letter: Choose Your Topic and Plan, T353 Grammar Commands and Exclamations, T101 Build Vocabulary T105	Genre Writing Friendly Letter: Peer Conferences, T34 Grammar Subjects and Predicates, T99 Build Vocabulary T103	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 3		Grade 4		Grade 3		Grade 4	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.8	
Listening/Speaking SL.3.1a, SL.3.1b, SL.3.1c, SL.3.2, SL.3.3	
Writing W.3.2a, W.3.10, W.4.9b	
Grammar L.3.1i	
Foundational Skills/Word Work RF.1.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary RI.3.4, L.3.6	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1d	
Writing W.4.2b, W.4.10	
Grammar L.3.1h, L.3.1i, L.4.2c	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.2c, L.4.4a, L.4.6, RI.4.4	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T142-T143 Vocabulary T146-T147 Close Reading "Room to Grow" T148-151 Grammar Subjects, T166 Spelling Final e, T168 Build Vocabulary T170	Introduce the Concept T138-T139 Vocabulary T142-T143 Close Reading "A World of Change," T144-T145 Grammar Compound Sentences, T162 Spelling Long e, T164 Build Vocabulary T166	Close Reading "Room to Grow," T148-T151 Strategy Summary: Ask and Answer Questions, T152-T153 Skill Sequence, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T162-T163 Grammar Subjects, T166 Build Vocabulary T170	Close Reading "A World of Change," T144-T145 Strategy Summarize: Reread, T146-T147 Skill Compare and Contrast, T148-T149 Vocabulary Strategy Multiple-Meaning Words, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Compound Sentences, T162 Build Vocabulary T166
OPTIONS	Listening Comprehension T144-T145 Write About the Text Writing Fluency, T162 Genre Writing Friendly Letter: Discuss the Edited Model, T356	Listening Comprehension "Avalanche," T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Friendly Letter: Discuss the Edited Model, T348	Genre Narrative Nonfiction, T156-T157 Genre Writing Friendly Letter: Proofread/Edit, T348 Spelling Final e, T168	Genre Expository Text, T150-T151 Genre Writing Friendly Letter: Proofread/Edit, T348 Spelling Long e, T164
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Gary the Dreamer</i> , T159A-T159N Grammar Subjects, T167	Close Reading <i>Earthquakes</i> , T153A-T153L Grammar Compound Sentences, T163	Fluency T161 Close Reading "Sharing Polkas and Pitas," T153O-T153P Integrate Ideas Research and Inquiry, T172 Write About Two Texts Model Note-Taking and Taking Notes, T164	Fluency T155 Close Reading "Tornado," T153M-T153N Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T172-T173 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T165 Spelling Final e, T169	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Long e, T165
OPTIONS	Phonics/Decoding T154-T155 - Final e - Inflectional Endings: Drop Final e Write About the Text T164 Genre Writing Friendly Letter: Publish, T361 Spelling T169 Build Vocabulary T171	Phonics/Decoding T154-T155 -Long e -Plurals Write About the Text T158 Genre Writing Friendly Letter: Publish, T348 Spelling Long e, T165 Build Vocabulary T167	Close Reading <i>Gary the Dreamer</i> , T153A-T153N Genre Writing Friendly Letter Evaluate, T363 Grammar Subjects, T167 Spelling T169 Build Vocabulary T171	Close Reading <i>Earthquakes</i> , T153A-T153L Genre Writing Friendly Letter: Evaluate, T349 Grammar Compound Sentences, T163 Spelling Long e, T165 Build Vocabulary T167	Genre Writing Friendly Letter: Conference with Students, T348 Grammar Subjects, T167 Build Vocabulary T171	Genre Writing Friendly Letter: Conference with Students, T349 Grammar Compound Sentences, T163 Build Vocabulary T167
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, SL.3.1c, RI.3.8	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2	
Writing W.3.2a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1i	
Foundational Skills/Word Work RF.2.3b, RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.5a, L.3.6, RI.3.4	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1c	
Writing W.4.2b, W.4.10	
Grammar L.4.1a, L.4.2c	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.4c, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T208-T209 Vocabulary T212-T213 Close Reading “Mary Anderson’s Great Invention,” T214-T217 Grammar T232 Spelling T234 Build Vocabulary T164	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “The Big Race,” T208-T209 Grammar Clauses and Complex Sentences, T226 Spelling Long <i>i</i> , T228 Build Vocabulary T230	Close Reading “Mary Anderson’s Great Invention,” T214-T217 Strategy Ask and Answer Questions, T218-T219 Skill Cause and Effect, T148-T149 Vocabulary Strategy Metaphors T224-T225 Write About the Text Model Note-Taking and Write to a Prompt, T228-T229 Grammar T232 Build Vocabulary T236	Close Reading “The Big Race,” T208-T209 Strategy Reread, T210-T211 Skill Cause and Effect, T212-T213 Vocabulary Strategy Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T226 Grammar Clauses and Complex Sentences, T226 Build Vocabulary T230
OPTIONS	Listening Comprehension T210-T211 Write About the Text Writing Fluency, T228 Genre Writing Narrative: Read Like a Writer, T358	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Personal Narrative: Read Like a Writer, T354	Genre Biography, T222-T223 Genre Writing Personal Narrative: Discuss the Expert Model, T363 Spelling T234	Genre Narrative Nonfiction, T214-T215 Genre Writing Personal Narrative: Discuss the Expert Model, T350 Spelling Long <i>i</i> , T228
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	
CORE	<p>Close Reading <i>All Aboard! Elijah McCoy's Steam Engine</i>, T225A-T225R</p> <p>Grammar Complex Sentences, T225</p>	<p>Close Reading <i>A Crash Course in Forces and Motion with Max Axiom</i>, T217A-T217R</p> <p>Grammar Clauses and Complex Sentences, T227</p>	<p>Fluency T227</p> <p>Close Reading "Lighting the World," T225S-T225T</p> <p>Integrate Ideas Research and Inquiry, T238-T239</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T230</p>	<p>Fluency T219</p> <p>Close Reading "The Box-Zip Project," T217S-T217V</p> <p>Integrate Ideas Research and Inquiry, T230-T231</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Integrate Ideas T238-T239</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T231</p> <p>Spelling T227</p>	<p>Integrate Ideas T230-T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T223</p> <p>Spelling Long <i>i</i>, T229</p>	
OPTIONS	<p>Phonics/Decoding T226-T227</p> <p>-Long <i>a</i> Spellings</p> <p>-Plurals –s and –es</p> <p>Write About the Text T230</p> <p>Genre Writing Personal Narrative: Prewrite, T359</p> <p>Spelling Long <i>a</i>, T235</p> <p>Build Vocabulary T237</p>	<p>Phonics/Decoding T218-T219</p> <p>-Long <i>i</i></p> <p>-Inflectional Endings</p> <p>Write About the Text T222</p> <p>Genre Writing Personal Narrative: Prewrite, T351</p> <p>Spelling Long <i>i</i>, T229</p> <p>Build Vocabulary T231</p>	<p>Close Reading <i>All Aboard! Elijah McCoy's Steam Engine</i>, T225A-T225R</p> <p>Genre Writing Personal Narrative: Teach the Prewrite Minilesson, T359</p> <p>Grammar T233</p> <p>Spelling Long <i>a</i>, T235</p> <p>Build Vocabulary T237</p>	<p>Close Reading <i>A Crash Course in Forces and Motion with Max Axiom</i>, T217A-T217R</p> <p>Genre Writing Personal Narrative: Teach the Prewrite Minilesson, T351</p> <p>Grammar Clauses and Complex Sentences, T227</p> <p>Spelling Long <i>i</i>, T229</p> <p>Build Vocabulary T231</p>	<p>Genre Writing Personal Narrative: Choose Your Topic and Plan, T359</p> <p>Grammar T233</p> <p>Build Vocabulary T237</p>	<p>Genre Writing Personal Narrative: Choose Your Topic and Plan, T351</p> <p>Grammar Clauses and Complex Sentences, T227</p> <p>Build Vocabulary T231</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 3		Grade 4		Grade 3		Grade 4	
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

CALIFORNIA STANDARDS	
Grade 3	
Comprehension W.3.1a , W.3.8, W.3.10, W.4.9b	
Listening/Speaking SL.3.1b, SL.3.1b, SL.3.2, SL.3.2	
Writing W.3.1a , W.3.8, W.3.10, W.4.9b	
Grammar L.3.1h, L.3.1h	
Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.5b, RI.3.4	
Grade 4	
Comprehension RI.4.1, RI.4.2	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.1a, W.4.10	
Grammar L.3.4b, L.4.1f,	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.6, RI.4.4	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading "A Natural Beauty," 86-89 Grammar Simple and Compound Sentences, T296 Spelling Long o, T298 Build Vocabulary T300	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading "Dollars and Sense," T272-T273 Grammar Run-On Sentences, T288 Spelling Long o, T292 Build Vocabulary T294	Close Reading "A Natural Beauty," 86-89 Strategy Ask and Answer Questions, T282-T283 Skill Main Idea and Key Details, T284-T285 Vocabulary Strategy Multiple-Meaning Words, T288-T289 Write About the Text Model Note-Taking and Write to a Prompt, T292-T293 Grammar Simple and Compound Sentences, T296 Build Vocabulary T300	Close Reading "Dollars and Sense," T272-T273 Strategy Reread, T274-T275 Skill Main Idea and Details, T276-T277 Vocabulary Strategy Suffixes, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Run-On Sentences, T290 Build Vocabulary T294
OPTIONS	Listening Comprehension T276-T277 Write About the Text Writing Fluency, T292 Genre Writing Personal Narrative: Draft, T360	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Personal Narrative: Draft, T353	Genre Persuasive Article, T288-T289 Genre Writing Personal Narrative: Teach the Draft Minilesson, T360 Spelling Long o, T290	Genre Persuasive Article, T278-T279 Genre Writing Personal Narrative: Teach the Draft Minilesson, T353 Spelling Long o, T292
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	
CORE	Close Reading <i>A Mountain of History</i> , 94-97 Grammar Simple and Compound Sentences, T297	Close Reading <i>Kids in Business</i> , T281A-T281D Grammar Run-On Sentences and Comma Splices, T289	Fluency T291 Close Reading "A Landmark Street," T281E-T281F Integrate Ideas Research and Inquiry, T302-T303 Write About Two Texts Model Note-Taking and Taking Notes, T294	Fluency T283 Close Reading "Starting a Successful Business," T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T302-T303 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T295 Spelling <i>Long o</i> , T299	Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling <i>Long o</i> , T293	
OPTIONS	Phonics/Decoding T290-T291 -Long <i>o</i> -Compound Words Write About the Text T294 Genre Writing Personal Narrative: Revise, T361 Spelling <i>Long o</i> , T299 Build Vocabulary T301	Phonics/Decoding T282-T283 -Long <i>o</i> -Compound Words Write About the Text T286 Genre Writing Narrative: Revise, T354 Spelling <i>Long o</i> , T293 Build Vocabulary T295	Close Reading <i>The Future of Transportation</i> , T281A-T281D Genre Writing Personal Narrative: Teach the Revise Minilesson, T361 Grammar Simple and Compound Sentences, T297 Spelling <i>Long o</i> , T299 Build Vocabulary T301	Close Reading <i>Kids in Business</i> T281A-T281D Genre Writing Personal Narrative: Teach the Revise Minilesson, T355 Grammar Run-On Sentences, T291 Spelling <i>Long o</i> , T293 Build Vocabulary T295	Genre Writing Personal Narrative: Peer Conferences, T361 Grammar Simple and Compound Sentences, T297 Build Vocabulary T301	Genre Writing Personal Narrative: Peer Conferences, T354 Grammar Run-On Sentences, T291 Build Vocabulary T295	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 3		Grade 4		Grade 3		Grade 4	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.1, RL.3.2	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3a, W.3.8, W.3.10, W.4.9a	
Grammar L.3.1a, L.3.1c	
Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.6, RL.3.4	
Grade 4	
Comprehension RL.4.1, RL.4.2, RL.4.9	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.3b, W.4.10	
Grammar L.3.1a, L.3.1c, L.4.2a	
Foundational Skills/Word Work RF.4.3a, RF.4.4b, RF.4.4c	
Vocabulary L.3.4c, L.4.4c, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T10-T11 Vocabulary T14-15 Close Reading "Anansi Learns a Lesson," T16-T19 Grammar Kinds of Nouns, T36 Spelling Long <i>i</i> and long <i>u</i> , T38 Build Vocabulary T38	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "The Fisherman and the Kaha Bird," T16-T17 Grammar Common and Proper Nouns, T34 Spelling Prefixes, T36 Build Vocabulary T38	Close Reading "Anansi Learns a Lesson," T16-T19 Strategy Make, Confirm, or Revise Predictions, T20-T21 Skill Theme, T22-T23 Vocabulary Strategy Antonyms, T26-T27 Write About the Text Model Note-Taking and Write to a Prompt, T30-T31 Grammar Kinds of Nouns, T34 Build Vocabulary T38	Close Reading "The Fisherman and the Kaha Bird," T16-T17 Strategy Ask and Answer Questions, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Root Words, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Common and Proper Nouns, T34 Build Vocabulary T38
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T30-T31 Genre Writing How-To: Read Like a Writer, T352	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Explanatory Essay: Read Like a Writer, T344	Genre Folktale, T24-T25 Genre Writing How-To: Discuss the Expert Model, T352 Spelling Long <i>i</i> and long <i>u</i> , T36	Genre Folktale, T22-T23 Genre Writing Explanatory Essay: Discuss the Expert Model, T344 Spelling Prefixes, T36
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	
CORE	Close Reading <i>Roadrunner's Dance</i> , T27A-T27T Grammar Kinds of Nouns, T37	Close Reading <i>The Secret Message</i> , T25A-T25P Grammar Common and Proper Nouns, T35	Fluency T29 Close Reading "Deltona is Going Batty," T27U-T27X Integrate Ideas Inquiry Space, T40-T41 Write About Two Texts Model Note-Taking and Taking Notes, T32	Fluency T27 Close Reading "The Fox and the Goat," T25S-T25V Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Integrate Ideas T40-T41 -Text Connections -Inquiry Space Write About Reading Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T33 Spelling Long <i>i</i> and long <i>u</i> , T37	Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Prefixes, T37	
OPTIONS	Phonics/Decoding T28-T29 -Long <i>i</i> and Long <i>u</i> -Plural Words with <i>y</i> to <i>i</i> Write About the Text T32 Genre Writing How-To: Discuss the Expert Model, T353 Spelling Long <i>i</i> and long <i>u</i> , T37 Build Vocabulary T39	Phonics/Decoding T26-T27 -Prefixes -Inflectional Endings Write About the Text T30 Genre Writing Explanatory Essay: Prewrite, T345 Spelling Prefixes, T37 Build Vocabulary T39	Close Reading <i>Roadrunner's Dance</i> , T27A-T27T Genre Writing How-To: Teach the Prewrite Minilesson, T353 Grammar Kinds of Nouns, T35 Spelling Long <i>i</i> and long <i>u</i> , T37 Build Vocabulary T39	Close Reading <i>The Secret Message</i> , T25A-T25P Genre Writing Explanatory Essay: Teach the Prewrite Minilesson, T345 Grammar Common and Proper Nouns, T35 Spelling Prefixes, T37 Build Vocabulary T39	Genre Writing How-To: Choose Your Topic and Plan, T353 Grammar Kinds of Nouns, T35 Build Vocabulary T39	Genre Writing Explanatory Essay: Choose Your Topic and Plan, T345 Grammar Common and Proper Nouns, T35 Build Vocabulary T39	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 3		Grade 4		Grade 3		Grade 4	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.1, RL.3.2, RL.3.10	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.1a, W.3.8, W.3.10, W.4.9a	
Grammar L.3.1b, L.3.2f	
Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.5a, L.3.6, RL.3.4	
Grade 4	
Comprehension RL.4.1, RL.4.2, RL.4.5	
Listening/Speaking SL.4.1d, SL.4.2.	
Writing W.4.3b, W.4.10	
Grammar L.3.1b, L.5.2a	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.5c, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "Sailing to America," T82-T85 Grammar Singular and Plural Nouns, T100 Spelling Long e, T102 Build Vocabulary T104	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "The Ant and the Grasshopper," T80-T81 Grammar Singular and Plural Nouns, T98 Spelling Digraphs, T100 Build Vocabulary T102	Close Reading "Sailing to America," T82-T85 Strategy Make, Confirm, or Revise Predictions T86-T87 Skill Theme, T88-T89 Vocabulary Strategy Figurative Language: Similes, T92-T93 Write About the Text Model Note-Taking and Write to a Prompt, T97 Grammar Commands and Exclamations, T100 Build Vocabulary T104	Close Reading "The Ant and the Grasshopper," T80-T81 Strategy Ask and Answer Questions, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Context Clues, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Singular and Plural Nouns, T98 Build Vocabulary T102
OPTIONS	Listening Comprehension T78-T79 Write About the Text Writing Fluency, T96 Genre Writing How-To: Draft, T354	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Explanatory Essay: Draft, T346	Genre Historical Fiction T90-T91 Genre Writing How-To: Teach the Draft Minilesson, T354 Spelling Long e, T104	Genre Writing Explanatory Essay: Teach the Draft Minilesson, T346 Spelling Digraphs, T100
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	
CORE	Close Reading <i>The Castle on Hester Street</i> , T93A-T93R Grammar Singular and Plural Nouns, T101	Close Reading <i>Ranita, the Frog Princess</i> , T89A-T89R Grammar Singular and Plural Nouns, T99	Fluency T95 Close Reading “Next Stop America!,” T93S-T93V Integrate Ideas Inquiry Space, T106-T107 Write About Two Texts Model Note-Taking and Taking Notes, T96	Fluency T91 Close Reading “The Moonlight Concert Mystery,” T89S-T89T Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T106-T107 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T97 Spelling Long e, T103	Integrate Ideas T102-T103 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Digraphs, T101	
OPTIONS	Phonics/Decoding T94-T95 -Long e -Inflectional Endings Write About the Text T98 Genre Writing How-To: Discuss the Expert Model, T353 Spelling Long e, T103 Build Vocabulary T105	Phonics/Decoding T90-T91 -Digraphs -Possessives Write About the Text T94 Genre Writing Explanatory Essay: Revise, T347 Spelling Digraphs, T101 Build Vocabulary T103	Genre Writing How-To: Teach the Revise Minilesson, T355 Grammar Singular and Plural Nouns, T101 Spelling Long e, T103 Build Vocabulary T107	Close Reading <i>Ranita, the Frog Princess</i> , T89A-T89R Genre Writing Explanatory Essay: Teach the Revise Minilesson, T347 Grammar Singular and Plural Nouns, T99 Spelling Digraphs, T101 Build Vocabulary T103	Genre Writing How-To: Peer Conferences, T355 Grammar Singular and Plural Nouns, T101 Build Vocabulary Reinforce the Words, T105	Genre Writing Explanatory Essay: Peer Conferences, T347 Grammar Singular and Plural Nouns, T99 Build Vocabulary T103	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 3		Grade 4		Grade 3		Grade 4	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.6	
Listening/Speaking SL.3.1b, SL.3d, SL.3.2, SL.3.3	
Writing W.3.1a, W.3.10, W.4.9b	
Grammar L.3.1b, L.3.2f	
Foundational Skills/Word Work RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4b, RI.3.4	
Grade 4	
Comprehension RI.4.2, RI.4.2	
Listening/Speaking SL.4.1d, SL.4.2,	
Writing W.4.2b, W.4.10	
Grammar L.3.1b	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.6, RI.4.4	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T142-T143 Vocabulary T146-T147 Close Reading “Every Vote Counts!” T148-151 Grammar Special Nouns, T166 Spelling Words with Silent Letters, T168 Build Vocabulary T170	Introduce the Concept T138-T139 Vocabulary T142-T143 Close Reading “Rescuing Our Reefs,” T144-T145 Grammar Irregular Plural Nouns, T162 Spelling Three-Letter Blends T164 Build Vocabulary T166	Close Reading “Every Vote Counts!,” T148-T151 Strategy Reread, T152-T153 Skill Author’s Point of View, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T162-T163 Grammar Special Nouns, T166 Build Vocabulary T170	Close Reading “Rescuing Our Reefs,” T144-T145 Strategy Summarize, T146-T147 Skill Main Idea and Key Details, T148-T149 Vocabulary Strategy Context Clues, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Irregular Plural Nouns, T162 Build Vocabulary T166
OPTIONS	Listening Comprehension T144-T145 Write About the Text Writing Fluency, T162 Genre Writing How-To: Discuss the Edited Model, T356	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Explanatory Essay: Discuss the Edited Model, T348	Genre Prefixes, T158-T159 Genre Writing How-To: Proofread/Edit, T356 Spelling Words with Silent Letters, T168	Genre Narrative, T150-T151 Genre Writing Explanatory Essay: Proofread/Edit, T348 Spelling Three-Letter Blends T164
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Vote!</i> , T159A-T159U Grammar Special Nouns, T167	Close Reading <i>The Buffalo Are Back</i> , T153A-T153R Grammar Irregular Plural Nouns, T163	Fluency T161 Close Reading "Sharing Polkas and Pitas," T153O-T153P Integrate Ideas Research and Inquiry, T172 Write About Two Texts Model Note-Taking and Taking Notes, T164	Fluency T155 Close Reading "Energy in the Ecosystem," T153U-T153V Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T172-T173 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T165 Spelling Words with Silent Letters, T169	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Three-Letter Blends T165
OPTIONS	Phonics/Decoding T154-T155 - Words with Silent Letters - Singular and Plural Possessives Write About the Text T164 Genre Writing How-To: Publish, T361 Spelling Words with Silent Letters, T169 Build Vocabulary T171	Phonics/Decoding T154-T155 -Three-Letter Blends -Words Ending in <i>-er</i> and <i>-est</i> Write About the Text T158 Genre Writing Explanatory Essay: Publish, T348 Spelling Three-Letter Blends T165 Build Vocabulary T167	Close Reading <i>Vote!</i> , T153A-T153U Genre Writing How-To Evaluate, T357 Grammar Special Nouns, T167 Spelling Words with Silent Letters, T169 Build Vocabulary T171	Close Reading <i>The Buffalo Are Back</i> , T153A-T153R Genre Writing Explanatory Essay: Evaluate, T349 Grammar Irregular Plural Nouns, T163 Spelling Three-Letter Blends T165 Build Vocabulary T167	Genre Writing How-To: Conference with Students, T357 Grammar Special Nouns, T167 Build Vocabulary T171	Genre Writing Explanatory Essay: Conference with Students, T349 Grammar Irregular Plural Nouns, T163 Build Vocabulary T167
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3		Grade 4	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.2, RI.3.6	
Listening/Speaking SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.6	
Writing W.3.2b, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.2b	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4b, RI.3.4	
Grade 4	
Comprehension RI.4.2, RI.4.3	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.2.b, W.4.10	
Grammar L.3.2d	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4b, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept Survival, T208-T209 Vocabulary T212-T213 Close Reading “Kids to the Rescue!” T214-T217 Grammar Combining Sentences, T232 Spelling Three-Letter Blends, T236 Build Vocabulary T236	Introduce the Concept T202-T203 Vocabulary T206 Close Reading “Animal Adaptations,” T208-T209 Grammar Possessive Nouns, T226 Spelling <i>r</i> -Controlled Vowels / <i>är/</i> and / <i>ör/</i> , T228 Build Vocabulary T230	Close Reading “Kids to the Rescue!” T214-T217 Strategy Reread, T218-T219 Skill Author’s Point of View, T220-T221 Vocabulary Strategy Strategy: Suffixes -ful and -less, T224-T225 Write About the Text Model Note-Taking and Write to a Prompt, T228-T229 Grammar Combining Sentences, T232 Build Vocabulary T236	Close Reading “Animal Adaptations,” T208-T209 Strategy Summarize, T146-T147 Skill Main Idea and Key Details, T212-T213 Vocabulary Strategy Prefixes, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Nouns, T226 Build Vocabulary T230
OPTIONS	Listening Comprehension T210-T211 Write About the Text Writing Fluency, T228-T229 Genre Writing Explanatory Essay: Read Like a Writer, T358	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing How-To Text: Read Like a Writer, T350	Genre Expository Text, T222-T223 Genre Writing Explanatory Essay: Discuss the Expert Model, T358 Spelling Three-Letter Blends, T234	Genre Expository Text, T214-T215 Genre Writing How-To Text: Discuss the Expert Model, T350 Spelling <i>r</i> -Controlled Vowels / <i>är/</i> and / <i>ör/</i> , T228
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Close Reading <i>Whooping Cranes in Danger</i>, T225A-T225N</p> <p>Grammar Combining Sentences, T233</p>	<p>Close Reading <i>Spiders</i>, T217A-T217R</p> <p>Grammar Possessive Nouns, T227</p>	<p>Fluency T227</p> <p>Close Reading "Help the Manatees," T225O-T225P</p> <p>Integrate Ideas Inquiry Space, T238-T239</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T230</p>	<p>Fluency T219</p> <p>Close Reading "Anansi and the Birds," T217S-T217T</p> <p>Integrate Ideas Inquiry Space, T230-T231</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Integrate Ideas T238-T239</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T231</p> <p>Spelling Three-Letter Blends, T235</p>	<p>Integrate Ideas T230-T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T223</p> <p>Spelling <i>r</i>-Controlled Vowels /är/ and /ôr/, T229</p>
OPTIONS	<p>Phonics/Decoding T226-T227</p> <p>-Three-Letter Blends</p> <p>-Closed Syllables</p> <p>Write About the Text T230</p> <p>Genre Writing Three-Letter Blends, T235</p> <p>Spelling Three-Letter Blends, T235</p> <p>Build Vocabulary T237</p>	<p>Phonics/Decoding T218-T219</p> <p>- <i>r</i>-Controlled Vowels /är/ and /ôr/,</p> <p>-Suffixes <i>-ful</i> and <i>-less</i></p> <p>Write About the Text T222</p> <p>Genre Writing How-To Text: Prewrite, T351</p> <p>Spelling <i>r</i>-Controlled Vowels /är/ and /ôr/, T229</p> <p>Build Vocabulary T231</p>	<p>Close Reading <i>Whooping Cranes in Danger</i>, T225A-T225N</p> <p>Genre Writing Explanatory Essay: Teach the Prewrite Minilesson, T359</p> <p>Grammar Combining Sentences, T235</p> <p>Spelling Three-Letter Blends, T237</p> <p>Build Vocabulary T237</p>	<p>Close Reading <i>Spiders</i>, T217A-T217R</p> <p>Genre Writing How-To Text: Teach the Prewrite Minilesson, T351</p> <p>Grammar Possessive Nouns, T227</p> <p>Spelling <i>r</i>-Controlled Vowels /är/ and /ôr/, T229</p> <p>Build Vocabulary T231</p>	<p>Genre Writing Explanatory Essay: Choose Your Topic and Plan, T359</p> <p>Grammar Combining Sentences, T235</p> <p>Build Vocabulary T237</p>	<p>Genre Writing How-To Text: Choose Your Topic and Plan, T351</p> <p>Grammar Possessive Nouns, T227</p> <p>Build Vocabulary T231</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.5, RL.3.6, RL.3.10	
Listening/Speaking SL.3.1d, SL.3.1b, SL.3.2, SL.3.3,	
Writing W.3.3b, W.3.8, W.3.10, W.4.a	
Grammar L.3.2d	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.5a, L.3.5b, RI.3.4	
Grade 4	
Comprehension RL.4.6	
Listening/Speaking SL.4.1c, SL.4.2	
Writing W.4.1a, W.4.10	
Grammar L.3.1i	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.6, L.4.5a	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T274-T275 Vocabulary T278-T279 Close Reading “Empanada Day,” T280-T281 Grammar Possessive Nouns, T296 Spelling Digraphs T298 Build Vocabulary T300	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Dog,” “The Eagle,” “Chimpanzee,” “Rat,” T272-T273 Grammar Combining Sentences, T288 Spelling Suffixes T292 Build Vocabulary T294	Close Reading “Empanada Day,” T280-T281 Skill Point of View, T284-T285 Vocabulary Strategy Figurative Language: Simile, T288-T289 Literary Elements Alliteration and Rhyme, T286-T287 Write About the Text Model Note-Taking and Write to a Prompt, T292-T293 Grammar Possessive Nouns, T296 Build Vocabulary T300	Close Reading “Dog,” “The Eagle,” “Chimpanzee,” “Rat,” T272-T273 T272-T273 Skill Point of View, T276-T277 Vocabulary Strategy Figurative Language, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Combining Sentences, T290 Build Vocabulary T294
OPTIONS	Listening Comprehension T276-T277 Write About the Text Writing Fluency, T284 Genre Writing Explanatory Essay: Draft, T360	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing How-To Text: Draft, T353	Genre Limerick and Free Verse, T282-T283 Genre Writing Explanatory Essay: Teach the Draft Minilesson, T360 Spelling Digraphs T298	Genre Lyric Poetry and Haiku, T278-T279 Genre Writing How-To Text: Teach the Draft Minilesson, T353 Spelling Suffixes, T292
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Close Reading “The Inventor Thinks Up Helicopters” and “Ornithopter,” T289A-T289D Grammar Possessive Nouns, T297</p>	<p>Close Reading “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” T281A-T281D Grammar Combining Sentences, T291</p>	<p>Fluency T291 Close Reading “Montgolfier Brothers’ Hot Air Balloon,” T281E-T281F Integrate Ideas Research and Inquiry, T302-T303 Write About Two Texts Model Note-Taking and Taking Notes, T294</p>	<p>Fluency T283 Close Reading “Fog,” “White Cat Winter,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T302-T303 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T295 Spelling Digraphs T299</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Suffixes, T293</p>
OPTIONS	<p>Phonics/Decoding T290-T291 -Digraphs -Open Syllables Write About the Text T294 Genre Writing Explanatory Essay: Revise, T361 Spelling Digraphs, T299 Build Vocabulary T301</p>	<p>Phonics/Decoding T282-T283 -Suffixes -Contractions Write About the Text T286 Genre Writing How-To Text: Revise, T353 Spelling Suffixes, T293 Build Vocabulary T295</p>	<p>Close Reading “The Inventor Thinks Up Helicopters” and “Ornithopter,” T281A-T281D Genre Writing Explanatory Essay: Teach the Revise Minilesson, T361 Grammar Possessive Nouns, T297 Spelling Digraphs T299 Build Vocabulary T301</p>	<p>Close Reading “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” T281A-T281D Genre Writing How-To Text: Teach the Revise Minilesson, T353 Grammar Combining Sentences, T291 Spelling Suffixes, T293 Build Vocabulary T295</p>	<p>Genre Writing Explanatory Essay: Peer Conferences, T361 Grammar Possessive Nouns, T297 Build Vocabulary T301</p>	<p>Genre Writing How-To Text: Peer Conferences, T353 Grammar Combining Sentences, T291 Build Vocabulary T295</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

CALIFORNIA STANDARDS
Grade 3
<p>Comprehension RL.3.1, RL.3.3</p> <p>Listening/Speaking SL.3.1b, SL.3.1c, SL.3.2, SL.3.3</p> <p>Writing W.3.3b, W.3.8, W.4.9a, W.3.10, W.4.9a</p> <p>Grammar L.3.1a, L.3.2c</p> <p>Foundational Skills/Word Work RF.2.3b, RF.3.4b, RF.3.4a, RF.3.4b, RF.3.4c</p> <p>Vocabulary L.3.4a, L.3.6, RL.3.4</p>
Grade 4
<p>Comprehension RL.4.1, RL.4.3, RL.4.6</p> <p>Listening/Speaking SL.4.1b, SL.4.2</p> <p>Writing W.4.3c, W.4.9a, W.4.10</p> <p>Grammar L.3.1d, L.3.1e, L.4.2a</p> <p>Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4cs</p> <p>Vocabulary L.4.4a, L.4.4c, L.4.6</p>

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading “Inchworm’s Tale,” T16–T19</p> <p>Grammar Action Verbs, T34</p> <p>Spelling <i>r</i>-Controlled Vowels /ûr/, T36</p> <p>Build Vocabulary T38</p>	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading “At the Library,” T16–T17</p> <p>Grammar Action Verbs, T34</p> <p>Spelling <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T36</p> <p>Build Vocabulary T38</p>	<p>Close Reading “Inchworm’s Tale,” T16–T19</p> <p>Strategy Visualize T20-T21</p> <p>Skill, Problem and Solution T22-T23</p> <p>Vocabulary Strategy Synonyms, T26-T27</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T31</p> <p>Grammar Action Verbs, T34</p> <p>Build Vocabulary T38</p>	<p>Close Reading “At the Library,” T16–T17</p> <p>Strategy Summarize Visualize, T18</p> <p>Skill Point of View, T20-T21</p> <p>Vocabulary Strategy Context Clues, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Action Verbs, T34</p> <p>Build Vocabulary T38</p>
OPTIONS	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T30</p> <p>Genre Writing, Opinion Letter: Read Like a Writer, T352</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Book Review: Read Like a Writer, T344</p>	<p>Genre Folktale, T24-T25</p> <p>Genre Writing Opinion Letter: Discuss the Expert Model, T352</p> <p>Spelling <i>r</i>-Controlled Vowels /ûr/, T36</p>	<p>Genre Fantasy, T22–T33</p> <p>Genre Writing Book Review: Discuss the Expert Model, T344</p> <p>Spelling <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T36</p>
APPROACHING LEVEL		ON LEVEL		
Grade 3	Grade 4	Grade 3	Grade 4	
<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Close Reading <i>Martina the Beautiful Cockroach</i>, T27A-T27V Grammar Action Verbs, T35</p>	<p>Close Reading <i>The Cricket in Times Square</i>, T25A–T25R Grammar Action Verbs, T35</p>	<p>Fluency T29 Close Reading “Get a Backbone!” T27W–T27Z Integrate Ideas Inquiry Space T40–T41 Write About Two Texts Model Note-Taking and Taking Notes, T32</p>	<p>Fluency T27 Close Reading “The Girl and the Chenoo” T25S–T25T Integrate Ideas Inquiry Space, T38–T39 Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T40 -Text Connections -Inquiry Space, T41 Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T33 Spelling <i>r</i>-Controlled Vowels /ûr/, T37</p>	<p>Integrate Ideas T38–T39 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling <i>r</i>-Controlled Vowels <i>er, ir, ur, T37</i></p>
OPTIONS	<p>Phonics/Decoding T28–T29 -<i>r</i>-Controlled Vowels -Contractions Write About the Text T32 Genre Writing Opinion Letter: Prewrite, T353 Spelling <i>r</i>-Controlled Vowels /ûr/, T37 Build Vocabulary T39</p>	<p>Phonics/Decoding T27–T28 - <i>r</i>-Controlled Vowels <i>er, ir, and ur</i> -Closed Syllables Write About the Text T30 Genre Writing Book Review: Prewrite, T345 Spelling <i>r</i>-Controlled Vowels <i>er, ir, ur, T37</i> Build Vocabulary T39</p>	<p>Close Reading <i>Martina the BeautifulCockroach</i>,T27A-T27V Genre Writing Opinion Letter: Teach the Prewrite Minilesson, T353 Grammar Action Verbs, T35 Spelling <i>r</i>-Controlled Vowels /ûr/, T37 Build Vocabulary T39</p>	<p>Close Reading <i>The Cricket in Times Square</i>,T25A–T25R Genre Writing Book Review: Teach the Prewrite Minilesson, T345 Grammar Action Verbs, T35 Spelling <i>r</i>-Controlled Vowels <i>er, ir, ur, T37</i> Build Vocabulary T39</p>	<p>Genre Writing Opinion Letter: Choose Your Topic and Plan, T353 Grammar Action Verbs, T35 Build Vocabulary T41</p>	<p>Genre Writing Book Review: Choose Your Topic and Plan, T345 Grammar Action Verbs, T35 Build Vocabulary T39</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

CALIFORNIA STANDARDS
Grade 3
<p>Comprehension RL.3.1, RL.3.3</p> <p>Listening/Speaking SL.3.1b, SL.3.1c, SL.3.2, SL.3.3</p> <p>Writing W.3.3b, W.3.8, W.4.9a, W.3.10, W.4.9a</p> <p>Grammar L.3.1a, L.3.2c</p> <p>Foundational Skills/Word Work RF.2.3b, RF.3.4b, RF.3.4a, RF.3.4b, RF.3.4c</p> <p>Vocabulary L.3.4a, L.3.6, RL.3.4</p>
Grade 4
<p>Comprehension RL.4.1, RL.4.3, RL.4.6</p> <p>Listening/Speaking SL.4.2, SL.4.1b,</p> <p>Writing W.4.3d, W4.10</p> <p>Grammar L.3.1f, L.4.1b</p> <p>Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p> <p>Vocabulary L.4.4a, L.4.6</p>

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Introduce the Concept T76-T77</p> <p>Vocabulary T80-T81</p> <p>Close Reading “Jane’s Discovery” T82-T85</p> <p>Grammar Present-Tense Verbs and Subject-Verb Agreement, T100</p> <p>Spelling r-Controlled Vowels /är/ and /ôr/, T102</p> <p>Build Vocabulary T104</p>	<p>Introduce the Concept T74-T75</p> <p>Vocabulary T78-T79</p> <p>Close Reading “Remembering Hurricane Katrina,” T80-T81</p> <p>Grammar Verb Tenses, T98</p> <p>Spelling Silent Letters, T100</p> <p>Build Vocabulary T100</p>	<p>Close Reading “Janes Discovery,” T82-T85</p> <p>Strategy Visualize, T86-T87</p> <p>Skill Cause and Effect, T88-T89</p> <p>Vocabulary Strategy Figurative Language: Idioms, T92-T93</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T96-T97</p> <p>Grammar Present-Tense Verbs and Subject-Verb Agreement, T100</p> <p>Build Vocabulary T104</p>	<p>Close Reading “Remembering Hurricane Katrina,” T80–T81</p> <p>Strategy Summarize Visualize, T82-T83</p> <p>Skill Point of View, T84-T85</p> <p>Vocabulary Strategy Context Clues, T88-T89</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T92-T93</p> <p>Grammar Verb Tenses, T98</p> <p>Build Vocabulary T100</p>
OPTIONS	<p>Listening Comprehension T78-T79</p> <p>Write About the Text Writing Fluency, T96</p> <p>Genre Writing Opinion Letter: Draft, T354</p>	<p>Listening Comprehension T76-T77</p> <p>Write About the Text Writing Fluency, T92</p> <p>Genre Writing Book Review: Draft, T346</p>	<p>Genre Historical Fiction, T90-T91</p> <p>Genre Writing Opinion Letter: Teach the Draft Minilesson, T354</p> <p>Spelling r-Controlled Vowels /är/ and /ôr/, T102</p>	<p>Genre Realistic Fiction T86-T87</p> <p>Genre Writing Book Review: Teach the Draft Minilesson, T346</p> <p>Spelling Silent Letters, T100</p>
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Finding Lincoln</i> , T93A–T93R Grammar Present-Tense Verbs and Subject-Verb Agreement, T101	Close Reading <i>Aguinaldo</i> , T89A–T89N Grammar Verb Tenses, T99	Fluency T95 Close Reading “A Great American Teacher,” T93S–T93T Integrate Ideas Inquiry Space, T106–T107 Write About Two Texts Model Note-Taking and Taking Notes, T98	Fluency T91 Close Reading “Partaking in Public Service,” T89O–T89R Integrate Ideas Inquiry Space, T102–T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T106–T107 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T99 Spelling <i>r</i> -Controlled Vowels /är/ and /ôr/, T103	Integrate Ideas T102–T103 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Silent Letters, T101
OPTIONS	Phonics/Decoding T94–T95 - <i>r</i> -Controlled Vowels /är/ and /ôr/ -Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> Write About the Text T98 Genre Writing Opinion Letter: Revise, T355 Spelling <i>r</i> -Controlled Vowels /är/ and /ôr/, T103 Build Vocabulary T105	Phonics/Decoding T90–T91 -Words with Silent Letters -Open Syllables Write About the Text T94 Genre Writing Book Review: Revise, T347 Spelling Silent Letters, T101 Build Vocabulary T167	Close Reading <i>Finding Lincoln</i> Genre Writing Opinion Letter: Teach the Revise Minilesson, T355 Grammar Present-Tense Verbs and Subject-Verb Agreement, T101 Spelling <i>r</i> -Controlled Vowels /är/ and /ôr/, T103 Build Vocabulary T105	Close Reading <i>Aguinaldo</i> , T89A–T89N Genre Writing Book Review: Teach the Revise Minilesson, T347 Grammar Verb Tenses, T99 Spelling Silent Letters, T101 Build Vocabulary T167	Genre Writing Opinion Letter: Peer Conferences, T355 Grammar Present-Tense Verbs and Subject-Verb Agreement, T101 Build Vocabulary T105	Genre Writing Book Review: Peer Conferences, T347 Grammar Verb Tenses, T99 Build Vocabulary T167
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.2	
Listening/Speaking SL.3.1b, SL.3.1c SL.3.2, SL.3.3	
Writing W.3.3a, W.3.8, W.4.9b, W.3.10, W.4.9a	
Grammar L.3.1e, L.3.1f	
Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4b	
Vocabulary L.3.4a, L.3.4b, L.3.4dL.3.5b, RI.3.4	
Grade 4	
Comprehension RI.4.3, RI.4.1, RI.4.8	
Listening/Speaking SL.4.1c, SL.4.2	
Writing W.4.1a, W.4.10	
Grammar L.4.1c	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4c, L.4.5c, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T142-T143 Vocabulary T144-T145 Close Reading “Earth and Its Neighbors,” T148-T151 Grammar Past-Tense Verbs, T166 Spelling <i>r</i> -Controlled Vowels / <i>är/</i> , / <i>ir/</i> , T168 Build Vocabulary T170	Introduce the Concept T140-T141 Vocabulary T142-T143 Close Reading “Judy’s Appalachia,” T144–T145 Grammar Main and Helping Verbs, T162 Spelling Soft <i>c</i> and <i>g</i> , T164 Build Vocabulary T166	Close Reading “Earth and Its Neighbors,” T148-T151 Strategy Summarize, T152-T153 Skill Main Idea and Key Details, T154–T155 Vocabulary Strategy Context Clues, T158–T159 Write About the Text Model Note-Taking and Write to a Prompt, T162-T163 Grammar Past-Tense Verbs, T166 Build Vocabulary T170	Close Reading “Judy’s Appalachia,” T144–T145 Strategy Summarize: Reread, T146-T147 Skill Author’s Point of View, T148–T149 Vocabulary Strategy Synonyms and Antonyms, T152–T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Main and Helping Verbs, T162 Build Vocabulary T166
OPTIONS	Listening Comprehension T144-T145 Write About the Text Writing Fluency, T162-T163 Genre Writing Opinion Letter: Discuss the Edited Model, T356	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T158 Genre Writing Book Review: Discuss the Edited Model, T348	Genre Expository Text, T156 Genre Writing Opinion Letter: Proofread/Edit, T356 Spelling <i>r</i> -Controlled Vowels / <i>är/</i> , / <i>ir/</i> , T168	Genre Biography, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Soft <i>c</i> and <i>g</i> , T164
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Earth</i> , T159A–T159P Grammar Past-Tense Verbs, T167	Close Reading <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> , T153A–T153T Grammar Main and Helping Verbs, T163	Fluency T161 Close Reading “Coyote and the Jar of Stars,” T159Q–T159R Integrate Ideas Inquiry Space, T172–T173 Write About Two Texts Model Note-Taking and Taking Notes, T164	Fluency T155 Close Reading “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement,” T153U–T153X Integrate Ideas Inquiry Space, T166–T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T172–T173 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T165 Spelling <i>r</i> -Controlled Vowels / <i>âr</i> /, / <i>îr</i> /, T168	Integrate Ideas T166–T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Soft <i>c</i> and <i>g</i> , T165
OPTIONS	Phonics/Decoding T160–T161 - <i>r</i> -Controlled Vowels -Suffixes - <i>y</i> and - <i>ly</i> Write About the Text T164 Genre Writing Opinion Letter: Publish, T356 Spelling <i>r</i> -Controlled Vowels / <i>âr</i> /, / <i>îr</i> /, T168 Build Vocabulary T171	Phonics/Decoding T154–T155 -Soft <i>c</i> and <i>g</i> -Final <i>e</i> Syllables Write About the Text T158 Genre Writing Book Review: Publish, T348 Spelling Soft <i>c</i> and <i>g</i> , T165 Build Vocabulary T167	Close Reading <i>Earth</i> , T159A–T159P Genre Writing Opinion Letter: Evaluate, T357 Grammar Past-Tense Verbs, T167 Spelling <i>r</i> -Controlled Vowels / <i>âr</i> /, / <i>îr</i> /, T168 Build Vocabulary T171	Close Reading <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> , T153A–T153T Genre Writing Book Review: Evaluate, T349 Grammar Main and Helping Verbs, T163 Spelling Soft <i>c</i> and <i>g</i> , T165 Build Vocabulary T167	Genre Writing Opinion Letter: Conference with Students, T357 Grammar Past-Tense Verbs, T167 Build Vocabulary T171	Genre Writing Book Review: Conference with Students, T349 Grammar Main and Helping Verbs, T163 Build Vocabulary T167
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.2, RI.3.5	
Listening/Speaking SL.3.1a, W.3.2d	
Writing W.3.8, W.3.10, W.4.9b, W.4.9b	
Grammar L.3.1e, L.3.2a	
Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4.b	
Vocabulary L.3.4a, L.3.4c, L.3.5b, RF.3.3b	
Grade 4	
Comprehension RI.4.3, RI.4.1, RI.4.8	
Listening/Speaking SL.4.1b, SL.4.2, SL.4.6	
Writing W.4.2b, W.4.10	
Grammar L.3.1d L.3.1f	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4b, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T208-T209 Vocabulary T212-T213 Close Reading “Bats Did It First,” T214–T217 Grammar Future-Tense Verbs, T232 Spelling <i>Prefixes pre, dis-, mis-, T234</i> Build Vocabulary T236	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Words for Change,” T208–T209 Grammar Linking Verbs, T226 Spelling Plurals, T228 Build Vocabulary T228	Close Reading “Bats Did It First,” T214–T217 Strategy Summarize , T218–T219 Skill Main Idea and Key Details, T220–T221 Vocabulary Strategy Root Words, T224–T225 Write About the Text Model Note-Taking and Write to a Prompt, T228-T229 Grammar Future-Tense Verbs, T232 Build Vocabulary T236	Close Reading “Words for Change,” T208–T209 Strategy Summarize Reread, T210-T211 Skill Author’s Point of View, T212–T213 Vocabulary Strategy Latin and Greek Suffixes, T216–T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Linking Verbs, T226 Build Vocabulary T228
OPTIONS	Listening Comprehension T210-T211 Write About the Text Writing Fluency, T228-T229 Genre Writing Book Review: Read Like a Writer, T358	Listening Comprehension T210-T205 Write About the Text Writing Fluency, T220 Genre Writing Book Review: Read Like a Writer, T344	Genre Expository Text, T222–T223 Genre Writing Book Review: Discuss the Expert Model, T358 Spelling <i>Prefixes pre-, dis-, mis, T236</i>	Genre Biography, T214-T215 Genre Writing Book Review: Discuss the Expert Model, T344 Spelling Plurals, T228
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Close Reading <i>Big Ideas From Nature</i>, T225A–T225L Grammar Future-Tense Verbs, T235</p>	<p>Close Reading <i>Abe’s Honest Words: The Life of Abraham Lincoln</i>, T217A–T217V Grammar Linking Verbs, T227</p>	<p>Fluency T227 Close Reading “Perdix Invents the Saw,” T225M–T225N Integrate Ideas Inquiry Space, T238-T239 Write About Two Texts Model Note-Taking and Taking Notes, T230</p>	<p>Fluency T219 Close Reading “A New Birth of Freedom,” T217W–T217X Integrate Ideas Inquiry Space, T230-231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Integrate Ideas T238-T239 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T231 Spelling <i>Prefixes pre-, dis-, mis-</i>, T235</p>	<p>Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Plurals, T229</p>
OPTIONS	<p>Phonics/Decoding T226-T227 -Prefixes -Syllables with Final e Write About the Text T230–T231 Genre Writing: Book Review Prewrite, T359 Spelling <i>Prefixes pre-, dis-, mis-</i>, T235 Build Vocabulary T237</p>	<p>Phonics/Decoding T218-T219 -Plurals -Suffixes <i>–ment, –ness, –age,</i> and <i>–ence</i> Write About the Text T222 Genre Writing Book Review: Prewrite, T345 Spelling Plurals, T229 Build Vocabulary T231</p>	<p>Close Reading <i>Big Ideas From Nature</i>, T225A–T225L Genre Writing Book Review: Teach the Prewrite Minilesson, T350 Grammar Future-Tense Verbs, T233 Spelling <i>Prefixes pre-, dis-, mis</i>, T235 Build Vocabulary T237</p>	<p>Close Reading <i>Abe’s Honest Words: The Life of Abraham Lincoln</i>, T217A–T217V Genre Writing Book Review: Teach the Prewrite Minilesson, T345 Grammar Linking Verbs, T227 Spelling Plurals, T229 Build Vocabulary T231</p>	<p>Genre Writing Book Review: Choose Your Topic, T359 Grammar Future-Tense Verbs, T233 Build Vocabulary T237</p>	<p>Genre Writing Book Review: Choose Your Topic and Plan, T345 Grammar Linking Verbs, T227 Build Vocabulary T231</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3		Grade 4	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.2, RI.3.8, RI.3.10	
Listening/Speaking SL.3.1c, SL.3.2, SL.3.3, W.3.1a	
Writing W.3.8, W.3.10, W.4.9b, W.4.9b	
Grammar L.3.1b, L.3.1f, L.3.2b, L.3.2e	
Foundational Skills/Word Work RF.3.3a, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary RI.3.4	
Grade 4	
Comprehension RI.4.1, RI.4.8	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.1c, W.4.10	
Grammar L.3.1d	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4cs	
Vocabulary L.4.4b, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T274–T275 Vocabulary T278-T279 Close Reading “The Long Road to Oregon,” T280-T281 Grammar Combining Sentences with Verbs, T296 Spelling Diphthongs, T298 Build Vocabulary T300	Introduce the Concept T266–T267 Vocabulary T270-T271 Close Reading “Food Fight,” T272–T273 Grammar Irregular Verbs, T290 Spelling Compound Words, T292 Build Vocabulary T294	Close Reading “The Long Road to Oregon,” T280–T281 Strategy Summarize, T282–T283 Skill Sequence T284–T285 Vocabulary Strategy Suffixes, T288–T289 Write About the Text Model Note-Taking and Write to a Prompt, T292-T293 Grammar Combining Sentences with Verbs, T296 Build Vocabulary T300	Close Reading “Food Fight,” T272–T273 Strategy Summarize Reread, T274-T275 Skill Author’s Point of View, T276-T277 Vocabulary Strategy Greek Roots, T280–T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Irregular Verbs, T290 Build Vocabulary T294
OPTIONS	Listening Comprehension T276-T277 Write About the Text Writing Fluency, T292 Genre Writing Book Review: Read Like a Writer, T358	Listening Comprehension T268–T269 Write About the Text Writing Fluency, T284 Genre Writing Opinion Essay: Draft, T352	Genre Expository Text, T286, T287 Genre Writing Book Review: Teach the Draft Minilesson, T360 Spelling Diphthongs, T298	Genre Persuasive Article, T278–T279 Genre Writing Opinion Essay: Teach the Draft Minilesson, T352 Spelling Compound Words, T292
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Riding the Rails</i> , T289A–T289D Grammar Combining Sentences with Verbs, T297	Close Reading “A New kind of Corn,” T281A–T281D Grammar Irregular Verbs, T291	Fluency T291 Close Reading “Discovering Life Long Ago,” T289E–T289F Integrate Ideas Inquiry Space, T302-T303 Write About Two Texts Model Note-Taking and Taking Notes, T294	Fluency T283 Close Reading “The Pick of the Patch,” T281E–T281F Integrate Ideas Inquiry Space, T281A–T281D Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T302-T303 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T295 Spelling Diphthongs, T299	Integrate Ideas T294 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Compound Words, T293
OPTIONS	Phonics/Decoding T290-T291 -Diphthongs /oi/ and /ou/ -Prefixes <i>un-</i> , <i>non-dis-</i> , T291 Write About the Text T294 Genre Writing Book Review: Revise, T361 Spelling Diphthongs, T299 Build Vocabulary T301	Phonics/Decoding T282-T283 -Compound Words -Roots and Unrelated Words Write About the Text T286 Genre Writing Opinion Essay: Revise, T353 Spelling Compound Words, T293 Build Vocabulary T295	Close Reading <i>Riding the Rails</i> , T289A–T289D Genre Writing Book Review: Teach the Revise Miniesson, T361 Grammar Combining Sentences with Verbs, T299 Spelling Diphthongs, T299 Build Vocabulary T301	Close Reading “A New Kind of Corn,” T264–T267 Genre Writing Opinion Essay: Teach the Revise Miniesson, T353 Grammar Irregular Verbs, T291 Spelling Compound Words, T293 Build Vocabulary T295	Genre Writing Combining Sentences with Verbs, T299 Grammar Combining Sentences with Verbs, T299 Build Vocabulary T301	Genre Writing Opinion Essay: Peer Conferences, T353 Grammar Irregular Verbs, T291 Build Vocabulary T295
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3		Grade 4	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.1, RL.3.6	
Listening/Speaking SL.3.1b, SL.3.2	
Writing W.3.1a, W.3.8	
Grammar L.3.1a, L.3.1d	
Foundational Skills/Word Work L.3.4c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4c, L.3.5b, L.3.6	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.1a, W.4.9b, W.4.10	
Grammar L.4.1.a	
Foundational Skills/Word Work RF.4.4a, RF.4.4.b, RF.4.4c	
Vocabulary L.4.5c, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Nail Soup," T16-T17 Grammar Linking Verbs, T32 Spelling Variant Vowels /ü/, /û/, T34 Build Vocabulary T36	Introduce the Concept T10-T11 Vocabulary T10-T11 Close Reading "A World Without Rules," T16-T17 Grammar Pronouns and Antecedents, T34 Spelling Inflectional Endings, T36 Build Vocabulary T38	Close Reading "Nail Soup," T16-T17 Strategy Ask and Answer Questions, T18-T19 Skill Point of View, T20-T21 Vocabulary Strategy Root Words, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Linking Verbs, T32 Build Vocabulary T36	Close Reading "A World Without Rules," T16-T17 Strategy Reread Ask and Answer Questions, T18-T19 Skill Cause and Effect, T20-T21 Vocabulary Strategy Latin Roots, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Pronouns and Antecedents, T34 Build Vocabulary T38
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Fictional Narrative: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Fictional Narrative: Read Like a Writer, T344	Genre folktale, T22-T23 Genre Writing Fictional Narrative: Discuss the Expert Model, T344 Spelling Variant Vowels /ü/, /û/, T38	Genre Writing Fictional Narrative: Discuss the Expert Model, T344 Spelling Inflectional Endings, T36
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>The Real Story of Stone Soup</i> , T25A-T25T Grammar Linking Verbs, T33	Close Reading <i>See How They Run</i> , T25A-T25N Grammar Pronouns and Antecedents, T35	Fluency T27 Close Reading “Healthful Food Choices,” T25U-T25V Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Fluency T27 Close Reading “The Birth of American Democracy,” T25O-T25R Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Integrate Ideas T38-T39 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Variant Vowels /ü/, /û/, T35	Integrate Ideas T38-T39 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Inflectional Endings, T37
OPTIONS	Phonics/Decoding T26-T27 -/ü/: oo, ew, u_e, ue, u, ui, ou; /û/: oo, ou -Roots in Related Words Write About the Text T30 Genre Writing Fictional Narrative: Prewrite, T345 Spelling Variant Vowels /ü/, /û/, T35 Build Vocabulary T37	Phonics/Decoding T26-T27 -Inflectional Endings -Vowel Team Syllables Write About the Text T30 Genre Writing Fictional Narrative: Prewrite, T345 Spelling Inflectional Endings, T37 Build Vocabulary T39	Close Reading <i>The Real Story of Stone Soup</i> , T25A-T25T Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T345 Grammar Linking Verbs, T33 Spelling Variant Vowels /ü/, /û/, T35 Build Vocabulary T37	Close Reading <i>See How They Run</i> , T25A-T25N Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T345 Grammar Pronouns and Antecedents, T35 Spelling Inflectional Endings, T37 Build Vocabulary T39	Genre Writing Fictional Narrative: Choose Your Topic and Plan, T345 Grammar Linking Verbs, T33 Build Vocabulary T37	Genre Writing Fictional Narrative: Choose Your Topic and Plan, T345 Grammar Pronouns and Antecedents, T35 Build Vocabulary T39
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.1, RL.3.6, SL.3.1c	
Listening/Speaking SL.3.1c, SL.3.2, SL.3.3	
Writing W.3.1a, W.3.8	
Grammar L.3.2f	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4b, L.3.6, RL.3.4	
Grade 4	
Comprehension RL.4.1, RL.4.6	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.2, SL.4.3	
Writing W.4.3a, W.4.9a, W.4.10	
Grammar L.3.1a	
Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.6, L.4.5b	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T74-T74 Vocabulary T78-T79 Close Reading “The Impossible Pet Show,” T80-T81 Grammar Contractions with <i>Not</i> , T96 Spelling Plural Words, T98 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “The TimeSpecs 3000,” T80-T81 Grammar Types of Pronouns, T98 Spelling Inflectional Endings: <i>y</i> to <i>i</i> , T100 Build Vocabulary T100	Close Reading “The Impossible Pet Show,” T80-T81 Strategy Ask and Answer Questions, T82-T83 Skill Point of View, T84-T85 Vocabulary Strategy Prefixes, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Contractions with <i>Not</i> , T96 Build Vocabulary T100	Close Reading “The TimeSpecs 3000,” T80-T81 Strategy Make Predictions, T82-T83 Skill Point of View, T84-T85 Vocabulary Strategy Figurative Language, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Types of Pronouns, T98 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Fictional Narrative: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Fictional Narrative: Draft, T346	Genre Writing Fictional Narrative: Teach the Draft Minilessson, T346 Spelling Plural Words, T98	Genre Writing Fictional Narrative: Teach the Draft Minilessson, T346 Spelling Inflectional Endings: <i>y</i> to <i>i</i> , T100
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Close Reading <i>The Talented Clementine</i>, T89A-T89L Grammar Contractions with <i>Not</i>, T97</p>	<p>Close Reading <i>LaRue for Mayor</i>, T89C-T89V Grammar Types of Pronouns, T99</p>	<p>Fluency T91 Close Reading <i>Clementine and the Family Meeting</i>, T89U-T89V Integrate Ideas Inquiry Space, T102-T105 Write About Two Texts Model Note-Taking and Taking Notes, T95</p>	<p>Fluency T91 Close Reading "Bringing Government Home: Understanding State and Local Government," T89W-T89X Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Integrate Ideas T102-T103 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T96 Spelling Long Vowels, T99</p>	<p>Integrate Ideas T102-T103 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Inflectional Endings: <i>y to i</i>, T101</p>
OPTIONS	<p>Phonics/Decoding T90-T91 -Plural Words -Syllables with Vowel Teams, T91 Write About the Text T94 Genre Writing Fictional Narrative: Teach the Draft, T347 Spelling Plural Words, T99 Build Vocabulary T101</p>	<p>Phonics/Decoding T90-T91 -Inflectional Endings: Changing <i>y to i</i> -<i>r</i>-Controlled Vowel Syllables Write About the Text T94 Genre Writing Fictional Narrative: Revise, T347 Spelling Inflectional Endings: <i>y to i</i>, T101 Build Vocabulary T103</p>	<p>Genre Writing Fictional Narrative: Teach the Revise Minilesson, T347 Grammar Contractions with <i>Not</i>, T99 Spelling Plural Words, T99 Build Vocabulary T101</p>	<p>Close Reading <i>LaRue for Mayor</i>, T89C-T89V Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T347 Grammar Types of Pronouns, T99 Spelling Inflectional Endings: <i>y to i</i>, T101 Build Vocabulary T103</p>	<p>Genre Writing Fictional Narrative: Peer Conferences, T348 Grammar Contractions with <i>Not</i>, T99 Build Vocabulary T101</p>	<p>Genre Writing Fictional Narrative: Peer Conferences, T347 Grammar Types of Pronouns, T99 Build Vocabulary T103</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.8	
Listening/Speaking SL.3.1c, SL.3.2, SL.3.3	
Writing W.3.2a, W.3.8, W.3.10, W.4.9a	
Grammar L.3.1d, L.3.1e, L.3.2c, RI.3.4	
Foundational Skills/Word Work RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4c, RL.3.4, RI.3.4	
Grade 4	
Comprehension RL.4.1, RL.4.6	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.9a	
Grammar L.3.1f, L.4.2b	
Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.5c, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T138-139 Vocabulary Words in Context, T142-T143 Close Reading “Gray Wolf! Red Fox!,” T144-T145 Grammar Main and Helping Verbs, T160 Spelling Variant Vowels /ø/, T162 Build Vocabulary T164	Introduce the Concept T138-T139 Vocabulary T142-T143 Close Reading “A Telephone Mix-Up,” T144-T145 Grammar Pronoun-Verb Agreement, T162 Spelling Words with /ü/, /û/, and /Û/, T164 Build Vocabulary T166	Close Reading “Gray Wolf! Red Fox!,” T144-T145 Strategy Reread, T146-T147 Skill Compare and Contrast, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Main and Helping Verbs, T160 Build Vocabulary T164	Close Reading “A Telephone Mix-Up,” T144-T145 Strategy Summarize Make Predictions, T146-T147 Skill Point of View, T148-T149 Vocabulary Strategy Synonyms, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Pronoun-Verb Agreement, T162 Build Vocabulary T166
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Fictional Narrative: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T146 Genre Writing Fictional Narrative: Discuss the Edited Model, T348	Genre Realistic Fiction, T150-T151 Genre Writing Fictional Narrative: Proofread/Edit, T348 Spelling Variant Vowels /ø/, T162	Genre Historical Fiction, T150-T151 Genre Writing Fictional Narrative: Proofread/Edit, T348 Spelling Words with /ü/, /û/, and /Û/, T164
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Amazing Wildlife of the Mojave</i> , T153A-T153N Grammar Main and Helping Verbs, T161	Close Reading <i>The Moon Over Star</i> , T153A-T153T Grammar Pronoun-Verb Agreement, T163	Fluency T155 Close Reading “Little Half Chick,” T153O-T153P Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading “3 ... 2 ... 1 We Have Spin-Off!” T153U-T153V Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T159	Integrate Ideas T166-T167 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Variant Vowels /ô/, T163	Integrate Ideas T166-T167 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T160 Spelling Words with /ü/, /û/, and /û/, T165
OPTIONS	Phonics/Decoding T154-T155 - Variant Vowel /ô/ Write About the Text T158 Genre Writing Fictional Narrative: Publish, T348 Spelling Variant Vowels /ô/, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 -Words with /ü/, /û/, and /û/ - Consonant + le Syllables Write About the Text T158 Genre Writing Fictional Narrative: Publish, T348 Spelling Words with /ü/, /û/, and /û/, T165 Build Vocabulary T167	Close Reading <i>Amazing Wildlife of the Mojave</i> , T153A-T153N Genre Writing Fictional Narrative: Evaluate, T349 Grammar Main and Helping Verbs, T161 Spelling Variant Vowels /ô/, T165 Build Vocabulary T165	Close Reading <i>The Moon Over Star</i> , T153A-T153T Genre Writing Fictional Narrative: Evaluate, T349 Grammar Pronoun-Verb Agreement, T163 Spelling Words with /ü/, /û/, and /û/, T165 Build Vocabulary T167	Genre Writing Fictional Narrative: Conference with Students, T349 Grammar Main and Helping Verbs, T161 Build Vocabulary T165	Genre Writing Fictional Narrative: Conference with Students, T349 Grammar Pronoun-Verb Agreement, T163 Build Vocabulary T167
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.3, RI.3.8	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.2a, W.3.3a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1h, L.3.1i	
Foundational Skills/Word Work RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4c, RI.3.4	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.2a, W.4.9b W.4.10	
Grammar L.4.1g	
Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c, RF.4.5b	
Vocabulary L.4.4a, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T138-T139 Vocabulary T206-T207 Close Reading “Firsts in Flight,” T208-T209 Grammar Complex Sentences, T224 Spelling Homophones, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Wonders of the Night Sky,” T208-T209 Grammar Possessive Pronouns, T224 Spelling Diphthongs /oi/ and /ou/, T226 Build Vocabulary T228	Close Reading “Firsts in Flights,” T208-T209 Strategy Reread, T210-T211 Skill Cause and Effect, T212-T213 Vocabulary Strategy Multiple-Meaning Words, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Complex Sentences, T224 Build Vocabulary T228	Close Reading “Wonders of the Night Sky,” T208-T209 Strategy Summarize Ask and Answer Questions, T210-T211 Skill Cause and Effect, T212-T213 Vocabulary Strategy Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Pronouns, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Poetry: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Poetry: Read Like a Writer, T350	Genre Expository Text, T214-T215 Genre Writing Poetry: Discuss the Expert Model, T351 Spelling Homophones, T226	Genre Expository Text, T214-T215 Genre Writing Poetry: Discuss the Expert Model, T350 Spelling Diphthongs /oi/ and /ou/, T226
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Close Reading <i>Hot Air Balloons</i>, T217A-T217O Grammar Complex Sentences, T225</p>	<p>Close Reading <i>Why Does the Moon Change Shape?</i>, T217A-T217P Grammar Possessive Pronouns, T225</p>	<p>Fluency T219 Close Reading “Bellerophon and Pegasus,” T217Q-T217R Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Fluency T219 Close Reading “How It Came to Be,” T217Q-T217R Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Integrate Ideas T230-T231 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Homophones, T227</p>	<p>Integrate Ideas T230-T231 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Diphthongs /oi/ and /ou/, T227</p>
OPTIONS	<p>Phonics/Decoding T218-T219 - Homophones -r-Controlled Vowel Syllables Write About the Text T221 Genre Writing Poetry: Prewrite, T351 Spelling T227 Build Vocabulary T229</p>	<p>Phonics/Decoding T218-T219 -Diphthongs /oi/ and /ou/ -Greek and Latin Roots Write About the Text T222 Genre Writing Poetry: Prewrite, T351 Spelling Diphthongs /oi/ and /ou/, T227 Build Vocabulary T229</p>	<p>Close Reading <i>Hot Air Balloons</i>, T217A-T217O Genre Writing Poetry: Teach the Prewrite Minilesson, T350 Grammar Complex Sentences, T225 Spelling Homophones, T227 Build Vocabulary T229</p>	<p>Close Reading <i>Why Does the Moon Change Shape?</i>, T217A-T217P Genre Writing Poetry: Teach the Prewrite Minilesson, T351 Grammar Possessive Pronouns, T225 Spelling r-Diphthongs /oi/ and /ou/, T229 Build Vocabulary T229</p>	<p>Genre Writing Poetry: Choose Your Topic and Plan, T351 Grammar Complex Sentences, T225 Build Vocabulary T229</p>	<p>Genre Writing Poetry: Choose Your Topic and Plan, T351 Grammar Possessive Pronouns, T225 Build Vocabulary T229</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.2	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3d, W.3.8, W.3.10, W.4.9a	
Grammar L.3.1d, L.3.1f	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.5a, L.3.5b, RL.3.4	
Grade 4	
Comprehension RL.4.2	
Listening/Speaking SL.4.1B, SL.4.2	
Writing W.4.3d, W.4.10	
Grammar L.4.1g	
Foundational Skills/Word Work L.4.1g, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.6,	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Ginger’s Fingers,” “The Giant,” and “Captain’s Log,” T272-T273 Grammar Irregular Verbs, T288 Spelling Soft c and g, T290 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Sing to Me,” “The Climb,” T272-T273 Grammar Pronouns and Homophones, T288 Spelling Variant Vowel /ö/, T290 Build Vocabulary T292	Close Reading “Ginger’s Fingers,” “The Giant” and “Captain’s Log,” T276-T277 Skill Theme , T276-T277 Literary Element Repetition and Rhyme, T278-T279 Vocabulary Strategy Metaphors, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Irregular Verbs, T288 Build Vocabulary T292	Close Reading “Sing to Me,” “The Climb” T272-T273 Skill Theme , T276-T277 Literary Elements Stanza and Repetition, T278-T279 Vocabulary Strategy Connotation and Denotation, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Pronouns and Homophones, T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Poetry and Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Poetry: Draft, T352	Genre Narrative and Free Verse, T274-T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Soft c and g, T292	Genre Narrative Poem, T274-T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Variant Vowel /ö/, T292
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Close Reading “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones,” T281A-T281D Grammar Irregular Verbs, T291</p>	<p>Close Reading “Swimming to the Rock,” “The Moondust Footprint,” T281A-T281D Grammar Pronouns and Homophones, T289</p>	<p>Fluency T283 Close Reading “Narcissa,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Fluency T283 Close Reading “Genius,” “Winner,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T294-T295 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Soft c and g, T291</p>	<p>Integrate Ideas T294-T295 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Variant Vowel /ō/, T291</p>
OPTIONS	<p>Phonics/Decoding T282-T283 - Soft c and g, T282 - Words with <i>-er</i> and <i>-est</i>, T283 Write About the Text T286 Genre Writing Poetry: Teach the Draft Minilesson, T353 Spelling Soft c and g, T293 Build Vocabulary T293</p>	<p>Phonics/Decoding T282-T283 -Variant Vowel /ō/ -Frequently Confused Words Write About the Text T286 Genre Writing Poetry: Revise, T353 Spelling Variant Vowel /ō/, T291 Build Vocabulary T293</p>	<p>Close Reading “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones,” T281A-T281D Genre Writing Poetry: Teach the Revise Minilesson, T353 Grammar Irregular Verbs, T291 Spelling Soft c and g, T293 Build Vocabulary T293</p>	<p>Close Reading “Swimming to the Rock,” “The Moondust Footprint,” T281A-T281D Genre Writing Poetry: Teach the Revise Minilesson, T353 Grammar Pronouns and Homophones, T289 Spelling Variant Vowel /ō/, T291 Build Vocabulary T293</p>	<p>Genre Writing Poetry: Peer Conferences, T353 Grammar Irregular Verbs, T291 Build Vocabulary T293</p>	<p>Genre Writing Poetry: Peer Conferences, T353 Grammar Pronouns and Homophones, T289 Build Vocabulary T293</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.1, RL.3.2, RL.3.6	
Listening/Speaking SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3B, W.3.8, W.3.10, W.4.9a	
Grammar L.3.1a, L.3.1f	
Foundational Skills/Word Work	RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c
Vocabulary L.3.4c, RL.3.4	
Grade 4	
Comprehension RL.4.1, RL.4.3	
Listening/Speaking SL.4.1.b, SL.4.1d, SL.4.2, SL.4.3, SL.4.9a	
Writing W.4.3d, W.4.10	
Grammar L.4.1d, L.4.2b	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.5a, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T10-T11 Vocabulary T14—T15 Close Reading “Juanita and the Beanstalk,” T16–T17 Grammar Singular and Plural Nouns, T34 Spelling Compound Words, T32 Build Vocabulary T36	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading “Sadie’s Game,” T16–T17 Grammar Adjectives, T32 Spelling Closed Syllables, T34 Build Vocabulary T36	Close Reading “Juanita and the Beanstalk,” T16—T 17 Strategy Summarize, T18-T19 Skill Point of View, T20–T21 Vocabulary Strategy Root Words, T24–T25 Write About the Text Model Note-Taking and Write to a Prompt, T28–T29 Grammar Singular and Plural Nouns, T34 Build Vocabulary T36	Close Reading “Sadie’s Game,” T16–T17 Strategy Visualize, T18–T19 Skill Character, Setting, Plot: Problem and Solution, T20–T21 Vocabulary Strategy Figurative Language, T24–T25 Write About the Text Model Note-Taking and Write to a Prompt, T28–T29 Grammar Adjectives, T32 Build Vocabulary T36
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Opinion Essay: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Expository Letter: Read Like A Writer, T344	Genre Fairy Tale, T22–T23 Genre Writing Opinion Essay: Discuss the Expert Model, T349 Spelling Compound Words, T34	Genre Realistic Fiction, T22–T23 Genre Writing Expository Letter: Discuss the Expert Model, T344 Spelling Closed Syllables, T36
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Clever Jack Takes the Cake</i> , T25A–T25U Grammar Singular and Plural Nouns, T33	Close Reading <i>Mama, I'll Give You the World</i> , T25A–T25R Grammar Adjectives, T33	Fluency T27 Close Reading “When Corn Was Cash,” T25V–T25W Integrate Ideas Research and Inquiry, T38–T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Fluency T27 Close Reading “What If It Happened to You?” T25S–T25T Integrate Ideas Research and Inquiry, T38–T39 Write About Two Texts Model Note-Taking and Taking Notes, T31	Integrate Ideas T38–T39 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Compound Words, T35	Integrate Ideas T38–T39 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T32 Spelling Closed Syllables, T35
OPTIONS	Phonics/Decoding T26–T27 • Compound Words • Consonants + /e Syllables Write About the Text T30 Genre Writing Opinion Essay: Prewrite, T345 Spelling Compound Words, T35 Build Vocabulary T37	Phonics/Decoding T26–T27 • Closed Syllables • Latin Prefixes Write About the Text T30 Genre Writing Expository Letter: Prewrite, T345 Spelling Closed Syllables, T35 Build Vocabulary T37	Close Reading <i>Clever Jack Takes the Cake</i> , T25A–T25U Genre Writing Opinion Essay: Teach the Prewrite Minilesson, T345 Grammar Singular and Plural Nouns, T33 Spelling Compound Words, T35 Build Vocabulary T37	Close Reading <i>Mama, I'll Give You the World</i> , T25A–T25R Genre Writing Expository Letter: Teach the Prewrite Minilesson, T345 Grammar Adjectives, T33 Spelling Closed Syllables, T35 Build Vocabulary T37	Genre Writing Opinion Essay: Choose Your Topic and Plan, T345 Grammar Singular and Plural Nouns, T33 Build Vocabulary T37	Genre Writing Expository Letter: Choose Your Topic and Plan, T345 Grammar Adjectives, T33 Build Vocabulary T37
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.2, RL.3.6	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3a, W.3.8, W.3.9a, W.3.10	
Grammar L.3.1a	
Foundational Skills/Word Work RF.3.3a, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4d, L.3.6, RL.3.4	
Grade 4	
Comprehension RL.4.1, RL.4.3	
Listening/Speaking SL.4.1c, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.9a, W.4.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.4c, L.4.6, L.5.5c	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T74-T75 Vocabulary T76–T77 Close Reading “The New Hoop,” T80–T81 Grammar Subject and Object Pronouns, T96 Spelling Inflectional Endings - <i>ed, -ing, -s</i> , T98 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “My Big Brother, Johnny Kaw,” T80–T81 Grammar Articles, T96 Spelling Open Syllables, T98 Build Vocabulary T100	Close Reading “The New Hoop,” T80–T81 Strategy Summarize, T82–T83 Skill Point of View, T84–T85 Vocabulary Strategy Homographs, T88–T89 Write About the Text Model Note-Taking and Write to a Prompt, T92–T93 Grammar Subject and Object Pronouns, T96 Build Vocabulary T100	Close Reading “My Big Brother, Johnny Kaw,” T80–T81 Strategy Visualize, T83–T84 Skill Character, Setting, Plot: Cause and Effect, T84–T85 Vocabulary Strategy Homographs, T88–T89 Write About the Text Model Note-Taking and Write to a Prompt, T92–T93 Grammar Articles, T93 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Opinion Essay: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Expository Letter: Draft, T346	Genre Writing Opinion Essay: Teach the Draft Minilessson, T346 Spelling Inflectional Endings - <i>ed, -ing, -s</i> , T98	Genre Tall Tale, T86-T87 Genre Writing Expository Letter: Teach the Draft Minilessson, T346 Spelling Open Syllables, T98
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	
CORE	Close Reading <i>Bravo, Tavo!</i> , T89A–T89V Grammar Subject and Object Pronouns, T97	Close Reading <i>Apples to Oregon</i> , T89A–T89R Grammar Mechanics and Usage, T97	Fluency Phrasing, T91 Close Reading “Trash into Art,” T89W–T89Z Integrate Ideas Research and Inquiry, T102-T105 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency T91 Close Reading “Westward Bound: Settling the American West,” T89S–T89T Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Long Vowels, T99	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Open Syllables, T99	
OPTIONS	Phonics/Decoding T90-T91 • Inflectional Endings, T90 • Suffixes <i>-ful, -less, -able</i> Write About the Text T94 Genre Writing Opinion Essay: Revise, T347 Spelling Inflectional Endings - <i>ed, -ing, -s</i> , T99 Build Vocabulary T101	Phonics/Decoding T90-T91 • Open Syllables • Irregular Plurals Write About the Text T94 Genre Writing Expository Letter: Revise, T347 Spelling Open Syllables, T99 Build Vocabulary T101	Genre Writing Opinion Essay: Teach the Revise Minilesson, T347 Grammar Subject and Object Pronouns, T97 Spelling Inflectional Endings - <i>ed, -ing, -s</i> , T99 Build Vocabulary T101	Close Reading <i>Apples to Oregon</i> , T89A–T89R Genre Writing Expository Letter: Teach the Revise Minilesson, T347 Grammar Articles, T97 Spelling Open Syllables, T99 Build Vocabulary T101	Genre Writing Autobiographical Sketch: Peer Conferences, T347 Grammar Subjects and Predicates, T97 Build Vocabulary T101	Genre Writing Expository Letter: Peer Conferences T347 Grammar Articles, T97 Build Vocabulary T101	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 3		Grade 4		Grade 3		Grade 4	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.6	
Listening/Speaking SL.3.1c, SL.3.1d, SL.3.2b, SL.3.3	
Writing W.3.3, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.1f	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.6, L.3.4c, RI.3.4	
Grade 4	
Comprehension RI.4.1, RI.4.3, RI.4.5	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.9b, W.4.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.6, L.4.4b, L.4.5c	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Rescue Dogs Save the Day," T144-T145 Grammar Pronoun-Verb Agreement, T160 Spelling Closed Syllables VC/CV, T162 Build Vocabulary T164	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Stephanie Kwolek: Inventor," T144-T145 Grammar Adjectives that Compare, T160 Spelling Vowel Teams, T162 Build Vocabulary T164	Close Reading "Rescue Dogs Save the Day," T144-T145 Strategy Ask and Answer Questions, T146-T147 Skill Author's Point of View, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Pronoun-Verb Agreement, T160 Build Vocabulary T164	Close Reading "Stephanie Kwolek: Inventor," T144-T145 Strategy Summarize, T146-T147 Skill Text Structure: Problem and Solution, T148-T149 Vocabulary Strategy Greek Roots, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Adjectives that Compare, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Opinion Essay: Draft, T346	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Expository Letter: Discuss the Edited Model, T348	Genre Expository Text, T150-T151 Genre Writing Opinion Essay: Teach the Draft Minilesson, T346 Spelling Closed Syllables VC/CV, T162	Genre Biography, T150-T151 Genre Writing Expository Letter: Proofread/Edit, T348 Spelling Vowel Teams, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Wildfires</i> , T153A–T153N Grammar Pronoun-Verb Agreement, T161	Close Reading <i>How Ben Franklin Stole the Lightning</i> , T153A–T153R Grammar Adjectives that Compare, T161	Fluency Phrasing and Rate, T155 Close Reading “Windy Gale and the Great Hurricane,” T153O–T153P Integrate Ideas Research and Inquiry, T166–T169 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading “Energy Is Everywhere!” T153S–T153T Integrate Ideas Research and Inquiry, T166–T167 Write About Two Texts Model Note-Taking and Taking Notes, T159	Integrate Ideas T166–T167 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Closed Syllables VC/CV, T163	Integrate Ideas T166–T167 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T160 Spelling Vowel Teams, T165
OPTIONS	Phonics/Decoding T154–T155 • Closed Syllables • Roots in Related Words Write About the Text T158 Genre Writing Opinion Essay: Revise, T347 Spelling Closed Syllables VC/CV, T163 Build Vocabulary T165	Phonics/Decoding T154–T155 • Vowel Teams • Greek and Latin Roots Write About the Text T158 Genre Writing Expository Letter: Publish, T348 Spelling Vowel Teams, T163 Build Vocabulary T165	Close Reading <i>Wildfires</i> , T153A–T153N Genre Writing Opinion Essay: Teach the Revise Minilesson, T347 Grammar Pronoun-Verb Agreement, T161 Spelling Closed Syllables VC/CV, T165 Build Vocabulary T165	Close Reading <i>How Ben Franklin Stole the Lightning</i> , T153A–T153R Genre Writing Expository Letter: Evaluate, T349 Grammar Adjectives that Compare, T163 Spelling Vowel Teams, T163 Build Vocabulary T165	Genre Writing Opinion Essay: Peer Conferences, T347 Grammar Pronoun-Verb Agreement, T161 Build Vocabulary T165	Genre Writing Expository Letter: Conference with Students, T349 Grammar Adjectives that Compare, T161 Build Vocabulary T165
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.6	
Listening/Speaking SL.3.1b, SL.3.1d	
Writing W.3.2a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.2d	
Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4b, RI.3.4	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.1a, W.4.9b, W.4.10	
Grammar L.4.2c	
Foundational Skills/Word Work RF.4.3a, RF.4.4b, RF.4.4c,	
Vocabulary L.4.5c, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Dolores Huerta: Growing Up Strong,” T208–T209 Grammar Possessive Pronouns, T224 Spelling Inflectional Endings y to i, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Your World Up Close,” T208-T209 Grammar Comparing with <i>More</i> and <i>Most</i> , T224 Spelling r-Controlled Vowels, T226 Build Vocabulary T228	Close Reading “Dolores Huerta: Growing Up Strong,” T208–T209 Strategy Ask and Answer Questions, T210-T211 Skill Author’s Point of View, T212–T213 Vocabulary Strategy and Suffixes, T216–T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Pronouns, T224 Build Vocabulary T228	Close Reading “Your World Up Close,” T208-T209 Strategy Summarize, T210-T211 Skill Text Structure: Sentence, T212-T213 Vocabulary Strategy Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Comparing with <i>More</i> and <i>Most</i> , T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Book Review: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Research Paper: Read Like A Writer, T350	Genre Biography, T214-T215 Genre Writing Book Review: Discuss the Expert Model, T350 Spelling Inflectional Endings y to i, T226	Genre Expository Text, T214-T215 Genre Writing Research Paper: Discuss the Expert Model, T350 Spelling r-Controlled Vowels, T226
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	
CORE	<p>Close Reading <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>, T217A–T217T</p> <p>Grammar Possessive Pronouns, T225</p>	<p>Close Reading <i>A Drop of Water</i>, T217A-T217P</p> <p>Grammar Comparing with <i>More and Most</i>, T225</p>	<p>Fluency Phrasing and Rate, T219</p> <p>Close Reading “Susan B. Anthony Takes Action!” T217U–T217V</p> <p>Integrate Ideas Research and Inquiry, T230-T231</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Fluency T219</p> <p>Close Reading “The Incredible Shrinking Potion,” T217U-T217X</p> <p>Integrate Ideas Research and Inquiry, T230–T231</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Integrate Ideas T230-T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T223</p> <p>Spelling Inflectional Endings y to i, T227</p>	<p>Integrate Ideas T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T223</p> <p>Spelling r-Controlled Vowels, T227</p>	
OPTIONS	<p>Phonics/Decoding T218-T219</p> <ul style="list-style-type: none"> • Inflectional Endings y to i • Suffixes <i>-ful, -ness, -less</i> <p>Write About the Text T222</p> <p>Genre Writing Book Review: Prewrite, T351</p> <p>Spelling Inflectional Endings y to i, T227</p> <p>Build Vocabulary T229</p>	<p>Phonics/Decoding T218-T219</p> <ul style="list-style-type: none"> • r-Controlled Words • Frequently Misspelled Words <p>Write About the Text T222</p> <p>Genre Writing Research Paper: Prewrite, T351</p> <p>Spelling r-Controlled Vowels, T227</p> <p>Build Vocabulary T229</p>	<p>Close Reading <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>, T217A–T217T</p> <p>Genre Writing Book Review: Teach the Prewrite Minilesson, T351</p> <p>Grammar Possessive Pronouns, T225</p> <p>Spelling Inflectional Endings y to i, T227</p> <p>Build Vocabulary T229</p>	<p>Close Reading <i>A Drop of Water</i>, T217A–T217T</p> <p>Genre Writing Research Paper: Teach The Prewrite Minilesson, T351</p> <p>Grammar Comparing with <i>More and Most</i>, T225</p> <p>Spelling r-Controlled Vowels, T227</p> <p>Build Vocabulary T229</p>	<p>Genre Writing Book Review: Choose Your Topic and Plan, T351</p> <p>Grammar Possessive Pronouns, T225</p> <p>Build Vocabulary T229</p>	<p>Genre Writing Research Paper: Choose Your Topic and Plan, T351</p> <p>Grammar Comparing with <i>More and Most</i>, T225</p> <p>Build Vocabulary T229</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 3		Grade 4		Grade 3		Grade 4	
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.3	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.1a, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.2	
Foundational Skills/Word Work RF.3.3a, RF.3.3b, RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4a, L.3.4d, L.3.6, RI.3.4	
Grade 4	
Comprehension RI.4.2, RI.4.5	
Listening/Speaking SL.4.1a, SL.4.2	
Writing W.4.9b, W.4.10	
Grammar L.4.2c	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.5b, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Here Comes Solar Power,” T272-T273 Grammar Pronoun-Verb Contractions, T290 Spelling Open Syllables CVC, T290 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Where It All Began,” T272-T273 Grammar Comparing with <i>Good</i> and <i>Bad</i> , T288 Spelling Consonant and /e Syllables, T290 Build Vocabulary T292	Close Reading “Here Comes Solar Power,” T272-T273 Strategy Ask and Answer Questions, T274-T275 Skill Cause and Effect, T276-T277 Vocabulary Strategy Homophones, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Pronoun-Verb Contractions, T290 Build Vocabulary T292	Close Reading “Where It All Began,” T272-T273 Strategy Summarize, T274-T275 Skill Sequence, T276-T277 Vocabulary Strategy Figurative Language, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Comparing with <i>Good</i> and <i>Bad</i> , T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Book Review: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Research Report: Draft, T352	Genre Expository Text, T278-T279 Genre Writing Book Review, T352 Spelling Open Syllables CVC, T292	Genre Expository Text, T278-T279 Genre Writing Research Report: Teach the Draft Minilessons, T352 Spelling Consonant and /e Syllables, T290
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>It's All in the Wind</i> , T281A–T281D Grammar Pronoun-Verb Contractions, T291	Close Reading “Rediscovering Our Spanish Beginnings,” T281A-T281D Grammar Comparing with <i>Good and Bad</i> , T289	Fluency T283 Close Reading “Power for All,” T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Fluency T283 Close Reading “History’s Mysteries,” T281E-T281F Integrate Ideas Research and Inquiry, T294–T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T294-T295 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling <i>Open Syllables CVC</i> , T291	Integrate Ideas T294-T295 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Consonant + <i>le</i> Syllables, T291
OPTIONS	Phonics/Decoding T282-T283 • Open Syllables • Prefixes and Suffixes Write About the Text T286 Genre Writing Book Review: Revise, T353 Spelling <i>Open Syllables CVC</i> , T291 Build Vocabulary T293	Phonics/Decoding T282-T283 - Consonant + <i>le</i> Syllables, T282 -Latin Suffixes, T283 Write About the Text T286 Genre Writing Research Report: Teach the Revise Minilesson, T353 Spelling Consonant + <i>le</i> Syllables, T291 Build Vocabulary T293	Close Reading <i>It's All in the Wind</i> , T456-T459 Genre Writing Book Review: Teach the Revise Minilesson,, T353 Grammar Pronoun-Verb Contractions, T289 Spelling Open Syllables CVC, T293 Build Vocabulary T293	Close Reading “Rediscovering Our Spanish Beginnings,” T281A-T281D Genre Writing Research Report: Teach the Revise Minilesson, T353 Grammar Comparing with <i>Good and Bad</i> , T289 Spelling Consonant + <i>le</i> Syllables, T291 Build Vocabulary T293	Genre Writing Book Review: Peer Conferences T353 Grammar Pronoun-Verb Contractions, T289 Build Vocabulary T293	Genre Writing Research Report: Peer Conferences, T353 Grammar Comparing with <i>Good and Bad</i> , T289 Build Vocabulary T293
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.1, RL.3.2	
Listening/Speaking SL.3.1b, SL.3.2	
Writing W.3.1a, W.3.8, W.3.10	
Grammar L.3.1a	
Foundational Skills/Word Work RF.3.3a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4c, L.3.5b, L.3.6	
Grade 4	
Comprehension RL.4.1, RL.4.2	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.3d, W.4.9a, W.4.10	
Grammar L.3.5a, L.4.1a,	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Athena and Arachne," T16-T27 Grammar Adjectives and Articles, T34 Spelling Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , and <i>dis-</i> , T34 Build Vocabulary T36	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "A Surprise Reunion," T16-T17 Grammar Adverbs, T32 Spelling Words with /ðn/, T34 Build Vocabulary T36	Close Reading "Athena and Arachne," T16-T19 Strategy Make, Confirm, or Revise Predictions, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Root Words, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Adjectives and Articles, T32 Build Vocabulary T36	Close Reading "A Surprise Reunion," T16-T17 Strategy Reread, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Connotation and Denotation, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Adverbs, T32 Build Vocabulary T36
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Feature Article: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Friendly Letter: Read Like a Writer, T344	Genre Myth/Drama, T22-T23 Genre Writing Feature Article: Discuss the Expert Model, T344 Spelling Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , and <i>dis-</i> , T34	Genre Historical Fiction, T22-T23 Genre Writing Book Review: Discuss the Expert Model, T344 Spelling Words with /ðn/, T34
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	<p>Close Reading <i>King Midas and the Golden Touch</i>, T25A–T25P</p> <p>Grammar Adjectives and Articles, T33</p>	<p>Close Reading <i>The Game of Silence</i>, T25A–T25L</p> <p>Grammar Adverbs, T33</p>	<p>Fluency T27</p> <p>Close Reading “Carlos’s Gift,” T25Q–T25T</p> <p>Integrate Ideas Research and Inquiry, T38–T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Fluency T27</p> <p>Close Reading “Native Americans: Yesterday and Today,” T25O–T25P</p> <p>Integrate Ideas Research and Inquiry, T38–T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T31</p>	<p>Integrate Ideas T38–T39</p> <ul style="list-style-type: none"> • Text Connections • Research and Inquiry <p>Write About Reading</p> <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Prefixes <i>un-, re-, pre-</i> and <i>dis-</i>, T35</p>	<p>Integrate Ideas T38–T39</p> <ul style="list-style-type: none"> • Text Connections • Research and Inquiry <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Words with /ðn/, T35</p>
OPTIONS	<p>Phonics/Decoding T26–T27</p> <ul style="list-style-type: none"> • Prefixes • Roots in Related Words <p>Write About the Text T30</p> <p>Genre Writing Feature Article and Prewrite, T345</p> <p>Spelling Prefixes <i>un-, re-, pre-</i>, and <i>dis-</i>, T35</p> <p>Build Vocabulary T37</p>	<p>Phonics/Decoding T26–T27</p> <ul style="list-style-type: none"> • Words with / ðn/ • Number Prefixes <p>Write About the Text T30</p> <p>Genre Writing Friendly Letter: Prewrite, T345</p> <p>Spelling Short Vowels, T37</p> <p>Build Vocabulary T39</p>	<p>Close Reading <i>King Midas and the Golden Touch</i>, T25A–T25P</p> <p>Genre Writing Feature Article: Teach the Prewrite Minilesson, T345</p> <p>Grammar Adjectives and Articles, T33</p> <p>Spelling Prefixes <i>un-, re-, pre-</i>, and <i>dis-</i>, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>The Game of Silence</i>, T25A–T25L</p> <p>Genre Writing Book Review: Teach the Prewrite Minilesson, T345</p> <p>Grammar Words with /ðn/, T35</p> <p>Spelling Words with /ðn/, T35</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Feature Article: Choose Your Topic and Plan, T345</p> <p>Grammar Adjectives and Articles, T33</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Book Review: Choose Your Topic and Plan, T345</p> <p>Grammar Words with /ðn/, T35</p> <p>Build Vocabulary T37</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.1, RL.3.2	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.3	
Writing W.3.1a, W.3.8, W.3.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.3.4a	RF.3.3b, RF.3.3c,
Vocabulary L.3.5a, L.3.5b, RL.3.4	
Grade 4	
Comprehension RL.4.1, RL.4.2	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.9a, W.4.10	
Grammar L.4.2a, L.4.2b, L.4.2c	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “The Big Blizzard,” T80-T81 Grammar Adjectives That Compare, T98 Spelling Consonant and /e Syllables T98 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78 Close Reading “Freedom at Fort Mose,” T80-T81 Grammar Comparing with Adverbs, T96 Spelling Homophones T98 Build Vocabulary T100	Close Reading “The Big Blizzard,” T80-T81 Strategy Make, Confirm, or Revise Predictions, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Idioms, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Adjectives That Compare, T96 Build Vocabulary T100	Close Reading “Freedom at Fort Mose,” T80-T81 Strategy Reread, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Homophones, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Comparing with Adverbs, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Feature Article: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Book Review: Draft, T344	Genre Writing Feature Article: Teach the Draft Minilesson, T349 Spelling Consonant and /e Syllables T98	Genre Writing Book Review: Teach the Draft Minilesson, T346 Spelling Homophones, T98
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Nora's Ark</i> , T89A-T89V Grammar Adjectives That Compare, T97	Close Reading <i>Valley of the Moon</i> , T89A-T89Q Grammar Comparing with Adverbs, T99	Fluency T91 Close Reading "The Wind and the Sun," T89W-T89X Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency T91 Close Reading "One Nation, Many Cultures," T89R-T89T Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T105 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Consonant and le Syllables T99	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Homophones, T99
OPTIONS	Phonics/Decoding T90-T91 -Consonant + <i>le</i> Syllables -Latin Suffixes Write About the Text T94 Genre Writing Feature Article: Revise, T348 Spelling Consonant + <i>le</i> Syllables T99 Build Vocabulary T101	Phonics/Decoding T90-T91 -Homophones -Latin Suffixes Write About the Text T94 Genre Writing Book Review: Revise, T347 Spelling Homophones, T99 Build Vocabulary T101	Close Reading <i>Nora's Ark</i> , T89A-T89V Genre Writing Feature Article: Teach the Revise Minilesson, T347 Grammar Adjectives That Compare, T97 Spelling Consonant + <i>le</i> Syllables, T99 Build Vocabulary T101	Close Reading <i>Valley of the Moon</i> , T89A-T89Q Genre Writing Book Review: Teach the Prewrite Minilesson, T347 Grammar Comparing with Adverbs, T97 Spelling Homophones, T99 Build Vocabulary T101	Genre Writing Autobiographical Sketch: Peer Conferences, T347 Grammar Adjectives That Compare, T97 Build Vocabulary T101	Genre Writing Book Review: Peer Conferences, T347 Grammar Comparing with Adverbs, T97 Build Vocabulary T101
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.3, RI.3.10	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.2a, .3.8, W.3.10, WW.4.9b	
Grammar L.3.1a, L.3.1g	
Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.4c, L.3.5b, RI.3.4	
Grade 4	
Comprehension RI.4.1, RI.4.2, RI.4.3	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.3d, W.4.9b, W.4.10	
Grammar L.3.1e	
Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4b, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Rocketing Into Space," T144-T145 Grammar Adverbs, T160 Spelling Vowel Team Syllables, T162 Build Vocabulary T164	Introduce the Concept T138-139 Vocabulary T142 Close Reading "The Great Energy Debate," T144-T145 Grammar Negatives, T160 Spelling Prefixes, T162 Build Vocabulary T164	Close Reading "Rocketing Into Space," T144-T145 Strategy Summary: Ask and Answer Questions, T146-T147 Skill Text Structure: Cause and Effect, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Adverbs, T160 Build Vocabulary T164	Close Reading "The Great Energy Debate," T144-T145 Strategy Ask and Answer Questions, T146-T147 Skill Main Idea and Key Details, T148-T149 Vocabulary Strategy Greek Roots, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Negatives, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Feature Article: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Book Review: Discuss the Edited Model, T348	Genre Biography, T150-T151 Genre Writing Feature Article: Proofread/Edit, T348 Spelling Vowel Team Syllables, T162	Genre Narrative Nonfiction, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Prefixes, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Out of this World! The Ellen Ochoa Story</i> , T153A-T153L Grammar Adverbs, T161	Close Reading <i>Energy Island</i> , T153A-T153T Grammar Negatives, T161	Fluency T155 Close Reading "A Flight to Lunar City," T153M-T153N Integrate Ideas Research and Inquiry, T166-T169 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading "Of Fire and Water" T153U-T153X Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Vowel Team Syllables, T163	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Prefixes, T163
OPTIONS	Phonics/Decoding T154-T155 - Vowel Team Syllables -Greek and Latin Roots Write About the Text T158 Genre Writing Feature Article, T348 Spelling Vowel Team Syllables, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 -Prefixes -Words from Mythology Write About the Text T158 Genre Writing Book Review: Publish, T348 Spelling Prefixes, T163 Build Vocabulary T165	Close Reading <i>Out of this World! The Ellen Ochoa Story</i> , T153A-T153L Genre Writing Feature Article Evaluate, T349 Grammar Adverbs, T161 Spelling Vowel Team Syllables, T163 Build Vocabulary T165	Close Reading <i>Energy Island</i> , T153A-T153T Genre Writing Book Review: Evaluate, T349 Grammar Negatives, T161 Spelling Prefixes, T163 Build Vocabulary T165	Genre Writing Feature Article: Conference with Students, T349 Grammar Adverbs, T161 Build Vocabulary T165	Genre Writing Book Review: Conference with Students, T349 Grammar Negatives, T161 Build Vocabulary T165
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 3		Grade 4	Grade 3		Grade 4	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RI.3.1, RI.3.8	
Listening/Speaking SL.3.1c, SL.3.2	
Writing W.3.2d, W.3.8, W.3.10, W.4.9b	
Grammar L.3.1a, L.3.1g	
Foundational Skills/Word Work RF.3.4a, RF.3.4b, RF.3.4c	RF.3.3b,
Vocabulary L.3.4a, L.3.5b, RI.3.4	
Grade 4	
Comprehension RI.4.1, RI.4.2, RI.4.3	
Listening/Speaking SL.4.1c, SL.4.2	
Writing W.4.2d, W.4.10	
Grammar L.4.1e, L.4.2b,	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c, L.4.4b	
Vocabulary L.4.4c, L.4.5b, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Butterflies Big and Small,” T208-T209 Grammar Prepositions, T224 Spelling r-Controlled Vowel Syllables, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206 Close Reading “The History of Money,” T208-T209 Grammar Prepositions, T32 Spelling Suffixes, T226 Build Vocabulary T228	Close Reading “Butterflies Big and Small,” T208-T209 Strategy Reread, T210-T211 Skill Compare and Contrast, T212-T213 Vocabulary Strategy Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Adverbs That Compare, T224 Build Vocabulary T228	Close Reading “The History of Money,” T208-T209 Strategy Ask and Answer Questions, T210-T211 Skill Main Idea and Key Details, T212-T213 Vocabulary Strategy Proverbs and Adages, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Prepositions, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Research Report: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T156 Genre Writing Opinion Essay: Discuss the Edited Model, T350	Genre Expository Text, T214-T215 Genre Writing Research Report: Discuss the Expert Model, T350 Spelling r-Controlled Vowel Syllables, T226	Genre Expository Text, T214-T215 Genre Writing Opinion Essay: Discuss the Expert Model, T350 Spelling Suffixes, T226
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading <i>Alligators and Crocodiles</i> , T217A-T217X Grammar Adverbs That Compare, T225	Close Reading <i>The Big Picture of Economics</i> , T217A-T217L Grammar Prepositions, T225	Fluency T219 Close Reading “The Money and the Crocodile,” T217Y-T217Z Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading “The Miller’s Good Luck,” T217M-T217N Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling <i>r</i> -Controlled Vowel Syllables, T229	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Suffixes, T227
OPTIONS	Phonics/Decoding T218-T219 - <i>r</i> -Controlled Vowel Syllables -Latin Suffixes Write About the Text T222 Genre Writing Research Report: Discuss the Expert Model, T351 Spelling <i>r</i> -Controlled Vowel Syllables, T227 Build Vocabulary T229	Phonics/Decoding T218-T219 -Suffixes -Greek and Latin Roots Write About the Text T158 Genre Writing Opinion Essay: Prewrite, T351 Spelling Suffixes, T227 Build Vocabulary T229	Close Reading <i>Alligators and Crocodiles</i> , T217A-T217X Genre Writing Research Report: Teach the Prewrite Minilesson, T351 Grammar Adverbs That Compare, T225 Spelling <i>r</i> -Controlled Vowel Syllables, T227 Build Vocabulary T229	Close Reading <i>The Big Picture of Economics</i> , T217A-T217L Genre Writing Opinion Essay: Prewrite Minilesson, T351 Grammar Prepositions, T225 Spelling Suffixes, T227 Build Vocabulary T229	Genre Writing Research Report: Choose Your Topic and Plan, T351 Grammar Adverbs That Compare, T225 Build Vocabulary T229	Genre Writing Opinion Essay: Choose Your Topic and Plan, T349 Grammar Prepositions, T225 Build Vocabulary T229
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

CALIFORNIA STANDARDS	
Grade 3	
Comprehension RL.3.1, RL.3.5, RL.3.6	
Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3	
Writing W.3.3b, W.3.8, W.3.10, W.3.9a	
Grammar L.3.1i	
Foundational Skills/Word Work RF.3.3a, RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	
Vocabulary L.3.5a, L.3.5b, RL.3.4	
Grade 4	
Comprehension RL.4.2	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.1b, W.4.10	
Grammar L.4.1e	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c, L.4.2d	
Vocabulary L.4.5a, L.4.6	

	DAY 1		DAY 2	
	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “The Camping Trip” and “Bubble Gum,” T272-T273 Grammar Prepositions, T288 Spelling Suffixes <i>-ful, -less</i> , and <i>-ly</i> , T292 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Climbing Blue Hill,” “My Name is Ivy,” and “Collage,” T272-T273 Grammar Using Prepositions, T288 Spelling Prefixes and Suffixes, T290 Build Vocabulary T292	Close Reading “The Camping Trip” and “Bubble Gum,” T272-T273 Skill Point of View, T276-T277 Vocabulary Strategy Idiom, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Prepositions, T288 Build Vocabulary T292	Close Reading “Climbing Blue Hill,” “My Name is Ivy,” and “Collage,” T272-T273 Skill Theme, T276-T277 Vocabulary Strategy Figurative Language, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Using Prepositions, T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T285 Genre Writing Research Report: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Opinion Essay: Draft, T352	Genre Narrative Poem, T274-T275 Genre Writing Research Report: Teach the Draft Minilesson, T352 Spelling Suffixes <i>-ful, -less</i> , and <i>-ly</i> , T290	Genre Free Verse Poetry, T274-T275 Genre Writing Opinion Essay: Teach the Draft Minilesson, T352 Spelling Prefixes and Suffixes, T290
APPROACHING LEVEL		ON LEVEL		
	Grade 3	Grade 4	Grade 3	Grade 4
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 3-4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 3	Grade 4	Grade 3	Grade 4	Grade 3	Grade 4
CORE	Close Reading “Ollie’s Escape,” T281A-T281D Grammar Prepositions, T289	Close Reading “The Drum,” “Birdfoot’s Grampa,” “My Chinatown,” T281A-T281D Grammar Mechanics and Usage, T289	Fluency T283 Close Reading “The Gentleman Bookworm,” T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Fluency T283 Close Reading “Growing Up,” “My People,” T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Suffixes <i>-ful, -less</i> and <i>-ly</i> , T291	Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Prefixes and Suffixes, T291
OPTIONS	Phonics/Decoding T282-T283 -Suffixes <i>-ful, -less, -ly</i> -Frequently Misspelled Words Write About the Text T286 Genre Writing Research Report: Revise, T353 Spelling Suffixes <i>-ful, -less, -ly</i> , T291 Build Vocabulary T293	Phonics/Decoding T282-T283 -Prefixes and Suffixes -Words from Around the World Write About the Text T286 Genre Writing Opinion Essay: Revise, T353 Spelling Prefixes and Suffixes, T291 Build Vocabulary T293	Close Reading “Ollie’s Escape,” T281A-T281D Genre Writing Research Report: Prewrite the Minilesson, T353 Grammar Prepositions, T289 Spelling Suffixes <i>-ful, -less,</i> and <i>-ly</i> , T291 Build Vocabulary T293	Close Reading “The Drum,” “Birdfoot’s Grampa,” “My Chinatown,” T281A-T281D Genre Writing Opinion Essay: Teach the Revise Minilesson, T353 Grammar Using Prepositions, T289 Spelling Prefixes and Suffixes, T291 Build Vocabulary T293	Genre Writing Research Report: Choose Your Topic and Plan, T354 Grammar Prepositions, T289 Build Vocabulary T293	Genre Writing Opinion Essay: Peer Conferences, T353 Grammar Using Prepositions, T289 Build Vocabulary T293
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 3	Grade 4	Grade 3	Grade 4		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2		
CALIFORNIA STANDARDS	GRADE 4	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
	APPROACHING LEVEL	GRADE 4	GRADE 5	ON LEVEL	GRADE 4	GRADE 5
	ON LEVEL	GRADE 4	GRADE 5	ON LEVEL	GRADE 4	GRADE 5
CORE	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading "The Dragon Problem," T16-T17</p> <p>Grammar Sentences, T34</p> <p>Spelling Short Vowels, T36</p> <p>Build Vocabulary T38</p>	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T12-T13</p> <p>Close Reading "A Fresh Idea," T16-T17</p> <p>Grammar Sentences, T34</p> <p>Spelling Short Vowels, T34</p> <p>Build Vocabulary T36</p>	<p>Close Reading "The Dragon Problem," T16-T17</p> <p>Strategy Make Predictions, T18-T19</p> <p>Skill Sequence, T20-T21</p> <p>Vocabulary Strategy Synonyms, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Sentences, T34</p> <p>Build Vocabulary T38</p>	<p>Close Reading "A Fresh Idea," T16-T17</p> <p>Strategy Reread, T18-T19</p> <p>Skill Character, Setting, Plot: Sequence, T20-T21</p> <p>Vocabulary Strategy Context Clues, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Sentences, T32</p> <p>Build Vocabulary T36</p>		
OPTIONS	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading "The Dragon Problem," T16-T17</p> <p>Grammar Sentences, T34</p> <p>Spelling Short Vowels, T36</p> <p>Build Vocabulary T38</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Narrative: Read Like a Writer, T344</p>	<p>Genre Fairy Tale, T22-T23</p> <p>Genre Writing Friendly Letter: Discuss the Expert Model, T344</p> <p>Spelling Short Vowels, T36</p>	<p>Genre Realistic Fiction, T22-T23</p> <p>Genre Writing Narrative: Discuss the Expert Model, T344</p> <p>Spelling Short Vowels, T34</p>		
CALIFORNIA STANDARDS	<p>GRADE 4</p> <p>Comprehension RL.4.1, RL.4.3</p> <p>Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p>Writing W.4.3b, W.4.9a, W.4.10</p> <p>Grammar L.4.1f, L.4.3b</p> <p>Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c</p> <p>Vocabulary L.4.5c, L.4.6</p>	<p>GRADE 5</p> <p>Comprehension RL.5.1, RL.5.3, RL.5.4c</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.3d, W.5.9a, W.5.10</p> <p>Grammar L.3.1i, L.5.2c</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.4a, RL.5.4</p>	<p>APPROACHING LEVEL</p> <p>GRADE 4</p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p>ON LEVEL</p> <p>GRADE 4</p> <p>Leveled Reader Vocabulary Comprehension</p>	<p>ON LEVEL</p> <p>GRADE 5</p> <p>Leveled Reader Vocabulary Comprehension</p>	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p>Close Reading <i>The Princess and the Pizza</i>, T25A-T25R</p> <p>Grammar Sentences, T35</p>	<p>Close Reading <i>One Hen</i>, T25A-T25P</p> <p>Grammar Sentences, T33</p>	<p>Fluency T27</p> <p>Close Reading "Tomas and His Sons," T25S-T25V</p> <p>Integrate Ideas Research and Inquiry, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Fluency T25</p> <p>Close Reading "Their Business and Yours," T25Q-T25T</p> <p>Integrate Ideas Research and Inquiry, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Short Vowels, T37</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Short Vowels, T35</p>
OPTIONS	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
	<p>Phonics/Decoding T26-T27</p> <p>-Short Vowels</p> <p>-Inflectional Endings</p> <p>Write About the Text T30</p> <p>Genre Writing Friendly Letter: Prewrite, T345</p> <p>Spelling Short Vowels, T37</p> <p>Build Vocabulary T39</p>	<p>Phonics/Decoding T26-T27</p> <p>-Short Vowels</p> <p>Write About the Text T30</p> <p>Genre Writing Narrative: Prewrite, T345</p> <p>Spelling Short Vowels, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>The Princess and the Pizza</i>, T25A-T25R</p> <p>Genre Writing Friendly Letter: Teach the Prewrite Miniesson, T345</p> <p>Grammar Sentences, T35</p> <p>Spelling Short Vowels, T37</p> <p>Build Vocabulary T39</p>	<p>Close Reading <i>One Hen</i>, T25A-T25P</p> <p>Genre Writing Narrative: Teach the Prewrite Miniesson, T349</p> <p>Grammar Sentences, T33</p> <p>Spelling Short Vowels, T35</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Friendly Letter: Choose Your Topic and Plan, T345</p> <p>Grammar Sentences, T35</p> <p>Build Vocabulary T39</p>	<p>Genre Writing Narrative: Choose Your Topic and Plan, T349</p> <p>Grammar Sentences, T33</p> <p>Build Vocabulary T37</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE 4	GRADE 5	GRADE 4	GRADE 5
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

CALIFORNIA STANDARDS
Grade 4
<p>Comprehension RL.4.1, RL.4.3</p> <p>Listening/Speaking SL.4.1c, SL.4.2</p> <p>Writing W.4.3b, W.4.10</p> <p>Grammar L.3.1i, L.4.1f,</p> <p>Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p> <p>Vocabulary L.4.5b, L.4.6</p>
Grade 5
<p>Comprehension RL.5.1, RL.5.3</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.3b, W.5.9a, W.5.10</p> <p>Grammar L.5.1e, L.5.2a</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.5b, L.5.6, RL.5.4</p>

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	<p>Introduce the Concept T74-T75</p> <p>Vocabulary T78-T79</p> <p>Close Reading “The Talent Show,” T80-T81</p> <p>Grammar Subjects and Predicates, T98</p> <p>Spelling Long <i>a</i>, T98</p> <p>Build Vocabulary T102</p>	<p>Introduce the Concept T74-T75</p> <p>Vocabulary T78-T79</p> <p>Close Reading “Whitewater Adventure,” T80-T81</p> <p>Grammar Subjects and Predicates, T96</p> <p>Spelling Long Vowels, T99</p> <p>Build Vocabulary T100</p>	<p>Close Reading “The Talent Show,” T80-T81</p> <p>Strategy Make Predictions, T82-T83</p> <p>Skill Problem and Solution, T84-T85</p> <p>Vocabulary Strategy Figurative Language, T88-T89</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T92-T93</p> <p>Grammar Subjects and Predicates, T98</p> <p>Build Vocabulary T102</p>	<p>Close Reading “Whitewater Adventure,” T80-T81</p> <p>Strategy Reread, T82-T83</p> <p>Skill Character, Setting, Plot: Problem and Solution, T84-T85</p> <p>Vocabulary Strategy Idioms, T88-T89</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T92-T93</p> <p>Grammar Subjects and Predicates, T96</p> <p>Build Vocabulary T100</p>
OPTIONS	<p>Listening Comprehension T76-T77</p> <p>Write About the Text Writing Fluency, T92</p> <p>Genre Writing Friendly Letter: Draft, T346</p>	<p>Listening Comprehension T76-T77</p> <p>Write About the Text Writing Fluency, T92</p> <p>Genre Writing Autobiographical Sketch: Draft, T346</p>	<p>Genre Writing Friendly Letter: Teach the Draft Minilesson, T346</p> <p>Spelling Long <i>a</i>, T98</p>	<p>Genre Realistic Fiction, T89-T87</p> <p>Genre Writing Autobiographical Sketch: Teach the Draft Minilesson, T346</p> <p>Spelling Long Vowels, T99</p>
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Experts Incorporated</i> , T89A-T89L Grammar Subjects and Predicates, T99	Close Reading <i>Second Day, First Impressions</i> , T89A-T89L Grammar Subjects and Predicates, T97	Fluency T91 Close Reading “Speaking out to Stop Bullying,” T89M-T89P Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency T91 Close Reading “Lost in the Museum Wings,” T153S-T153T Integrate Ideas Research and Inquiry, T102-T105 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Long <i>a</i> , T101	Integrate Ideas T102-T105 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Long Vowels, T99
OPTIONS	Phonics/Decoding T90-T91 -Long <i>a</i> -Inflectional Endings Write About the Text T94 Genre Writing Friendly Letter: Revise, T347 Spelling Long <i>a</i> , T101 Build Vocabulary T103	Phonics/Decoding Long Vowels, T90-T91 Write About the Text T346 Genre Writing Autobiographical Sketch: Revise, T347 Spelling Long Vowels, T99 Build Vocabulary T101	Close Reading <i>Experts Incorporated</i> , T89A-T89L Genre Writing Friendly Letter: Teach the Revise Minilesson, T347 Grammar Subjects and Predicates, T99 Spelling Long <i>a</i> , T101 Build Vocabulary T103	Close Reading <i>Second Day, First Impressions</i> , T89A-T89L Genre Writing Autobiographical Sketch: Teach the Revise Minilesson, T347 Grammar Subjects and Predicates, T97 Spelling Short Vowels, T99 Build Vocabulary T101	Genre Writing Friendly Letter: Peer Conferences, T34 Grammar Subjects and Predicates, T99 Build Vocabulary T103	Genre Writing Autobiographical Sketch: Peer Conferences, T347 Grammar Subjects and Predicates, T97 Build Vocabulary T101
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

CALIFORNIA STANDARDS	
Grade 4	
Comprehension	RI.4.1, RI.4.5
Listening/Speaking	SL.4.1d
Writing	W.4.2b, W.4.10
Grammar	L.3.1h, L.3.1i, L.4.2c
Foundational Skills/Word Work	RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c
Vocabulary	L.4.2c, L.4.4a, L.4.6, RI.4.4
Grade 5	
Comprehension	RI.5.1, RI.5.3
Listening/Speaking	SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing	W.5.2a, W.5.9b, W.5.10
Grammar	L.5.1a
Foundational Skills/Word Work	RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c
Vocabulary	L.5.5c, L.5.6, RI.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T138-T139 Vocabulary T142-T143 Close Reading "A World of Change," T144-T145 Grammar Compound Sentences, T162 Spelling Long e, T164 Build Vocabulary T166	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "A Life in the Woods," T144-T145 Grammar Compound Sentences and Conjunctions, T160 Spelling Words with /u ^ː /, /u ^ː /, and /ü/, T162 Build Vocabulary T164	Close Reading "A World of Change," T144-T145 Strategy Summarize: Reread, T146-T147 Skill Compare and Contrast, T148-T149 Vocabulary Strategy Multiple-Meaning Words, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Compound Sentences, T162 Build Vocabulary T166	Close Reading "A Life in the Woods," T144-T145 Strategy Summary: Ask and Answer Questions, T146-T147 Skill Text Structure: Cause and Effect, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Compound Sentences and Conjunctions, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension "Avalanche," T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Friendly Letter: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Autobiographical Sketch: Discuss the Edited Model, T348	Genre Expository Text, T150-T151 Genre Writing Friendly Letter: Proofread/Edit, T348 Spelling Long e, T164	Genre Realistic Fiction, T150-T151 Genre Writing Autobiographical Sketch: Proofread/Edit, T348 Spelling Words with /u ^ː /, /u ^ː /, and /ü/, T162
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Earthquakes</i> , T153A-T153L Grammar Compound Sentences, T163	Close Reading <i>Camping with the President</i> , T153A-T153R Grammar Compound Sentences and Conjunctions, T161	Fluency T155 Close Reading "Tornado," T153M-T153N Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading "A Walk with Teddy," T153S-T153T Integrate Ideas Research and Inquiry, T166-T169 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Long e, T165	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Words with /u ⁻ /, /u ^ˈ /, and /ü/, T163
OPTIONS	Phonics/Decoding T154-T155 -Long e -Plurals Write About the Text T158 Genre Writing Friendly Letter: Publish, T348 Spelling Long e, T165 Build Vocabulary T167	Phonics/Decoding T154-T155 - Words with /u ⁻ /, /u ^ˈ /, and /ü/, Write About the Text T158 Genre Writing Autobiographical Sketch, T348 Spelling Words with /u ⁻ /, /u ^ˈ /, and /ü/, T163 Build Vocabulary T165	Close Reading <i>Earthquakes</i> , T153A-T153L Genre Writing Friendly Letter: Evaluate, T349 Grammar Compound Sentences, T163 Spelling Long e, T165 Build Vocabulary T167	Close Reading <i>Camping with the President</i> , T153A-T153R Genre Writing Autobiographical Sketch Evaluate, T348 Grammar Compound Sentences and Conjunctions, T161 Spelling Words with /u ⁻ /, /u ^ˈ /, and /ü/, T163 Build Vocabulary T165	Genre Writing Friendly Letter: Conference with Students, T349 Grammar Compound Sentences, T163 Build Vocabulary T167	Genre Writing Autobiographical Sketch: Conference with Students, T348 Grammar Compound Sentences and Conjunctions, T161 Build Vocabulary T165
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1c	
Writing W.4.2b, W.4.10	
Grammar L.4.1a, L.4.2c	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.4c, L.4.6	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2c, W.5.9b, W.5.10	
Grammar L.5.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “The Big Race,” T208-T209 Grammar Clauses and Complex Sentences, T226 Spelling Long <i>i</i> , T228 Build Vocabulary T230	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Fantasy Becomes Fact,” T208-T209 Grammar Complex Sentences, T224 Spelling <i>r</i> -Controlled Vowels, T226 Build Vocabulary T228	Close Reading “The Big Race,” T208-T209 Strategy Reread, T210-T211 Skill Cause and Effect, T212-T213 Vocabulary Strategy Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T226 Grammar Clauses and Complex Sentences, T226 Build Vocabulary T230	Close Reading “Fantasy Becomes Fact,” T208-T209 Strategy Ask and Answer Questions, T210-T211 Skill Text Structure: Sequence, T212-T213 Vocabulary Strategy T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Complex Sentences, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Personal Narrative: Read Like a Writer, T354	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Personal Narrative: Read Like a Writer, T350	Genre Narrative Nonfiction, T214-T215 Genre Writing Personal Narrative: Discuss the Expert Model, T350 Spelling Long <i>i</i> , T228	Genre Biography, T214-T215 Genre Writing Personal Narrative: Discuss the Expert Model, T350 Spelling <i>r</i> -Controlled Vowels, T226
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>A Crash Course in Forces and Motion with Max Axiom</i> , T217A-T217R Grammar Clauses and Complex Sentences, T227	Close Reading <i>The Boy Who Invented TV</i> , T217A-T217R Grammar Complex Sentences, T225	Fluency T219 Close Reading “The Box-Zip Project,” T217S-T217V Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading “Time to Invent,” T217S-T217T Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Long <i>i</i> , T229	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling <i>r</i> -Controlled Vowels, T227
OPTIONS	Phonics/Decoding T218-T219 -Long <i>i</i> -Inflectional Endings Write About the Text T222 Genre Writing Personal Narrative: Prewrite, T351 Spelling Long <i>i</i> , T229 Build Vocabulary T231	Phonics/Decoding <i>r</i> -Controlled Vowels / <i>är</i> /, / <i>är</i> /, and / <i>ör</i> /, T218-T219 Write About the Text T222 Genre Writing Personal Narrative: Prewrite, T350 Spelling <i>r</i> -Controlled Vowels, T227 Build Vocabulary T229	Close Reading <i>A Crash Course in Forces and Motion with Max Axiom</i> , T217A-T217R Genre Writing Personal Narrative: Teach the Prewrite Minilesson, T351 Grammar Clauses and Complex Sentences, T227 Spelling Long <i>i</i> , T229 Build Vocabulary T231	Close Reading <i>The Boy Who Invented TV</i> , T217A-T217R Genre Writing Personal Narrative: Teach the Prewrite Minilesson, T350 Grammar Complex Sentences, T225 Spelling <i>r</i> -Controlled Vowels, T227 Build Vocabulary T229	Genre Writing Personal Narrative: Choose Your Topic and Plan, T351 Grammar Clauses and Complex Sentences, T227 Build Vocabulary T231	Genre Writing Personal Narrative: Choose Your Topic and Plan, T350 Grammar Complex Sentences, T225 Build Vocabulary T229
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.1, RI.4.2	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.1a, W.4.10	
Grammar L.3.4b, L.4.1f,	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.6, RI.4.4	
Grade 5	
Comprehension RI.5.1, RI.5.6, RI.5.8	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1b, W.5.9b, W.5.10	
Grammar L.4.1f	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Dollars and Sense,” T272-T273 Grammar Run-On Sentences, T288 Spelling Long o, T292 Build Vocabulary T294	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Are Electronic Devices Good for Us?,” T272-T273 Grammar Run-On Sentences and Fragments, T288 Spelling r-Controlled Vowels ûr, T292 Build Vocabulary T292	Close Reading “Dollars and Sense,” T272-T273 Strategy Reread, T274-T275 Skill Main Idea and Details , T276-T277 Vocabulary Strategy Suffixes, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Run-On Sentences, T290 Build Vocabulary T294	Close Reading “Are Electronic Devices Good for Us?,” T272-T273 Strategy Reread, T274-T275 Skill Author’s Point of View, T276-T277 Vocabulary Strategy Greek and Latin Prefixes, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Run-On Sentences and Fragments, T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Personal Narrative: Draft, T353	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Personal Narrative: Draft, T352	Genre Persuasive Article, T278-T279 Genre Writing Personal Narrative: Teach the Draft Minilesson, T353 Spelling Long o, T292	Genre Persuasive Article, T278-T279 Genre Writing Personal Narrative: Teach the Draft Minilesson, T352 Spelling r-Controlled Vowels ûr, T290
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Kids in Business</i> , T281A-T281D Grammar Run-On Sentences and Comma Splices, T289	Close Reading <i>The Future of Transportation</i> , T281A-T281D Grammar Run-On Sentences and Fragments, T291	Fluency T283 Close Reading "Starting a Successful Business," T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Fluency T283 Close Reading "Getting From Here to There," T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Long o, T293	Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling r-Controlled Vowels <i>ûr</i> , T291
OPTIONS	Phonics/Decoding T282-T283 -Long o -Compound Words Write About the Text T286 Genre Writing Narrative: Revise, T354 Spelling Long o, T293 Build Vocabulary T295	Phonics/Decoding r-Controlled Vowels <i>ûr</i> , T282-T287 Write About the Text T286 Genre Writing Personal Narrative: Revise, T353 Spelling r-Controlled Vowels <i>ûr</i> , T291 Build Vocabulary T293	Close Reading <i>Kids in Business</i> T281A-T281D Genre Writing Personal Narrative: Teach the Revise Minilesson, T355 Grammar Run-On Sentences, T291 Spelling Long o, T293 Build Vocabulary T295	Close Reading <i>The Future of Transportation</i> , T281A-T281D Genre Writing Personal Narrative: Teach the Revise Minilesson, T353 Grammar Run-On Sentences and Fragments, T289 Spelling r-Controlled Vowels <i>ûr</i> , T291 Build Vocabulary T293	Genre Writing Personal Narrative: Peer Conferences, T354 Grammar Run-On Sentences, T291 Build Vocabulary T295	Genre Writing Personal Narrative: Peer Conferences, T353 Grammar Run-On Sentences and Fragments, T289 Build Vocabulary T293
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

CALIFORNIA STANDARDS	
Grade 4	
Comprehension	RL.4.1, RL.4.2, RL.4.9
Listening/Speaking	SL.4.1b, SL.4.2
Writing	W.4.3b, W.4.10
Grammar	L.3.1a, L.3.1c, L.4.2a
Foundational Skills/Word Work	RF.4.3a, RF.4.4b, RF.4.4c
Vocabulary	L.3.4c, L.4.4c, L.4.6
Grade 5	
Comprehension	RI.5.1, RI.5.3, RI.5.5
Listening/Speaking	SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing	W.5.2a, W.5.9b, W.5.10
Grammar	L.3.1a, L.3.1c
Foundational Skills/Word Work	RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c
Vocabulary	L.5.4a, L.5.6, RI.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading “The Fisherman and the Kaha Bird,” T16-T17 Grammar Common and Proper Nouns, T34 Spelling Prefixes, T36 Build Vocabulary T38	Introduce the Concept T10-T11 Vocabulary T12-T13 Close Reading “Creating a Nation,” T16-T17 Grammar Kinds of Nouns, T32 Spelling Variant Vowel, T34 Build Vocabulary T36	Close Reading “The Fisherman and the Kaha Bird,” T16-T17 Strategy Ask and Answer Questions, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Root Words, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Common and Proper Nouns, T34 Build Vocabulary T38	Close Reading “Creating a Nation,” T16-T17 Strategy Reread, T18-T19 Skill Text Structure: Problem and Solution, T20-T21 Vocabulary Strategy Context Clues: Definitions and Restatements, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Kinds of Nouns, T32 Build Vocabulary T36
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Explanatory Essay: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Invitations with Directions: Read Like a Writer, T344	Genre Folktale, T22-T23 Genre Writing Explanatory Essay: Discuss the Expert Model, T344 Spelling Prefixes, T36	Genre Expository Text, T22-T23 Genre Writing Invitation with Directions: Discuss the Expert Model, T344 Spelling Variant Vowel /ð/, T34
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>The Secret Message</i> , T25A-T25P Grammar Common and Proper Nouns, T35	Close Reading <i>Who Wrote the U.S. Constitution?</i> , T25A-T25R Grammar Kinds of Nouns, T33	Fluency T27 Close Reading "The Fox and the Goat," T25S-T25V Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Fluency T27 Close Reading "Parchment and Ink," T25S-T25T Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Prefixes, T37	Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Variant Vowel /ô/, T35
OPTIONS	Phonics/Decoding T26-T27 -Prefixes -Inflectional Endings Write About the Text T30 Genre Writing Explanatory Essay: Prewrite, T345 Spelling Prefixes, T37 Build Vocabulary T39	Phonics/Decoding Variant Vowel /ô/; Diphthongs /oi/, /ou/, T26-T27 Write About the Text T30 Genre Writing Invitation with Directions: Prewrite, T345 Spelling Variant Vowel /ô/, T35 Build Vocabulary T37	Close Reading <i>The Secret Message</i> , T25A-T25P Genre Writing Explanatory Essay: Teach the Prewrite Miniesson, T345 Grammar Common and Proper Nouns, T35 Spelling Prefixes, T37 Build Vocabulary T39	Close Reading <i>Who Wrote the U.S. Constitution?</i> , T25A-T25R Genre Writing Invitation with Directions: Teach the Prewrite Miniesson, T349 Grammar Kinds of Nouns, T33 Spelling Variant Vowel /ô/, T34 Build Vocabulary T37	Genre Writing Explanatory Essay: Choose Your Topic and Plan, T345 Grammar Common and Proper Nouns, T35 Build Vocabulary T39	Genre Writing Invitation with Directions: Choose Your Topic and Plan, T349 Grammar Kinds of Nouns, T33 Build Vocabulary T37
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.1, RL.4.2, RL.4.5	
Listening/Speaking SL.4.1d, SL.4.2.	
Writing W.4.3b, W.4.10	
Grammar L.3.1b, L.5.2a	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.5c, L.4.6	
Grade 5	
Comprehension RL.5.1, RL.5.3	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3a, W.5.9a, W.5.10	
Grammar L.3.1b	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5a, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “The Ant and the Grasshopper,” T80-T81 Grammar Singular and Plural Nouns, T98 Spelling Digraphs, T100 Build Vocabulary T102	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “A Modern Cinderella,” T80-T81 Grammar Singular and Plural Nouns, T96 Spelling Plurals, T98 Build Vocabulary T100	Close Reading “The Ant and the Grasshopper,” T80-T81 Strategy Ask and Answer Questions, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Context Clues, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Singular and Plural Nouns, T98 Build Vocabulary T102	Close Reading “A Modern Cinderella,” T80-T81 Strategy Make Predictions, T82-T83 Skill Character, Setting, Plot: Compare and Contrast Events, T84-T85 Vocabulary Strategy Simile and Metaphor, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Singular and Plural Nouns, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Explanatory Essay: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Informative Invitation with Directions: Draft, T346	Genre Writing Explanatory Essay: Teach the Draft Minilesson, T346 Spelling Digraphs, T100	Genre Writing Informative Invitation: Teach the Draft Minilesson, T346 Spelling Plurals, T98
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5	
CORE	Close Reading <i>Ranita, the Frog Princess</i> , T89A-T89R Grammar Singular and Plural Nouns, T99	Close Reading <i>Where the Mountain Meets the Moon</i> , T89A-T89P Grammar Singular and Plural Nouns, T97	Fluency T91 Close Reading “The Moonlight Concert Mystery,” T89S-T89T Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency T91 Close Reading “The Princess and the Pea,” T89Q-T89R Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T103 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Digraphs, T101	Integrate Ideas T102-T104 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Plurals, T99	
OPTIONS	Phonics/Decoding T90-T91 -Digraphs -Possessives Write About the Text T94 Genre Writing Explanatory Essay: Revise, T347 Spelling Digraphs, T101 Build Vocabulary T103	Phonics/Decoding T90-T91 -Plurals Write About the Text T94 Genre Writing Informative Invitation with Directions: Revise, T346 Spelling Plurals, T99 Build Vocabulary T101	Close Reading <i>Ranita, the Frog Princess</i> , T89A-T89R Genre Writing Explanatory Essay: Teach the Revise MiniLesson, T347 Grammar Singular and Plural Nouns, T99 Spelling Digraphs, T101 Build Vocabulary T103	Genre Writing Informative Invitation with Directions: Teach the Revise MiniLesson, T346 Grammar Singular and Plural Nouns, T97 Spelling Plurals, T99 Build Vocabulary T101	Genre Writing Explanatory Essay: Peer Conferences, T347 Grammar Singular and Plural Nouns, T99 Build Vocabulary T103	Genre Writing Informational Invitation with Directions: Peer Conferences, T346 Grammar Singular and Plural Nouns, T97 Build Vocabulary T101	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 4		Grade 5		Grade 4		Grade 5	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.2, RI.4.2	
Listening/Speaking SL.4.1d, SL.4.2,	
Writing W.4.2b, W.4.10	
Grammar L.3.1b	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.6, RI.4.4	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2b, W.5.9b, W.5.10	
Grammar L.3.1b	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T138-T139 Vocabulary T142-T143 Close Reading “Rescuing Our Reefs,” T144-T145 Grammar Irregular Plural Nouns, T162 Spelling Three-Letter Blends T164 Build Vocabulary T166	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading “Growing in Place,” T144-T145 Grammar More Plural Nouns, T160 Spelling Inflectional Endings, T162 Build Vocabulary T164	Close Reading “Rescuing Our Reefs,” T144-T145 Strategy Summarize, T146-T147 Skill Main Idea and Key Details, T148-T149 Vocabulary Strategy Context Clues, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Irregular Plural Nouns, T162 Build Vocabulary T166	Close Reading “Growing in Place,” T144-T145 Strategy Summary: Reread, T146-T147 Skill Text Structure: Sequence, T148-T149 Vocabulary Strategy Greek and Latin Suffixes, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar More Plural Nouns, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Explanatory Essay: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Invitation with Directions: Discuss the Edited Model, T344	Genre Narrative, T150-T151 Genre Writing Explanatory Essay: Proofread/Edit, T348 Spelling Three-Letter Blends T164	Genre Biography, T150-T151 Genre Writing Invitation with Directions: Proofread/Edit, T348 Spelling Inflectional Endings, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

	DAY 3		DAY 4		DAY 5		
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5	
CORE	Close Reading <i>The Buffalo Are Back</i> , T153A-T153R Grammar Irregular Plural Nouns, T163	Close Reading <i>The Boy Who Drew Birds</i> , T153A-T153N Grammar More Plural Nouns, T161	Fluency T155 Close Reading "Energy in the Ecosystem," T153U-T153V Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading "Daedalus and Icarus," T153O-T153R Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Three-Letter Blends T165	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Inflectional Endings, T162	
OPTIONS	Phonics/Decoding T154-T155 -Three-Letter Blends -Words Ending in <i>-er</i> and <i>-est</i> Write About the Text T158 Genre Writing Explanatory Essay: Publish, T348 Spelling Three-Letter Blends T165 Build Vocabulary T167	Phonics/Decoding Inflectional Endings, T154-T155 Write About the Text T158 Genre Writing Invitation with Directions: Publish, T344 Spelling Inflectional Endings, T163 Build Vocabulary T165	Close Reading <i>The Buffalo Are Back</i> , T153A-T153R Genre Writing Explanatory Essay: Evaluate, T349 Grammar Irregular Plural Nouns, T163 Spelling Three-Letter Blends T165 Build Vocabulary T167	Close Reading <i>The Boy Who Drew Birds</i> , T153A-T153N Genre Writing Invitation with Directions: Evaluate, T348 Grammar More Plural Nouns, T161 Spelling Inflectional Endings, T163 Build Vocabulary T165	Genre Writing Explanatory Essay: Conference with Students, T349 Grammar Irregular Plural Nouns, T163 Build Vocabulary T167	Genre Writing Invitation with Directions: Conference with Students, T344 Grammar More Plural Nouns, T161 Build Vocabulary T165	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 4		Grade 5		Grade 4		Grade 5	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

CALIFORNIA STANDARDS	
Grade 4	
Comprehension	RI.4.2, R.I.4.3
Listening/Speaking	SL.4.1b, SL.4.2
Writing	W.4.2.b, W.4.10
Grammar	L.3.2d
Foundational Skills/Word Work	RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c
Vocabulary	L.4.4b, L.4.6
Grade 5	
Comprehension	RL.5.1, RL.5.2
Listening/Speaking	SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing	W.5.3b, W.5.9a, W.5.10a
Grammar	L.3.2d
Foundational Skills/Word Work	RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c
Vocabulary	L.5.5a, L.5.6, RL.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T202-T203 Vocabulary T206 Close Reading “Animal Adaptations,” T208-T209 Grammar Possessive Nouns, T226 Spelling r-Controlled Vowels /är/ and /ôr/, T228 Build Vocabulary T230	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “The Magical Lost Brocade,” T208-T209 Grammar Complex Sentences, T224 Spelling Contractions, T226 Build Vocabulary T228	Close Reading “Animal Adaptations,” T208-T209 Strategy Summarize, T146-T147 Skill Main Idea and Key Details, T212-T213 Vocabulary Strategy Prefixes, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Nouns, T226 Build Vocabulary T230	Close Reading “The Magical Lost Brocade,” T208-T209 Strategy Summarize Reread, Make Predictions, T210-T211 Skill Theme, T212-T213 Vocabulary Strategy Personification, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Nouns, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing How-To Text: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Informative Explanatory Essay: Read Like a Writer, T350	Genre Expository Text, T214-T215 Genre Writing How-To Text: Discuss the Expert Model, T350 Spelling r-Controlled Vowels /är/ and /ôr/, T228	Genre Folktale, T214-T215 Genre Writing Informative Explanatory Essay: Discuss the Expert Model, T350 Spelling Contractions, T226
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Spiders</i> , T217A-T217R Grammar Possessive Nouns, T227	Close Reading <i>Blancaflor</i> , T217A-T217P Grammar Possessive Nouns, T225	Fluency T219 Close Reading "Anansi and the Birds," T217S-T217T Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading "From Tale to Table," T217Q-T217R Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling <i>r</i> -Controlled Vowels /är/ and /ôr/, T229	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Contractions, T227
OPTIONS	Phonics/Decoding T218-T219 - <i>r</i> -Controlled Vowels /är/ and /ôr/ -Suffixes <i>-ful</i> and <i>-less</i> Write About the Text T222 Genre Writing How-To Text: Prewrite, T351 Spelling <i>r</i> -Controlled Vowels /är/ and /ôr/, T229 Build Vocabulary T231	Phonics/Decoding T218-T219 -Contractions Write About the Text T222 Genre Writing Informative Explanatory Essay: Prewrite, T350 Spelling T227 Build Vocabulary T229	Close Reading <i>Spiders</i> , T217A-T217R Genre Writing How-To Text: Teach the Prewrite Minilesson, T351 Grammar Possessive Nouns, T227 Spelling <i>r</i> -Controlled Vowels /är/ and /ôr/, T229 Build Vocabulary T231	Close Reading <i>Blancaflor</i> , T217A-T217P Genre Writing Informative Explanatory Essay: Teach the Prewrite Minilesson, T350 Grammar Possessive Nouns, T225 Spelling T225 Build Vocabulary T229	Genre Writing How-To Text: Choose Your Topic and Plan, T351 Grammar Possessive Nouns, T227 Build Vocabulary T231	Genre Writing Informative Explanatory Essay: Choose Your Topic and Plan, T350 Grammar Possessive Nouns, T225 Build Vocabulary T229
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.6	
Listening/Speaking SL.4.1c, SL.4.2	
Writing W.4.1a, W.4.10	
Grammar L.3.1i	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3a, W.5.9a, W.5.10	
Grammar L.5.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5c, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Dog,” “The Eagle,” “Chimpanzee,” “Rat,” T272-T273 Grammar Combining Sentences, T288 Spelling Suffixes T292 Build Vocabulary T294	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “A Simple Plan” and “Rescue,” T272-T273 Grammar Prepositional Phrases, T288 Spelling Closed Syllables, T290 Build Vocabulary T292	Close Reading “Dog,” “The Eagle,” “Chimpanzee,” “Rat,” T272-T273 T272-T273 Skill Point of View, T276-T277 Vocabulary Strategy Figurative Language, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Combining Sentences, T290 Build Vocabulary T294	Close Reading “A Simple Plan” and “Rescue,” T272-T273 Skill Theme, T276-T277 Literary Elements T278-T279 Vocabulary Strategy Homographs, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Prepositional Phrases, T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing How-To Text: Draft, T353	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Explanatory Essay: Draft, T352	Genre Lyric Poetry and Haiku, T278-T279 Genre Writing How-To Text: Teach the Draft Minilesson, T353 Spelling Suffixes, T292	Genre Narrative and Free Verse, T274-T275 Genre Writing Informative Explanatory Essay: Teach the Draft Minilesson, T352 Spelling Closed Syllables, T290
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5	
CORE	<p>Close Reading “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” T281A-T281D Grammar Combining Sentences, T291</p>	<p>Close Reading “Stage Fright” and “Catching Quiet,” T281A-T281D Grammar Prepositional Phrases, T291</p>	<p>Fluency T283 Close Reading “Fog,” “White Cat Winter,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Fluency T283 Close Reading “Foul Shot,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Suffixes, T293</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Closed Syllables, T291</p>	
OPTIONS	<p>Phonics/Decoding T282-T283 -Suffixes -Contractions Write About the Text T286 Genre Writing How-To Text: Revise, T353 Spelling Suffixes, T293 Build Vocabulary T295</p>	<p>Phonics/Decoding Closed Syllables, T282-T283 Write About the Text T286 Genre Writing Explanatory Essay: Revise, T353 Spelling Closed Syllables, T291 Build Vocabulary T293</p>	<p>Close Reading “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” T281A-T281D Genre Writing How-To Text: Teach the Revise Minilesson, T353 Grammar Combining Sentences, T291 Spelling Suffixes, T293 Build Vocabulary T295</p>	<p>Close Reading “Stage Fright” and “Catching Quiet,” T281A-T281D Genre Writing Explanatory Essay: Teach the Revise Minilesson, T353 Grammar Prepositional Phrases, T289 Spelling Closed Syllables, T291 Build Vocabulary T293</p>	<p>Genre Writing How-To Text: Peer Conferences, T353 Grammar Combining Sentences, T291 Build Vocabulary T295</p>	<p>Genre Writing Explanatory Essay: Peer Conferences, T353 Grammar Prepositional Phrases, T289 Build Vocabulary T293</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 4		Grade 5		Grade 4		Grade 5	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.1, RL.4.3, RL.4.6	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.3c, W.4.9a, W.4.10	
Grammar L.3.1d, L.3.1e, L.4.2a	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4cs	
Vocabulary L.4.4a, L.4.4c, L.4.6	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3b, W.5.9a, W.5.10	
Grammar L.3.1a, L.3.1f	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "At the Library," T16-T17 Grammar Action Verbs, T34 Spelling <i>r</i> -Controlled Vowels <i>er, ir, ur</i> , T36 Build Vocabulary T38	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "A Reluctant Traveler," T16-T17 Grammar Action Verbs, T32 Spelling Open Syllables, T34 Build Vocabulary T36	Close Reading "At the Library," T16-T17 Strategy Visualize, T18 Skill Point of View, T20-T21 Vocabulary Strategy Context Clues, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Action Verbs, T34 Build Vocabulary T38	Close Reading "A Reluctant Traveler," T16-T17 Strategy Summarize, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Context Clues: Cause and Effect, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Action Verbs, T32 Build Vocabulary T36
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Book Review: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Book Review: Read Like a Writer, T344	Genre Writing Book Review: Discuss the Expert Model, T344 Spelling <i>r</i> -Controlled Vowels <i>er, ir, ur</i> , T36	Genre Realistic Fiction, T22-T23 Genre Writing Book Review: Discuss the Expert Model, T344 Spelling Open Syllables, T34
	APPROACHING LEVEL		ON LEVEL	
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>The Cricket in Times Square</i> , T25A–T25R Grammar Action Verbs, T35	Close Reading <i>They Don't Mean It!</i> , T25A-T25N Grammar Action Verbs and Objects, T33	Fluency T27 Close Reading “The Girl and the Chenoo” T25S–T25T Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Fluency T27 Close Reading “Where Did That Come From?,” T25O-T25P Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Integrate Ideas T38-T39 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling <i>r</i> -Controlled Vowels <i>er, ir, ur</i> , T37	Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Open Syllables, T35
OPTIONS	Phonics/Decoding T26-T27 - <i>r</i> -Controlled Vowels <i>er, ir,</i> and <i>ur</i> -Closed Syllables Write About the Text T30 Genre Writing Book Review: Prewrite, T345 Spelling <i>r</i> -Controlled Vowels <i>er, ir, ur</i> , T37 Build Vocabulary T39	Phonics/Decoding Open Syllables, T26-T27 Write About the Text T230 Genre Writing Book Review: Prewrite, T345 Spelling Open Syllables, T35 Build Vocabulary T37	Close Reading <i>The Cricket in Times Square</i> , T25A–T25R Genre Writing Book Review: Teach the Prewrite Minilesson, T345 Grammar Action Verbs, T35 Spelling <i>r</i> -Controlled Vowels <i>er, ir, ur</i> , T37 Build Vocabulary T39	Close Reading <i>They Don't Mean It!</i> , T25A-T25N Genre Writing Book Review: Teach the Prewrite Minilesson, T345 Grammar Action Verbs, T33 Spelling Open Syllables, T35 Build Vocabulary T37	Genre Writing Book Review: Choose Your Topic and Plan, T345 Grammar Action Verbs, T35 Build Vocabulary T39	Genre Writing Book Review: Choose Your Topic and Plan, T349 Grammar Action Verbs, T33 Build Vocabulary T37
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

CALIFORNIA STANDARDS	
Grade 4	
Comprehension	RL.4.1, RL.4.3, RL.4.6
Listening/Speaking	SL.4.2, SL.4.1b,
Writing	W.4.3d, W4.10
Grammar	L.3.1f, L.4.1b
Foundational Skills/Word Work	RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c
Vocabulary	L.4.4a, L.4.6
Grade 5	
Comprehension	RL.5.1, RL.5.2
Listening/Speaking	SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing	W.5.1b, W.5.9a, W.5.10
Grammar	L.5.1c, L.5.1d
Foundational Skills/Word Work	RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c
Vocabulary	L.5.4a, L.5.6, RL.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “Remembering Hurricane Katrina,” T80-T81 Grammar Verb Tenses, T98 Spelling Silent Letters, T100 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “Survivaland,” T80-T81 Grammar Verb Tenses, T96 Spelling Open Syllables (V/V), T98 Build Vocabulary T100	Close Reading “Remembering Hurricane Katrina,” T80–T81 Strategy Summarize Visualize, T82-T83 Skill Point of View, T84-T85 Vocabulary Strategy Context Clues, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Verb Tenses, T98 Build Vocabulary T100	Close Reading “Survivaland,” T80-T81 Strategy Summarize, T82-T83 Skill Theme T84-T85 Vocabulary Strategy Context Clues: Comparison, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Verb Tenses, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Book Review: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Book Review: Draft, T346	Genre Realistic Fiction T86-T87 Genre Writing Book Review: Teach the Draft Minilesson, T346 Spelling Silent Letters, T100	Genre Fantasy, T86-T87 Genre Writing Book Review: Teach the Draft Minilesson, T346 Spelling Open Syllables (V/V), T98
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Aguinaldo</i> , T89A-T89N Grammar Verb Tenses, T99	Close Reading <i>Weslandia</i> , T89A-T89P Grammar Verb Tenses, T97	Fluency T91 Close Reading "Partaking in Public Service," T89O-T89R Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency T91 Close Reading "Plants with a Purpose," T89Q-T89R Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T103 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Silent Letters, T101	Integrate Ideas T102-T103 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Open Syllables (V/V), T99
OPTIONS	Phonics/Decoding T90-T91 -Words with Silent Letters -Open Syllables Write About the Text T94 Genre Writing Book Review: Revise, T347 Spelling Silent Letters, T101 Build Vocabulary T167	Phonics/Decoding T90-T91 -Open Syllables (V/V) Write About the Text T94 Genre Writing Book Review: Revise, T347 Spelling Open Syllables (V/V), T99 Build Vocabulary T101	Close Reading <i>Aguinaldo</i> , T89A-T89N Genre Writing Book Review: Teach the Revise Minilesson, T347 Grammar Verb Tenses, T99 Spelling Silent Letters, T101 Build Vocabulary T167	Close Reading <i>Weslandia</i> , T89A-T89P Genre Writing Book Review: Teach the Revise Minilesson, T347 Grammar Verb Tenses, T97 Spelling Open Syllables (V/V), T99 Build Vocabulary T101	Genre Writing Book Review: Peer Conferences, T347 Grammar Verb Tenses, T99 Build Vocabulary T167	Genre Writing Book Review: Peer Conferences, T347 Grammar Verb Tenses, T97 Build Vocabulary T101
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

CALIFORNIA STANDARDS	
Grade 4	
Comprehension	RI.4.3, RI.4.1, RI.4.8
Listening/Speaking	SL.4.1c, SL.4.2
Writing	W.4.1a, W.4.9b, W.4.10
Grammar	L.4.1c
Foundational Skills/Word Work	RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c
Vocabulary	L.4.4c, L.4.5c, L.4.6
Grade 5	
Comprehension	RI.5.1, RI.5.2
Listening/Speaking	SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing	W.5.2b, W.5.9b, W.5.10
Grammar	L.5.1b, L.5.1c
Foundational Skills/Word Work	RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c
Vocabulary	L.5.4b, L.5.6, RI.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T140-T141 Vocabulary T142-T143 Close Reading “Judy’s Appalachia,” T144–T145 Grammar Main and Helping Verbs, T162 Spelling Soft <i>c</i> and <i>g</i> , T164 Build Vocabulary T166	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading “Patterns of Change,” T144–T145 Grammar Main Verbs and Helping Verbs, T160 Spelling Vowel Team Syllables, T162 Build Vocabulary T164	Close Reading “Judy’s Appalachia,” T144–T145 Strategy Summarize: Reread, T146-T147 Skill Author’s Point of View, T148–T149 Vocabulary Strategy Synonyms and Antonyms, T152–T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Main and Helping Verbs, T162 Build Vocabulary T166	Close Reading “Patterns of Change,” T144-T145 Strategy Ask and Answer Questions, T146-T147 Skill Main Idea and Key Details, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Main Verbs and Helping Verbs, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T158 Genre Writing Book Review: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Book Review: Discuss the Edited Model, T348	Genre Biography, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Soft <i>c</i> and <i>g</i> , T164	Genre Expository Text, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Vowel Team Syllables, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	<p>Close Reading <i>Delivering Justice: W.W. Law and the Fight for Civil Rights, T153A–T153T</i></p> <p>Grammar Main and Helping Verbs, T163</p>	<p>Close Reading <i>The Story of Snow, T153A–T153P</i></p> <p>Grammar Main and Helping Verbs, T161</p>	<p>Fluency T155</p> <p>Close Reading “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement,” T153U–T153X</p> <p>Integrate Ideas Inquiry Space, T166–T167</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T158</p>	<p>Fluency T155</p> <p>Close Reading “Fibonacci’s Amazing Find,” T153Q–T153T</p> <p>Integrate Ideas Inquiry Space, T166–T167</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T158</p>	<p>Integrate Ideas T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T159</p> <p>Spelling Soft <i>c</i> and <i>g</i>, T165</p>	<p>Integrate Ideas T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T159</p> <p>Spelling Vowel Team Syllables, T163</p>
OPTIONS	<p>Phonics/Decoding T154–T155</p> <p>-Soft <i>c</i> and <i>g</i></p> <p>-Final <i>e</i> Syllables</p> <p>Write About the Text T158</p> <p>Genre Writing Book Review: Publish, T348</p> <p>Spelling Soft <i>c</i> and <i>g</i>, T165</p> <p>Build Vocabulary T167</p>	<p>Phonics/Decoding Vowel Team Syllables, T154–T155</p> <p>Write About the Text T158</p> <p>Genre Writing Book Review: Publish, T348</p> <p>Spelling Vowel Team Syllables, T163</p> <p>Build Vocabulary T165</p>	<p>Close Reading <i>Delivering Justice: W.W. Law and the Fight for Civil Rights, T153A–T153T</i></p> <p>Genre Writing Book Review: Evaluate, T349</p> <p>Grammar Main and Helping Verbs, T163</p> <p>Spelling Soft <i>c</i> and <i>g</i>, T165</p> <p>Build Vocabulary T167</p>	<p>Close Reading <i>The Story of Snow, T153A–T153P</i></p> <p>Genre Writing Book Review: Evaluate, T348</p> <p>Grammar Main Verbs and Helping Verbs, T161</p> <p>Spelling Vowel Team Syllables, T163</p> <p>Build Vocabulary T165</p>	<p>Genre Writing Book Review: Conference with Students, T349</p> <p>Grammar Main and Helping Verbs, T163</p> <p>Build Vocabulary T167</p>	<p>Genre Writing Book Review: Conference with Students, T349</p> <p>Grammar Main Verbs and Helping Verbs, T161</p> <p>Build Vocabulary T165</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

CALIFORNIA STANDARDS	
Grade 4	
Comprehension	RI.4.3, RI.4.1, RI.4.8
Listening/Speaking	SL.4.1b, SL.4.2, SL.4.6
Writing	W.4.2b, W.4.10
Grammar	L.3.1d L.3.1f
Foundational Skills/Word Work	RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c
Vocabulary	L.4.4b, L.4.6
Grade 5	
Comprehension	RI.5.1, RI.5.2
Listening/Speaking	SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing	W.5.1b, W.5.9b, W.5.10
Grammar	L.3.1a, L.5.2d
Foundational Skills/Word Work	RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c
Vocabulary	L.5.4b, L.5.6, RI.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Words for Change,” T208–T209 Grammar Linking Verbs, T226 Spelling Plurals, T228 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Gulf Spill Superheroes,” T208-T209 Grammar Linking Verbs, T224 Spelling Consonant + <i>le</i> Syllables, T226 Build Vocabulary T228	Close Reading “Words for Change,” T208–T209 Strategy Summarize Reread, T210-T211 Skill Author’s Point of View, T212–T213 Vocabulary Strategy Latin and Greek Suffixes, T216–T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Linking Verbs, T226 Build Vocabulary T228	Close Reading “Gulf Spill Superheroes,” T208-T209 Strategy Ask and Answer Questions, T210-T211 Skill Main Idea and Details, T212-T213 Vocabulary Strategy Latin Roots, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Linking Verbs, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Book Review: Read Like a Writer, T344	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Opinion Essay: Read Like a Writer, T350	Genre Biography, T214-T215 Genre Writing Book Review: Discuss the Expert Model, T344 Spelling Plurals, T228	Genre Expository Text, T214-T215 Genre Writing Opinion Essay: Discuss the Expert Model, T350 Spelling Consonant + <i>le</i> Syllables, T226
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5	
CORE	<p>Close Reading <i>Abe's Honest Words: The Life of Abraham Lincoln</i>, T217A–T217V Grammar Linking Verbs, T227</p>	<p>Close Reading <i>Winter's Tail</i>, T217A-T217P Grammar Linking Verbs, T225</p>	<p>Fluency T219 Close Reading "A New Birth of Freedom," T217W–T217X Integrate Ideas Inquiry Space, T230-231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Fluency T219 Close Reading "Helping Hands," T217Q-T217T Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Plurals, T229</p>	<p>Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Consonant + <i>le</i> Syllables, T227</p>	
OPTIONS	<p>Phonics/Decoding T218-T219 -Plurals -Suffixes <i>-ment, -ness, -age,</i> and <i>-ence</i> Write About the Text T222 Genre Writing Book Review: Prewrite, T345 Spelling Plurals, T229 Build Vocabulary T231</p>	<p>Phonics/Decoding Consonant + <i>le</i> Syllables, T218-T219 Write About the Text T222 Genre Writing Opinion Essay: Prewrite, T350 Spelling Consonant + <i>le</i> Syllables, T227 Build Vocabulary T229</p>	<p>Close Reading <i>Abe's Honest Words: The Life of Abraham Lincoln</i>, T217A–T217V Genre Writing Book Review: Teach the Prewrite Minilesson, T345 Grammar Linking Verbs, T227 Spelling Plurals, T229 Build Vocabulary T231</p>	<p>Close Reading <i>Winter's Tail</i>, T217A-T217P Genre Writing Opinion Essay: Teach the Prewrite Minilesson, T350 Grammar Linking Verbs, T225 Spelling Consonant +<i>le</i> Syllables, T227 Build Vocabulary T229</p>	<p>Genre Writing Book Review: Choose Your Topic and Plan, T345 Grammar Linking Verbs, T227 Build Vocabulary T231</p>	<p>Genre Writing Opinion Essay: Choose Your Topic and Plan, T350 Grammar Linking Verbs, T225 Build Vocabulary T229</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 4		Grade 5		Grade 4		Grade 5	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.1, RI.4.8	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.1c, W.4.10	
Grammar L.3.1d	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4cs	
Vocabulary L.4.4b, L.4.6	
Grade 5	
Comprehension RI.5.1, RI.5.6, RI.5.8	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2b, W.5.9b, W.5.10	
Grammar L.3.1d, L.5.1d	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T266–T267 Vocabulary T270-T271 Close Reading “Food Fight,” T272–T273 Grammar Irregular Verbs, T290 Spelling Compound Words, T292 Build Vocabulary T294	Introduce the Concept T266–T267 Vocabulary T270-T271 Close Reading “What Was the Purpose of the Inca’s Strange Strings?,” T272-T273 Grammar Irregular Verbs, T288 Spelling r-Controlled Vowel Syllables, T290 Build Vocabulary T292	Close Reading “Food Fight,” T272–T273 Strategy Summarize Reread, T274-T275 Skill Author’s Point of View, T276-T277 Vocabulary Strategy Greek Roots, T280–T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Irregular Verbs, T290 Build Vocabulary T294	Close Reading “What Was the Purpose of the Inca’s Strange Strings?,” T272-T273 Strategy Summarize Skill Author’s Point of View, T276-T277 Vocabulary Strategy Context Clues, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Irregular Verbs, T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268–T269 Write About the Text Writing Fluency, T284 Genre Writing Opinion Essay: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Opinion Essay: Draft, T352	Genre Persuasive Article, T278–T279 Genre Writing Opinion Essay: Teach theDraft Minilesson, T352 Spelling Compound Words, T292	Genre Persuasive Article, T278-T279 Genre Writing Opinion Essay: Teach the Draft Minilesson, T352 Spelling r-Controlled Vowel Syllables, T290
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading "A New kind of Corn," T281A–T281D Grammar Irregular Verbs, T291	Close Reading "Machu Picchu: Ancient City," T281A-T281D Grammar Irregular Verbs, T289	Fluency T283 Close Reading "The Pick of the Patch," T281E–T281F Integrate Ideas Inquiry Space, T281A–T281D Write About Two Texts Model Note-Taking and Taking Notes, T286	Fluency T283 Close Reading "Dig This Technology!," T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T294 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Compound Words, T293	Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling r-Controlled Vowel Syllables, T291
OPTIONS	Phonics/Decoding T282-T283 -Compound Words -Roots and Unrelated Words Write About the Text T286 Genre Writing Opinion Essay: Revise, T353 Spelling Compound Words, T293 Build Vocabulary T295	Phonics/Decoding r-Controlled Vowel Syllables, T282-T283 Write About the Text T286 Genre Writing Opinion Essay: Revise, T353 Spelling r-Controlled Vowel Syllables, T291 Build Vocabulary T293	Close Reading "A New Kind of Corn," T264–T267 Genre Writing Opinion Essay: Teach the Revise Minilesson, T353 Grammar Irregular Verbs, T291 Spelling Compound Words, T293 Build Vocabulary T295	Close Reading "Machu Picchu: Ancient City," T281A-T281D Genre Writing Opinion Essay: Teach the Revise Minilesson, T353 Grammar Irregular Verbs, T289 Spelling r-Controlled Vowel Syllables, T291 Build Vocabulary T293	Genre Writing Opinion Essay: Peer Conferences, T353 Grammar Irregular Verbs, T291 Build Vocabulary T295	Genre Writing Opinion Essay: Peer Conferences, T353 Grammar Irregular Verbs, T289 Build Vocabulary T293
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.1a, W.4.9b, W.4.10	
Grammar L.4.1.a	
Foundational Skills/Word Work RF.4.4a, RF.4.4.b, RF.4.4c	
Vocabulary L.4.5c, L.4.6	
Grade 5	
Comprehension RL.5.1, RL.5.6	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3d, W.5.9a, W.5.10	
Grammar L.3.1f	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4c, L.5.5c, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T10-T11 Vocabulary T10-T11 Close Reading "A World Without Rules," T16-T17 Grammar Pronouns and Antecedents, T34 Spelling Inflectional Endings, T36 Build Vocabulary T38	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "How Mighty Kate Stopped the Train," T16-T17 Grammar Pronouns and Antecedents, T32 Spelling Words with Final /əl/ and /ən/, T34 Build Vocabulary T36	Close Reading "A World Without Rules," T16-T17 Strategy Reread Ask and Answer Questions, T18-T19 Skill Cause and Effect, T20-T21 Vocabulary Strategy Latin Roots, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Pronouns and Antecedents, T34 Build Vocabulary T38	Close Reading "How Mighty Kate Stopped the Train," T16-T17 Strategy Visualize, T18-T19 Skill Point of View, T20-T21 Vocabulary Strategy Synonyms and Antonyms, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Pronouns and Antecedents, T32 Build Vocabulary T36
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Fictional Narrative: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Fictional Narrative: Read Like a Writer, T344	Genre Writing Fictional Narrative: Discuss the Expert Model, T344 Spelling Inflectional Endings, T36	Genre Tall Tale, T22-T23 Genre Writing Fictional Narrative: Discuss the Expert Model, T344 Spelling Words with Final /əl/ and /ən/, T34
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>See How They Run</i> , T25A-T25N Grammar Pronouns and Antecedents, T35	Close Reading <i>Davy Crockett Saves the World</i> , T25A-T25P Grammar Pronouns and Antecedents, T33	Fluency T27 Close Reading "The Birth of American Democracy," T25O-T25R Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Fluency T27 Close Reading "How Grandmother Spider Stole the Sun," T25Q-T25T Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Integrate Ideas T38-T39 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Inflectional Endings, T37	Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Words with Final /ə/ and /ən/, T35
OPTIONS	Phonics/Decoding T26-T27 -Inflectional Endings -Vowel Team Syllables Write About the Text T30 Genre Writing Fictional Narrative: Prewrite, T345 Spelling Inflectional Endings, T37 Build Vocabulary T39	Phonics/Decoding Words with Final /ə/ and /ən/, T26-T27 Write About the Text T30 Genre Writing Fictional Narrative: Prewrite, T345 Spelling Words with Final /ə/ and /ən/, T35 Build Vocabulary T37	Close Reading <i>See How They Run</i> , T25A-T25N Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T345 Grammar Pronouns and Antecedents, T35 Spelling Inflectional Endings, T37 Build Vocabulary T39	Close Reading <i>Davy Crockett Saves the World</i> , T25A-T25P Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T349 Grammar Pronouns and Antecedents, T32 Spelling Words with Final /ə/ and /ən/, T35 Build Vocabulary T37	Genre Writing Fictional Narrative: Choose Your Topic and Plan, T345 Grammar Pronouns and Antecedents, T35 Build Vocabulary T39	Genre Writing Fictional Narrative: Choose Your Topic and Plan, T349 Grammar Pronouns and Antecedents, T33 Build Vocabulary T37
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.1, RL.4.6 Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.2, SL.4.3 Writing W.4.3a, W.4.9a, W.4.10 Grammar L.3.1a Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.6, L.4.5b	
Grade 5	
Comprehension RL.5.1, RL.5.6 Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 Writing W.5.3b, W.5.9a, W.5.10 Grammar L.4.1a Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c Vocabulary L.5.5b, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “The TimeSpecs 3000,” T80-T81 Grammar Types of Pronouns, T98 Spelling Inflectional Endings: y to i, T100 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “Where’s Brownie?,” T80-T81 Grammar Kinds of Pronouns, T96 Spelling Prefixes, T98 Build Vocabulary T100	Close Reading “The TimeSpecs 3000,” T80-T81 Strategy Make Predictions, T82-T83 Skill Point of View, T84-T85 Vocabulary Strategy Figurative Language, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Types of Pronouns, T98 Build Vocabulary T100	Close Reading “Where’s Brownie?,” T80-T81 Strategy Visualize, T82-T83 Skill Point of View T84-T85 Vocabulary Strategy Adages and Proverbs, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Kinds of Pronouns, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Fictional Narrative: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Fictional Narrative: Draft, T346	Genre Writing Fictional Narrative: Teach the Draft Minilessons, T346 Spelling Inflectional Endings: y to i, T100	Genre Mystery Play, T89-T87 Genre Writing Fictional Narrative: Teach the Draft Minilessons, T346 Spelling Prefixes, T98
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5	
CORE	<p>Close Reading <i>LaRue for Mayor</i>, T89C-T89V Grammar Types of Pronouns, T99</p>	<p>Close Reading <i>A Window Into History: The Mystery of the Cellar Window</i>, T89A-T89L Grammar Kinds of Pronouns, T97</p>	<p>Fluency T91 Close Reading "Bringing Government Home: Understanding State and Local Government," T89W-T89X Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Fluency T91 Close Reading "A Second Chance for Chip," T89M-T89P Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Integrate Ideas T102-T103 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Inflectional Endings: y to i, T101</p>	<p>Integrate Ideas T102-T103 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Prefixes, T99</p>	
OPTIONS	<p>Phonics/Decoding T90-T91 -Inflectional Endings: Changing y to i -r-Controlled Vowel Syllables Write About the Text T94 Genre Writing Fictional Narrative: Revise, T347 Spelling Inflectional Endings: y to i, T101 Build Vocabulary T103</p>	<p>Phonics/Decoding Prefixes, T90-T91 Write About the Text T94 Genre Writing Fictional Narrative: Revise, T347 Spelling Prefixes, T99 Build Vocabulary T101</p>	<p>Close Reading <i>LaRue for Mayor</i>, T89C-T89V Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T347 Grammar Types of Pronouns, T99 Spelling Inflectional Endings: y to i, T101 Build Vocabulary T103</p>	<p>Close Reading <i>A Window Into History: The Mystery of Cellar Window</i>, T89A-T89L Genre Writing Fictional Narrative: Teach the Revise Minilesson, T347 Grammar Kinds of Pronouns, T97 Spelling Prefixes, T99 Build Vocabulary T101</p>	<p>Genre Writing Fictional Narrative: Peer Conferences, T347 Grammar Types of Pronouns, T99 Build Vocabulary T103</p>	<p>Genre Writing Fictional Narrative: Peer Conferences, T347 Grammar Kinds of Pronouns, T97 Build Vocabulary T101</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 4		Grade 5		Grade 4		Grade 5	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.1, RL.4.6	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.9a	
Grammar L.3.1f, L.4.2b	
Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.5c, L.4.6	
Grade 5	
Comprehension RI.5.1, RI.5.6, RI.5.8	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2a, W.5.9b, W.5.10	
Grammar L.3.4b	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T138-T139 Vocabulary T142-T143 Close Reading "A Telephone Mix-Up," T144-T145 Grammar Pronoun-Verb Agreement, T162 Spelling Words with /ü/, /û/, and /û/, T164 Build Vocabulary T166	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Frederick Douglass: Freedom's Voice," T144-T145 Grammar Pronoun-Verb Agreement, T160 Spelling Homographs, T162 Build Vocabulary T164	Close Reading "A Telephone Mix-Up," T144-T145 Strategy Summarize Make Predictions, T146-T147 Skill Point of View, T148-T149 Vocabulary Strategy Synonyms, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Pronoun-Verb Agreement, T162 Build Vocabulary T166	Close Reading "Frederick Douglass: Freedom's Voice," T144-T145 Strategy Summarize , T146-T147 Skill Author's Point of View, T148-T149 Vocabulary Strategy Prefixes and Suffixes, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Pronoun-Verb Agreement, T160 Build Vocabulary T164
	Options Listening Comprehension T140-T141 Write About the Text Writing Fluency, T146 Genre Writing Fictional Narrative: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Fictional Narrative: Discuss the Edited Model, T348	Genre Historical Fiction, T150-T151 Genre Writing Fictional Narrative: Proofread/Edit, T348 Spelling Words with /ü/, /û/, and /û/, T164	Genre Biography, T150-T151 Genre Writing Fictional Narrative: Proofread/Edit, T348 Spelling Homographs, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>The Moon Over Star</i> , T153A-T153T Grammar Pronoun-Verb Agreement, T163	Close Reading <i>Rosa</i> , T153A-T153R Grammar Pronoun-Verb Agreement, T161	Fluency T155 Close Reading “3 ... 2 ... 1 We Have Spin-Off!” T153U–T153V Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T159	Fluency T155 Close Reading “Our Voices, Our Votes,” T153O-T153R Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T166-T167 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T160 Spelling Words with /ü/, /û/, and /ü/, T165	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Homographs, T162
OPTIONS	Phonics/Decoding T154-T155 -Words with /û/, /û/, and /ü/ - Consonant + <i>le</i> Syllables Write About the Text T158 Genre Writing Fictional Narrative: Publish, T348 Spelling Words with /ü/, /û/, and /ü/, T165 Build Vocabulary T167	Phonics/Decoding T154-T155 - Homographs Write About the Text T157 Genre Writing Fictional Narrative: Publish, T344 Spelling Homographs, T163 Build Vocabulary T165	Close Reading <i>The Moon Over Star</i> , T153A-T153T Genre Writing Fictional Narrative: Evaluate, T349 Grammar Pronoun-Verb Agreement, T163 Spelling Words with /ü/, /û/, and /ü/, T165 Build Vocabulary T167	Close Reading <i>Rosa</i> , T153A-T153P Genre Writing Fictional Narrative: Evaluate, T349 Grammar Pronoun-Verb Agreement, T161 Spelling Homographs, T163 Build Vocabulary T165	Genre Writing Fictional Narrative: Conference with Students, T349 Grammar Pronoun-Verb Agreement, T163 Build Vocabulary T167	Genre Writing Fictional Narrative: Conference with Students, T348 Grammar Pronoun-Verb Agreement, T161 Build Vocabulary T165
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.2a, W.4.9b W.4.10	
Grammar L.4.1g	
Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c, RF.4.5b	
Vocabulary L.4.4a, L.4.6	
Grade 5	
Comprehension RI.5.1, RI.5.6, RI.5.8	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1a, W.5.9a, W.5.10	
Grammar L.3.2d	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Wonders of the Night Sky,” T208-T209 Grammar Possessive Pronouns, T224 Spelling Diphthongs /oi/ and /ou/, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Power from Nature,” T208-T209 Grammar Possessive Pronouns, T224 Spelling Words with /chər/ and /zhər/, T226 Build Vocabulary T228	Close Reading “Wonders of the Night Sky,” T208-T209 Strategy Summarize Ask and Answer Questions, T210-T211 Skill Cause and Effect, T212-T213 Vocabulary Strategy Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Pronouns, T224 Build Vocabulary T228	Close Reading “Power from Nature,” T208-T209 Strategy Summarize, T210-T211 Skill Author’s Point of View, T212-T213 Vocabulary Strategy Definitions and Restatements, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Pronouns, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Poetry: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Poetry: Read Like a Writer, T350	Genre Expository Text, T214-T215 Genre Writing Poetry: Discuss the Expert Model, T350 Spelling Diphthongs /oi/ and /ou/, T226	Genre Expository Text, T214-T215 Genre Writing Poetry: Discuss the Expert Model, T350 Spelling Words with /chər/ and /zhər/, T226
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Why Does the Moon Change Shape?</i> , T217A-T217P Grammar Possessive Pronouns, T225	Close Reading <i>One Well</i> , T217A-T217R Grammar Possessive Pronouns, T225	Fluency T219 Close Reading "How It Came to Be," T217Q-T217R Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading "The Dirt on Dirt," T217S-T217T Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Diphthongs /oi/ and /ou/, T227	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Words with /chər/ and /zhər/, T227
OPTIONS	Phonics/Decoding T218-T219 -Diphthongs /oi/ and /ou/ -Greek and Latin Roots Write About the Text T222 Genre Writing Poetry: Prewrite, T351 Spelling Diphthongs /oi/ and /ou/, T227 Build Vocabulary T229	Phonics/Decoding Words with /chər/ and /zhər/, T218-T219 Write About the Text T222 Genre Writing Poetry: Prewrite, T350 Spelling Words with /chər/ and /zhər/, T227 Build Vocabulary T229	Close Reading <i>Why Does the Moon Change Shape?</i> , T217A-T217P Genre Writing Poetry: Teach the Prewrite Minilesson, T351 Grammar Possessive Pronouns, T225 Spelling r-Diphthongs /oi/ and /ou/, T229 Build Vocabulary T229	Close Reading <i>One Well</i> , T217A-T217R Genre Writing Poetry: Teach the Prewrite Minilesson, T350 Grammar Possessive Pronouns, T225 Spelling Words with /chər/ and /zhər/, T227 Build Vocabulary T229	Genre Writing Poetry: Choose Your Topic and Plan, T351 Grammar Possessive Pronouns, T225 Build Vocabulary T229	Genre Writing Poetry: Choose Your Topic and Plan, T350 Grammar Possessive Pronouns, T225 Build Vocabulary T229
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.2	
Listening/Speaking SL.4.1B, SL.4.2	
Writing W.4.3d, W.4.10	
Grammar L.4.1g Foundational Skills/Word Work L.4.1g, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.6,	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3d, W.5.9a, W.5.10	
Grammar L.4.1g Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5a, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Sing to Me,” “The Climb,” T272-T273 Grammar Pronouns and Homophones, T288 Spelling Variant Vowel /ō/, T290 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “How Do I Hold the Summer?,” “Catching a Fly,” and “When I Dance,” T272-T273 Grammar Words with <i>-ance</i> and <i>-ence</i> , T288 Spelling Pronouns and Homophones, T290 Build Vocabulary T292	Close Reading “Sing to Me,” “The Climb” T272-T273 Skill Theme, T276-T277 Literary Elements Stanza and Repetition, T278-T279 Vocabulary Strategy Connotation and Denotation, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Pronouns and Homophones, T288 Build Vocabulary T292	Close Reading “How Do I Hold the Summer?,” “Catching a Fly,” and “When I Dance,” T272-T273 Skill Theme, T276-T277 Literary Elements Stanza and Meter T278-T279 Vocabulary Strategy Simile and Metaphor, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Pronouns and Homophones, T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Poetry: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Poetry: Draft, T352	Genre Narrative Poem, T274-T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Variant Vowel /ō/, T292	Genre Lyric and Free Verse, T274-T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Words with <i>-ance</i> and <i>-ence</i> , T290
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading "Swimming to the Rock," "The Moondust Footprint," T281A-T281D Grammar Pronouns and Homophones, T289	Close Reading "Words Free as Confetti" and "Dreams," T281A-T281D Grammar Pronouns and Homophones, T289	Fluency T283 Close Reading "Genius," "Winner," T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Fluency T283 Close Reading "A Story of How a Wall Stands," T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T294-T295 -Text Connections - Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Variant Vowel /ō/, T291	Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Words with <i>-ance</i> and <i>-ence</i> , T293
OPTIONS	Phonics/Decoding T282-T283 -Variant Vowel /ō/ -Frequently Confused Words Write About the Text T286 Genre Writing Poetry: Revise, T353 Spelling Variant Vowel /ō/, T291 Build Vocabulary T293	Phonics/Decoding Words with <i>-ance</i> and <i>-ence</i> , T282-T283 Write About the Text T286 Genre Writing Poetry: Revise, T353 Spelling Words with <i>-ance</i> and <i>-ence</i> , T291 Build Vocabulary T293	Close Reading "Swimming to the Rock," "The Moondust Footprint," T281A-T281D Genre Writing Poetry: Teach the Revise Minilesson, T353 Grammar Pronouns and Homophones, T289 Spelling Variant Vowel /ō/, T291 Build Vocabulary T293	Close Reading "Words Free as Confetti" and "Dreams," T281A-T281D Genre Writing Poetry: Teach the Revise Minilesson, T353 Grammar Pronouns and Homophones, T289 Spelling Words with <i>-ance</i> and <i>-ence</i> , T291 Build Vocabulary T293	Genre Writing Poetry: Peer Conferences, T353 Grammar Pronouns and Homophones, T289 Build Vocabulary T293	Genre Writing Poetry: Peer Conferences, T353 Grammar Pronouns and Homophones, T289 Build Vocabulary T293
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.1, RL.4.3	
Listening/Speaking SL.4.1.b, SL.4.1.d, SL.4.2, SL.4.3, SL.4.9a	
Writing W.4.3d, W.4.10	
Grammar L.4.1d, L.4.2b	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.5a, L.4.6	
Grade 5	
Comprehension RL.5.1, RL.5.3	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1a, W.5.9a, W.5.10	
Grammar L.3.1l, L.5.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Sadie's Game," T16-T17 Grammar Adjectives, T32 Spelling Closed Syllables, T34 Build Vocabulary T36	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Miguel in the Middle," T16-T17 Grammar Independent and Dependent Clauses, T32 Spelling Words with Suffixes, T34 Build Vocabulary T36	Close Reading "Sadie's Game," T16-T17 Strategy Visualize, T18-T19 Skill Character, Setting, Plot: Problem and Solution, T20-T21 Vocabulary Strategy Figurative Language, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Adjectives, T32 Build Vocabulary T36	Close Reading "Miguel in the Middle," T16-T17 Strategy Make Predictions, T18-T19 Skill Character, Setting, Plot: Compare and Contrast Settings, T20-T21 Vocabulary Strategy Context Clues: Comparison, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Independent and Dependent Clauses, T32 Build Vocabulary T36
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Expository Letter: Read Like A Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Informational Article: Read Like a Writer, T344	Genre Realistic Fiction, T22-T23 Genre Writing Expository Letter: Discuss the Expert Model, T344 Spelling Closed Syllables, T36	Genre Realistic Fiction, T22-T23 Genre Writing Informational Article: Discuss the Expert Model, T344 Spelling Words with Suffixes, T34
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5	
CORE	<p>Close Reading <i>Mama, I'll Give You the World, T25A–T25R</i></p> <p>Grammar Adjectives, T33</p>	<p>Close Reading <i>Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World, T25A–T25N</i></p> <p>Grammar Independent and Dependent Clauses, T33</p>	<p>Fluency T27</p> <p>Close Reading “What If It Happened to You?” T25S–T25T</p> <p>Integrate Ideas Research and Inquiry, T38–T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T31</p>	<p>Fluency T27</p> <p>Close Reading “A Dusty Ride,” T25O–T25R</p> <p>Integrate Ideas Research and Inquiry, T38–T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T32</p> <p>Spelling Closed Syllables, T35</p>	<p>Integrate Ideas T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Words with Suffixes, T35</p>	
OPTIONS	<p>Phonics/Decoding T26–T27</p> <ul style="list-style-type: none"> • Closed Syllables • Latin Prefixes <p>Write About the Text T30</p> <p>Genre Writing Expository Letter: Prewrite, T345</p> <p>Spelling Closed Syllables, T35</p> <p>Build Vocabulary T37</p>	<p>Phonics/Decoding Suffixes, T26–T27</p> <p>Write About the Text T30</p> <p>Genre Writing Informational Article: Prewrite, T349</p> <p>Spelling Words with Suffixes, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>Mama, I'll Give You the World, T25A–T25R</i></p> <p>Genre Writing Expository Letter: Teach the Prewrite Minilesson, T345</p> <p>Grammar Adjectives, T33</p> <p>Spelling Closed Syllables, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World, T25A–T25N</i></p> <p>Genre Writing Informational Article: Teach the Prewrite Minilesson, T349</p> <p>Grammar Independent and Dependent Clauses, T33</p> <p>Spelling Words with Suffixes, T35</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Expository Letter: Choose Your Topic and Plan, T345</p> <p>Grammar Adjectives, T33</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Informational Article: Choose Your Topic and Plan, T349</p> <p>Grammar Independent and Dependent Clauses, T33</p> <p>Build Vocabulary T37</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 4		Grade 5		Grade 4		Grade 5	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.1, RL.4.3	
Listening/Speaking SL.4.1c, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.9a, W.4.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4a, L.4.4c, L.4.6, L.5.5c	
Grade 5	
Comprehension RL.5.1, RL.5.3	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3b, W.5.9a, W.5.10	
Grammar L.3.1i, L.5.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5b, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “My Big Brother, Johnny Kaw,” T80–T81 Grammar Articles, T96 Spelling Open Syllables, T98 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading “The Day the Rollets Got Their Moxie Back,” T80-T81 Grammar Complex Sentences, T96 Spelling Homophones, T98 Build Vocabulary T100	Close Reading “My Big Brother, Johnny Kaw,” T80–T81 Strategy Visualize, T83–T84 Skill Character, Setting, Plot: Cause and Effect, T84-T85 Vocabulary Strategy Homographs, T88–T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Articles, T93 Build Vocabulary T100	Close Reading “The Day the Rollets Got Their Moxie Back,” T80-T81 Strategy Make Predictions, T82-T83 Skill Character, Setting, Plot: Compare and Contrast Characters, T84-T85 Vocabulary Strategy Idioms, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Complex Sentences, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Expository Letter: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Informational Article: Draft, T346	Genre Tall Tale, T86-T87 Genre Writing Expository Letter: Teach the Draft Minilesson, T346 Spelling Open Syllables, T98	Genre Historical Fiction, T86-T87 Genre Writing Informational Article: Teach the Draft Minilesson, T346 Spelling Homophones, T98
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Apples to Oregon</i> , T89A–T89R Grammar Mechanics and Usage, T97	Close Reading <i>Bud, Not Buddy</i> , T89A–T89P Grammar Complex Sentences, T97	Fluency T91 Close Reading “Westward Bound: Settling the American West,” T89S–T89T Integrate Ideas Research and Inquiry, T102–T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency T91 Close Reading “Musical Impressions of the Great Depression,” T89Q–T89T Integrate Ideas Research and Inquiry, T102–T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102–T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Open Syllables, T99	Integrate Ideas T102–T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Homophones, T99
OPTIONS	Phonics/Decoding T90–T91 • Open Syllables • Irregular Plurals Write About the Text T94 Genre Writing Expository Letter: Revise, T347 Spelling Open Syllables, T99 Build Vocabulary T101	Phonics/Decoding T90–T91 -Homophones Write About the Text T94 Genre Writing Informational Article: Revise, T347 Spelling Homophones, T99 Build Vocabulary T101	Close Reading <i>Apples to Oregon</i> , T89A–T89R Genre Writing Expository Letter: Teach the Revise Minilesson, T347 Grammar Articles, T97 Spelling Open Syllables, T99 Build Vocabulary T101	Close Reading <i>Bud, Not Buddy</i> , T89A–T89P Genre Writing Informational Article: Teach the Revise Minilesson, T347 Grammar Complex Sentences, T97 Spelling Homophones, T99 Build Vocabulary T101	Genre Writing Expository Letter: Peer Conferences T347 Grammar Articles, T97 Build Vocabulary T101	Genre Writing Informational Article: Peer Conferences, T347 Grammar Complex Sentences, T97 Build Vocabulary T101
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

CALIFORNIA STANDARDS	
Grade 4	
Comprehension	RI.4.1, RI.4.3, RI.4.5
Listening/Speaking	SL.4.1b, SL.4.1d, SL.4.2, SL.4.3
Writing	W.4.9b, W.4.10
Grammar	L.3.1g
Foundational Skills/Word Work	RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c
Vocabulary	L.4.6, L.4.4b, L.4.5c
Grade 5	
Comprehension	RI.5.1, RI.5.3, RI.5.5
Listening/Speaking	SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing	W.5.2a, W.5.9b, W.5.10
Grammar	L.3.1a, L.5.2d
Foundational Skills/Word Work	RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c
Vocabulary	L.5.4a, L.5.6, RI.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T138-T139 Vocabulary T142-T143 Close Reading “Stephanie Kwolek: Inventor,” T144–T145 Grammar Adjectives that Compare, T160 Spelling Vowel Teams, T162 Build Vocabulary T164	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading “Forests on Fire,” T144-T145 Grammar Adjectives, T160 Spelling Prefixes, T163 Build Vocabulary T164	Close Reading “Stephanie Kwolek: Inventor,” T144–T145 Strategy Summarize, T146–T147 Skill Text Structure: Problem and Solution, T148–T149 Vocabulary Strategy Greek Roots, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Adjectives that Compare, T160 Build Vocabulary T164	Close Reading “Forests on Fire,” T144-T145 Strategy Summarize Ask and Answer Questions, T146-T147 Skill Text Structure: Compare and Contrast, T148-T149 Vocabulary Strategy Context Clues, T152-T153 Write About the Text Model Note Taking and Write to a Prompt, T156-T157 Grammar Adjectives, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Expository Letter: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Informational Article: Discuss the Edited Model, T348	Genre Biography, T150-T151 Genre Writing Expository Letter: Proofread/Edit, T348 Spelling Vowel Teams, T162	Genre Expository Text, T150-T151 Genre Writing Informational Article: Proofread/Edit, T348 Spelling Prefixes, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>How Ben Franklin Stole the Lightning</i> , T153A–T153R Grammar Adjectives that Compare, T161	Close Reading <i>Global Warming</i> , T153A-T153P Grammar Adjectives, T161	Fluency T155 Close Reading “Energy Is Everywhere!” T153S–T153T Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T159	Fluency T155 Close Reading “When Volcanoes Erupt,” T153Q-T153T Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T166-T167 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T160 Spelling Vowel Teams, T165	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Prefixes, T163
OPTIONS	Phonics/Decoding T154-T155 • Vowel Teams • Greek and Latin Roots Write About the Text T158 Genre Writing Expository Letter: Publish, T348 Spelling Vowel Teams, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 - Prefixes Write About the Text T158 Genre Writing Informational Article: Publish, T348 Spelling Prefixes, T163 Build Vocabulary T165	Close Reading <i>How Ben Franklin Stole the Lightning</i> , T153A-T153R Genre Writing Expository Letter: Evaluate, T349 Grammar Adjectives that Compare, T163 Spelling Vowel Teams, T163 Build Vocabulary T165	Close Reading <i>Global Warming</i> , T153A-T153P Genre Writing Informational Article: Evaluate, T348 Grammar Adjectives, T161 Spelling Prefixes, T163 Build Vocabulary T165	Genre Writing Expository Letter: Conference with Students, T349 Grammar Adjectives that Compare, T161 Build Vocabulary T165	Genre Writing Informational Article: Conference with Students, T348 Grammar Adjectives, T161 Build Vocabulary T165
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.1, RI.4.5	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.1a, W.4.9b, W.4.10	
Grammar L.4.2c	
Foundational Skills/Word Work RF.4.3a, RF.4.4b, RF.4.4c,	
Vocabulary L.4.5c, L.4.6	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2b, W.5.9b, W.5.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Your World Up Close,” T208-T209 Grammar Comparing with <i>More</i> and <i>Most</i> , T224 Spelling <i>r</i> -Controlled Vowels, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Changing Views of Earth,” T208-T209 Grammar Suffixes <i>-less</i> and <i>-ness</i> , T224 Spelling Possessive Nouns, T226 Build Vocabulary T228	Close Reading “Your World Up Close,” T208-T209 Strategy Summarize, T210-T211 Skill Text Structure: Sentence, T212-T213 Vocabulary Strategy Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Comparing with <i>More</i> and <i>Most</i> , T224 Build Vocabulary T228	Close Reading “Changing Views of Earth,” T208-T209 Strategy Summarize Ask and Answer Questions, T210-T211 Skill Cause and Effect, T212-T213 Vocabulary Strategy Greek Roots, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Adjectives That Compare, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Research Paper: Read Like A Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Research Report: Read Like a Writer, T350	Genre Expository Text, T214-T215 Genre Writing Research Paper: Discuss the Expert Model, T350 Spelling <i>r</i> -Controlled Vowels, T226	Genre Expository Text, T214-T215 Genre Writing Research Report: Discuss the Expert Model, T350-T355 Spelling Suffixes <i>-less</i> and <i>-ness</i> , T226
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>A Drop of Water</i> , T217A-T217P Grammar Comparing with <i>More</i> and <i>Most</i> , T225	Close Reading <i>When Is a Planet Not a Planet?</i> , T217A-T217R Grammar Adjectives That Compare, T225	Fluency T219 Close Reading “The Incredible Shrinking Potion,” T217U-T217X Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading “New Moon,” T217S-T217T Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling <i>r</i> -Controlled Vowels, T227	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Suffixes <i>-less</i> and <i>-ness</i> , T227
OPTIONS	Phonics/Decoding T218-T219 <ul style="list-style-type: none"> • <i>r</i>-Controlled Words • Frequently Misspelled Words Write About the Text T222 Genre Writing Research Paper: Prewrite, T351 Spelling <i>r</i> -Controlled Vowels, T227 Build Vocabulary T229	Phonics/Decoding T218-T219 - Suffixes <i>-less</i> and <i>-ness</i> Write About the Text T222 Genre Writing Research Report: Discuss the Expert Model, T350-T355 Spelling Suffixes <i>-less</i> and <i>-ness</i> , T227 Build Vocabulary T229	Close Reading <i>A Drop of Water</i> , T217A-T217T Genre Writing Research Paper: Teach The Prewrite Minilesson, T351 Grammar Comparing with <i>More</i> and <i>Most</i> , T225 Spelling <i>r</i> -Controlled Vowels, T227 Build Vocabulary T229	Close Reading <i>When is a Planet Not a Planet?</i> , T217A-T217R Genre Writing Research Report: Teach the Prewrite Minilesson, T350-T355 Grammar Adjectives That Compare, T225 Spelling T227 Build Vocabulary T229	Genre Writing Research Paper: Choose Your Topic and Plan, T351 Grammar Comparing with <i>More</i> and <i>Most</i> , T225 Build Vocabulary T229	Genre Writing Research Report: Choose Your Topic and Plan, T350-T355 Grammar Adjectives That Compare, T225 Build Vocabulary T229
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.2, RI.4.5	
Listening/Speaking SL.4.1a, SL.4.2	
Writing W.4.9b, W.4.10	
Grammar L.4.2c	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.5b, L.4.6	
Grade 5	
Comprehension RI.5.1, RI.5.6, RI.5.8	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1d, W.5.9b, W.5.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T266–T267 Vocabulary T270-T271 Close Reading “Where It All Began,” T272-T273 Grammar Comparing with <i>Good and Bad</i> , T288 Spelling Consonant and <i>le</i> Syllables, T290 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Should Plants and Animals from Other Places Live Here?,” T272-T273 Grammar Comparing With <i>Good and Bad</i> , T288 Spelling Suffix <i>-ion</i> , T290 Build Vocabulary T292	Close Reading “Where It All Began,” T272-T273 Strategy Summarize, T274-T275 Skill Sequence, T276-T277 Vocabulary Strategy Figurative Language, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Comparing with <i>Good and Bad</i> , T288 Build Vocabulary T292	Close Reading “Should Plants and Animals from Other Places Live Here?,” T272-T273 Strategy Ask and Answer Questions, T274-T275 Skill Author’s Point of View, T276-T277 Vocabulary Strategy Root Words, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Comparing with <i>Good and Bad</i> , T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268–T269 Write About the Text Writing Fluency, T284 Genre Writing Research Report: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Research Report: Draft, T352	Genre Expository Text, T278-T279 Genre Writing Research Report: Teach the Draft Minilesson, T352 Spelling Consonant and <i>le</i> Syllables, T290	Genre Persuasive Article, T274-T275 Genre Writing Research Report: Teach the Draft Minilesson, T352 Spelling Suffix <i>-ion</i> , T290
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading “Rediscovering Our Spanish Beginnings,” T281A-T281D Grammar Comparing with <i>Good and Bad</i> , T289	Close Reading <i>The Case of the Missing Bees</i> , T281A-T281D Grammar Comparing with <i>Good and Bad</i> , T289	Fluency T283 Close Reading “History’s Mysteries,” T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Fluency T283 Close Reading “Busy, Beneficial Bees,” T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T294-T295 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Consonant + <i>le</i> Syllables, T291	Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Suffix <i>-ion</i> , T291
OPTIONS	Phonics/Decoding T282-T283 - Consonant + <i>le</i> Syllables, T282 -Latin Suffixes, T283 Write About the Text T286 Genre Writing Research Report: Teach the Revise Minilesson, T353 Spelling Consonant + <i>le</i> Syllables, T291 Build Vocabulary T293	Phonics/Decoding Words with <i>-ion</i> , T282-T283 Write About the Text T286 Genre Writing Research Report: Revise, T353 Spelling Suffix <i>-ion</i> , T291 Build Vocabulary T293	Close Reading “Rediscovering Our Spanish Beginnings,” T281A-T281D Genre Writing Research Report: Teach the Revise Minilesson, T353 Grammar Comparing with <i>Good and Bad</i> , T289 Spelling Consonant + <i>le</i> Syllables, T291 Build Vocabulary T293	Close Reading <i>The Case of the Missing Bees</i> , T281A-T281D Genre Writing Research Report: Teach the Revise Minilesson, T353 Grammar Comparing with <i>Good and Bad</i> , T289 Spelling Suffix <i>-ion</i> , T291 Build Vocabulary T293	Genre Writing Research Report: Peer Conferences, T353 Grammar Comparing with <i>Good and Bad</i> , T289 Build Vocabulary T293	Genre Writing Research Report: Peer Conferences, T353 Grammar Comparing with <i>Good and Bad</i> , T289 Build Vocabulary T293
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

CALIFORNIA STANDARDS
Grade 4
<p>Comprehension RL.4.1, RL.4.2</p> <p>Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p>Writing W.4.3d, W.4.9a, W.4.10</p> <p>Grammar L.3.5a, L.4.1a,</p> <p>Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p> <p>Vocabulary L.4.6</p>
Grade 5
<p>Comprehension RL.5.1, RL.5.2</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.3b, W.5.9a, W.5.10</p> <p>Grammar L.3.1a, L.4.1a</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.5c, L.5.6, RL.5.4</p>

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading “A Surprise Reunion,” T16-T17</p> <p>Grammar Adverbs, T32</p> <p>Spelling Words with / ðn/, T34</p> <p>Build Vocabulary T36</p>	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading “Shipped Out,” T16-T17</p> <p>Grammar Adverbs, T32</p> <p>Spelling Words with Greek Roots, T34</p> <p>Build Vocabulary T36</p>	<p>Close Reading “A Surprise Reunion,” T16-T17</p> <p>Strategy Reread, T18–T19</p> <p>Skill Theme, T20-T21</p> <p>Vocabulary Strategy Connotation and Denotation, T24–T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Adverbs, T32</p> <p>Build Vocabulary T36</p>	<p>Close Reading “Shipped Out,” T16-T17</p> <p>Strategy Summarize, T18-T19</p> <p>Skill Theme, T20-T21</p> <p>Vocabulary Strategy Suffixes, -able, -ible, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Adverbs, T32</p> <p>Build Vocabulary T36</p>
OPTIONS	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Friendly Letter: Read Like a Writer, T344</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Book Review: Read Like a Writer, T344</p>	<p>Genre Historical Fiction, T22-T23</p> <p>Genre Writing Book Review: Discuss the Expert Model, T344</p> <p>Spelling Words with /ðn/, T34</p>	<p>Genre Historical Fiction, T22-T23</p> <p>Genre Writing Book Review: Discuss the Expert Model, T344</p> <p>Spelling Words with Greek Roots, T34</p>
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>The Game of Silence</i> , T25A–T25L Grammar Adverbs, T33	Close Reading <i>The Unbreakable Code</i> , T25A-T25P Grammar Adverbs, T33	Fluency T27 Close Reading “Native Americans: Yesterday and Today,” T25O–T25P Integrate Ideas Research and Inquiry, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T31	Fluency T27 Close Reading “Allies in Action,” T25Q-T25T Integrate Ideas Research and Inquiry, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Integrate Ideas T38-T39 • Text Connections • Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Words with /ðn/, T35	Integrate Ideas T38-T39 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Words with Greek Roots, T35
OPTIONS	Phonics/Decoding T26–T27 • Words with / ðn/ • Number Prefixes Write About the Text T30 Genre Writing Friendly Letter: Prewrite, T345 Spelling Short Vowels, T37 Build Vocabulary T39	Phonics/Decoding T26-T27 -Words with Greek Roots Write About the Text T30 Genre Writing Book Review: Prewrite, T345 Spelling Words with Greek Roots , T35 Build Vocabulary T37	Close Reading <i>The Game of Silence</i> , T25A–T25L Genre Writing Book Review: Teach the Prewrite Minilesson, T345 Grammar Words with /ðn/, T35 Spelling Words with /ðn/, T35 Build Vocabulary T37	Close Reading <i>The Unbreakable Code</i> , T25A-T25P Genre Writing Book Review: Teach the Prewrite Minilesson, T349 Grammar Adverbs, T33 Spelling Words with Greek Roots, T35 Build Vocabulary T37	Genre Writing Book Review: Choose Your Topic and Plan, T345 Grammar Words with /ðn/, T35 Build Vocabulary T37	Genre Writing Book Review: Choose Your Topic and Plan, T345 Grammar Adverbs, T33 Build Vocabulary T37
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.1, RL.4.2	Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3
Writing W.4.9a, W.4.10	Grammar L.4.2a, L.4.2b, L.4.2c
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	Vocabulary L.4.4a, L.4.6
Grade 5	
Comprehension RL.5.1, RL.5.2	Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing W.5.1a, W.5.9a, W.5.10	Grammar L.3.1g
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	Vocabulary L.5.4c, L.5.5c, L.5.6, RL.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T74-T75 Vocabulary T78 Close Reading "Freedom at Fort Mose," T80-T81 Grammar Comparing with Adverbs, T96 Spelling Homophones T98 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "The Bully," T80-T81 Grammar Adverbs That Compare, T96 Spelling Words with Latin Roots, T98 Build Vocabulary T100	Close Reading "Freedom at Fort Mose," T80-T81 Strategy Reread, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Homophones, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Comparing with Adverbs, T96 Build Vocabulary T100	Close Reading "The Bully," T80-T81 Strategy Summarize, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Connotation and Denotation, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Adverbs That Compare, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Book Review: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Book Review: Draft, T346	Genre Writing Book Review: Teach the Draft Minilesson, T346 Spelling Homophones, T98	Genre Realistic Fiction, T86-T87 Genre Writing Book Review: Teach the Draft Minilesson, T346 Spelling Words with Latin Roots, T98
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Valley of the Moon</i> , T89A-T89Q Grammar Comparing with Adverbs, T99	Close Reading <i>The Friend Who Changed My Life</i> , T89A-T89N Grammar Adverbs That Compare, T97	Fluency T91 Close Reading "One Nation, Many Cultures," T89R-T89T Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency T91 Close Reading "Choose Your Strategy: A Guide to Getting Along," T89O-T89R Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Homophones, T99	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Words with Latin Roots, T99
OPTIONS	Phonics/Decoding T90-T91 -Homophones -Latin Suffixes Write About the Text T94 Genre Writing Book Review: Revise, T347 Spelling Homophones, T99 Build Vocabulary T101	Phonics/Decoding T90-T91 -Words with Latin Roots Write About the Text T94 Genre Writing Book Review: Revise, T347 Spelling Words with Latin Roots, T99 Build Vocabulary T101	Close Reading <i>Valley of the Moon</i> , T89A-T89Q Genre Writing Book Review: Teach the Prewrite Minilesson, T347 Grammar Comparing with Adverbs, T97 Spelling Homophones, T99 Build Vocabulary T101	Close Reading <i>The Friend Who Changed My Life</i> , T89A-T89N Genre Writing Book Review: Teach the Revise Minilesson, T347 Grammar Adverbs That Compare, T97 Spelling Words with Latin Roots, T99 Build Vocabulary T101	Genre Writing Book Review: Peer Conferences, T347 Grammar Comparing with Adverbs, T97 Build Vocabulary T101	Genre Writing Book Review: Peer Conferences, T347 Grammar Adverbs That Compare, T97 Build Vocabulary T101
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RI.4.1, RI.4.2, RI.4.3	
Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	
Writing W.4.3d, W.4.9b, W.4.10	
Grammar L.3.1e	
Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c	
Vocabulary L.4.4b, L.4.6	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2b, W.5.9b, W.5.10	
Grammar L.5.1	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RI.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T138-T139 Vocabulary T142 Close Reading “The Great Energy Debate,” T144-T145 Grammar Negatives, T160 Spelling Prefixes, T162 Build Vocabulary T164	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading “Mysterious Oceans,” T144-T145 Grammar Negatives, T162 Spelling Words from Mythology, T164 Build Vocabulary T166	Close Reading “The Great Energy Debate,” T144-T145 Strategy Ask and Answer Questions, T146-T147 Skill Main Idea and Key Details, T148-T149 Vocabulary Strategy Greek Roots, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Negatives, T160 Build Vocabulary T164	Close Reading “Mysterious Oceans,” T144-T145 Strategy Summarize Ask and Answer Questions, T146-T147 Skill Text Structure: Cause and Effect, T148-T149 Vocabulary Strategy Context Clues, T152-T153 Write About the Text Model Note Taking and Write to a Prompt, T156-T157 Grammar Negatives, T163 Build Vocabulary T166
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Book Review: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Book Review: Discuss the Edited Model, T348	Genre Narrative Nonfiction, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Prefixes, T162	Genre Expository Text, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Words from Mythology, T164
APPROACHING LEVEL		ON LEVEL		
	Grade 4	Grade 5	Grade 4	Grade 5
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>Energy Island</i> , T153A-T153T Grammar Negatives, T161	Close Reading <i>Survival at 40 Below</i> , T153A-T153R Grammar Negatives, T163	Fluency T155 Close Reading "Of Fire and Water" T153U-T153X Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency Rate and Accuracy, T155 Close Reading "Why the Evergreen Trees Never Lose Their Leaves," T153S-T153V Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Prefixes, T163	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Words from Mythology, T165
OPTIONS	Phonics/Decoding T154-T155 -Prefixes -Words from Mythology Write About the Text T158 Genre Writing Book Review: Publish, T348 Spelling Prefixes, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 - Words from Mythology Write About the Text T158 Genre Writing Book Review: Publish, T348 Spelling Words from Mythology, T165 Build Vocabulary T167	Close Reading <i>Energy Island</i> , T153A-T153T Genre Writing Book Review: Evaluate, T349 Grammar Negatives, T161 Spelling Prefixes, T163 Build Vocabulary T165	Close Reading <i>Survival at 40 Below</i> , T153A-T153R Genre Writing Book Review: Evaluate, T349 Grammar Negatives, T163 Spelling Words from Mythology, T165 Build Vocabulary T167	Genre Writing Book Review: Conference with Students, T349 Grammar Negatives, T161 Build Vocabulary T165	Genre Writing Book Review: Conference with Students, T349 Grammar Negatives, T163 Build Vocabulary T167
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4	Grade 5		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

CALIFORNIA STANDARDS	
Grade 4	
Comprehension	RI.4.1, RI.4.2, RI.4.3
Listening/Speaking	SL.4.1c, SL.4.2
Writing	W.4.2d, W.4.10
Grammar	L.4.1e, L.4.2b,
Foundational Skills/Word Work	RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c, L.4.4b
Vocabulary	L.4.4c, L.4.5b, L.4.6
Grade 5	
Comprehension	RI.5.1, RI.5.3, RI.5.5
Listening/Speaking	SL.5.1b, SL.5.1d, SL.5.2, SL.5.3
Writing	W.5.1a, W.5.9b, W.5.10
Grammar	L.5.1e, L.5.2a, L.5.3a
Foundational Skills/Word Work	RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c
Vocabulary	L.5.5c, L.5.6, RI.5.4

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T202-T203 Vocabulary T206 Close Reading “The History of Money,” T208-T209 Grammar Prepositions, T32 Spelling Suffixes, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Words to Save the World,” T208-T209 Grammar Sentence Combining, T224 Spelling Number Prefixes <i>uni-, bi-, tri-, cent</i> , T228 Build Vocabulary T228	Close Reading “The History of Money,” T208-T209 Strategy Ask and Answer Questions, T210-T211 Skill Main Idea and Key Details, T212-T213 Vocabulary Strategy Proverbs and Adages, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Prepositions, T224 Build Vocabulary T228	Close Reading “Words to Save the World,” T208-T209 Strategy Ask and Answer Questions, T210-T211 Skill Text Structure: Problem and Solution, T212-T213 Vocabulary Strategy Synonyms and Antonyms, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Sentence Combining, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T156 Genre Writing Opinion Essay: Discuss the Edited Model, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Opinion Letter: Read Like a Writer, T350	Genre Expository Text, T214-T215 Genre Writing Opinion Essay: Discuss the Expert Model, T350 Spelling Suffixes, T226	Genre Informational Text, T214-T215 Genre Writing Opinion Letter: Discuss the Expert Model, T350 Spelling Number Prefixes <i>uni-, bi-, tri-, cent</i> , T226
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading <i>The Big Picture of Economics</i> , T217A-T217L Grammar Prepositions, T225	Close Reading <i>Planting the Trees of Kenya</i> , T217A-T217N Grammar Sentence Combining, T225	Fluency T219 Close Reading “The Miller’s Good Luck,” T217M-T217N Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading “The Park Project,” T217O-T217P Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Suffixes, T227	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Number Prefixes <i>uni-, bi-, tri-, cent,</i> , T227
OPTIONS	Phonics/Decoding T218-T219 -Suffixes -Greek and Latin Roots Write About the Text T158 Genre Writing Opinion Essay: Prewrite, T351 Spelling Suffixes, T227 Build Vocabulary T229	Phonics/Decoding T218-T219 - Number Prefixes <i>uni-, bi-, tri-, cent,</i> Write About the Text T222 Genre Writing Opinion Letter: Prewrite, T351 Spelling Number Prefixes <i>uni-, bi-, tri-, cent,</i> T227 Build Vocabulary T229	Close Reading <i>The Big Picture of Economics</i> , T217A-T217L Genre Writing Opinion Essay: Prewrite Minilesson, T351 Grammar Prepositions, T225 Spelling Suffixes, T227 Build Vocabulary T229	Close Reading <i>Planting the Trees of Kenya</i> , T217A-T217N Genre Writing Opinion Letter: Teach the Prewrite Minilesson, T351 Grammar Sentence Combining, T225 Spelling Number Prefixes <i>uni-, bi-, tri-, cent,</i> T227 Build Vocabulary T229	Genre Writing Opinion Essay: Choose Your Topic and Plan, T349 Grammar Prepositions, T225 Build Vocabulary T229	Genre Writing Opinion Letter: Choose Your Topic and Plan, T351 Grammar Sentence Combining, T225 Build Vocabulary T229
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

CALIFORNIA STANDARDS	
Grade 4	
Comprehension RL.4.2	
Listening/Speaking SL.4.1b, SL.4.2	
Writing W.4.1b, W.4.10	
Grammar L.4.1e	
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c, L.4.2d	
Vocabulary L.4.5a, L.4.6	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3b, W.5.9a, W.5.10	
Grammar L.3.1a, L.4.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5c, L.5.6, RL.5.4	

	DAY 1		DAY 2	
	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading "Climbing Blue Hill," "My Name is Ivy," and "Collage," T272-T273 Grammar Using Prepositions, T288 Spelling Prefixes and Suffixes, T290 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading "To Travel!" and "Wild Blossoms," T272-T273 Grammar Prepositional Phrases as Adjectives and Adverbs, T288 Spelling Words with <i>-ible</i> or <i>-able</i> , T290 Build Vocabulary T292	Close Reading "Climbing Blue Hill," "My Name is Ivy," and "Collage," T272-T273 Skill Theme, T276-T277 Vocabulary Strategy Figurative Language, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Using Prepositions, T288 Build Vocabulary T292	Close Reading "To Travel!" and "Wild Blossoms," T272-T273 Skill Point of View, T276-T277 Vocabulary Strategy Personification, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Prepositional Phrases as Adjectives and Adverbs, T288 Build Vocabulary T292
OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Opinion Essay: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Opinion Letter: Draft, T352	Genre Free Verse Poetry, T274-T275 Genre Writing Opinion Essay: Teach the Draft Minilesson, T352 Spelling Prefixes and Suffixes, T290	Genre Lyric Poem and Narrative Poem, T274-T275 Genre Writing Opinion Letter: Teach the Draft Minilesson, T352 Spelling Words with <i>-ible</i> or <i>-able</i> , T290
APPROACHING LEVEL		ON LEVEL		
Grade 4	Grade 5	Grade 4	Grade 5	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 4-5 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

	DAY 3		DAY 4		DAY 5	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
CORE	Close Reading “The Drum,” “Birdfoot’s Grampa,” and “My Chinatown,” T281A-T281D Grammar Mechanics and Usage, T289	Close Reading “You Are My Music” and “You and I” ,T281A-T281D Grammar Prepositional Phrases as Adjectives and Adverbs, T289	Fluency T283 Close Reading “Growing Up,” “My People,” T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286	Fluency T283 Close Reading “A Time to Talk,” T281E-T281F Integrate Ideas Research and Inquiry, T294 Write About Two Texts Model Note-Taking and Taking Notes, T286	Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Prefixes and Suffixes, T291	Integrate Ideas T294 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Words with <i>-ble</i> and <i>-able</i> , T291
OPTIONS	Phonics/Decoding T282-T283 -Prefixes and Suffixes -Words from Around the World Write About the Text T286 Genre Writing Opinion Essay: Revise, T353 Spelling Prefixes and Suffixes, T291 Build Vocabulary T293	Phonics/Decoding Words with <i>-ible</i> or <i>-able</i> , T282-T283 Write About the Text T286 Genre Writing Opinion Letter: Revise, T353 Spelling Words with <i>-ible</i> or <i>-able</i> , T291 Build Vocabulary T293	Close Reading “The Drum,” “Birdfoot’s Grampa,” and “My Chinatown,” T281A-T281D Genre Writing Opinion Essay: Teach the Revise Minilesson, T353 Grammar Using Prepositions, T289 Spelling Prefixes and Suffixes, T291 Build Vocabulary T293	Close Reading “You Are My Music” and “You and I” ,T281A-T281D Genre Writing Opinion Letter: Teach the Revise Minilesson, T353 Grammar Prepositional Phrases as Adjectives and Adverbs, T289 Spelling Words with <i>-ible</i> or <i>-able</i> , T291 Build Vocabulary T293	Genre Writing Opinion Essay: Peer Conferences, T353 Grammar Using Prepositions, T289 Build Vocabulary T293	Genre Writing Opinion Letter: Peer Conferences, T353 Grammar Prepositional Phrases as Adjectives and Adverbs, T289 Build Vocabulary T293
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 4	Grade 5	Grade 4		Grade 5	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2	
<p>CALIFORNIA STANDARDS</p> <p>GRADE 5</p> <p>Comprehension RL.5.1, RL.5.3, RL.5.4c</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.3d, W.5.9a, W.5.10</p> <p>Grammar L.3.1i, L.5.2c</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.4a, RL.5.4</p> <p>GRADE 6</p> <p>Comprehension RL.6.1, RL.6.2, RL.6.3</p> <p>Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p>Writing W.6.3a, W.6.9a, W.6.10</p> <p>Grammar L.6.4a, L.6.4b, L.6.6, RL.6.4</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4c, RL.6.10</p> <p>Vocabulary L.6.4a, L.6.4b, L.6.6, RL.6.4</p>					
	<p>CORE</p>	<p>GRADE 5</p> <p>Introduce the Concept T10-T11</p> <p>Vocabulary T12-T13</p> <p>Close Reading "A Fresh Idea," T16-T17</p> <p>Grammar Sentences, T34</p> <p>Spelling Short Vowels, T34</p> <p>Build Vocabulary T36</p>	<p>GRADE 6</p> <p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading "Cow Music," T16-T17</p> <p>Grammar Sentences, T32</p> <p>Spelling Short Vowels, T34</p> <p>Build Vocabulary T36</p>	<p>GRADE 5</p> <p>Close Reading "A Fresh Idea," T16-T17</p> <p>Strategy Reread, T18-T19</p> <p>Skill Character, Setting, Plot: Sequence, T20-T21</p> <p>Vocabulary Strategy Context Clues, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Sentences, T32</p> <p>Build Vocabulary T36</p>	<p>GRADE 6</p> <p>Close Reading "Cow Music," T16-T17</p> <p>Strategy Visualize, T18-T19</p> <p>Skill Character, Setting, Plot: Compare and Contrast, T20-T21</p> <p>Vocabulary Strategy Context Clues, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Sentence Types, T32</p> <p>Build Vocabulary T36</p>
		<p>OPTIONS</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Narrative: Read Like a Writer, T344</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T29</p> <p>Genre Writing Narrative: Read Like a Writer, T344</p>	<p>Genre Realistic Fiction, T22-T23</p> <p>Genre Writing Narrative: Discuss the Expert Model, T344</p> <p>Spelling Short Vowels, T34</p>
		<p>APPROACHING LEVEL</p>		<p>ON LEVEL</p>	
	<p>GRADE 5</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>GRADE 6</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>GRADE 5</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>GRADE 6</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p>Close Reading <i>One Hen</i>, T25A-T25P</p> <p>Grammar Sentences, T33</p>	<p>Close Reading <i>Little Blog on the Prairie</i>, T25A-T25P</p> <p>Grammar Sentence Types, T33</p>	<p>Fluency T25</p> <p>Close Reading "Their Business and Yours," T25Q-T25T</p> <p>Integrate Ideas Research and Inquiry, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Fluency T27</p> <p>Close Reading "The Writing on the Wall," T25Q-T25T</p> <p>Integrate Ideas Research and Inquiry, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Short Vowels, T35</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Short Vowels, T35</p>
OPTIONS	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
	<p>Phonics/Decoding T26-T27</p> <p>-Short Vowels</p> <p>Write About the Text T30</p> <p>Genre Writing Narrative: Prewrite, T345</p> <p>Spelling Short Vowels, T35</p> <p>Build Vocabulary T37</p>	<p>Phonics/Decoding T26-T27</p> <p>-Short Vowels</p> <p>Write About the Text T30</p> <p>Genre Writing Narrative: Prewrite, T345</p> <p>Spelling Short Vowels, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>One Hen</i>, T25A-T25P</p> <p>Genre Writing Narrative: Teach the Prewrite Minilesson, T349</p> <p>Grammar Sentences, T33</p> <p>Spelling Short Vowels, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>Little Blog on the Prairie</i>, T25A-T25P</p> <p>Genre Writing Narrative: Teach the Prewrite Minilesson, T349</p> <p>Grammar Sentence Types, T33</p> <p>Spelling Short Vowels, T35</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Narrative: Choose Your Topic and Plan, T349</p> <p>Grammar Sentences, T33</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Narrative: Choose Your Topic and Plan, T349</p> <p>Grammar Sentence Types, T33</p> <p>Build Vocabulary T37</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE 5	GRADE 6	GRADE 5	GRADE 6
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.3	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3b, W.5.9a, W.5.10	
Grammar L.5.1e, L.5.2a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5b, L.5.6, RL.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.3, RI.6.5, RI.6.6, RI.6.8	
Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.1a, W.6.9b, W.6.10	
Grammar L.4.1f	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10	
Vocabulary L.6.4a, L.6.4d, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "Whitewater Adventure," T80-T81 Grammar Subjects and Predicates, T96 Spelling Long Vowels, T99 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "Drumbeat of Freedom," T80-T81 Grammar Subjects and Predicates, T96 Spelling Long Vowels, T98 Build Vocabulary T100	Close Reading "Whitewater Adventure," T80-T81 Strategy Reread, T82-T83 Skill Character, Setting, Plot: Problem and Solution, T84-T85 Vocabulary Strategy Idioms, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Subjects and Predicates, T96 Build Vocabulary T100	Close Reading "Drumbeat of Freedom," T80-T81 Strategy Visualize, T82-T83 Skill Character, Setting, Plot: Sequence, T84-T85 Vocabulary Strategy Context Clues, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Subjects and Predicates, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Autobiographical Sketch: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Narrative: Draft, T344	Genre Realistic Fiction, T89-T87 Genre Writing Autobiographical Sketch: Teach the Draft Minilesson, T346 Spelling Long Vowels, T99	Genre Writing Narrative: Teach the Draft, T344 Spelling Short Vowels, T98
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading <i>Second Day, First Impressions</i>, T89A-T89L Grammar Subjects and Predicates, T97</p>	<p>Close Reading <i>The Mostly True Adventures of Homer P. Figg</i>, T89A-T89R Grammar Subjects and Predicates, T97</p>	<p>Fluency T91 Close Reading “Lost in the Museum Wings,” T153S-T153T Integrate Ideas Research and Inquiry, T102-T105 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Fluency T91 Close Reading “Enough!” T89S-T89T Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Integrate Ideas T102-T105 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Long Vowels, T99</p>	<p>Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Long Vowels, T99</p>	
OPTIONS	<p>Phonics/Decoding Long Vowels, T90-T91 Write About the Text T346 Genre Writing Autobiographical Sketch: Revise, T347 Spelling Long Vowels, T99 Build Vocabulary T101</p>	<p>Phonics/Decoding T90-T91 -Long Vowels Write About the Text T94 Genre Writing Narrative: Revise, T347 Spelling Long Vowels, T99 Build Vocabulary T101</p>	<p>Close Reading <i>Second Day, First Impressions</i>, T89A-T89L Genre Writing Autobiographical Sketch: Teach the Revise Miniesson, T347 Grammar Subjects and Predicates, T97 Spelling Short Vowels, T99 Build Vocabulary T101</p>	<p>Close Reading <i>The Mostly True Adventures of Homer P. Figg</i>, T89A-T89R Genre Writing Narrative: Teach the Prewrite Miniesson, T347 Grammar Subjects and Predicates, T97 Spelling Long Vowels, T99 Build Vocabulary T101</p>	<p>Genre Writing Autobiographical Sketch: Peer Conferences, T347 Grammar Subjects and Predicates, T97 Build Vocabulary T101</p>	<p>Genre Writing Narrative: Peer Conferences, T347 Grammar Subjects and Predicates, T97 Build Vocabulary T101</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.3	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2a, W.5.9b, W.5.10	
Grammar L.5.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5c, L.5.6, RI.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.2	
Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.2a, W.6.9b, W.6.10	
Grammar L.3.1j, L.5.1e	
Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10	
Vocabulary L.6.4b, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "A Life in the Woods," T144-T145 Grammar Compound Sentences and Conjunctions, T160 Spelling Words with /uː/, /uː/, /, and /ü/, T162 Build Vocabulary T164	Introduce the Concept T138-T139 Vocabulary T142-T143 Close Reading "The Secret World of Caves," T144-T145 Grammar Sentence Combining, T160 Spelling Frequently Misspelled Words, T162 Build Vocabulary T164	Close Reading "A Life in the Woods," T144-T145 Strategy Summary: Ask and Answer Questions, T146-T147 Skill Text Structure: Cause and Effect, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Compound Sentences and Conjunctions, T160 Build Vocabulary T164	Close Reading "The Secret World of Caves," T144-T145 Strategy Summary: Reread, T146-T147 Skill Main Idea and Key Details, T148-T149 Vocabulary Strategy Greek Roots, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Sentence Combining, T160 Build Vocabulary T164
	OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Autobiographical Sketch: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Narrative: Discuss the Edited Model, T348	Genre Realistic Fiction, T150-T151 Genre Writing Autobiographical Sketch: Proofread/Edit, T348 Spelling Words with /uː/, /uː/, /, and /ü/, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	Close Reading <i>Camping with the President</i> , T153A-T153R Grammar Compound Sentences and Conjunctions, T161	Close Reading <i>Journey Into the Deep</i> , T153A-T153R Grammar Sentence Combining, T161	Fluency T155 Close Reading "A Walk with Teddy," T153S-T153T Integrate Ideas Research and Inquiry, T166-T169 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading "Extreme Exploration: An Interview with Dr. Eva Ramirez-Llodra" T153S-T153V Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Words with /u ⁻ /, /u ^ˈ /, and /ü/, T163	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Frequently Misspelled Words, T163	
OPTIONS	Phonics/Decoding T154-T155 - Words with /u ⁻ /, /u ^ˈ /, and /ü/, Write About the Text T158 Genre Writing Autobiographical Sketch, T348 Spelling Words with /u ⁻ /, /u ^ˈ /, and /ü/, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 -Frequently Misspelled Words Write About the Text T158 Genre Writing Narrative: Publish, T348 Spelling Frequently Misspelled Words, T163 Build Vocabulary T165	Close Reading <i>Camping with the President</i> , T153A-T153R Genre Writing Autobiographical Sketch Evaluate, T348 Grammar Compound Sentences and Conjunctions, T161 Spelling Words with /u ⁻ /, /u ^ˈ /, and /ü/, T163 Build Vocabulary T165	Close Reading <i>Journey Into the Deep</i> , T153A-T153R Genre Writing Narrative: Evaluate, T349 Grammar Sentence Combining, T161 Spelling Frequently Misspelled Words, T163 Build Vocabulary T165	Genre Writing Autobiographical Sketch: Conference with Students, T348 Grammar Compound Sentences and Conjunctions, T161 Build Vocabulary T165	Genre Writing Narrative: Conference with Students, T349 Grammar Sentence Combining, T161 Build Vocabulary T165	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5 Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 Writing W.5.2c, W.5.9b, W.5.10 Grammar L.5.1a Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c Vocabulary L.5.4b, L.5.6, RI.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.2 Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3 Writing W.6.2a, W.6.9b, W.6.10 Grammar L.6.3a Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10 Vocabulary L.6.5a, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "Fantasy Becomes Fact," T208-T209 Grammar Complex Sentences, T224 Spelling <i>r</i> -Controlled Vowels, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "The Monster in the Mountain," T208-T209 Grammar Complex Sentences, T32 Spelling <i>r</i> -Controlled Vowels, T226 Build Vocabulary T228	Close Reading "Fantasy Becomes Fact," T208-T209 Strategy Ask and Answer Questions, T210-T211 Skill Text Structure: Sequence, T212-T213 Vocabulary Strategy T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Complex Sentences, T224 Build Vocabulary T228	Close Reading "The Monster in the Mountain," T208-T209 Strategy Reread, T210-T211 Skill Main Idea and Key Details, T212-T213 Vocabulary Strategy Metaphor and Simile, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Complex Sentences, T224 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Personal Narrative: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Opinion: Discuss the Edited Model, T354	Genre Biography, T214-T215 Genre Writing Personal Narrative: Discuss the Expert Model, T350 Spelling <i>r</i> -Controlled Vowels, T226	Genre Narrative Nonfiction, T214-T215 Genre Writing Opinion: Proofread/Edit, T354 Spelling <i>r</i> -Controlled Vowels, T226
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading <i>The Boy Who Invented TV</i>, T217A-T217R Grammar Complex Sentences, T225</p>	<p>Close Reading <i>Into the Volcano</i>, T217A-T217P Grammar Complex Sentences, T225</p>	<p>Fluency T219 Close Reading "Time to Invent," T217S-T217T Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Fluency T219 Close Reading "Donna O'Meara: The Volcano Lady," T217Q-T217T Integrate Ideas Research and Inquiry, T220-T221 Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling <i>r</i>-Controlled Vowels, T227</p>	<p>Integrate Ideas T220-T221 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling <i>r</i>-Controlled Vowels, T227</p>	
OPTIONS	<p>Phonics/Decoding <i>r</i>-Controlled Vowels /är/, /âr/, and /ôr/, T218-T219 Write About the Text T222 Genre Writing Personal Narrative: Prewrite, T350 Spelling <i>r</i>-Controlled Vowels, T227 Build Vocabulary T229</p>	<p>Phonics/Decoding T218-T219 -<i>r</i>-Controlled Vowels Write About the Text T22 Genre Writing Opinion: Publish, T354 Spelling <i>r</i>-Controlled Vowels, T227 Build Vocabulary T229</p>	<p>Close Reading <i>The Boy Who Invented TV</i>, T217A-T217R Genre Writing Personal Narrative: Teach the Prewrite Minilesson, T350 Grammar Complex Sentences, T225 Spelling <i>r</i>-Controlled Vowels, T227 Build Vocabulary T229</p>	<p>Close Reading <i>Into the Volcano</i>, T217A-T217P Genre Writing Opinion: Evaluate, T355 Grammar Complex Sentences, T225 Spelling <i>r</i>-Controlled Vowels, T227 Build Vocabulary T229</p>	<p>Genre Writing Personal Narrative: Choose Your Topic and Plan, T350 Grammar Complex Sentences, T225 Build Vocabulary T229</p>	<p>Genre Writing Opinion: Conference with Students, T349 Grammar Complex Sentences, T225 Build Vocabulary T229</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.6, RI.5.8	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1b, W.5.9b, W.5.10	
Grammar L.4.1f	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.6, RI.6.8	
Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.1a, W.6.9b, W.6.10	
Grammar L.41f, L.6.1e	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10	
Vocabulary L.6.4b, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Are Electronic Devices Good for Us?,” T272-T273 Grammar Run-On Sentences and Fragments, T288 Spelling r-Controlled Vowels úr, T292 Build Vocabulary T292	Introduce the Concept T138-T139 Vocabulary T270-T271 Close Reading “Making Money: A Story of Change,” T272-T273 Grammar Run-On Sentences and Comma Splices, T288 Spelling Compound Words, T290 Build Vocabulary T292	Close Reading “Are Electronic Devices Good for Us?,” T272-T273 Strategy Reread, T274-T275 Skill Author’s Point of View, T276-T277 Vocabulary Strategy Greek and Latin Prefixes, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Run-On Sentences and Fragments, T288 Build Vocabulary T292	Close Reading “Making Money: A Story of Change,” T272-T273 Strategy Reread, T274-T275 Skill Author’s Point of View, T276-T277 Vocabulary Strategy Root Words, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Run-On Sentences and Comma Splices, T288 Build Vocabulary T292
	OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Personal Narrative: Draft, T352	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T284 Genre Writing Narrative: Draft, T352	Genre Persuasive Article, T278-T279 Genre Writing Personal Narrative: Teach the Draft Minilesson, T352 Spelling r-Controlled Vowels úr, T290
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading <i>The Future of Transportation</i>, T281A-T281D Grammar Run-On Sentences and Fragments, T291</p>	<p>Close Reading <i>The Economic Roller Coaster</i>, T281A-T281D Grammar Run-On Sentences and Comma Splices, T289</p>	<p>Fluency T283 Close Reading “Getting From Here to There,” T281E-T281F Integrate Ideas Research and Inquiry, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Fluency T283 Close Reading “Our Federal Reserve at Work,” T281E-T281F Integrate Ideas Research and Inquiry, T284-T285 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T294-T295 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling <i>r</i>-Controlled Vowels <i>ür</i>, T291</p>	<p>Integrate Ideas T284-T285 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T285 Spelling Short Vowels, T291</p>	
OPTIONS	<p>Phonics/Decoding <i>r</i>-Controlled Vowels <i>ür</i>, T282-T287 Write About the Text T286 Genre Writing Personal Narrative: Revise, T353 Spelling <i>r</i>-Controlled Vowels <i>ür</i>, T291 Build Vocabulary T293</p>	<p>Phonics/Decoding T282-T283 -Compound Words Write About the Text T286 Genre Writing Narrative: Revise, T353 Spelling Compound Words, T291 Build Vocabulary Reinforce the Words T293</p>	<p>Close Reading <i>The Future of Transportation</i>, T281A-T281D Genre Writing Personal Narrative: Teach the Revise Minilesson, T353 Grammar Run-On Sentences and Fragments, T289 Spelling <i>r</i>-Controlled Vowels <i>ür</i>, T291 Build Vocabulary T293</p>	<p>Close Reading <i>The Economic Roller Coaster</i> T281A-T281D Genre Writing Narrative: Teach the Revise Minilesson, T355 Grammar Run-On Sentences and Comma Splices, T289 Spelling Compound Words, T291 Build Vocabulary Reinforce the Words, T293</p>	<p>Genre Writing Personal Narrative: Peer Conferences, T353 Grammar Run-On Sentences and Fragments, T289 Build Vocabulary T293</p>	<p>Genre Writing Narrative: Peer Conferences, T355 Grammar Run-On Sentences and Comma Splices, T289 Build Vocabulary Reinforce the Words, T293</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5 Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 Writing W.5.2a, W.5.9b, W.5.10 Grammar L.3.1a, L.3.1c Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c Vocabulary	
Grade 6	
Comprehension RH.6.2, RI.6.1, RI.6.2, RI.6.5 Listening/Speaking RH.6.7, RI.6.1, SL.6.1b, SL.6.1d, SL.6.2, SL.6.3 Writing W.6.2b, W.6.9b Grammar L.3.1c Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10 Vocabulary L.6.4b, L.6.6, RI.6.4	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T10-T11 Vocabulary T12-T13 Close Reading "Creating a Nation," T16-T17 Grammar Kinds of Nouns, T32 Spelling Variant Vowel, T34 Build Vocabulary T36	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Empire of the Sea," T16-T17 Grammar Kinds of Nouns, T32 Spelling Irregular Plurals, T35 Build Vocabulary Reinforce the Words, T37	Close Reading "Creating a Nation," T16-T17 Strategy Reread, T18-T19 Skill Text Structure: Problem and Solution, T20-T21 Vocabulary Strategy Context Clues: Definitions and Restatements, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Kinds of Nouns, T32 Build Vocabulary T36	Close Reading "Empire of the Sea," T16-T17 Strategy Ask and Answer Questions, T18-T19 Skill Problem and Solution, T20-T21 Vocabulary Strategy Latin Roots, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Kinds of Nouns, T32 Build Vocabulary Reinforce the Words, T37
OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Invitations with Directions: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Informative: Read Like a Writer, T344	Genre Expository Text, T22-T23 Genre Writing Invitation with Directions: Discuss the Expert Model, T344 Spelling Variant Vowel /ô/, T34	Genre Expository Text, T22-T23 Genre Writing Informative: Discuss the Expert Model, T344 Spelling Irregular Vowels, T35
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Close Reading <i>Who Wrote the U.S. Constitution?</i>, T25A-T25R Grammar Kinds of Nouns, T33</p>	<p>Close Reading <i>The Technology of Mesopotamia</i>, T25A-T25P Grammar Kinds of Nouns, T33</p>	<p>Fluency T27 Close Reading "Parchment and Ink," T25S-T25T Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Fluency T27 Close Reading "Gilgamesh Lost and Found," T25Q-T25R Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Variant Vowel /ô/, T35</p>	<p>Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Irregular Plurals, T35</p>
OPTIONS	<p>Phonics/Decoding Variant Vowel /ô/; Diphthongs /oi/, /ou/, T26-T27 Write About the Text T30 Genre Writing Invitation with Directions: Prewrite, T345 Spelling Variant Vowel /ô/, T35 Build Vocabulary T37</p>	<p>Phonics/Decoding T26-T27 -Irregular Plurals Write About the Text T30 Genre Writing Informative: Prewrite, T345 Spelling Irregular Plurals, T35 Build Vocabulary T37</p>	<p>Close Reading <i>Who Wrote the U.S. Constitution?</i>, T25A-T25R Genre Writing Invitation with Directions: Teach the Prewrite Minilesson, T349 Grammar Kinds of Nouns, T33 Spelling Variant Vowel /ô/, T34 Build Vocabulary T37</p>	<p>Close Reading <i>The Technology of Mesopotamia</i>, T25A-T25P Genre Writing Informative: Teach the Prewrite Minilesson, T349 Grammar Kinds of Nouns, T33 Spelling Irregular Plurals, T35 Build Vocabulary T37</p>	<p>Genre Writing Invitation with Directions: Choose Your Topic and Plan, T349 Grammar Kinds of Nouns, T33 Build Vocabulary T37</p>	<p>Genre Writing Informative: Choose Your Topic and Plan, T349 Grammar Kinds of Nouns, T33 Build Vocabulary T37</p>
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 5		Grade 6	Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.3	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3a, W.5.9a, W.5.10	
Grammar L.3.1b	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5a, L.5.6, RL.5.4	
Grade 6	
Comprehension RH.6.1, RH.6.5, RI.6.1, RI.6.2, RI.6.3, RI.6.5	
Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.1a, W.6.9b, W.6.10	
Grammar L.3.1b	
Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10	
Vocabulary L.6.4b, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "A Modern Cinderella," T80-T81 Grammar Singular and Plural Nouns, T96 Spelling Plurals, T98 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "The Democracy Debate," T80-T81 Grammar Singular and Plural Nouns, T96 Spelling Inflectional Endings, T98 Build Vocabulary T100	Close Reading "A Modern Cinderella," T80-T81 Strategy Make Predictions, T82-T83 Skill Character, Setting, Plot: Compare and Contrast Events, T84-T85 Vocabulary Strategy Simile and Metaphor, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Singular and Plural Nouns, T96 Build Vocabulary T100	Close Reading "The Democracy Debate," T80-T81 Strategy Ask and Answer Questions, T82-T83 Skill Compare and Contrast, T84-T85 Vocabulary Strategy Greek and Latin Prefixes, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Singular and Plural Nouns, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Informative Invitation with Directions: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Explanatory Essay: Draft, T346	Genre Writing Informative Invitation: Teach the Draft Minilesson, T346 Spelling Plurals, T98	Genre: Expository Text, T86-T87 Genre Writing Explanatory Essay: Teach the Draft Minilesson, T346 Spelling Inflectional Endings, T98
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading <i>Where the Mountain Meets the Moon</i>, T89A-T89P</p> <p>Grammar Singular and Plural Nouns, T97</p>	<p>Close Reading <i>Who Created Democracy?</i>, T89A-T89L</p> <p>Grammar Singular and Plural Nouns, T97</p>	<p>Fluency T91</p> <p>Close Reading "The Princess and the Pea," T89Q-T89R</p> <p>Integrate Ideas Inquiry Space, T102-T103</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Fluency T91</p> <p>Close Reading "How Ideas Become Laws," T89M-T89N</p> <p>Integrate Ideas Inquiry Space, T102-T103</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Integrate Ideas T102-T104</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T95</p> <p>Spelling Plurals, T99</p>	<p>Integrate Ideas T102-T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T95</p> <p>Spelling Inflectional Endings, T99</p>	
OPTIONS	<p>Phonics/Decoding T90-T91 -Plurals</p> <p>Write About the Text T94</p> <p>Genre Writing Informative Invitation with Directions: Revise, T346</p> <p>Spelling Plurals, T99</p> <p>Build Vocabulary T101</p>	<p>Phonics/Decoding T90-T91 -Inflectional Endings</p> <p>Write About the Text T94</p> <p>Genre Writing Explanatory Essay: Revise, T346</p> <p>Spelling Inflectional Endings, T99</p> <p>Build Vocabulary T101</p>	<p>Genre Writing Informative Invitation with Directions: Teach the Revise Minilesson, T346</p> <p>Grammar Singular and Plural Nouns, T97</p> <p>Spelling Plurals, T99</p> <p>Build Vocabulary T101</p>	<p>Close Reading <i>Who Created Democracy?</i> T89A-T89L</p> <p>Genre Writing Explanatory Essay: Teach the Prewrite Minilesson, T346</p> <p>Grammar Singular and Plural Nouns, T97</p> <p>Spelling Inflectional Endings, T99</p> <p>Build Vocabulary T101</p>	<p>Genre Writing Informational Invitation with Directions: Peer Conferences, T346</p> <p>Grammar Singular and Plural Nouns, T97</p> <p>Build Vocabulary T101</p>	<p>Genre Writing Explanatory Essay: Peer Conferences, T346</p> <p>Grammar Singular and Plural Nouns, T97</p> <p>Build Vocabulary T101</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2b, W.5.9b, W.5.10	
Grammar L.3.1b	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	
Grade 6	
Comprehension RL.6.1, RL.6.3, RL.6.6, RL.6.9	
Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.3a, W.6.9a, W.6.10	
Grammar L.3.1b	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10	
Vocabulary L.6.4d, L.6.5c, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Growing in Place," T144-T145 Grammar More Plural Nouns, T160 Spelling Inflectional Endings, T162 Build Vocabulary T164	Introduce the Concept T138-139 Vocabulary Words in Context, T142-T143 Close Reading "Yaskul's Mighty Trade," T144-T145 Grammar More Plural Nouns, T160 Spelling Closed Syllables, T162 Build Vocabulary T164	Close Reading "Growing in Place," T144-T145 Strategy Summary: Reread, T146-T147 Skill Text Structure: Sequence, T148-T149 Vocabulary Strategy Greek and Latin Suffixes, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar More Plural Nouns, T160 Build Vocabulary T164	Close Reading "Yaskul's Mighty Trade," T144-T145 Strategy Summarize: Reread, T146-T147 Skill Point of View, T148-T149 Vocabulary Strategy Connotations and Denotations, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar More Plural Nouns, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Invitation with Directions: Discuss the Edited Model, T344	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Informative: Discuss the Edited Model, T348	Genre Biography, T150-T151 Genre Writing Invitation with Directions: Proofread/Edit, T348 Spelling Inflectional Endings, T162	Genre Historical Fiction, T150-T151 Genre Writing Informative: Proofread/Edit, T348 Spelling Closed Syllables, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	Close Reading <i>The Boy Who Drew Birds</i> , T153A-T153N Grammar More Plural Nouns, T161	Close Reading <i>Roman Diary</i> , T153A-T153R Grammar More Plural Nouns, T161	Fluency T155 Close Reading “Daedalus and Icarus,” T153O-T153R Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading “The Genius of Roman Aqueducts” 148-151 Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts T158	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Inflectional Endings, T162	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Closed Syllables, T163	
OPTIONS	Phonics/Decoding Inflectional Endings, T154-T155 Write About the Text T158 Genre Writing Invitation with Directions: Publish, T344 Spelling Inflectional Endings, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 -Closed Syllables Write About the Text T158 Genre Writing Informative: Publish, T348 Spelling Closed Syllables, T163 Build Vocabulary T165	Close Reading <i>The Boy Who Drew Birds</i> , T153A-T153N Genre Writing Invitation with Directions: Evaluate, T348 Grammar More Plural Nouns, T161 Spelling Inflectional Endings, T163 Build Vocabulary T165	Close Reading <i>Roman Diary</i> , T153A-T153R Genre Writing Informative: Evaluate, T349 Grammar More Plural Nouns, T161 Spelling Closed Syllables, T163 Build Vocabulary T165	Genre Writing Invitation with Directions: Conference with Students, T344 Grammar More Plural Nouns, T161 Build Vocabulary T165	Genre Writing Informative: Conference with Students, T349 Grammar More Plural Nouns, T161 Build Vocabulary T165	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.2 Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 Writing W.5.3b, W.5.9a, W.5.10a Grammar L.3.2d Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c Vocabulary L.5.5a, L.5.6, RL.5.4	
Grade 6	
Comprehension RL.6.1, RL.6.3, RL.6.6 Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3 Writing W.6.3a, W.6.9a, W.6.10 Grammar L.3.2d Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10 Vocabulary L.6.4b, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "The Magical Lost Brocade," T208-T209 Grammar Complex Sentences, T224 Spelling Contractions, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "Cusi's Secret," T208-T209 Grammar Possessive Nouns, T224 Spelling Open Syllables, T226 Build Vocabulary T229	Close Reading "The Magical Lost Brocade," T208-T209 Strategy Summarize Reread, Make Predictions, T210-T211 Skill Theme, T212-T213 Vocabulary Strategy Personification, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Nouns, T224 Build Vocabulary T228	Close Reading "Cusi's Secret," T208-T209 Strategy Reread, T210-T211 Skill Main Idea and Key Details, T212-T213 Vocabulary Strategy Greek and Latin Suffixes, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Possessive Nouns, T224 Build Vocabulary T229
	OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Informative Explanatory Essay: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Informative: Read Like a Writer, T350	Genre Folktale, T214-T215 Genre Writing Informative Explanatory Essay: Discuss the Expert Model, T350 Spelling Contractions, T226
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	Close Reading <i>Blancaflor</i> , T217A-T217P Grammar Possessive Nouns, T225	Close Reading <i>A Single Shard</i> , T217A-T217R Grammar Possessive Nouns, T225	Fluency T219 Close Reading "From Tale to Table," T217Q-T217R Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T155 Close Reading "A Scholar in the Family," T217S-T217V Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Contractions, T227	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Open Syllables, T227	
OPTIONS	Phonics/Decoding T218-T219 -Contractions Write About the Text T222 Genre Writing Informative Explanatory Essay: Prewrite, T350 Spelling T227 Build Vocabulary T229	Phonics/Decoding T218-T219 -Open Syllables Write About the Text T222 Genre Writing Informative: Prewrite, T351 Spelling Open Syllables, T227 Build Vocabulary T229	Close Reading <i>Blancaflor</i> , T217A-T217P Genre Writing Informative Explanatory Essay: Teach the Prewrite Minilesson, T350 Grammar Possessive Nouns, T225 Spelling T225 Build Vocabulary T229	Close Reading <i>A Single Shard</i> , T217A-T217R Genre Writing Informative: Teach the Prewrite Minilesson, T355 Grammar Possessive Nouns, T225 Spelling Open Syllables, T227 Build Vocabulary T229	Genre Writing Informative Explanatory Essay: Choose Your Topic and Plan, T350 Grammar Possessive Nouns, T225 Build Vocabulary T229	Genre Writing Informative: Choose Your Topic, T351 Grammar Possessive Nouns, T225 Build Vocabulary T229	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.2 Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 Writing W.5.3a, W.5.9a, W.5.10 Grammar L.5.1a Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c Vocabulary L.5.5c, L.5.6, RL.5.	
Grade 6	
Comprehension RL.6.1, RL.6.2, RL.6.3, RL.6.5 Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3 Writing W.6.9a Grammar L.6.2a Foundational Skills/Word Work RF.5.3a, RF.5.4b. RL.6.10 Vocabulary L.6.5a, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading "A Simple Plan" and "Rescue," T272-T273 Grammar Prepositional Phrases, T288 Spelling Closed Syllables, T290 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary Words in Context, T270-T271 Close Reading "Ozymandius" and "Lifelong Friends" T272-T273 Grammar Appositives, T288 Spelling Consonant + le Syllables, T290 Build Vocabulary T292	Close Reading "A Simple Plan" and "Rescue," T272-T273 Skill Theme , T276-T277 Literary Elements T278-T279 Vocabulary Strategy Homographs, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Prepositional Phrases, T288 Build Vocabulary T292	Close Reading "Ozymandius" and "Lifelong Friends" T272-T273 Skill Theme , T276-T277 Vocabulary Strategy Personification, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Appositives, T288 Build Vocabulary T292
	OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Explanatory Essay: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Informative: Draft, T352	Genre Narrative and Free Verse, T274-T275 Genre Writing Informative Explanatory Essay: Teach the Draft Minilesson, T352 Spelling Closed Syllables, T290
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading “Stage Fright” and “Catching Quiet,” T281A-T281D Grammar Prepositional Phrases, T291</p>	<p>Close Reading <i>Majestic, Mummy, Clay</i> T281A-T281D Grammar Appositives, T289</p>	<p>Fluency T283 Close Reading “Foul Shot,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Fluency T283 Close Reading “Maestro” and “Tradition,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Closed Syllables, T291</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Consonant +le Syllables, T291</p>	
OPTIONS	<p>Phonics/Decoding Closed Syllables, T282-T283 Write About the Text T286 Genre Writing Explanatory Essay: Revise, T353 Spelling Closed Syllables, T291 Build Vocabulary T293</p>	<p>Phonics/Decoding T282-T283 -Consonant + le Syllables Write About the Text T286 Genre Writing Narrative: Revise, T353 Spelling Consonant + le Syllables, T291 Build Vocabulary Reinforce the Words T293</p>	<p>Close Reading “Stage Fright” and “Catching Quiet,” T281A-T281D Genre Writing Explanatory Essay: Teach the Revise Minilesson, T353 Grammar Prepositional Phrases, T289 Spelling Closed Syllables, T291 Build Vocabulary T293</p>	<p>Close Reading <i>Majestic, Mummy, Clay</i>, T281A-T281D Genre Writing Informative: Teach the Revise Minilesson, T353 Grammar Appositives, T289 Spelling Consonant + le Syllables, T291 Build Vocabulary Reinforce the Words, T293</p>	<p>Genre Writing Explanatory Essay: Peer Conferences, T353 Grammar Prepositional Phrases, T289 Build Vocabulary T293</p>	<p>Genre Writing Informative: Peer Conferences, T353 Grammar Appositives, T289 Build Vocabulary Reinforce the Words, T293</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3b, W.5.9a, W.5.10	
Grammar L.3.1a, L.3.1f	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RL.5.4	
Grade 6	
Comprehension RL.6.1, RL.6.2, RL.6.3, RL.6.5	
Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.3a, W.6.9a, W.6.10	
Grammar L.3.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10	
Vocabulary L.6.4a, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "A Reluctant Traveler," T16-T17 Grammar Action Verbs, T32 Spelling Open Syllables, T34 Build Vocabulary T36	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "The Rockers Build a Soccer Field," T16-T17 Grammar Action Verbs and Objects, T32 Spelling Vowel Team Syllables, T34 Build Vocabulary T36	Close Reading "A Reluctant Traveler," T16-T17 Strategy Summarize, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Context Clues: Cause and Effect, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Action Verbs, T32 Build Vocabulary T36	Close Reading "The Rockers Build a Soccer Field," T16-T17 Strategy Make Predictions, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Context Clues, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Action Verbs and Objects, T32 Build Vocabulary T36
	OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Book Review: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Book Review: Read Like a Writer, T344	Genre Realistic Fiction, T22-T23 Genre Writing Book Review: Discuss the Expert Model, T344 Spelling Open Syllables, T34
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Close Reading <i>They Don't Mean It!</i>, T25A-T25N Grammar Action Verbs and Objects, T33</p>	<p>Close Reading <i>How Tia Lola Came to Stay</i>, T25A-T25N Grammar Mechanics and Usage, T33</p>	<p>Fluency T27 Close Reading "Where Did That Come From?," T25O-T25P Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Fluency T27 Close Reading "The Music of Many," T25O-T25P Integrate Ideas Inquiry Space, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Open Syllables, T35</p>	<p>Integrate Ideas T38-T39 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Vowel Team Syllables, T34</p>
OPTIONS	<p>Phonics/Decoding Open Syllables, T26-T27 Write About the Text T230 Genre Writing Book Review: Prewrite, T345 Spelling Open Syllables, T35 Build Vocabulary T37</p>	<p>Phonics/Decoding T26-T27 -Vowel Team Syllables Write About the Text T30 Genre Writing Book Review: Discuss the Expert Model, T345 Spelling Vowel Team Syllables, T35 Build Vocabulary T36</p>	<p>Close Reading <i>They Don't Mean It!</i>, T25A-T25N Genre Writing Book Review: Teach the Prewrite Minilesson, T345 Grammar Action Verbs, T33 Spelling Open Syllables, T35 Build Vocabulary T37</p>	<p>Close Reading <i>How Tia Lola Came to Stay</i>, T25A-T25N Genre Writing Book Review: Teach the Prewrite Minilesson, T345 Grammar Action Verbs and Objects, T33 Spelling Vowel Team Syllables, T35 Build Vocabulary T37</p>	<p>Genre Writing Book Review: Choose Your Topic and Plan, T349 Grammar Action Verbs, T33 Build Vocabulary T37</p>	<p>Genre Writing Book Review: Choose Your Topic and Plan, T349 Grammar Action Verbs and Objects, T33 Build Vocabulary T37</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 5	Grade 6	Grade 5		Grade 6	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1b, W.5.9a, W.5.10	
Grammar L.5.1c, L.5.1d	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RL.5.4	
Grade 6	
Comprehension RL.6.1, RL.6.2, RL.6.3, RL.6.5	
Listening/Speaking SL.6.1c, SL.6.2, SL.6.3	
Writing W.6.3b, W.6.9a, W.6.10	
Grammar L.5.1c, L.5.1d	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10	
Vocabulary L.6.4a, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "Survivaland," T80-T81 Grammar Verb Tenses, T96 Spelling Open Syllables (V/V), T98 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "Facing the Storm," T80-T81 Grammar Verb Tenses, T96 Spelling r-Controlled Vowel Syllables, T98 Build Vocabulary T100	Close Reading "Survivaland," T80-T81 Strategy Summarize, T82-T83 Skill Theme T84-T85 Vocabulary Strategy Context Clues: Comparison, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Verb Tenses, T96 Build Vocabulary T100	Close Reading "Facing the Storm," T80-T81 Strategy Make Predictions, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Context Clues, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Verb Tenses, T96 Build Vocabulary T100
OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Book Review: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Book Review: Draft, T346	Genre Fantasy, T86-T87 Genre Writing Book Review: Teach the Draft Minilesson, T346 Spelling Open Syllables (V/V), T98	Genre Writing Book Review: Teach the Draft Minilesson, T346 Spelling r-Controlled Vowel Syllables, T98
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	Close Reading <i>Weslandia</i> , T89A-T89P Grammar Verb Tenses, T97	Close Reading <i>Lizzie Bright and the Buckminster Boy</i> , T89A-T89N Grammar Mechanics and Usage, T97	Fluency T91 Close Reading "Plants with a Purpose," T89Q-T89R Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency T91 Close Reading "Confronting a Challenge," T89O-T89P Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T103 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Open Syllables (V/V), T99	Integrate Ideas T102-T103 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling <i>r</i> -Controlled Vowel Syllables, T101	
OPTIONS	Phonics/Decoding T90-T91 -Open Syllables (V/V) Write About the Text T94 Genre Writing Book Review: Revise, T347 Spelling Open Syllables (V/V), T99 Build Vocabulary T101	Phonics/Decoding T90-T91 - <i>r</i> -Controlled Vowel Syllables Write About the Text T94 Genre Writing Book Review: Revise, T346 Spelling <i>r</i> -Controlled Vowel Syllables, T99 Build Vocabulary T103	Close Reading <i>Weslandia</i> , T89A-T89P Genre Writing Book Review: Teach the Revise Miniesson, T347 Grammar Verb Tenses, T97 Spelling Open Syllables (V/V), T99 Build Vocabulary T101	Close Reading <i>Lizzie Bright and the Buckminster Boy</i> , T89A-T89N Genre Writing Book Review: Teach the Revise Miniesson, T347 Grammar Verb Tenses, T97 Spelling <i>r</i> -Controlled Vowel Syllables, T99 Build Vocabulary T101	Genre Writing Book Review: Peer Conferences, T347 Grammar Verb Tenses, T97 Build Vocabulary T101	Genre Writing Book Review: Peer Conferences, T347 Grammar Verb Tenses, T97 Build Vocabulary T101	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2b, W.5.9b, W.5.10	
Grammar L.5.1b, L.5.1c	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.2, RI.6.3, RI.6.5	
Listening/Speaking SL.6.1b, SL.6.1c, SL.1.d, SL.6.2, SL.6.3	
Writing W.6.2a, W.6.10	
Grammar L.6.1, L.5.1c	
Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10	
Vocabulary L.6.4b, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Patterns of Change," T144-T145 Grammar Main Verbs and Helping Verbs, T160 Spelling Vowel Team Syllables, T162 Build Vocabulary T164	Introduce the Concept T138-T139 Vocabulary Words in Context, T142-T143 Close Reading "Jewels from the Sea," T144-T145 Grammar Main Verbs and Helping Verbs, T160 Spelling Frequently Misspelled Words, T162 Build Vocabulary T164	Close Reading "Patterns of Change," T144-T145 Strategy Ask and Answer Questions, T146-T147 Skill Main Idea and Key Details, T148-T149 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Main Verbs and Helping Verbs, T160 Build Vocabulary T164	Close Reading "Jewels from the Sea," T144-T145 Strategy Summarize, T146-T147 Skill Sequence, T148-T149 Vocabulary Strategy Prefixes and Suffixes, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T156 Grammar Main Verbs and Helping Verbs, T160 Build Vocabulary T164
	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Book Review: Discuss the Edited Model, T348	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Book Review: Discuss the Edited Model, T348	Genre Expository Text, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Vowel Team Syllables, T162	Genre Narrative Nonfiction, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Frequently Misspelled Words, T162
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Close Reading <i>The Story of Snow</i> , T153A-T153P Grammar Main and Helping Verbs, T161	Close Reading <i>The Pot That Juan Built</i> , T153A-T153N Grammar Mechanics and Usage, T161	Fluency T155 Close Reading "Fibonacci's Amazing Find," T153Q-T153T Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading "A Box of Ideas," T153O-T153R Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts T158	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Vowel Team Syllables, T163	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Frequently Misspelled Words, T163
OPTIONS	Phonics/Decoding Vowel Team Syllables, T154-T155 Write About the Text T158 Genre Writing Book Review: Publish, T348 Spelling Vowel Team Syllables, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 -Frequently Misspelled Words Write About the Text T158 Genre Writing Book Review: Publish, T348 Spelling Frequently Misspelled Words, T163 Build Vocabulary T164	Close Reading <i>The Story of Snow</i> , T153A-T153P Genre Writing Book Review: Evaluate, T348 Grammar Main Verbs and Helping Verbs, T161 Spelling Vowel Team Syllables, T163 Build Vocabulary T165	Close Reading <i>The Pot That Juan Built</i> , T153A-T153NT153A-T153R Genre Writing Book Review: Evaluate, T349 Grammar Main Verbs and Helping Verbs, T161 Spelling Frequently Misspelled Words, T162 Build Vocabulary T165	Genre Writing Book Review: Conference with Students, T349 Grammar Main Verbs and Helping Verbs, T161 Build Vocabulary T165	Genre Writing Book Review: Conference with Students, T349 Grammar Main Verbs and Helping Verbs, T161 Build Vocabulary T164
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 5	Grade 6	Grade 5	Grade 6		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1b, W.5.9b, W.5.10	
Grammar L.3.1a, L.5.2d	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4b, L.5.6, RI.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.2, RI.6.3, RI.6.5	
Listening/Speaking SL.6.1b, SL.6.9d, SL.6.2, SL.6.3,	
Writing W.6.2a, W.6.9b, W.6.10	
Grammar L.5.1c, L.6.2	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10	
Vocabulary L.6.4a, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "Gulf Spill Superheroes," T208-T209 Grammar Linking Verbs, T224 Spelling Consonant + /e Syllables, T226 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "Marian Anderson: Struggles and Triumphs," T208-T209 Grammar Linking Verbs, T224 Spelling Words with Prefixes, T226 Build Vocabulary T228	Close Reading "Gulf Spill Superheroes," T208-T209 Strategy Ask and Answer Questions, T210-T211 Skill Main Idea and Details, T212-T213 Vocabulary Strategy Latin Roots, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Linking Verbs, T224 Build Vocabulary T228	Close Reading "Marian Anderson: Struggles and Triumphs," T208-T209 Strategy Summarize, T210-T211 Skill Cause and Effect, T212-T213 Vocabulary Context Clues, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Linking Verbs, T224 Build Vocabulary T164
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Opinion Essay: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Argument Essay: Read Like a Writer, T350	Genre Expository Text, T214-T215 Genre Writing Opinion Essay: Discuss the Expert Model, T350 Spelling Consonant + /e Syllables, T226	Genre Biography, T214-T215 Genre Writing Argument Essay: Discuss the Expert Model, T350 Spelling Words with Prefixes, T226
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	Close Reading <i>Winter's Tail</i> , T217A-T217P Grammar Linking Verbs, T225	Close Reading <i>Major Taylor</i> , T217A-T217P Grammar Mechanics and Usage, T225	Fluency T219 Close Reading "Helping Hands," T217Q-T217T Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading "Margaret Bourke-White, Fearless Photographer," T217Q-T217T Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Consonant + /e Syllables, T227	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T230 Spelling Words with Prefixes, T227	
OPTIONS	Phonics/Decoding Consonant + /e Syllables, T218-T219 Write About the Text T222 Genre Writing Opinion Essay: Prewrite, T350 Spelling Consonant + /e Syllables, T227 Build Vocabulary T229	Phonics/Decoding T218-T219 -Prefixes Write About the Text T222 Genre Writing Argument Essay: Prewrite, T351 Spelling Words with Prefixes, T227 Build Vocabulary T165	Close Reading <i>Winter's Tail</i> , T217A-T217P Genre Writing Opinion Essay: Teach the Prewrite Minilesson, T350 Grammar Linking Verbs, T225 Spelling Consonant +/e Syllables, T227 Build Vocabulary T229	Close Reading <i>Major Taylor</i> , T217A-T217P Genre Writing Argument Essay: Teach the Prewrite Minilesson, T350 Grammar Linking Verbs, T225 Spelling Words with Prefixes, T227 Build Vocabulary T229	Genre Writing Opinion Essay: Choose Your Topic and Plan, T350 Grammar Linking Verbs, T225 Build Vocabulary T229	Genre Writing Argument Essay: Choose Your Topic, T351 Grammar Linking Verbs, T225 Build Vocabulary T229	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

CALIFORNIA STANDARDS	
Grade 5	
<p>Comprehension RI.5.1, RI.5.6, RI.5.8</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.2b, W.5.9b, W.5.10</p> <p>Grammar L.3.1d, L.5.1d</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.4a, L.5.6, RI.5.4</p>	
Grade 6	
<p>Comprehension RI.6.1, RI.6.2, RST.6.1</p> <p>Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3</p> <p>Writing W.6.1a, W.6.9b, W.6.10</p> <p>Grammar L.3.1d, L.6.1e</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10</p> <p>Vocabulary L.6.5b, L.6.6</p>	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Introduce the Concept T266-T267</p> <p>Vocabulary T270-T271</p> <p>Close Reading "What Was the Purpose of the Inca's Strange Strings?," T272-T273</p> <p>Grammar Irregular Verbs, T288</p> <p>Spelling <i>r</i>-Controlled Vowel Syllables, T290</p> <p>Build Vocabulary T292</p>	<p>Introduce the Concept T266-T267</p> <p>Vocabulary T270-T271</p> <p>Close Reading "Is Your City Green?," T272-T273</p> <p>Grammar Irregular Verbs, T288</p> <p>Spelling Adding <i>-ion</i> and <i>-tion</i>, T292</p> <p>Build Vocabulary T292</p>	<p>Close Reading "What Was the Purpose of the Inca's Strange Strings?," T272-T273</p> <p>Strategy Summarize</p> <p>Skill Author's Point of View, T276-T277</p> <p>Vocabulary Strategy Context Clues, T280-T281</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T284-T285</p> <p>Grammar Irregular Verbs, T288</p> <p>Build Vocabulary T292</p>	<p>Close Reading "Is Your City Green?," T272-T273</p> <p>Strategy Ask and Answer Questions, T274-T275</p> <p>Skill Main Idea and Key Details, T276-T277</p> <p>Vocabulary Strategy Synonyms and Antonyms, T280-T281</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T284-T285</p> <p>Grammar Irregular Verbs, T288</p> <p>Build Vocabulary T292</p>
	OPTIONS	<p>Listening Comprehension T268-T269</p> <p>Write About the Text Writing Fluency, T284</p> <p>Genre Writing Opinion Essay: Draft, T352</p>	<p>Listening Comprehension T268-T269</p> <p>Write About the Text Writing Fluency, T284</p> <p>Genre Writing Argument Essay: Draft, T352</p>	<p>Genre Persuasive Article, T278-T279</p> <p>Genre Writing Opinion Essay: Teach the Draft Minilesson, T352</p> <p>Spelling <i>r</i>-Controlled Vowel Syllables, T290</p>
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading "Machu Picchu: Ancient City," T281A-T281D Grammar Irregular Verbs, T289</p>	<p>Close Reading <i>Stewards of the Environment</i> T281A-T281D Grammar Mechanics and Usage, T289</p>	<p>Fluency T283 Close Reading "Dig This Technology!," T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Fluency T283 Close Reading "Modern Transit for an Ancient City," T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling <i>r</i>-Controlled Vowel Syllables, T291</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Adding <i>-ion</i> and <i>-tion</i>, T291</p>	
OPTIONS	<p>Phonics/Decoding <i>r</i>-Controlled Vowel Syllables, T282-T283 Write About the Text T286 Genre Writing Opinion Essay: Revise, T353 Spelling <i>r</i>-Controlled Vowel Syllables, T291 Build Vocabulary T293</p>	<p>Phonics/Decoding T282-T283 - Adding <i>-ion</i> and <i>-tion</i> Write About the Text T286 Genre Writing Argument Essay: Revise, T353 Spelling Adding <i>-ion</i> and <i>-tion</i>, T291 Build Vocabulary Reinforce the Words T293</p>	<p>Close Reading "Machu Picchu: Ancient City," T281A-T281D Genre Writing Opinion Essay: Teach the Revise MiniLesson, T353 Grammar Irregular Verbs, T289 Spelling <i>r</i>-Controlled Vowel Syllables, T291 Build Vocabulary T293</p>	<p>Close Reading <i>Stewards of the Environment</i>, T281A-T281D Genre Writing Argument Essay: Teach the Revise MiniLesson, T353 Grammar Irregular Verbs, T289 Spelling Adding <i>-ion</i> and <i>-tion</i>, T291 Build Vocabulary T293</p>	<p>Genre Writing Opinion Essay: Peer Conferences, T353 Grammar Irregular Verbs, T289 Build Vocabulary T293</p>	<p>Genre Writing Argument Essay: Peer Conferences, T353 Grammar Irregular Verbs, T289 Build Vocabulary Reinforce the Words, T293</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

CALIFORNIA STANDARDS	
Grade 5	
<p>Comprehension RL.5.1, RL.5.6</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.3d, W.5.9a, W.5.10</p> <p>Grammar L.3.1f</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.4c, L.5.5c, L.5.6, RL.5.4</p>	
Grade 6	
<p>Comprehension RI.6.1, RI.6.3, RI.6.5, RI.6.6, RH.6.5, RI.6.8</p> <p>Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p>Writing W.6.1a, W.6.9b, W.6.10</p> <p>Grammar L.6.1d</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10</p> <p>Vocabulary L.6.4a, L.6.6</p>	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading “How Mighty Kate Stopped the Train,” T16-T17</p> <p>Grammar Pronouns and Antecedents, T32</p> <p>Spelling More Words with Final /ə/ and /ən/, T34</p> <p>Build Vocabulary T36</p>	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading “The Day the Dam Broke,” T16-T17</p> <p>Grammar Pronouns and Antecedents, T32</p> <p>Spelling More Words with -ion, T35</p> <p>Build Vocabulary T36</p>	<p>Close Reading “How Mighty Kate Stopped the Train,” T16-T17</p> <p>Strategy Visualize, T18-T19</p> <p>Skill Point of View, T20-T21</p> <p>Vocabulary Strategy Synonyms and Antonyms, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Pronouns and Antecedents, T32</p> <p>Build Vocabulary T36</p>	<p>Close Reading “The Day the Dam Broke,” T16-T17</p> <p>Strategy Reread, T18-T19</p> <p>Skill Author’s Point of View, T20-T21</p> <p>Vocabulary Strategy Context Clues, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Pronouns and Antecedents, T32</p> <p>Build Vocabulary T36</p>
	OPTIONS	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Fictional Narrative: Read Like a Writer, T344</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Fictional Narrative: Read Like a Writer, T344</p>	<p>Genre Tall Tale, T22-T23</p> <p>Genre Writing Fictional Narrative: Discuss the Expert Model, T344</p> <p>Spelling Words with Final /ə/ and /ən/, T34</p>
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Close Reading <i>Davy Crockett Saves the World</i>, T25A-T25P</p> <p>Grammar Pronouns and Antecedents, T33</p>	<p>Close Reading <i>Years of Dust</i>, T25A-T25R</p> <p>Grammar Mechanics and Usage, T33</p>	<p>Fluency T27</p> <p>Close Reading “How Grandmother Spider Stole the Sun,” T25Q-T25T</p> <p>Integrate Ideas Inquiry Space, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Fluency Rate and Accuracy T27</p> <p>Close Reading “Erica Fernandez: Environmental Activist,” T25S-T25T</p> <p>Integrate Ideas Inquiry Space, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Words with Final /ə/ and /ən/, T35</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling More Words with -ion, T34</p>
OPTIONS	<p>Phonics/Decoding Words with Final /ə/ and /ən/, T26-T27</p> <p>Write About the Text T30</p> <p>Genre Writing Fictional Narrative: Prewrite, T345</p> <p>Spelling Words with Final /ə/ and /ən/, T35</p> <p>Build Vocabulary T37</p>	<p>Phonics/Decoding T26-T27</p> <p>-More Words with -ion</p> <p>Write About the Text T30</p> <p>Genre Writing Fictional Narrative: Prewrite, T345</p> <p>Spelling More Words with -ion, T35</p> <p>Build Vocabulary T36</p>	<p>Close Reading <i>Davy Crockett Saves the World</i>, T25A-T25P</p> <p>Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T349</p> <p>Grammar Pronouns and Antecedents, T32</p> <p>Spelling Words with Final /ə/ and /ən/, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>Years of Dust</i>, T25A-T25R</p> <p>Genre Writing Fictional Narrative: Teach the Prewrite Minilesson, T345</p> <p>Grammar Pronouns and Antecedents, T33</p> <p>Spelling More Words with -ion, T35</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Fictional Narrative: Choose Your Topic and Plan, T349</p> <p>Grammar Pronouns and Antecedents, T33</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Fictional Narrative: Choose Your Topic and Plan, T345</p> <p>Grammar Pronouns and Antecedents, T33</p> <p>Build Vocabulary T37</p>
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 5	Grade 6	Grade 5		Grade 6	
	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Spelling</p> <p>Writing</p> <p>Grammar</p>	

CALIFORNIA STANDARDS	
Grade 5	
<p>Comprehension RL.5.1, RL.5.6</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.3b, W.5.9a, W.5.10</p> <p>Grammar L.4.1a</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.5b, L.5.6, RL.5.4</p>	
Grade 6	
<p>Comprehension RI.6.1, RI.6.3, RI.6.5, RI.6.6, RI.6.8</p> <p>Listening/Speaking SL.6.1b, SL.6.1d, SL.6.3</p> <p>Writing W.6.1a, W.6.9b, W.6.10</p> <p>Grammar L.6.1a, L.6.1b</p> <p>Foundational Skills/Word Work RF.5.3a, RF.4b, RI.6.10</p> <p>Vocabulary L.6.4a, L.6.5a, L.6.6</p>	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Introduce the Concept T74-T75</p> <p>Vocabulary T78-T79</p> <p>Close Reading "Where's Brownie?," T80-T81</p> <p>Grammar Kinds of Pronouns, T96</p> <p>Spelling Prefixes, T98</p> <p>Build Vocabulary T100</p>	<p>Introduce the Concept T74-T75</p> <p>Vocabulary T78-T79</p> <p>Close Reading "She Had to Walk Before She Could Run," T80-T81</p> <p>Grammar Kinds of Pronouns, T96</p> <p>Spelling Vowel Alternation, T98</p> <p>Build Vocabulary T100</p>	<p>Close Reading "Where's Brownie?," T80-T81</p> <p>Strategy Visualize, T82-T83</p> <p>Skill Point of View T84-T85</p> <p>Vocabulary Strategy Adages and Proverbs, T88-T89</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T92-T93</p> <p>Grammar Kinds of Pronouns, T96</p> <p>Build Vocabulary T100</p>	<p>Close Reading "She Had to Walk Before She Could Run," T80-T81</p> <p>Strategy Reread, T82-T83</p> <p>Skill Author's Point of View, T84-T85</p> <p>Vocabulary Strategy Idioms, T88-T89</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T92-T93</p> <p>Grammar Kinds of Pronouns, T96</p> <p>Build Vocabulary T100</p>
OPTIONS	<p>Listening Comprehension T76-T77</p> <p>Write About the Text Writing Fluency, T92</p> <p>Genre Writing Fictional Narrative: Draft, T346</p>	<p>Listening Comprehension T76-T77</p> <p>Write About the Text Writing Fluency, T92</p> <p>Genre Writing Fictional Narrative: Draft, T346</p>	<p>Genre Mystery Play, T89-T87</p> <p>Genre Writing Fictional Narrative: Teach the Draft Minilessson, T346</p> <p>Spelling Prefixes, T98</p>	<p>Genre Writing Fictional Narrative: Teach the Draft Minilessson, T346</p> <p>Spelling Vowel Alternation, T98</p>
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	Close Reading <i>A Window Into History: The Mystery of the Cellar Window</i> , T89A-T89L Grammar Kinds of Pronouns, T97	Close Reading <i>Seeing Things His Own Way</i> , T89A-T89N Grammar Mechanics and Usage, T97	Fluency T91 Close Reading "A Second Chance for Chip," T89M-T89P Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency Intonation, T91 Close Reading "Get Fit for Fun," T89O-T89P Integrate Ideas Inquiry Space, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T103 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Prefixes, T99	Integrate Ideas T102-T103 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Vowel Alternation, T99	
OPTIONS	Phonics/Decoding Prefixes, T90-T91 Write About the Text T94 Genre Writing Fictional Narrative: Revise, T347 Spelling Prefixes, T99 Build Vocabulary T101	Phonics/Decoding T90-T91 -Vowel Alternation Write About the Text T94 Genre Writing Fictional Narrative: Revise, T346 Spelling Vowel Alternation, T99 Build Vocabulary T101	Close Reading <i>A Window Into History: The Mystery of Cellar Window</i> , T89A-T89L Genre Writing Fictional Narrative: Teach the Revise Minilesson, T347 Grammar Kinds of Pronouns, T97 Spelling Prefixes, T99 Build Vocabulary T101	Close Reading <i>Seeing Things His Own Way</i> , T89A-T89N Genre Writing Fictional Narrative: Teach the Revise Minilesson, T347 Grammar Kinds of Pronouns, T97 Spelling Vowel Alternation, T99 Build Vocabulary T101	Genre Writing Fictional Narrative: Peer Conferences, T347 Grammar Kinds of Pronouns, T97 Build Vocabulary T101	Genre Writing Fictional Narrative: Peer Conferences, T347 Grammar Kinds of Pronouns, T97 Build Vocabulary T101	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.6, RI.5.8 Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 Writing W.5.2a, W.5.9b, W.5.10 Grammar L.3.4b Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c Vocabulary L.5.6, RI.5.4	
Grade 6	
Comprehension RL.6.1, RL.6.2, RL.6.3, RL.6.5 Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3 Writing W.6.3b, W.6.9a, W.6.10 Grammar L.6.1a, L.6.2 Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10 Vocabulary L.6.4a, L.6.4d, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Frederick Douglass: Freedom's Voice," T144-T145 Grammar Pronoun-Verb Agreement, T160 Spelling Homographs, T162 Build Vocabulary T164	Introduce the Concept T138-T139 Vocabulary , T142-T143 Close Reading "Treasure in the Attic," T144-T145 Grammar Use of Possessive Pronouns, T160 Spelling Prefixes and Suffixes, T162 Build Vocabulary T164	Close Reading "Frederick Douglass: Freedom's Voice," T144-T145 Strategy Summarize, T146-T147 Skill Author's Point of View, T148-T149 Vocabulary Strategy Prefixes and Suffixes, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156-T157 Grammar Pronoun-Verb Agreement, T160 Build Vocabulary T164	Close Reading "Treasure in the Attic," T144-T145 Strategy Summarize, T146-T147 Skill Theme, T148-T149 Vocabulary Strategy Homophones, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T156 Grammar Use of Possessive Pronouns, T160 Build Vocabulary T164
OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Fictional Narrative: Discuss the Edited Model, T348	Listening Comprehension "Stage Fright" T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Fictional Narrative: Discuss the Edited Model, T348	Genre Biography, T150-T151 Genre Writing Fictional Narrative: Proofread/Edit, T348 Spelling Homographs, T162	Genre Drama, T150-T151 Genre Writing Fictional Narrative: Proofread/Edit, T348 Spelling Prefixes and Suffixes, T162
APPROACHING LEVEL			ON LEVEL	
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Close Reading <i>Rosa</i> , T153A-T153R Grammar Pronoun-Verb Agreement, T161	Close Reading <i>The Case of the Magic Marker Mischief Maker</i> , T153A-T153L Grammar Mechanics and Usage, T161	Fluency T155 Close Reading “Our Voices, Our Votes,” T153O-T153R Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading “Dramatic Decisions: Theater Through the Ages” T153O-T153P Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts T158	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Homographs, T162	Integrate Ideas T166-T167 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Prefixes and Suffixes, T163
OPTIONS	Phonics/Decoding T154-T155 - Homographs Write About the Text T157 Genre Writing Fictional Narrative: Publish, T344 Spelling Homographs, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 -Prefixes and Suffixes Write About the Text T158 Genre Writing Fictional Narrative: Publish, T348 Spelling Prefixes and Suffixes, T163 Build Vocabulary T165	Close Reading <i>Rosa</i> , T153A-T153P Genre Writing Fictional Narrative: Evaluate, T349 Grammar Pronoun-Verb Agreement, T161 Spelling Homographs, T163 Build Vocabulary T165	Close Reading <i>The Case of the Magic Marker Mischief Maker</i> , T153A-T153L Genre Writing Fictional Narrative: Evaluate, T349 Grammar Use of Possessive Pronouns, T161 Spelling Prefixes and Suffixes, T163 Build Vocabulary T165	Genre Writing Fictional Narrative: Conference with Students, T348 Grammar Pronoun-Verb Agreement, T161 Build Vocabulary T165	Genre Writing Fictional Narrative: Conference with Students, T349 Grammar Uses of Possessive Pronouns, T161 Build Vocabulary T165
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 5	Grade 6	Grade 5		Grade 6	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

CALIFORNIA STANDARDS	
Grade 5	
<p>Comprehension RI.5.1, RI.5.6, RI.5.8</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.1a, W.5.9a, W.5.10</p> <p>Grammar L.3.2d</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.4a, L.5.6, RI.5.4</p>	
Grade 6	
<p>Comprehension RL.6.1, RL.6.2, RL.6.3, RL.6.5</p> <p>Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p>Writing W.6.3a, W.6.9a, W.6.10</p> <p>Grammar L.3.1f</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10</p> <p>Vocabulary L.6.4c, L.6.6</p>	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Introduce the Concept T202-T203</p> <p>Vocabulary T206-T207</p> <p>Close Reading "Power from Nature," T208-T209</p> <p>Grammar Possessive Pronouns, T224</p> <p>Spelling Words with /chər/ and /zhər/, T226</p> <p>Build Vocabulary T228</p>	<p>Introduce the Concept T202-T203</p> <p>Vocabulary T206-T207</p> <p>Close Reading "My Visit to Arizona," T208-T209</p> <p>Grammar Pronoun-Verb Agreement, T224</p> <p>Spelling Greek and Latin Prefixes, T226</p> <p>Build Vocabulary T228</p>	<p>Close Reading "Power from Nature," T208-T209</p> <p>Strategy Summarize, T210-T211</p> <p>Skill Author's Point of View, T212-T213</p> <p>Vocabulary Strategy Definitions and Restatements, T216-T217</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T220-T221</p> <p>Grammar Possessive Pronouns, T224</p> <p>Build Vocabulary T228</p>	<p>Close Reading "My Visit to Arizona," T208-T209</p> <p>Strategy Summarize, T210-T211</p> <p>Skill Theme, T212-T213</p> <p>Vocabulary Homographs, T216-T217</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T220-T221</p> <p>Grammar Pronoun-Verb Agreement, T224</p> <p>Build Vocabulary T228</p>
OPTIONS	<p>Listening Comprehension T204-T205</p> <p>Write About the Text Writing Fluency, T220</p> <p>Genre Writing Poetry: Read Like a Writer, T350</p>	<p>Listening Comprehension "Humor in Humiliation," T204-T205</p> <p>Write About the Text Writing Fluency, T220</p> <p>Genre Writing Narrative Poem: Read Like a Writer, T350</p>	<p>Genre Expository Text, T214-T215</p> <p>Genre Writing Poetry: Discuss the Expert Model, T350</p> <p>Spelling Words with /chər/ and /zhər/, T226</p>	<p>Genre Free-Verse Fiction, T214-T215</p> <p>Genre Writing Narrative Poem: Discuss the Expert Model, T350</p> <p>Spelling Greek and Latin Prefixes, T226</p>
APPROACHING LEVEL			ON LEVEL	
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Close Reading <i>One Well</i> , T217A-T217R Grammar Possessive Pronouns, T225	Close Reading <i>Home of the Brave</i> , T217A-T217P Grammar Mechanics and Usage, T225	Fluency T219 Close Reading "The Dirt on Dirt," T217S-T217T Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading "Aminata's Tale," T217M-T217P Integrate Ideas Inquiry Space, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Words with /chər/ and /zhər/, T227	Integrate Ideas T230-T231 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Greek and Latin Prefixes, T227
OPTIONS	Phonics/Decoding Words with /chər/ and /zhər/, T218-T219 Write About the Text T222 Genre Writing Poetry: Prewrite, T350 Spelling Words with /chər/ and /zhər/, T227 Build Vocabulary T229	Phonics/Decoding T218-T219 -Greek and Latin Prefixes Write About the Text T222 Genre Writing Narrative Poem: Prewrite, T351 Spelling Greek and Latin Prefixes, T227 Build Vocabulary T229	Close Reading <i>One Well</i> , T217A-T217R Genre Writing Poetry: Teach the Prewrite Miniesson, T350 Grammar Possessive Pronouns, T225 Spelling Words with /chər/ and /zhər/, T227 Build Vocabulary T229	Close Reading <i>Home of the Brave</i> , T217A-T217P Genre Writing Narrative Poem: Teach the Prewrite Miniesson, T350 Grammar Pronoun-Verb Agreement, T225 Spelling Greek and Latin Prefixes, T227 Build Vocabulary T229	Genre Writing Poetry: Choose Your Topic and Plan, T350 Grammar Possessive Pronouns, T225 Build Vocabulary T229	Genre Writing Narrative Poem: Choose Your Topic, T351 Grammar Pronoun-Verb Agreement, T225 Build Vocabulary T229
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 5	Grade 6	Grade 5		Grade 6	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3d, W.5.9a, W.5.10	
Grammar L.4.1g	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5a, L.5.6, RL.5.4	
Grade 6	
Comprehension RL.6.1, RL.6.2, RL.6.5, RL.6.6	
Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.3d, W.6.9a, W.6.10	
Grammar L.6.1c	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10	
Vocabulary L.6.5a, L.6.6, RL.6.4	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “How Do I Hold the Summer?,” “Catching a Fly,” and “When I Dance,” T272-T273 Grammar Words with <i>-ance</i> and <i>-ence</i> , T288 Spelling Pronouns and Homophones, T290 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading “Hey Nilda,” and “Hi Rachel,” T272-T273 Grammar More Pronouns, T288 Spelling Consonant Alternation, T290 Build Vocabulary T292	Close Reading “How Do I Hold the Summer?,” “Catching a Fly,” and “When I Dance,” T272-T273 Skill Theme, T276-T277 Literary Elements Stanza and Meter T278-T279 Vocabulary Strategy Simile and Metaphor, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Pronouns and Homophones, T288 Build Vocabulary T292	Close Reading “Hey Nilda,” and “Hi Rachel,” T272-T273 Skill Main Idea and Key Details, T276-T277 Literary Elements T278-T279 Vocabulary Strategy Figurative Language, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar More Pronouns, T288 Build Vocabulary T292
	OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Poetry: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Narrative Poem: Draft, T352	Genre Lyric and Free Verse, T274-T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Words with <i>-ance</i> and <i>-ence</i> , T290
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading “Words Free as Confetti” and “Dreams,” T281A-T281D Grammar Pronouns and Homophones, T289</p>	<p>Close Reading “This Is Just to Say,” “To Mrs. Garcia, in the Office,” “To Thomas,” T281A-T281F Grammar Mechanics and Usage, T289</p>	<p>Fluency T283 Close Reading “A Story of How a Wall Stands,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Fluency T283 Close Reading “Primer Lesson: and “If I Can Stop One Heart from Breaking,”,” T281E-T281F Integrate Ideas Inquiry Space, T294-T295 Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Words with <i>-ance</i> and <i>-ence</i>, T293</p>	<p>Integrate Ideas T294-T295 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T287 Spelling Consonant Alternation, T291</p>	
OPTIONS	<p>Phonics/Decoding Words with <i>-ance</i> and <i>-ence</i>, T282-T283 Write About the Text T286 Genre Writing Poetry: Revise, T353 Spelling Words with <i>-ance</i> and <i>-ence</i>, T291 Build Vocabulary T293</p>	<p>Phonics/Decoding T282-T283 - Consonant Alternation Write About the Text T286 Genre Writing Narrative Poem: Revise, T353 Spelling Consonant Alternation, T291 Build Vocabulary Reinforce the Words T293</p>	<p>Close Reading “Words Free as Confetti” and “Dreams,” T281A-T281D Genre Writing Poetry: Teach the Revise Minilesson, T353 Grammar Pronouns and Homophones, T289 Spelling Words with <i>-ance</i> and <i>-ence</i>, T291 Build Vocabulary T293</p>	<p>Close Reading “This Is Just to Say,” “To Mrs. Garcia, in the Office,” “To Thomas,” T281A-T281F T281A-T281D Genre Writing Narrative Poem: Teach the Revise Minilesson, T353 Grammar More Pronouns, T289 Spelling Consonant Alternation, T291 Build Vocabulary T293</p>	<p>Genre Writing Poetry: Peer Conferences, T353 Grammar Pronouns and Homophones, T289 Build Vocabulary T293</p>	<p>Genre Writing Narrative Poem: Peer Conferences, T353 Grammar More Pronouns, T289 Build Vocabulary T293</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

CALIFORNIA STANDARDS	
Grade 5	
<p>Comprehension RL.5.1, RL.5.3</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.1a, W.5.9a, W.5.10</p> <p>Grammar L.3.1l, L.5.1a</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.4a, L.5.6, RL.5.4</p>	
Grade 6	
<p>Comprehension RL.6.1, RL.6.3, RL.6.5</p> <p>Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.3</p> <p>Writing W.6.3b, W.6.9a, W.6.10</p> <p>Grammar L.3.1a</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10</p> <p>Vocabulary L.6.4b, L.6.4b, L.6.6</p>	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading "Miguel in the Middle," T16-T17</p> <p>Grammar Independent and Dependent Clauses, T32</p> <p>Spelling Words with Suffixes, T34</p> <p>Build Vocabulary T36</p>	<p>Introduce the Concept T10-T11</p> <p>Vocabulary T14-T15</p> <p>Close Reading "Thunder Helper," T16-T17</p> <p>Grammar Adjectives, T32</p> <p>Spelling Homophones, T35</p> <p>Build Vocabulary T36</p>	<p>Close Reading "Miguel in the Middle," T16-T17</p> <p>Strategy Make Predictions, T18-T19</p> <p>Skill Character, Setting, Plot: Compare and Contrast Settings, T20-T21</p> <p>Vocabulary Strategy Context Clues: Comparison, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Independent and Dependent Clauses, T32</p> <p>Build Vocabulary T36</p>	<p>Close Reading "Thunder Helper," T16-T17</p> <p>Strategy Reread, T18-T19</p> <p>Skill Problem and Solution, T20-T21</p> <p>Vocabulary Strategy Word Origins, T24-T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28-T29</p> <p>Grammar Adjectives, T32</p> <p>Build Vocabulary T36</p>
OPTIONS	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Informational Article: Read Like a Writer, T344</p>	<p>Listening Comprehension T12-T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing History Research Report: Read Like a Writer, T344</p>	<p>Genre Realistic Fiction, T22-T23</p> <p>Genre Writing Informational Article: Discuss the Expert Model, T344</p> <p>Spelling Words with Suffixes, T34</p>	<p>Genre Myth, T22-T23</p> <p>Genre Writing History Research Report: Discuss the Expert Model, T344</p> <p>Spelling Homophones, T34</p>
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading <i>Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World</i>, T25A-T25N</p> <p>Grammar Independent and Dependent Clauses, T33</p>	<p>Close Reading <i>The Hero and the Minotaur</i>, T25A-T25R</p> <p>Grammar Mechanics and Usage, T33</p>	<p>Fluency T27</p> <p>Close Reading "A Dusty Ride," T25O-T25R</p> <p>Integrate Ideas Research and Inquiry, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Fluency Intonation and Phrasing, T27</p> <p>Close Reading "The A-MAZE-ing Tale of Theseus and the Minotaur," T25S-T25V</p> <p>Integrate Ideas Research and Inquiry, T38-T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Words with Suffixes, T35</p>	<p>Integrate Ideas T38-T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Homophones, T35</p>	
OPTIONS	<p>Phonics/Decoding Suffixes, T26-T27</p> <p>Write About the Text T30</p> <p>Genre Writing Informational Article: Prewrite, T349</p> <p>Spelling Words with Suffixes, T35</p> <p>Build Vocabulary T37</p>	<p>Phonics/Decoding T26-T27</p> <p>-Homophones</p> <p>Write About the Text T30</p> <p>Genre Writing History Research Report: Prewrite, T345</p> <p>Spelling Homophones, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World</i>, T25A-T25N</p> <p>Genre Writing Informational Article: Teach the Prewrite Minilesson, T349</p> <p>Grammar Independent and Dependent Clauses, T33</p> <p>Spelling Words with Suffixes, T35</p> <p>Build Vocabulary T37</p>	<p>Close Reading <i>The Hero and the Minotaur</i>, T25A-T25R</p> <p>Genre Writing History Research Report: Teach the Prewrite Minilesson, T345</p> <p>Grammar Adjectives, T33</p> <p>Spelling Homophones, T35</p> <p>Build Vocabulary T37</p>	<p>Genre Writing Informational Article: Choose Your Topic and Plan, T349</p> <p>Grammar Independent and Dependent Clauses, T33</p> <p>Build Vocabulary T37</p>	<p>Genre Writing History Research Report: Choose Your Topic and Plan, T345</p> <p>Grammar Adjectives, T33</p> <p>Build Vocabulary T37</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

CALIFORNIA STANDARDS	
Grade 5	
<p>Comprehension RL.5.1, RL.5.3</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.3b, W.5.9a, W.5.10</p> <p>Grammar L.3.1i, L.5.1a</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.5b, L.5.6, RL.5.4</p>	
Grade 6	
<p>Comprehension RL.6.1, RL.6.3, RL.6.5</p> <p>Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p>Writing W.6.3b, W.6.9a, W.6.10</p> <p>Grammar L.3.1a</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10</p> <p>Vocabulary L.6.4a, L.6.5a, L.6.6</p>	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Introduce the Concept T74-T75</p> <p>Vocabulary T78-T79</p> <p>Close Reading “The Day the Rollets Got Their Moxie Back,” T80-T81</p> <p>Grammar Complex Sentences, T96</p> <p>Spelling Homophones, T98</p> <p>Build Vocabulary T100</p>	<p>Introduce the Concept T74-T75</p> <p>Vocabulary T78-T79</p> <p>Close Reading “Journey to Freedom,” T80-T81</p> <p>Grammar Articles and Demonstrative Adjectives, T96</p> <p>Spelling Words from Around the World, T98</p> <p>Build Vocabulary T100</p>	<p>Close Reading “The Day the Rollets Got Their Moxie Back,” T80-T81</p> <p>Strategy Make Predictions, T82-T83</p> <p>Skill Character, Setting, Plot: Compare and Contrast Characters, T84-T85</p> <p>Vocabulary Strategy Idioms, T88-T89</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T92-T93</p> <p>Grammar Complex Sentences, T96</p> <p>Build Vocabulary T100</p>	<p>Close Reading “Journey to Freedom,” T80-T81</p> <p>Strategy Make Predictions, T82-T83</p> <p>Skill Cause and Effect, T84-T85</p> <p>Vocabulary Strategy Adages and Proverbs, T88-T89</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T92-T93</p> <p>Grammar Articles and Demonstrative Adjectives, T96</p> <p>Build Vocabulary T100</p>
OPTIONS	<p>Listening Comprehension T76-T77</p> <p>Write About the Text Writing Fluency, T92</p> <p>Genre Writing Informational Article: Draft, T346</p>	<p>Listening Comprehension T76-T77</p> <p>Write About the Text Writing Fluency, T92</p> <p>Genre Writing History Research Report: Draft, T346</p>	<p>Genre Historical Fiction, T86-T87</p> <p>Genre Writing Informational Article: Teach the Draft Minilesson, T346</p> <p>Spelling Homophones, T98</p>	<p>Genre Historical Fiction, T86-T87</p> <p>Genre Writing History Research Report: Teach the Draft Minilesson, T346</p> <p>Spelling Words from Around the World, T98</p>
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading <i>Bud, Not Buddy</i>, T89A-T89P Grammar Complex Sentences, T97</p>	<p>Close Reading <i>Elijah of Buxton</i>, T89A-T89R Grammar Mechanics and Usage, T97</p>	<p>Fluency T91 Close Reading "Musical Impressions of the Great Depression," T89Q-T89T Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Fluency Expression, T91 Close Reading "The People Could Fly," T89S-T89T Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Homophones, T99</p>	<p>Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Words from Around the World, T99</p>	
OPTIONS	<p>Phonics/Decoding T90-T91 -Homophones Write About the Text T94 Genre Writing Informational Article: Revise, T347 Spelling Homophones, T99 Build Vocabulary T101</p>	<p>Phonics/Decoding T90-T91 -Words from Around the World Write About the Text T94 Genre Writing History Research Report: Revise, T347 Spelling Words from Around the World, T99 Build Vocabulary T101</p>	<p>Close Reading <i>Bud, Not Buddy</i>, T89A-T89P Genre Writing Informational Article: Teach the Revise Minilesson, T347 Grammar Complex Sentences, T97 Spelling Homophones, T99 Build Vocabulary T101</p>	<p>Close Reading <i>Elijah of Buxton</i>, T89A-T89N Genre Writing History Research Report: Teach the Revise Minilesson, T347 Grammar Articles and Demonstrative Adjectives, T97 Spelling Words from Around the World, T99 Build Vocabulary T101</p>	<p>Genre Writing Informational Article: Peer Conferences, T347 Grammar Complex Sentences, T97 Build Vocabulary T101</p>	<p>Genre Writing History Research Report: Peer Conferences, T347 Grammar Articles and Demonstrative Adjectives, T97 Build Vocabulary T101</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2a, W.5.9b, W.5.10	
Grammar L.3.1a, L.5.2d	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RI.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.3, RI.6.5	
Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.2a, W.6.9b, W.6.10	
Grammar L.3.1g, L.6.2	
Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10	
Vocabulary L.6.4a, L.6.5b, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Forests on Fire," T144-T145 Grammar Adjectives, T160 Spelling Prefixes, T163 Build Vocabulary T164	Introduce the Concept T138-139 Vocabulary , T142-T143 Close Reading "The Science of Silk," T144-T145 Grammar <i>Adjectives That Compare</i> , T160 Spelling Latin Roots, T162 Build Vocabulary T164	Close Reading "Forests on Fire," T144-T145 Strategy Summarize Ask and Answer Questions, T146-T147 Skill Text Structure: Compare and Contrast, T148-T149 Vocabulary Strategy Context Clues, T152-T153 Write About the Text Model Note Taking and Write to a Prompt, T156-T157 Grammar Adjectives, T160 Build Vocabulary T164	Close Reading "The Science of Silk," T144-T145 Strategy Reread, T146-T147 Skill Cause and Effect, T148-T149 Vocabulary Strategy Context Clues, T154-T155 Write About the Text Model Note-Taking and Write to a Prompt, T156 Grammar Adjectives That Compare, T160 Build Vocabulary T164
	OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Informational Article: Discuss the Edited Model, T348	Listening Comprehension Interactive Read Aloud: "Fishing Through the Ages," T140-T141 Write About the Text Writing Fluency, T156 Genre Writing History Research Report: Discuss the Edited Model, T348	Genre Expository Text, T150-T151 Genre Writing Informational Article: Proofread/Edit, T348 Spelling Prefixes, T162
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	Close Reading <i>Global Warming</i> , T153A-T153P Grammar Adjectives, T161	Close Reading <i>Before Columbus</i> , T153A-T153N Grammar Mechanics and Usage, T161	Fluency T155 Close Reading “When Volcanoes Erupt,” T153Q-T153T Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading “Looking Back to Move Forward” T153O-T153P Integrate Ideas Inquiry Space, T166-T167 Write About Two Texts T158	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Prefixes, T163	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Latin Roots, T163	
OPTIONS	Phonics/Decoding T154-T155 - Prefixes Write About the Text T158 Genre Writing Informational Article: Publish, T348 Spelling Prefixes, T163 Build Vocabulary T165	Phonics/Decoding T154-T155 -Latin Roots Write About the Text T158 Genre Writing Historical Research Report: Publish, T348 Spelling Latin Roots, T163 Build Vocabulary T165	Close Reading <i>Global Warming</i> , T153A-T153P Genre Writing Informational Article: Evaluate, T348 Grammar Adjectives, T161 Spelling Prefixes, T163 Build Vocabulary T165	Close Reading <i>Before Columbus</i> , T153A-T153N Genre Writing History Research Report: Evaluate, T349 Grammar Adjectives That Compare, T161 Spelling Latin Roots, T163 Build Vocabulary T165	Genre Writing Informational Article: Conference with Students, T348 Grammar Adjectives, T161 Build Vocabulary T165	Genre Writing History Research Report: Conference with Students, T349 Grammar Adjectives That Compare, T161 Build Vocabulary T165	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

CALIFORNIA STANDARDS	
Grade 5	
<p>Comprehension RI.5.1, RI.5.3, RI.5.5</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.2b, W.5.9b, W.5.10</p> <p>Grammar L.3.1g</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.4b, L.5.6, RI.5.4</p>	
Grade 6	
<p>Comprehension RI.6.1, RI.6.2, RI.6.3, RI.6.5, RST.6.5</p> <p>Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p>Writing W.6.2a, W.6.9b, W.6.10</p> <p>Grammar L.6.2b</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10</p> <p>Vocabulary L.6.4a, L.6.6</p>	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Introduce the Concept T202-T203</p> <p>Vocabulary T206-T207</p> <p>Close Reading "Changing Views of Earth," T208-T209</p> <p>Grammar Suffixes <i>-less</i> and <i>-ness</i>, T224</p> <p>Spelling Possessive Nouns, T226</p> <p>Build Vocabulary T228</p>	<p>Introduce the Concept T202-T203</p> <p>Vocabulary T206-T207</p> <p>Close Reading "Light Detectives," T208-T209</p> <p>Grammar Comparing with <i>More</i> and <i>Most</i>, T224</p> <p>Spelling Greek Roots, T226</p> <p>Build Vocabulary T228</p>	<p>Close Reading "Changing Views of Earth," T208-T209</p> <p>Strategy Summarize Ask and Answer Questions, T210-T211</p> <p>Skill Cause and Effect, T212-T213</p> <p>Vocabulary Strategy Greek Roots, T216-T217</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T220-T221</p> <p>Grammar Adjectives That Compare, T224</p> <p>Build Vocabulary T228</p>	<p>Close Reading "Light Detectives," T208-T209</p> <p>Strategy Reread, T210-T211</p> <p>Skill Sequence, T212-T213</p> <p>Vocabulary Strategy Context Clues, T216-T217</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T220-T221</p> <p>Grammar Comparing with <i>More</i> and <i>Most</i>, T224</p> <p>Build Vocabulary T228</p>
	OPTIONS	<p>Listening Comprehension T204-T205</p> <p>Write About the Text Writing Fluency, T220</p> <p>Genre Writing Research Report: Read Like a Writer, T350</p>	<p>Listening Comprehension "Humor in Humiliation," T204-T205</p> <p>Write About the Text Writing Fluency, T220</p> <p>Genre Writing Science Research Report: Read Like a Writer, T350</p>	<p>Genre Expository Text, T214-T215</p> <p>Genre Writing Research Report: Discuss the Expert Model, T350-T355</p> <p>Spelling Suffixes <i>-less</i> and <i>-ness</i>, T226</p>
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	Close Reading <i>When Is a Planet Not a Planet?</i> , T217A-T217R Grammar Adjectives That Compare, T225	Close Reading <i>Planet Hunter</i> , T217A-T217P Grammar Mechanics and Usage, T225	Fluency T219 Close Reading “New Moon,” T217S-T217T Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading “Excursion Mars,” T217Q-T217R Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Suffixes <i>-less</i> and <i>-ness</i> , T227	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Greek Roots, T227	
OPTIONS	Phonics/Decoding T218-T219 - Suffixes <i>-less</i> and <i>-ness</i> Write About the Text T222 Genre Writing Research Report: Discuss the Expert Model, T350-T355 Spelling Suffixes <i>-less</i> and <i>-ness</i> , T227 Build Vocabulary T229	Phonics/Decoding T218-T219 -Greek Roots Write About the Text T222 Genre Writing Science Research Report: Prewrite, T351 Spelling Greek Roots, T227 Build Vocabulary T229	Close Reading <i>When Is a Planet Not a Planet?</i> , T217A-T217R Genre Writing Research Report: Teach the Prewrite Minilesson, T350-T355 Grammar Adjectives That Compare, T225 Spelling T227 Build Vocabulary T229	Close Reading <i>Planet Hunter</i> , T217A-T217P Genre Writing Science Research Report: Teach the Prewrite Minilesson, T351 Grammar Comparing with <i>More</i> and <i>Most</i> , T225 Spelling Greek Roots, T227 Build Vocabulary T229	Genre Writing Research Report: Choose Your Topic and Plan, T350-T355 Grammar Adjectives That Compare, T225 Build Vocabulary T229	Genre Writing Science Research Report: Choose Your Topic, T351 Grammar Comparing with <i>More</i> and <i>Most</i> , T225 Build Vocabulary T229	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

CALIFORNIA STANDARDS	
Grade 5	
<p>Comprehension RI.5.1, RI.5.6, RI.5.8</p> <p>Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p>Writing W.5.1d, W.5.9b, W.5.10</p> <p>Grammar L.3.1g</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>Vocabulary L.5.4b, L.5.6, RI.5.4</p>	
Grade 6	
<p>Comprehension RI.6.1, RI.6.2, RI.6.5, RI.6.6, RI.6.8</p> <p>Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3</p> <p>Writing W.6.1c, W.6.9b, W.6.10</p> <p>Grammar L.3.1g, L.6.1e</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10</p> <p>Vocabulary L.6.5c, L.6.6</p>	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	<p>Introduce the Concept T266-T267</p> <p>Vocabulary T270-T271</p> <p>Close Reading "Should Plants and Animals from Other Places Live Here?," T272-T273</p> <p>Grammar Comparing With <i>Good</i> and <i>Bad</i>, T288</p> <p>Spelling Suffix <i>-ion</i>, T290</p> <p>Build Vocabulary T292</p>	<p>Introduce the Concept T266-T267</p> <p>Vocabulary T270-T271</p> <p>Close Reading "Tools of the Explorers Trade," T272-T273</p> <p>Grammar Comparing With <i>Good</i> and <i>Bad</i>, T288</p> <p>Spelling <i>-ive, -age, -ize</i>, T290</p> <p>Build Vocabulary T292</p>	<p>Close Reading "Should Plants and Animals from Other Places Live Here?," T272-T273</p> <p>Strategy Ask and Answer Questions, T274-T275</p> <p>Skill Author's Point of View, T276-T277</p> <p>Vocabulary Strategy Root Words, T280-T281</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T284-T285</p> <p>Grammar Comparing with <i>Good</i> and <i>Bad</i>, T288</p> <p>Build Vocabulary T292</p>	<p>Close Reading "Tools of the Explorers Trade," T272-T273</p> <p>Skill Author's Point of View, T276-T277</p> <p>Vocabulary Strategy Connotations and Denotations, T280-T281</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T284-T285</p> <p>Grammar Comparing With <i>Good</i> and <i>Bad</i>, T288</p> <p>Build Vocabulary T292</p>
OPTIONS	<p>Listening Comprehension T268-T269</p> <p>Write About the Text Writing Fluency, T284</p> <p>Genre Writing Research Report: Draft, T352</p>	<p>Listening Comprehension T268-T269</p> <p>Write About the Text Writing Fluency, T284</p> <p>Genre Writing Science Research Report: Draft, T352</p>	<p>Genre Persuasive Article, T274-T275</p> <p>Genre Writing Research Report: Teach the Draft Minilesson, T352</p> <p>Spelling Suffix <i>-ion</i>, T290</p>	<p>Genre Expository Text, T278-T279</p> <p>Genre Writing Science Research Report: Teach the Draft Minilesson, T352</p> <p>Spelling <i>-ive, -age, -ize</i>, T290</p>
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading <i>The Case of the Missing Bees</i>, T281A-T281D</p> <p>Grammar Comparing with <i>Good and Bad</i>, T289</p>	<p>Close Reading <i>Out of this World</i>, T281A-T281D</p> <p>Grammar Mechanics and Usage, T289</p>	<p>Fluency T283</p> <p>Close Reading "Busy, Beneficial Bees," T281E-T281F</p> <p>Integrate Ideas Research and Inquiry, T294-T295</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Fluency T283</p> <p>Close Reading "Space Shuttles on the Move," T281E-T281F</p> <p>Integrate Ideas Research and Inquiry, T294-T295</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T294-T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T287</p> <p>Spelling Suffix <i>-ion</i>, T291</p>	<p>Integrate Ideas T294-T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T287</p> <p>Spelling <i>-ive, -age, -ize</i>, T291</p>	
OPTIONS	<p>Phonics/Decoding Words with <i>-ion</i>, T282-T283</p> <p>Write About the Text T286</p> <p>Genre Writing Research Report: Revise, T353</p> <p>Spelling Suffix <i>-ion</i>, T291</p> <p>Build Vocabulary T293</p>	<p>Phonics/Decoding T282-T283</p> <p>- <i>-ive, -age, ize</i></p> <p>Write About the Text T286</p> <p>Genre Writing Science Research Report: Revise, T353</p> <p>Spelling <i>-ive, -age, ize</i>, T291</p> <p>Build Vocabulary T293</p>	<p>Close Reading <i>The Case of the Missing Bees</i>, T281A-T281D</p> <p>Genre Writing Research Report: Teach the Revise Minilesson, T353</p> <p>Grammar Comparing with <i>Good and Bad</i>, T289</p> <p>Spelling Suffix <i>-ion</i>, T291</p> <p>Build Vocabulary T293</p>	<p>Close Reading <i>Out of This World</i>, T281A-T281D</p> <p>Genre Writing Science Research Report: Teach the Revise Minilesson, T353</p> <p>Grammar Comparing With <i>Good and Bad</i>, T289</p> <p>Spelling <i>-ive, -age, -ize</i>, T291</p> <p>Build Vocabulary T293</p>	<p>Genre Writing Research Report: Peer Conferences, T353</p> <p>Grammar Comparing with <i>Good and Bad</i>, T289</p> <p>Build Vocabulary T293</p>	<p>Genre Writing Science Research Report: Peer Conferences, T353</p> <p>Grammar Comparing With <i>Good and Bad</i>, T289</p> <p>Build Vocabulary T293</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3b, W.5.9a, W.5.10	
Grammar L.3.1a, L.4.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5c, L.5.6, RL.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.2, RI.6.3	
Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.3a, W.6.9b, W.6.10	
Grammar L.3.1a	
Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10	
Vocabulary RI.6.4, L.6.4b, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Shipped Out," T16-T17 Grammar Adverbs, T32 Spelling Words with Greek Roots, T34 Build Vocabulary T36	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "Fortunes of Fragrance," T16-T17 Grammar Adverbs, T32 Spelling Suffixes, <i>-able, -ible</i> , T34 Build Vocabulary T36	Close Reading "Shipped Out," T16-T17 Strategy Summarize, T18-T19 Skill Theme, T20-T21 Vocabulary Strategy Suffixes, <i>-able, -ible</i> , T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Adverbs, T32 Build Vocabulary T36	Close Reading "Fortunes of Fragrance," T16-T17 Strategy Ask and Answer Questions, T18-T19 Skill Main Idea and Key Details, T20-T21 Vocabulary Strategy Latin Roots, T24-T25 Write About the Text Model Note-Taking and Write to a Prompt, T28-T29 Grammar Adverbs, T32 Build Vocabulary T36
	OPTIONS	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Book Review: Read Like a Writer, T344	Listening Comprehension T12-T13 Write About the Text Writing Fluency, T28 Genre Writing Argument Essay: Read Like a Writer, T344	Genre Historical Fiction, T22-T23 Genre Writing Book Review: Discuss the Expert Model, T344 Spelling Words with Greek Roots, T34
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Close Reading <i>The Unbreakable Code</i> , T25A-T25P Grammar Adverbs, T33	Close Reading <i>The Story of Salt</i> , T25A-T25R Grammar Mechanics and Usage, T33	Fluency T27 Close Reading "Allies in Action," T25Q-T25T Integrate Ideas Research and Inquiry, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Fluency Intonation and Phrasing, T27 Close Reading "The Not-So-Golden Touch," T25S-T25V Integrate Ideas Research and Inquiry, T38-T39 Write About Two Texts Model Note-Taking and Taking Notes, T30	Integrate Ideas T38-T39 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Words with Greek Roots, T35	Integrate Ideas T38-T39 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T31 Spelling Suffixes, <i>-able, -ible</i> , T35
OPTIONS	Phonics/Decoding T26-T27 -Words with Greek Roots Write About the Text T30 Genre Writing Book Review: Prewrite, T345 Spelling Words with Greek Roots, T35 Build Vocabulary T37	Phonics/Decoding T26-T27 -Suffixes, <i>-able, -ible</i> Write About the Text T30 Genre Writing Argument Essay: Prewrite, T345 Spelling Suffixes, <i>-able, -ible</i> , T35 Build Vocabulary T37	Close Reading <i>The Unbreakable Code</i> , T25A-T25P Genre Writing Book Review: Teach the Prewrite Minilesson, T349 Grammar Adverbs, T33 Spelling Words with Greek Roots, T35 Build Vocabulary T37	Close Reading <i>The Story of Salt</i> , T25A-T25R Genre Writing Argument Essay: Teach the Prewrite Minilesson, T345 Grammar Adverbs, T33 Spelling Suffixes, <i>-able, -ible</i> , T35 Build Vocabulary T37	Genre Writing Book Review: Choose Your Topic and Plan, T345 Grammar Adverbs, T33 Build Vocabulary T37	Genre Writing Argument Essay: Choose Your Topic and Plan, T345 Grammar Adverbs, T33 Build Vocabulary T37
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 5	Grade 6	Grade 5		Grade 6	
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.2	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1a, W.5.9a, W.5.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4c, L.5.5c, L.5.6, RL.5.4	
Grade 6	
Comprehension RH.6.1, RH.6.5, RI.6.1, RI.6.3, RI.6.5	
Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.1a, W.6.9b, W.6.10	
Grammar L.3.1g	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10	
Vocabulary L.6.4d, L.6.5a, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "The Bully," T80-T81 Grammar Adverbs That Compare, T96 Spelling Words with Latin Roots, T98 Build Vocabulary T100	Introduce the Concept T74-T75 Vocabulary T78-T79 Close Reading "The Great Fire of London," T80-T81 Grammar Adverbs That Compare, T96 Spelling <i>-ance, -ence, -ant, -ent</i> , T98 Build Vocabulary T100	Close Reading "The Bully," T80-T81 Strategy Summarize, T82-T83 Skill Theme, T84-T85 Vocabulary Strategy Connotation and Denotation, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Adverbs That Compare, T96 Build Vocabulary T100	Close Reading "The Great Fire of London," T80-T81 Strategy Ask and Answer Questions, T82-T83 Skill Cause and Effect, T84-T85 Vocabulary Strategy Adages and Proverbs, T88-T89 Write About the Text Model Note-Taking and Write to a Prompt, T92-T93 Grammar Adverbs That Compare, T96 Build Vocabulary T100
	OPTIONS	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Book Review: Draft, T346	Listening Comprehension T76-T77 Write About the Text Writing Fluency, T92 Genre Writing Argument Essay: Draft, T346	Genre Realistic Fiction, T86-T87 Genre Writing Book Review: Teach the Draft Minilesson, T346 Spelling Words with Latin Roots, T98
APPROACHING LEVEL		ON LEVEL		
	Grade 5	Grade 6	Grade 5	Grade 6
	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Close Reading <i>The Friend Who Changed My Life</i> , T89A-T89N Grammar Adverbs That Compare, T97	Close Reading <i>The Great Fire</i> , T89A-T89R Grammar Mechanics and Usage, T97	Fluency T91 Close Reading "Choose Your Strategy: A Guide to Getting Along," T89O-T89R Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Fluency Intonation and Phrasing, T91 Close Reading "Aftermath of a Fire," T89S-T89R Integrate Ideas Research and Inquiry, T102-T103 Write About Two Texts Model Note-Taking and Taking Notes, T94	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling Words with Latin Roots, T99	Integrate Ideas T102-T103 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T95 Spelling -ance, -ence, -ant, -ent, T99
OPTIONS	Phonics/Decoding T90-T91 -Words with Latin Roots Write About the Text T94 Genre Writing Book Review: Revise, T347 Spelling Words with Latin Roots, T99 Build Vocabulary T101	Phonics/Decoding T90-T91 --ance, -ence, -ant, -ent Write About the Text T94 Genre Writing Argument Essay: Revise, T347 Spelling -ance, -ence, -ant, -ent, T99 Build Vocabulary T101	Close Reading <i>The Friend Who Changed My Life</i> , T89A-T89N Genre Writing Book Review: Teach the Revise Minilesson, T347 Grammar Adverbs That Compare, T97 Spelling Words with Latin Roots, T99 Build Vocabulary T101	Close Reading <i>The Great Fire</i> , T89A-T89R Genre Writing Argument Essay: Teach the Revise Minilesson, T347 Grammar Adverbs That Compare, T97 Spelling -ance, -ence, -ant, -ent, T99 Build Vocabulary T101	Genre Writing Book Review: Peer Conferences, T347 Grammar Adverbs That Compare, T97 Build Vocabulary T101	Genre Writing Argument Essay: Peer Conferences, T347 Grammar Adverbs That Compare, T97 Build Vocabulary T101
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 5		Grade 6	Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.2b, W.5.9b, W.5.10	
Grammar L.5.1	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.4a, L.5.6, RI.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.2	
Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.2a, W.6.9b, W.6.10	
Grammar L.6.1	
Foundational Skills/Word Work RF.5.3a, RF.5.4c, RI.6.10	
Vocabulary L.6.5b, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T138-139 Vocabulary T142-T143 Close Reading "Mysterious Oceans," T144-T145 Grammar Negatives, T162 Spelling Words from Mythology, T164 Build Vocabulary T166	Introduce the Concept T138-139 Vocabulary , T142-T143 Close Reading "Researcher to the Rescue," T144-T145 Grammar Negatives, T160 Spelling Greek Suffixes, T162 Build Vocabulary T164	Close Reading "Mysterious Oceans," T144-T145 Strategy Summarize Ask and Answer Questions, T146-T147 Skill Text Structure: Cause and Effect, T148-T149 Vocabulary Strategy Context Clues, T152-T153 Write About the Text Model Note Taking and Write to a Prompt, T156-T157 Grammar Negatives, T163 Build Vocabulary T166	Close Reading "Researcher to the Rescue," T144-T145 Strategy Summarize, T146-T147 Skill Main Idea and Key Details, T148-T149 Vocabulary Strategy Context Clues, T152-T153 Write About the Text Model Note-Taking and Write to a Prompt, T156 Grammar Negatives, T160 Build Vocabulary T164
	OPTIONS	Listening Comprehension T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Book Review: Discuss the Edited Model, T348	Listening Comprehension Interactive Read Aloud: "Space Neighbor," T140-T141 Write About the Text Writing Fluency, T156 Genre Writing Argument Essay: Discuss the Edited Model, T348	Genre Expository Text, T150-T151 Genre Writing Book Review: Proofread/Edit, T348 Spelling Words from Mythology, T164
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Close Reading <i>Survival at 40 Below</i> , T153A-T153R Grammar Negatives, T163	Close Reading <i>Extreme Scientists</i> , T153A-T153R Grammar Mechanics and Usage, T161	Fluency Rate and Accuracy, T155 Close Reading "Why the Evergreen Trees Never Lose Their Leaves," T153S-T153V Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking and Taking Notes, T158	Fluency T155 Close Reading "Making the Scientific Method Work for You," T153S-T153V Integrate Ideas Research and Inquiry, T166-T167 Write About Two Texts Model Note-Taking Taking Notes, T158	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Words from Mythology, T165	Integrate Ideas T166-T167 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T159 Spelling Greek Suffixes, T163
OPTIONS	Phonics/Decoding T154-T155 - Words from Mythology Write About the Text T158 Genre Writing Book Review: Publish, T348 Spelling Words from Mythology, T165 Build Vocabulary T167	Phonics/Decoding T154-T155 -Greek Suffixes Write About the Text T158 Genre Writing Argument Essay: Publish, T348 Spelling Greek Suffixes, T163 Build Vocabulary T165	Close Reading <i>Survival at 40 Below</i> , T153A-T153R Genre Writing Book Review: Evaluate, T349 Grammar Negatives, T163 Spelling Words from Mythology, T165 Build Vocabulary T167	Close Reading <i>Extreme Scientists</i> , T153A-T153R Genre Writing Argument Essay: Evaluate, T349 Grammar Negatives, T161 Spelling Greek Suffixes, T163 Build Vocabulary T165	Genre Writing Book Review: Conference with Students, T349 Grammar Negatives, T163 Build Vocabulary T167	Genre Writing Argument Essay: Conference with Students, T349 Grammar Negatives, T161 Build Vocabulary T165
BEYOND LEVEL			ENGLISH LEARNERS			
Grade 5		Grade 6	Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RI.5.1, RI.5.3, RI.5.5	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.1a, W.5.9b, W.5.10	
Grammar L.5.1e, L.5.2a, L.5.3a	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5c, L.5.6, RI.5.4	
Grade 6	
Comprehension RI.6.1, RI.6.2, RI.6.5, RH.6.5	
Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.2a, W.6.9b, W.6.10	
Grammar L.4.1e, L.6.1	
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10	
Vocabulary L.6.4b, L.6.4c, L.6.6	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "Words to Save the World," T208-T209 Grammar Sentence Combining, T224 Spelling Number Prefixes <i>uni-, bi-, tri-, cent</i> , T228 Build Vocabulary T228	Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading "Messages in Stone and Wood," T208-T209 Grammar Prepositions, T224 Spelling Absorbed Prefixes, T226 Build Vocabulary T228	Close Reading "Words to Save the World," T208-T209 Strategy Ask and Answer Questions, T210-T211 Skill Text Structure: Problem and Solution, T212-T213 Vocabulary Strategy Synonyms and Antonyms, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Sentence Combining, T224 Build Vocabulary T228	Close Reading "Messages in Stone and Wood," T208-T209 Strategy Summarize, T210-T211 Skill Text Structure: Sequence, T212-T213 Vocabulary Strategy Greek Roots, T216-T217 Write About the Text Model Note-Taking and Write to a Prompt, T220-T221 Grammar Prepositions, T226 Build Vocabulary T228
OPTIONS	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Opinion Letter: Read Like a Writer, T350	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Opinion: Read Like a Writer, T350	Genre Informational Text, T214-T215 Genre Writing Opinion Letter: Discuss the Expert Model, T350 Spelling Number Prefixes <i>uni-, bi-, tri-, cent</i> , T226	Genre Expository Texts, T214-T215 Genre Writing Opinion: Discuss the Expert Model, T350 Spelling Absorbed Prefixes, T226
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

	DAY 3		DAY 4		DAY 5	
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Close Reading <i>Planting the Trees of Kenya</i> , T217A-T217N Grammar Sentence Combining, T225	Close Reading <i>Pharaoh's Boat</i> , T217Q-T217R Grammar Prepositions, T225	Fluency T219 Close Reading "The Park Project," T217O-T217P Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Fluency T219 Close Reading "The Mystery of the Missing Sandals," T217S-T217V Integrate Ideas Research and Inquiry, T230-T231 Write About Two Texts Model Note-Taking and Taking Notes, T222	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Number Prefixes <i>uni-, bi-, tri-, cent, ,</i> T227	Integrate Ideas T230-T231 -Text Connections -Research and Inquiry Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling Absorbed Prefixes, T229
OPTIONS	Phonics/Decoding T218-T219 - Number Prefixes <i>uni-, bi-, tri-, cent,</i> Write About the Text T222 Genre Writing Opinion Letter: Prewrite, T351 Spelling Number Prefixes <i>uni-, bi-, tri-, cent,</i> T227 Build Vocabulary T229	Phonics/Decoding T218-T219 -Absorbed Prefixes Write About the Text T222 Genre Writing Opinion: Prewrite, T351 Spelling Absorbed Prefixes, T229 Build Vocabulary T229	Close Reading <i>Planting the Trees of Kenya</i> , T217A-T217N Genre Writing Opinion Letter: Teach the Prewrite Minilesson, T351 Grammar Sentence Combining, T225 Spelling Number Prefixes <i>uni-, bi-, tri-, cent,</i> T227 Build Vocabulary T229	Close Reading <i>Pharaoh's Boat</i> , T217A-T217P Genre Writing Opinion: Teach the Prewrite Minilesson, T351 Grammar Prepositions, T225 Spelling Absorbed Prefixes, T229 Build Vocabulary T229	Genre Writing Opinion Letter: Choose Your Topic and Plan, T351 Grammar Sentence Combining, T225 Build Vocabulary T229	Genre Writing Opinion: Choose Your Topic, T351 Grammar Prepositions, T225 Build Vocabulary T229
BEYOND LEVEL			ENGLISH LEARNERS			
	Grade 5	Grade 6	Grade 5	Grade 6		
	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

CALIFORNIA STANDARDS	
Grade 5	
Comprehension RL.5.1, RL.5.6	
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	
Writing W.5.3b, W.5.9a, W.5.10	
Grammar L.4.1e	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	
Vocabulary L.5.5a, L.5.6, RL.5.4	
Grade 6	
Comprehension RL.6.1, RL.6.2, RL.6.3, RL.6.5	
Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	
Writing W.6.1a, W.6.9a, W.6.10	
Grammar L.6.2	
Foundational Skills/Word Work RF.4.3a, RF.5.4b, RL.6.10	
Vocabulary L.6.5a, L.6.6, RL.6.4	

	DAY 1		DAY 2	
	Grade 5	Grade 6	Grade 5	Grade 6
CORE	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading "To Travel!" and "Wild Blossoms," T272-T273 Grammar Prepositional Phrases as Adjectives and Adverbs, T288 Spelling Words with <i>-ible</i> or <i>-able</i> , T290 Build Vocabulary T292	Introduce the Concept T266-T267 Vocabulary T270-T271 Close Reading "How Many Seconds" and "An Ode to the Wind," T272-T273 Grammar Sentence Combining, T288 Spelling Words from Mythology, T290 Build Vocabulary T292	Close Reading "To Travel!" and "Wild Blossoms," T272-T273 Skill Point of View, T276-T277 Vocabulary Strategy Personification, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Prepositional Phrases as Adjectives and Adverbs, T288 Build Vocabulary T292	Close Reading "How Many Seconds" and "An Ode to the Wind," T272-T273 Skill Theme, T276-T277 Vocabulary Strategy Figurative Language, T280-T281 Write About the Text Model Note-Taking and Write to a Prompt, T284-T285 Grammar Sentence Combining, T288 Build Vocabulary T292
	OPTIONS	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Opinion Letter: Draft, T352	Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Argument: Draft, T352	Genre Lyric Poem and Narrative Poem, T274-T275 Genre Writing Opinion Letter: Teach the Draft Minilesson, T352 Spelling Words with <i>-ible</i> or <i>-able</i> , T290
APPROACHING LEVEL		ON LEVEL		
Grade 5	Grade 6	Grade 5	Grade 6	
Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

GRADES 5-6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

	DAY 3		DAY 4		DAY 5		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	Grade 6	
CORE	<p>Close Reading “You Are My Music” and “You and I” ,T281A-T281D</p> <p>Grammar Prepositional Phrases as Adjectives and Adverbs, T289</p>	<p>Close Reading “To You” and “Ode to Pablo’s Tennis Shoes,”, T281A-T281D</p> <p>Grammar Mechanics and Usage,T289</p>	<p>Fluency T283</p> <p>Close Reading “A Time to Talk,” T281E-T281F</p> <p>Integrate Ideas Research and Inquiry, T294</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Fluency T283</p> <p>Close Reading “Drumbeat” and “Sittin’ on the Dock of the Bay,” T281E-T281F</p> <p>Integrate Ideas Research and Inquiry, T294-T295</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T286</p>	<p>Integrate Ideas T294</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T287</p> <p>Spelling Words with <i>-ible</i> and <i>-able</i>, T291</p>	<p>Integrate Ideas T294-T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T287</p> <p>Spelling Words from Mythology, T291</p>	
OPTIONS	<p>Phonics/Decoding Words with <i>-ible</i> or <i>-able</i>, T282-T283</p> <p>Write About the Text T286</p> <p>Genre Writing Opinion Letter: Revise, T353</p> <p>Spelling Words with <i>-ible</i> or <i>-able</i>, T291</p> <p>Build Vocabulary T293</p>	<p>Phonics/Decoding T282-T283</p> <p>- Words from Mythology</p> <p>Write About the Text T286</p> <p>Genre Writing Argument: Revise, T358</p> <p>Spelling Words from Mythology,T291</p> <p>Build Vocabulary T293</p>	<p>Close Reading “You Are My Music” and “You and I” ,T281A-T281D</p> <p>Genre Writing Opinion Letter: Teach the Revise Minilesson, T353</p> <p>Grammar Prepositional Phrases as Adjectives and Adverbs, T289</p> <p>Spelling Words with <i>-ible</i> or <i>-able</i>, T291</p> <p>Build Vocabulary T293</p>	<p>Close Reading “To You” and “Ode to Pablo’s Tennis Shoes,”, T281A-T281D</p> <p>Genre Writing Argument: Teach the Revise Minilesson, T358</p> <p>Grammar Sentence Combining, T289</p> <p>Spelling Words from Mythology, T291</p> <p>Build Vocabulary T293</p>	<p>Genre Writing Opinion Letter: Peer Conferences, T353</p> <p>Grammar Prepositional Phrases as Adjectives and Adverbs, T289</p> <p>Build Vocabulary T293</p>	<p>Genre Writing Argument: Peer Conferences, T358</p> <p>Grammar Sentence Combining, T289</p> <p>Build Vocabulary T293</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
Grade 5		Grade 6		Grade 5		Grade 6	
Leveled Reader Vocabulary Comprehension		Leveled Reader Vocabulary Comprehension		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar		Shared Read Leveled Reader Phonics/Decoding Vocabulary Spelling Writing Grammar	

Across-Grade Alignment

Reading Standards for Literature	Kindergarten	Grade 1	Grade 2	Grade 3
Key Ideas and Details	1 • With prompting and support, ask and answer questions about key details in a text.	1 • Ask and answer questions about key details in a text.	1 • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1 • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	2 • With prompting and support, retell familiar stories, including key details.	2 • Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2 • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2 • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	3 • With prompting and support, identify characters, settings, and major events in a story.	3 • Describe characters, settings, and major events in a story, using key details.	3 • Describe how characters in a story respond to major events and challenges.	3 • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	4 • Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.) CA	4 • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 for additional expectations.) CA	4 • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.) CA	4 • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.) CA
	5 • Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA	5 • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5 • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5 • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each
	6 • With prompting and support, name the author and illustrator of	6 • Identify who is telling the story at various points in a text.	6 • Acknowledge differences in the points of view of characters,	6 • Distinguish their own point of view from that of the narrator or

	Kindergarten	Grade 1	Grade 2	Grade 3
Integration of Knowledge and Ideas	a story and define the role of each in telling the story.		including by speaking in a different voice for each character when reading dialogue aloud.	those of the characters.
	7 • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7 • Use illustrations and details in a story to describe its characters, setting, or events.	7 • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	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).
	8 • (Not applicable to literature)	8 • (Not applicable to literature)	8 • (Not applicable to literature)	8 • (Not applicable to literature)
	9 • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9 • Compare and contrast the adventures and experiences of characters in stories.	9 • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9 • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	10 • Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA	10 • With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA	10 • By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10 • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text	Kindergarten	Grade 1	Grade 2	Grade 3
Key Ideas and Details	1 • With prompting and support, ask and answer questions about key details in a text.	1 • Ask and answer questions about key details in a text.	1 • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1 • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	2 • With prompting and support, identify the main topic and retell key details of a text.	2 • Identify the main topic and retell key details of a text.	2 • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2 • Determine the main idea of a text; recount the key details and explain how they support the main idea.
	3 • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3 • Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3 • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	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.
Craft and Structure	4 • With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.) CA	4 • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) CA	4 • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4–6 for additional expectations.) CA	4 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4–6 for additional expectations.) CA
	5 • Identify the front cover, back cover, and title page of a book.	5 • Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA	5 • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	5 • . Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	6 • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6 • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	6 • Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	6 • Distinguish their own point of view from that of the author of a text.
	7 • With prompting and support, describe the relationship between	7 • Use the illustrations and details in a text to describe its key	7 • Explain how specific images (e.g., a diagram showing how a	7 • Use information gained from illustrations (e.g., maps,

	Kindergarten	Grade 1	Grade 2	Grade 3
	illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	ideas.	machine works) contribute to and clarify a text.	photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	8 • With prompting and support, identify the reasons an author gives to support points in a text	8 • Identify the reasons an author gives to support points in a text.	8 • Describe how reasons support specific points the author makes in a text.	8 • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).
	9 • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9 • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9 • Compare and contrast the most important points presented by two texts on the same topic.	9 • Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	10 • Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA	10 • With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA	10 • By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range	10 • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently

Reading Standards for Foundational Skills	Kindergarten	Grade 1	Grade 2	Grade 3
Print Concepts	<p>1 • Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1 • Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		
	<p>2 • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>f. Blend two to three phonemes into recognizable words. CA</p>	<p>2 • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		
	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound</p>	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Know the spelling-sound correspondences for common</p>	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Distinguish long and short vowels when reading regularly</p>	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Identify and know the meaning</p>

	Kindergarten	Grade 1	Grade 2	Grade 3
Phonics and Word Recognition	<p>correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words</p>	<p>of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>
Fluency	<p>4 • Read emergent-reader texts with purpose and understanding.</p>	<p>4 • Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4 • Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4 • Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Writing Standards	Kindergarten	Grade 1	Grade 2	Grade 3
Text Types and Purposes	<p>1 • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	<p>1 • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>1 • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>1 • Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>
	<p>2 • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>2 • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>2 • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
	<p>3 • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>3 • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of.</p>	<p>3 • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a</p>	<p>3 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce</p>

	Kindergarten	Grade 1	Grade 2	Grade 3
		closure	sense of closure.	a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
Production and Distribution of Writing	4 • (Begins in grade 2) CA	4 • (Begins in grade 2) CA	4 • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CA	4 • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	5 • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5 • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5 • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	5 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
	6 • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6 • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6 • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6 • With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge	7 • Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7 • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	7 • Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	7 • Conduct short research projects that build knowledge about a topic.

	Kindergarten	Grade 1	Grade 2	Grade 3
	8 • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8 • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8 • Recall information from experiences or gather information from provided sources to answer a question.	8 • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
	9 • (Begins in grade 4)	9 • (Begins in grade 4)	9 • (Begins in grade 4)	9 • (Begins in grade 4)
Range of Writing	10 • (Begins in grade 2) CA	10 • (Begins in grade 2) CA	10 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA	10 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards	Kindergarten	Grade 1	Grade 2	Grade 3
Comprehension and Collaboration	<p>1 • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1 • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>1 • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>
	<p>2 • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>a. Understand and follow one- and twostep oral directions. CA</p>	<p>2 • Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>a. Give, restate, and follow simple two-step directions. CA</p>	<p>2 • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. a. Give and follow three- and four-step oral directions. CA</p>	<p>2 • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
	<p>3 • Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>3 • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>3 • . Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>3 • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>

	Kindergarten	Grade 1	Grade 2	Grade 3
Presentation of Knowledge and Ideas	<p>4 • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>4 • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a. Memorize and recite poems, rhymes, and songs with expression. CA</p>	<p>4 • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA</p>	<p>4 • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA</p>
	<p>5 • Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>5 • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>5 • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>5 • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
	<p>6 • Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>6 • Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p>6 • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>	<p>6 • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>

Language Standards	Kindergarten	Grade 1	Grade 2	Grade 3
Conventions of Standard English	<p>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>g. Create readable documents with legible print. CA</p>	<p>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA</p> <p>k. Use reciprocal pronouns correctly. CA</p>
	<p>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p>	<p>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p>	<p>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p>	<p>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p>

	Kindergarten	Grade 1	Grade 2	Grade 3
	<p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage ► badge; boy ► boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Knowledge of Language	<p>3 • (Begins in grade 2)</p>	<p>3 • (Begins in grade 2)</p>	<p>3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>
Vocabulary Acquisition and Use	<p>4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning</p>	<p>4 • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company,</p>

	Kindergarten	Grade 1	Grade 2	Grade 3
Vocabulary Acquisition and Use			of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA	companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA
	<p>5 • With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>5 • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p>	<p>5 • Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>5 • Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
	<p>6 • Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>6 • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>6 • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>6 • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

Reading Standards for Literature	Grade 3	Grade 4	Grade 5	Grade 6
Key Ideas and Details	<p>1 • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1 • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1 • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p>2 • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>2 • Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>2 • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>2 • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
	<p>3 • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>3 • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>3 • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>3 • Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
Craft and Structure	<p>4 • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.) CA</p>	<p>4 • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.) CA</p>	<p>4 • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.) CA</p>	<p>4 • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA</p>
	<p>5 • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>5 • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>5 • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>5 • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</p>
	<p>6 • Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>6 • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>6 • Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>6 • Explain how an author develops the point of view of the narrator or speaker in a text.</p>

	Grade 3	Grade 4	Grade 5	Grade 6
Integration of Knowledge and Ideas	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).	7 • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7 • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	7 • Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
	8 • (Not applicable to literature)	8 • (Not applicable to literature)	8 • (Not applicable to literature)	8 • (Not applicable to literature)
	9 • . Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9 • Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9 • Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	9 • Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	10 • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10 • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10 • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	10 • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text	Grade 3	Grade 4	Grade 5	Grade 6
Key Ideas and Details	<p>1 • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1 • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1 • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p>2 • Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>2 • Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>2 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>2 • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
	<p>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.</p>	<p>3 • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>3 • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>3 • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
Craft and Structure	<p>4 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4–6 for additional expectations.) CA</p>	<p>4 • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4–6 for additional expectations.) CA</p>	<p>4 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) CA</p>	<p>4 • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA</p>
	<p>5 • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>5 • Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>5 • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>5 • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA</p>
	<p>6 • Distinguish their own point of view from that of the author of a text.</p>	<p>6 • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>6 • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>6 • Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>

	Grade 3	Grade 4	Grade 5	Grade 6
Integration of Knowledge and Ideas	7 • Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7 • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7 • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	7 • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	8 • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).	8 • Explain how an author uses reasons and evidence to support particular points in a text.	8 • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	8 • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	9 • Compare and contrast the most important points and key details presented in two texts on the same topic.	9 • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9 • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	9 • Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	10 • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently	10 • By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10 • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	10 • By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Foundational Skills	Grade 3	Grade 4	Grade 5	Grade 6
Phonics and Word Recognition	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all lettersound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
Fluency	<p>4 • Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4 • Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4 • Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	

Writing Standards	Grade 3	Grade 4	Grade 5	Grade 6
Text Types and Purposes	<p>1 • Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>1 • Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>1 • Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>1 • Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
Text Types and Purposes	<p>2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>2 • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>

	Grade 3	Grade 4	Grade 5	Grade 6
		e. Provide a concluding statement or section related to the information or explanation presented.	e. Provide a concluding statement or section related to the information or explanation presented.	d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
Text Types and Purposes	<p>3 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>3 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3 • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	<p>4 • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations)</p>	<p>4 • Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-</p>	<p>4 • Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-</p>	<p>4 • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific</p>

	Grade 3	Grade 4	Grade 5	Grade 6
	for writing types are defined in standards 1-3 above.)	specific expectations for writing types are defined in standards 1-3 above.) CA	specific expectations for writing types are defined in standards 1-3 above.) CA	expectations for writing types are defined in standards 1-3 above.)
	5 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	5 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	5 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	5 • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
Production and Distribution of Writing	6 • With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6 • With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6 • With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	6 • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	7 • Conduct short research projects that build knowledge about a topic.	7 • Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7 • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	7 • Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	8 • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8 • Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA	8 • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	8 • Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	9 • (Begins in grade 4)	9 • Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific	9 • Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a	9 • Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems;

	Grade 3	Grade 4	Grade 5	Grade 6
Production and Distribution of Writing		<p>details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>drama, drawing on specific details in the text [e.g., how characters interact]).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).</p>	<p>historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
Range of Writing	<p>10 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Speaking and Listening Standards	Grade 3	Grade 4	Grade 5	Grade 6
Comprehension and Collaboration	<p>1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
	<p>2 • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2 • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2 • Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
	<p>3 • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>3 • Identify the reasons and evidence a speaker or media source provides to support particular points. CA</p>	<p>3 • Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA</p>	<p>3 • Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
	<p>4 • Report on a topic or text, tell a story, or recount an experience</p>	<p>4 • Report on a topic or text, tell a story, or recount an experience in an</p>	<p>4 • Report on a topic or text or present an opinion, sequencing ideas</p>	<p>4 • Present claims and findings (e.g., argument, narrative, informative,</p>

	Grade 3	Grade 4	Grade 5	Grade 6
Presentation of Knowledge and Ideas	with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA	organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA	logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA	response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA
	5 • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	5 • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5 • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5 • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	6 • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	6 • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	6 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	6 • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language Standards	Grade 3	Grade 4	Grade 5	Grade 6
Conventions of Standard English	<p>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between NEED COPY TO INSERT.</p>	<p>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>h. Write fluidly and legibly in cursive or joined italics. CA</p>	<p>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/ or, neither/nor).</p>	<p>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. CA</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>
Conventions of Standard English	<p>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words</p>	<p>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of</p>	<p>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*</p> <p>b. Spell correctly.</p>

	Grade 3	Grade 4	Grade 5	Grade 6
Conventions of Standard English	(e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language	3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*
Vocabulary Acquisition and Use	4 • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital,	4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content	4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content	4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the

	Grade 3	Grade 4	Grade 5	Grade 6
	to determine or clarify the precise meaning of key words and phrases in all content areas. CA	areas. CA	areas. CA	preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Vocabulary Acquisition and Use	<p>5 • Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>5 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>5 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<p>5 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
	<p>6 • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>6 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>6 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>6 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Multidisciplinary Lesson Planning

MULTIDISCIPLINARY LESSON PLANNING

Throughout kindergarten through sixth grade, *California Wonders* provides many opportunities for integrated multidisciplinary lessons. The following Multidisciplinary Lesson suggestions identify teacher and student materials in *Wonders* that can be used as you teach specific Next Generation Science Standards and California History-Social Science Standards.

Kindergarten	2-9	Grade 4	36-43
<p>Science</p> <ul style="list-style-type: none"> • Observe How Plants Grow (NGSS K-LS1-1) • Climate and Weather (NGSS K-ESS2.D) 		<p>Science</p> <ul style="list-style-type: none"> • Natural Disasters (NGSS 4-ESS2.A, 4-ESS2.B) • How Animals Adapt (NGSS 4-LS1-1) 	
<p>Social Studies</p> <ul style="list-style-type: none"> • Follow Rules (HSS K.1.1) • National and State Symbols (HSS K.2) 		<p>Social Studies</p> <ul style="list-style-type: none"> • Roles of Elected Officials (HSS 4.5.4) • How Our Government Works (HSS 4.5.1) 	
Grade 1	10-18	Grade 5	44-51
<p>Science</p> <ul style="list-style-type: none"> • Animal Features and Body Parts (NGSS 1-LS1.D) • Up in the Sky (NGSS 1-ESS1.A) 		<p>Science</p> <ul style="list-style-type: none"> • Patterns (NGSS 5-ESS2.A) • Scientific Viewpoints (NGSS 5-LS2.A) 	
<p>Social Studies</p> <ul style="list-style-type: none"> • Life in Earlier Times (HSS 1.4.3) • National Holidays and Symbols (HSS 1.3.2, 1.3.3) 		<p>Social Studies</p> <ul style="list-style-type: none"> • Into the Past (HSS 5.1.1) • Reaching a Compromise (HSS 5.7.2) 	
Grade 2	19-27	Grade 6	52-59
<p>Science</p> <ul style="list-style-type: none"> • Different Kinds of Living Things (NGSS 2-LS4.D) • Changes on the Planet Earth (NGSS 2-ESS1.C) 		<p>Science</p> <ul style="list-style-type: none"> • Environment (NGSS MS-LS1.B) • Changing Environments (NGSS MS-ESS3.C) 	
<p>Social Studies</p> <ul style="list-style-type: none"> • The Importance of Heroic Action (HSS 2.5) • How We Make the Rules (HSS 2.3.1) 		<p>Social Studies</p> <ul style="list-style-type: none"> • Extraordinary Finds (HSS 6.2.1) • Democracy (HSS 6.4.3) 	
Grade 3	28-35		
<p>Science</p> <ul style="list-style-type: none"> • Adaptations (NGSS 3-LS2.3) • Flight (NGSS 3-PS2.A) 			
<p>Social Studies</p> <ul style="list-style-type: none"> • Government (HSS 3.4.2) • Good Citizens (HSS 3.4.6) 			



Observe How Plants Grow

NGSS K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

California Wonders

Use Resources from Unit 5, Week 1 and Week 2

<p>Video:</p> <ul style="list-style-type: none"> • Week 1: "How Does Your Garden Grow?" • Week 2: "Trees" 	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • ways they can help plants grow. • how trees change as they grow. <p>Wonders Teacher Edition Lessons, pages T10-T11, T93-T93</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Week 1: "Growing Plants" 	<p>Objective: Children discuss what plants need to grow.</p>
<p>Literature Big Book</p> <ul style="list-style-type: none"> • Week 1: <i>My Garden</i> • Week 2: <i>A Grand Old Tree</i> <p>Paired Read: "From a Seed to a Tree"</p>	<p>Objective: Children reread to understand things that help plants grow.</p> <p>Objective: Children use the text feature diagram to understand information.</p> <p>Domain Specific Vocabulary: enormous</p> <p>Wonders Teacher Edition Lessons, pages T12-T17, T94-T99</p>
<p>Reading/Writing Workshop Unit 5</p> <p>Week 1:</p> <ul style="list-style-type: none"> • Weekly Opener: Watch It Grow! pages 6-7 • Build Background Photos: How Does Your Garden Grow? <p>Week 2:</p> <ul style="list-style-type: none"> • Weekly Opener: Growing Tall, pages 20-21 • Build Background Photos: Trees 	<p>Objective: Children discuss what types of plants they would like to grow.</p> <p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss trees and leaves that they have seen. • discuss how a tree changes as it grows.
<p>Leveled Readers</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text. • identify the main topic and key details of a text.

<p>Week 1: Approaching: <i>My Garden</i> Science Activity: Draw a picture of something you want to grow in a garden. Write about it.</p>	<ul style="list-style-type: none"> • use illustrations and key details to understand what plants need to grow.
<p>On Level/EL: <i>My Garden Grows</i> Science Activity: Draw a picture of what you would grow if you had a garden. Write about it.</p>	<p>Objectives: Children use illustrations and key details to understand how to take care of a garden.</p>
<p>Beyond: <i>The Mystery Seeds</i> Science Activity: Draw and write about something that could grow from a seed.</p>	<p>Objectives: Children use illustrations and key details to understand how to help a seed grow.</p>
<p>Week 2: Approaching: <i>The Tree</i> Science Activity: Draw and write about something that grows on a tree.</p>	<p>Objectives: Children use words and illustrations to learn about the main topic – trees grow and change.</p>
<p>On Level/EL: <i>Many Trees</i> Science Activity: Pick your favorite season and draw a picture of your favorite thing to do. Write about it.</p>	<p>Objectives: Children use key details to figure out the main topic: trees grow and change.</p>
<p>Beyond: <i>Our Apple Tree</i> Science Activity: Draw and label the parts of a tree. Write about it.</p>	<p>Objectives: Children use words and illustrations to learn about the main topic: how an apple tree grows from a seed.</p>
<p>Science/Social Studies Workstation Activity Card Week 1, #13 Activity Titles</p> <ul style="list-style-type: none"> • Plant Parts • What All Plants Need • Compare Plants 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • draw a plant and discuss what it needs to grow. • draw how you help a plant to grow and compare with a partner. • draw different plants and compare them.
<p>Science/ Social Studies Workstation Activity and Week 2, #14 Activity Titles</p> <ul style="list-style-type: none"> • Plants and Animals • Plant Life Cycle • People Life Cycle 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • read about how animals grow and draw each stage. • draw a plant showing how it grows. • make a chart showing how people grow and change



Climate and Weather

NGSS K-ESS2.D Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.

California Wonders

Use Resources from Unit 6, Week 1 and Week 2

<p>Video:</p> <ul style="list-style-type: none"> • Week 1: “The Four Seasons” • Week 2: “What’s the Weather?” 	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • ways to play and have fun in each season. • ways to have fun in different types of weather. <p>Wonders Teacher Edition Lessons, pages T10-T11, T92-T93</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Week 1: “A Tour of the Seasons” 	<p>Objective: Children discuss how the seasons are different from one another.</p>
<p>Literature Big Book</p> <p>Week 1:</p> <ul style="list-style-type: none"> • <i>Mama, Is It Summer Yet?</i> <hr/> <p>Week 2:</p> <ul style="list-style-type: none"> • <i>Rain</i> • Paired Read: “Cloud Watch” 	<p>Objective: Children identify key details.</p> <p>Domain Specific Vocabulary: bud, swelling, blossoming</p> <hr/> <p>Objective: Children use the text feature speech bubbles to gather information.</p> <p>Domain Specific Vocabulary: temperature, storm</p> <p>Wonders Teacher Edition Lessons, pages T12-T17, T94-T99, T126-T127</p>
<p>Reading/Writing Workshop Unit 6</p> <p>Week 1:</p> <ul style="list-style-type: none"> • Weekly Opener: Seasons Change!, pages 6-7 • Build Background Photos: Seasons Change! • “Is It Hot?” pages 8-15 <hr/> <p>Week 2:</p> <ul style="list-style-type: none"> • Weekly Opener: It’s Raining Cats and Dogs! pages 20-21 • Build Background Photos: What’s The Weather? • “Kim and Nan”, pages 22-29 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss weather during each of the four seasons. • discuss how changes in the weather affects plants and animals. • discuss how you can tell from the photos whether it is warm or cold outside. <hr/> <p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss different kinds of weather. • discuss the what the weather is like based on illustrations

Leveled Readers

Week 1:

Approaching: *It Is Hot!*

Science Activity: Draw a picture of something you like to do in your favorite season. Write about it.

Objectives: Children

- ask and answer questions about key details in a text.
- use illustrations and key details to understand the sequence of the seasons.

On/EL: *Little Bear*

Science Activity: Draw a picture that shows what you like to do in winter. Write about it.

Objective: Children use illustrations and key details to understand what activities can be done in each season.

Beyond: *Ant and Grasshopper*

Science Activity: Discuss how some animals prepare for winter.

Objective: Children use illustrations and key details to understand the sequence of the seasons.

Week 2:

Approaching: *The Rain*

Science Activity: Discuss what happened when they were caught in a rainstorm.

Objective: Children use illustrations and key details to understand a rainstorm.

On/EL: *Weather Is Fun*

Science Activity: Pick your favorite season and draw a picture of your favorite thing to do. Write about it.

Objective: Children use illustrations and key details to understand the sequence of the seasons.

Beyond: *Kate and Tuck*

Science Activity: Discuss what you can wear in each season.

Objective: Children use illustrations and key details to explain how the weather changes when the seasons change.

Science/Social Studies Workstation Activity Card Week 1, #16

Activity Titles

- Seasonal Changes
- Favorite Season
- My Jobs

Objectives: Children

- draw a house in summer and in winter and compare the seasons.
- draw their favorite season and discuss.
- make a chart of the four seasons and list jobs they do in each season.

Science/Social Studies Workstation Activity Card Week 2, #17

Activity Titles

- Weather Wear Match
- Finding Food
- Weather Calendar

Objectives: Children

- draw clothes and weather and match the cards.
- discuss an animal and draw how it gets food in all kinds of weather.
- make a weather calendar for one week.



Follow Rules

HSS K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

California Wonders

Use Resources from Unit 1, Week 1 and Unit 3, Week 1

<p>Video:</p> <ul style="list-style-type: none"> • Unit 1, Week 1: "Make New Friends" • Unit 3, Week 1: "Rules to Go By" 	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • ways to be a good friend. • why it is important to follow rules. <p>Wonders Teacher Edition Lessons, Unit 1, pages T10-T11; Unit 3, pages T10-T11</p>
<p>Literature Big Book</p> <ul style="list-style-type: none"> • Unit 1 Week 1: <i>What About Bear?</i> Paired Read: "How to Be a Friend" 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • use text feature photographs to learn more information. • ask and answer questions about how to be a good friend.
<ul style="list-style-type: none"> • Unit 3 Week 1: <i>How Do Dinosaurs Go to School?</i> Paired Read: "Be Safe" 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • identify the reasons an author gives to support points in a text. • use the text feature lists to gather information. • use the text and photos to visualize what is happening. <p>Domain Specific Vocabulary: rules, cooperate</p> <p>Wonders Teacher Edition Lessons, Unit 1, pages T12-T17, T44-T45; Unit 3, pages T12-T17, T44-T45</p>
<p>Reading/Writing Workshop</p> <p>Unit 1 Week 1:</p> <ul style="list-style-type: none"> • Weekly Opener: Come and Play, pages 6-7 • Build Background Photos: Make New Friends 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss making new friends. • discuss activities that friends can do together.
<p>Unit 3 Week 1:</p> <ul style="list-style-type: none"> • Weekly Opener: Let's Play Ball!, pages 6-7 • Build Background Photos: Rules to Go By 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss rules we follow when we play a game or sport. • discuss the ways that rules help people. <p>Wonders Teacher Edition Lessons, Unit 1, pages T10-T11, Unit 3 pages T10-T11</p>
<p>Leveled Readers</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text.

<p>Unit 1 Week 1 Approaching: <i>Soup</i> Social Studies Activity: Discuss how a group works together.</p>	<ul style="list-style-type: none"> • use illustrations and key details to understand how friends work together.
<p>On Level/EL: <i>Soup</i> Social Studies Activity: Draw a picture that shows what you can do with a friend. Write about it.</p>	<p>Objective: Children use illustrations and key details to understand what makes a good friend.</p>
<p>Beyond: <i>Soup</i> Social Studies Activity: Draw and write about how you and your friends share something.</p>	<p>Objective: Children use illustrations and key details to understand how to make new friends.</p>
<p>Unit 3 Week 1 Approaching: <i>We Run</i> Social Studies Activity: Discuss places where you can run and places where you must sit.</p>	<p>Objective: Children look for key details in illustrations to understand where you can play and where you can sit.</p>
<p>On Level/EL: <i>We Run</i> Social Studies Activity: Discuss why or why not you would play with someone who breaks the rules.</p>	<p>Objective: Children look for key details in illustrations to understand what rules were broken.</p>
<p>Beyond: <i>We Run</i> Social Studies Activity: Draw a picture and write about a time that you helped.</p>	<p>Objective: Children use illustrations and key details to understand the rules you need to follow to build a birdhouse.</p>
<p>Science/Social Study Workstation Activity Card #1 Activity Titles</p> <ul style="list-style-type: none"> • Let's Get Along • Act It Out! • Make a Mural 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • write one rule about getting along. • make a puppet and act out a problem and how it was solved. • discuss conflicts and how to solve them.
<p>Science/Social Study Workstation Activity Card #7 Activity Titles</p> <ul style="list-style-type: none"> • Rules and Laws • Classroom Rules • Act Out Rules 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • draw traffic signs and talk about street safety. • discuss how rules help at school. • discuss how rules help at home.



National and State Symbols

HSS K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

California Wonders

Use Resources from Unit 8, Week 2

<p>Video: “My USA”</p>	<p>Objective: Children observe and discuss places that are symbols of our country.</p> <p>Wonders Teacher Edition Lessons, pages T92-T93</p>
<p>Interactive Read Aloud</p> <ul style="list-style-type: none"> • “The Best of the West” 	<p>Objective: Children discuss different American symbols in the West.</p>
<p>Literature Big Book</p> <ul style="list-style-type: none"> • Ana Goes to Washington, D.C. 	<p>Objective: Children recognize the characteristics of informational text.</p> <p>Domain Specific Vocabulary: historic, monument, slavery</p>
<p>Reading/Writing Workshop Unit 8</p> <ul style="list-style-type: none"> • Opener: The American Way, pages 20-21 • Build Background Photos: My USA 	<p>Objective: Children discuss landmarks in the USA and how each is a symbol of our country.</p>
<p>Leveled Readers</p> <p>Approaching: <i>See This!</i></p> <p>Social Studies Activity: Draw and write about a place from the book that you want to visit.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text. • identify the main topic and retell key details from a text. • use the text and photographs to learn about the main topic (interesting places to see in the United States) and key details.
<p>On Level/EL: <i>Places to See</i></p> <p>Social Studies Activity: Draw and write about a place from the book that you want to visit.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text. • use the text and photographs to learn about the main topic (places in the United States and what can be found in those places) and key details.
<p>Beyond: <i>My Trip to Yellowstone</i></p> <p>Social Studies Activity: Draw and write about something you would like to see at Yellowstone. Tell why you would like to see it.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about key details in the text. • use the text and photographs to learn about the main topic (what to see at Yellowstone National Park) and key details.

**Science / Social Studies Workstation
Activity Card #23**

Activity Titles

- Draw Our Country's Flag
- Draw a Symbol
- Hooray for the USA!

Objectives: Children

- draw the flag and sing a song about it.
 - draw an American symbol and talk about it.
 - make a poster with symbols that stand for freedom in the USA.
-

Additional Resources:

- *U.S. Symbols* by Ann-Marie Kishel, Lerner Classroom, 2007
- *Why Are There Stripes on the American Flag?* by Martha Rustad, Millbrook Press, 2014



Animal Features and Body Parts

NGSS 1 LS1.D Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive.

California Wonders

Use Resources from Unit 4, Weeks 1 and 2

<p>Video:</p> <ul style="list-style-type: none"> • Unit 4, Week 1: "Animal Features" • Unit 4, Week 2: "Animals Together" 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • observe and discuss ways in which animals use their bodies to get food and protect themselves. • observe and identify ways animal teams help each other survive. <p>Wonders Teacher Edition Lessons, pages T8-T9, T86-T89</p>
<p>Interactive Read Aloud: Unit 4, Week 2</p> <ul style="list-style-type: none"> • "Animals Working Together" 	<p>Objective: Children ask and answer questions about how sticking together helps the animals survive.</p>
<p>Literature Anthology: Unit 4</p> <ul style="list-style-type: none"> • Week 1: "Bats! Bats! Bats!", pages 30-35 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about how the features of a bat help it survive. • use a chart to compare and contrast the features of bats and birds. <p>Domain Specific Vocabulary: mammal, bird, hunts</p>
<ul style="list-style-type: none"> • Week 2: "Animal Teams", pages 36-53 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about how a small animal can help a larger one. • compare and contrast the animals in a team and how they help each other. <p>Domain Specific Vocabulary: behavior, beneficial, dominant, endangered, instinct</p> <p>Wonders Teacher Edition Lessons, pages T38-T39B, T113A-T113J</p>
<p>Reading/Writing Workshop: Unit 4</p> <p>Unit 4, Week 1:</p> <ul style="list-style-type: none"> • Weekly Opener: "Creature Features", pages 12-13 • Build Background Photos: "Creature Features" 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • observe and identify the special body parts of the animals in the photos and discuss how these body parts help the animals survive.

Unit 4, Week 2:

- “A Team of Fish”, pages 38-47

Objectives: Children

- identify the main idea and key details about different teams of fish and how they help each other survive.
- use photographs and captions to help understand how teams of fish benefit each other.

**Leveled Readers:
Unit 4, Weeks 1 and 2**

Week 1

Approaching: *The King of the Animals*

Paired Read: “Lions and Elephants: Take a Closer Look”

Science Activity: Discuss the body parts of two land animals, lions and elephants.

Objectives: Children

- use a chart and photographs to identify key details about a topic.
- extend their knowledge of animals’ body parts and how these parts help each animal survive.
- identify the body parts of lions and elephants and compare and contrast what they are used for.
- identify a feature of each animal and tell how it helps the animal survive.

On Level/EL: *Fly to the Rescue!*

Paired Read: “Animal Traits”

Science Activity: Discuss the body parts of four animals that live in different habitats.

Objective: Children compare and contrast the features of a fly, beaver, fish, and moose and explain how these features help the animals survive.

Beyond: *Hummingbird’s Wings*

Paired Read: “What Is a Hummingbird?”

Science Activity: Discuss a hummingbird’s special features and abilities.

Objective: Children use a chart to identify the features of a hummingbird and how its features help it survive.

Week 2

Approaching: *Penguins All Around*

Paired Read: “Animals Work Together!”

Science Activity: Choose two animals and make a chart that shows a way they are alike and different.

Objectives: Children

- ask and answer questions about key details in a text.
- use key details to determine the main idea.
- identify the main idea and key details about how penguins’ bodies help them find food and stay warm.
- determine how living in groups helps penguins, elephants, dolphins, and ants find food and stay safe.
- compare and contrast key details about two animals.

On Level/EL: *Penguins All Around*

Paired Read: “Animals Work Together!”

Science Activity: Choose two animals and make a chart that shows a way they are alike and different.

Objectives: Children

- identify the main idea and key details about how penguins’ bodies help them find food and stay warm.
- determine how living in groups helps penguins, elephants, dolphins, and ants find food and stay safe.
- compare and contrast key details about two animals.

Beyond: Penguins All Around

Paired Read: "Animals Work Together!"

Science Activity: Choose two animals and make a chart that shows two ways they are alike and different.

Objectives: Children

- identify the main idea and key details about how penguins' bodies help them find food and stay warm.
- determine how living in groups helps penguins, elephants, dolphins, and ants find food and stay safe.
- compare and contrast key details about two animals.

**Science / Social Studies Workstation
Activity Card Week 1, #16**

Activity Titles

• What Helps Animals Survive?

• Animal Parts

• Animal Features

Objectives: Children

- draw an animal, label its parts, and write about how one of the parts helps the animal survive.
- draw an animal, circle its head and feet, and talk with a partner about how the animal moves and where it moves.
- complete a 3-column chart with the name of an animal that has each special feature shown on the chart. Talk to a partner about how the features help the animal.

**Science / Social Studies Workstation
Activity Card Week 2, #17**

Activity Titles

• Animal Needs

• Animal Home

• What Do Animals Need?

Objectives: Children

- draw an animal and write a sentence about what it eats and its home.
- draw an animal and its home and write a sentence about how it gets food.
- draw and label two animals, list the foods each one needs, and discuss with a partner how the animals find food; also, discuss what else the animals need to live.



Up in the Sky

NGSS 1-ESS1.A Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

California Wonders

Use Resources from Unit 5, Week 2

<p>Video: “Up in the Sky”</p>	<p>Objective: Children observe and discuss some of the things that can be observed in the sky and tell which they would like to know more about.</p> <p>Wonders Teacher Edition Lesson, pages T86-T87</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “The Moon”, pages 196-201 	<p>Objectives: Children use</p> <ul style="list-style-type: none"> • captions to learn information about what is in the photographs. • captions to learn additional information that is not in the text about telescopes, the patterns of the moon, and an early lunar landing. <p>Domain Specific Vocabulary: Earth, observe, vast, telescope, astronauts</p> <p>Wonders Teacher Edition Lesson, pages T116-T117B</p>
<p>Reading/Writing Workshop: Unit 4</p> <ul style="list-style-type: none"> • “Night and Day”, pages 134-135 <p>• Build Background Photos: “Up in the Sky”</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss what can be seen in the sky at night. • discuss how a telescope helps us look at the sky and how it changes what we see. <p>• use photographs and captions to describe the moon and stars.</p>
<p>Leveled Readers</p> <p>Approaching: <i>Little Blue’s Dream</i></p> <p>Paired Read: “Hello, Little Dipper!”</p> <p>Science Activity: Make a poster showing what you can see in the night sky.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • use captions to identify additional key details about a topic • extend their knowledge of what can be observed in the sky. <p>• identify what can be observed in the sky at night.</p> <p>• use captions to learn additional information about the night sky.</p>
<p>On Level: <i>Hide and Seek</i></p> <p>Paired Read: “Our Sun Is a Star!”</p> <p>Science Activity: Make a poster showing what you can see in the sky during the day.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • identify what can be observed in the sky during the day. • use captions to learn additional information about the sun.

Beyond: *The Foxes Build a Home*

Paired Read: "Sunrise and Sunset"

Science Activity: Make a drawing of the sky at sunset and write about it.

- identify what can be observed in the sky at sunset.
- use captions to learn additional information about what causes night and day.

**Science / Social Studies Workstation
Activity Card #22**

Activity Titles

- What's in the Sky?
- Sky at Night
- Day and Night Views

Objectives: Children

- observe, draw, and write what they see in the sky.
- draw and label what they can see in the sky at night.
- draw and fill out a chart to compare and contrast what can be seen in the sky during the day and at night.



Life in Earlier Times

HSS 1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

California Wonders

Use Resources from Unit 3, Week 4

<p>Video: “Now and Then”</p>	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • similarities and differences between children today and children long ago. • similarities, in that children today go to school and have fun by playing, as did children long ago. • differences today and long ago in children’s schools, the games they play, and how they dress. <p>Wonders Teacher Edition Lesson, pages T242-T243.</p>
<p>Interactive Read Aloud: “Pioneers”</p>	<p>Objective: Children ask and answer questions about how life in the past was different from life today.</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Long Ago and Now”, pages 74-88 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • make connections between key details in the text to compare and contrast transportation, homes, schools, and play now and long ago. • use photographs to compare and contrast today and long ago. <p>Domain Specific Vocabulary: century, entertainment, future, past, present</p>
<ul style="list-style-type: none"> • “From Horse to Plane”, pages 90-93 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • identify key details about changes in transportation from earlier days to today and draw conclusions about how the changes affected people’s lives. • use captions to locate key facts that add to the information in the text. <p>Wonders Teacher Edition Lessons, pages T269A-T269H, T273A-T273B</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Weekly Opener: “Once Upon a Time,” pages 68-69 	<p>Objective: Children use a photograph from an earlier time to compare and contrast children today and long ago.</p>
<ul style="list-style-type: none"> • “Life at Home”, pages 74-83 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about key details in the text. • compare and contrast family life inside the home long ago and today, e.g. cooking, washing, and family activities. • use photos, illustrations, and captions to identify similarities and differences.

	<ul style="list-style-type: none"> • use captions to learn key facts that add to the information in the text.
<p>Leveled Readers</p> <p>Approaching: <i>Schools Then and Now</i></p> <p>Paired Read: “School Days”</p> <p>Social Studies Activity: Draw and share a picture of how you get to school.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • describe the connection between events, ideas, or pieces of information in a text. • describe how the author presents the information in the text. • compare and contrast transportation to school, school buildings, and classrooms long ago and today. • use photos and captions to get additional information. • connect the information on a chart to make inferences about schools long ago and schools today. • discuss means of transportation to school today.
<p>On Level/EL: <i>Schools Then and Now</i></p> <p>Paired Read: “School Days”</p> <p>Social Studies Activity: Draw and write a sentence about how you get to school.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • compare and contrast transportation to school, school buildings, and classrooms long ago and today. • use photos and captions to get additional information. • connect the information on a chart to make inferences about schools long ago and schools today. • discuss means of transportation to school today.
<p>Beyond: <i>Schools Then and Now</i></p> <p>Paired Read: “School Days”</p> <p>Social Studies Activity: Draw how you get to school and write several sentences about it. Read your writing aloud.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • compare and contrast transportation to school, school buildings, and classrooms long ago and today. • use photos and captions to get additional information. • connect the information on a chart to make inferences about schools long ago and schools today. • discuss means of transportation to school today.
<p>Science / Social Studies Workstation Activity Card #14</p> <p>Activity Titles</p> <ul style="list-style-type: none"> • Life Long Ago • Useful Things • Playing Favorites 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • fill in a sentence frame about what it would have been like to live long ago and illustrate what they wrote. • draw a picture of something we use today that did not exist long ago and discuss how the item had changed our lives. • draw their favorite invention and write about one way their lives would be different without that invention.



National Holidays and Symbols

HSS 1.3.2 Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

HSS 1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

California Wonders

Use Resources from Unit 6, Week 5

<p>Video: “Celebrate America!”</p>	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • why we celebrate holidays. • how and why we celebrate Independence Day. • activities they do to celebrate July 4th. <p>Wonders Teacher Edition Lesson, pages T320-T321.</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “Celebrate the Flag” 	<p>Objective: Children ask and answer questions about the history of the American flag and why the flag looks like it does.</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Happy Birthday, U.S.A.!", pages 398-405 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • identify the author’s purpose: to give information that explains why and how we celebrate the Fourth of July. • identify key details to understand events leading to the creation of the U.S. and why we celebrate the Fourth of July. • identify key details to understand the role of Thomas Jefferson and other leaders in creating the Declaration of Independence and our form of government. <p>Domain Specific Vocabulary: century, entertainment, future, past, present</p> <p>Wonders Teacher Edition Lesson, pages T347A-T347F</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Weekly Opener: “Red, White, and Blue,” pages 296-297 • “Share the Harvest and Give Thanks”, pages 302-311 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss symbols of the U.S. and why they are important. • identify the author’s purpose: to give information about various harvest celebrations, including Thanksgiving, across America. • use a map to identify where in the U.S. harvest celebrations have taken place.
<p>Leveled Readers</p> <p>Approaching: <i>It’s Labor Day!</i></p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • identify the author’s purpose: to explain what Labor Day is, why it’s a holiday, and how we celebrate it.

Paired Read: "Four Voyages"

Social Studies Activity: Name some people you know and tell the jobs they do. Write a sentence to tell why you honor those workers.

- identify the author's purpose: to explain Columbus's four voyages to America and why we celebrate Columbus Day.
- use a map to help understand the information in the text.

On Level/EL: *It's Labor Day!*

Paired Read: "Four Voyages"

Social Studies Activity: Name some people you know and tell the jobs they do. Write a paragraph to tell why you honor those workers.

Objectives: Children

- identify the author's purpose: to explain what Labor Day is, why it's a holiday, and how we celebrate it.
- identify the author's purpose: to explain Columbus's four voyages to America and why we celebrate Columbus Day.
- use a map to help understand the information in the text.

Beyond: *It's Labor Day!*

Paired Read: "Four Voyages"

Social Studies Activity: Name some people you know and tell the jobs they do. Write a book about one of the people you named and tell how his/her job helps you.

Objectives: Children

- identify the author's purpose: to explain what Labor Day is, why it's a holiday, and how we celebrate it.
- identify the author's purpose: to explain Columbus's four voyages to America and why we celebrate Columbus Day.
- use a map to help understand the information in the text.

Science / Social Studies Workstation Activity Card #30

Activity Titles

- Holidays and Celebrations
- Draw Your Celebration
- Why Is It Important?

Objectives: Children

- write about what they do to celebrate the Fourth of July and what their favorite part of the holiday is.
- draw how they celebrate the Fourth of July and write a sentence about why the holiday is special.
- work with a partner to draw the celebration of the Fourth of July and write sentences telling why the holiday is important and what it celebrates.



Different Kinds of Living Things

NGSS 2-LS4.D There are many different kinds of living things in any area, and they exist in different places on land and in water.

California Wonders

Use Resources from Unit 2, Weeks 1 and 3

<p>Video:</p> <ul style="list-style-type: none"> • Week 1: “Animals and Nature” 	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • how animals can survive in hot climates. • features that some animals have that help them survive in different climates.
<ul style="list-style-type: none"> • Week 3: “Animal Habitats” 	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • animal habitats and how animals build their homes. <p>Wonders Teacher Edition Lessons: pages T8-T9; T192-T193</p>
<p>Interactive Read Aloud:</p> <p>Week 1</p> <ul style="list-style-type: none"> • “Swamp Life” 	<p>Objective: Children</p> <ul style="list-style-type: none"> • ask and answer questions about animals that live in the swamp.
<p>Week 3</p> <ul style="list-style-type: none"> • “Explore a Coral Reef” 	<p>Objective: Children</p> <ul style="list-style-type: none"> • ask and answer questions about an underwater habitat where plants and animals live. • use photos and text to make predictions about a coral reef habitat.
<p>Literature Anthology</p> <p>Week 1</p> <ul style="list-style-type: none"> • Sled Dogs Run, pages 110-129 • Paired Read: “Cold Dog, Hot Fox,” pages 132-135 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • read to understand how sled dogs survive in the extreme cold. • read an informational text about animals that survive in extreme climates. <p>Domain Specific Vocabulary: adapt, climate</p>
<p>Week 3</p> <ul style="list-style-type: none"> • Turtle, Turtle, Watch Out! pages 164-181 • Paired Read: “At Home in the River” pages 184-185 	<p>Objective: Children</p> <ul style="list-style-type: none"> • ask and answer questions to demonstrate understanding of the life of a sea turtle. • identify the main topic of a text. • use text features to locate key facts. • discuss features of a river habitat. <p>Domain Specific Vocabulary: hatch, raccoon</p> <p>Wonders Teacher Edition Lesson, pages T47A-T47L; T53A-T53B; T231A-T231B; T237A-T237B</p>
<p>Reading/Writing Workshop</p>	<p>Objectives: Children discuss</p>

Week 1

- Weekly Opener: Animal Survival pages 98-99
- Build Background Photos: Animals and Nature
- A Visit to the Desert, pages 102-107

- how animals adapt to different climates.
- how animals find ways to adapt to the hot desert weather.

Week 3

- Weekly Opener: Animal Homes, pages 130-131
- Build Background Photos: Animal Habitats
- A Prairie Guard Dog, pages 134-139

- Objectives:** Children discuss
- an owl’s habitat and how they build their homes.
 - different animal homes.
 - features of a prairie dog’s habitat.

Leveled Readers

Week 1

Approaching: *Hippos at the Zoo*

Paired Read: “Hippos”

Science Activity: Discuss how mud helps the hippo.

- Objectives:** Children
- ask and answer questions about key details in a text.
 - identify the main topic and key details of a text.
 - use illustrations and key details to understand how hippos live at the zoo.
 - compare and contrast the most important points presented by two texts on the same topic.

On Level/EL: *Where Are they Going?*

Paired Read: “A Whales Journey”

Science Activity: Retell the selection using the retelling cards.

- Objectives:** Children
- use illustrations and key details to understand how snow geese survive.
 - compare and contrast the most important points presented by two texts on the same topic.

Beyond: *An Arctic Life for Us*

Paired Read: “What Is a Ptarmigan?”

Science Activity: Discuss how animals survive in the arctic.

- Objectives:** Children
- use illustrations and key details to understand how animals survive in the Arctic.
 - compare and contrast the most important points presented by two texts on the same topic.

Week 3

Approaching: *A Tree Full of Life*

Paired Read: “Life in a Termite Mound”

Science Activity: Make a chart of animals that depend on the eucalyptus tree.

- Objectives:** Children
- use illustrations and key details to learn about the main topic a eucalyptus tree.
 - compare and contrast the most important points presented by two texts on the same topic.

On Level/EL: *A Tree Full of Life*

Paired Read: “Life in a Termite Mound”

Science Activity: Make a chart of animals that depend on the eucalyptus tree.

- Objectives:** Children
- use illustrations and key details to learn about the main topic a eucalyptus tree.
 - compare and contrast the most important points presented by two texts on the same topic.

Beyond: *A Tree Full of Life*

Paired Read: “Life in a Termite Mound”

Science Activity: Make a chart of animals that depend on the eucalyptus tree.

- Objectives:** Children
- use illustrations and key details to learn about the main topic a eucalyptus tree.
 - compare and contrast the most important points presented by two texts on the same topic.

**Science / Social Studies Workstation
Activity Card Week 1, #6**

Activity Titles

- Food for Animals
- Elephant Body Parts
- Animal Riddles

Objectives: Children

- choose a wild animal and draw it.
- explain how the animals body parts help it get its food.
- draw and label the body parts of an elephant.
- discuss how its body parts help it stay cool, eat, and move.
- create a riddle about a wild animal.

Workstation Activity Card Week 3, #8

Activity Titles

- Habitat Web
- Animal Habitat
- Habitat Fast Facts

Objectives: Children

- choose a habitat and make a habitat web.
- draw and write about an animal's habitat.
- choose a habitat and list as many facts as you can about it.



Changes on the Planet Earth

NGSS 2-ESS1.C The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)

California Wonders

Use Resources from Unit 4, Week 2

<p>Video: “Earth Changes”</p>	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • how water changes Earth. • if water changes Earth slowly or quickly. <p>Wonders Teacher Edition Lessons, pages T98-T99</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “Earth Changes” 	<p>Objective: Children</p> <ul style="list-style-type: none"> • ask and answer questions about the forces that change Earth, such as wind and water,
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • Volcanoes pages 322-331 <p>Paired Read: “To the Rescue” pages 334-335</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • read to understand how volcanoes change the Earth. • read to understand how the Earth changes after a wildfire. • describe the connection between a series of scientific ideas or concepts in a text. • know and use various text features such as photographs, bold print, captions, and maps to help explain a topic. • understand cause and effect text structure. <p>Domain Specific Vocabulary: erupt, lava</p> <p>Wonders Teacher Edition Lessons, pages T135A-T135H; T141A-T141B</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Opener: Our Changing Earth, pages 272-273 • Build Background Photos: Earth Changes • Into the Sea, pages 276-279 	<p>Objectives: Children discuss</p> <ul style="list-style-type: none"> • land features on Earth such as canyons, rivers, beaches, and valleys. • how water flowing through a canyon cuts through the rock. • how water washes away sand at a beach.
<p>Leveled Readers</p> <p>Approaching: <i>Earthquakes</i></p> <p>Paired Read: “Glaciers”</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text. • identify the main topic and key details of a text. • use photographs and key details to understand some causes and effects of an earthquake.

Science Activity: Make a model of an earthquake.

- compare and contrast how glaciers are like a tsunami.
- discuss the author’s purpose in writing this book.

On Level/EL: *Earthquakes*

Paired Read: “*Glaciers*”

Science Activity: Make a model to show how earthquakes change Earth’s surface. Write a paragraph about the results.

Objectives: Children

- use photographs and key details to understand some causes and effects of an earthquake.
- use photographs and key details to find out how glaciers change Earth.
- compare and contrast how glaciers are like a tsunami.
- discuss author’s purpose for writing this book.

Beyond: *Earthquakes*

Paired Read: “*Glaciers*”

Science Activity: Make a model to show how an earthquake changes the Earth’s surface. Then describe your results.

Objectives: Children

- use photographs and key details to understand some causes and effects of an earthquake.
- use photographs and key details to find out how glaciers change Earth.
- compare and contrast how glaciers are like a tsunami.
- discuss author’s purpose for writing book.

Science / Social Studies Workstation Activity Card, #17

Activity Titles

- Earth Changes

Objectives: Children

- discuss how glaciers can change the Earth slowly.
- list weather patterns that can change the Earth quickly.
- draw pictures that show how one event changes the landforms of Earth.

- Slow Change, Rapid Change

- make a list of how Earth changes.
- use your list to make a chart of slow changes and rapid changes.

- Grand Canyon Flow Chart

- create a flow chart about the Grand Canyon.



The Importance of Heroic Action

HSS 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

California Wonders

Use Resources from Unit 5, Week 3

<p>Video: "Our Heroes"</p>	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • what makes firefighters and police officers heroes. • what makes Dr. Martin Luther King, Jr. a hero. <p>Wonders Teacher Edition Lesson, pages T188-T189</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • "A Hero On and Off Skis" 	<p>Objectives:</p> <ul style="list-style-type: none"> • ask and answer questions about Diana Golden and why she is a hero. • summarize the most important events and details.
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • <i>Brave Bessie</i> pages 442-451 <p>Paired Read: "The Legend of Kate Shelley" pages 454-455</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • describe the connection between a series of historical events in a text. • read to understand the brave things that Bessie Coleman and Kate Shelley did. • summarize the selection including just the most important events. • put events in the selection in sequence. • use various text features, such as a timeline and bold words to locate key facts or information in a text. <p>Domain Specific Vocabulary: <i>challenging, discover, perform, succeed</i></p> <p>Wonders Teacher Edition Lesson, pages T225A-T225H; T231A-T231B</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Opener: Discover Heroes, pages 358-359 • Build Background Photos: Our Heroes • César Chávez, pages 362-365 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • what makes someone a hero. • describe the people in the photos and tell why they are important. • César Chávez and how he took action to improve the lives of others. • use various text features, such as a timeline and bold words to locate key facts or information in a text.

<p>Leveled Readers Approaching: <i>Rudy Garcia-Tolson</i> Paired Read: “The Unsinkable Molly Brown” Social Studies Activity: Make a poster titled “My Hero” and write your hero’s name. Draw a picture of two things the person did to make him or her a hero.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • determine the central ideas of a text and analyze their development. • summarize the key supporting details and ideas. • describe the connection between a series of historical events in a text. • compare and contrast the most important points presented by two texts on the same topic. • retell important facts and information. • discuss the sequence of events in Rudy’s life. • compare and contrast two heroes.
<p>On Level/EL: <i>Rudy Garcia-Tolson</i> Paired Read: “The Unsinkable Molly Brown” Social Studies Activity: Make a poster titled “My Hero” and write your hero’s name. List three things the person did that made him or her a hero.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss how text features such as chapter names help them identify what each section of text is mostly about. • discuss the sequence of events in Rudy’s life. • discuss text feature, timeline, and how a timeline is organized. • compare and contrast two heroes.
<p>Beyond: <i>Rudy Garcia-Tolson</i> Paired Read: “The Unsinkable Molly Brown” Social Studies Activity: Make a poster titled “My Hero” and write your hero’s name. List three things the person did to make him or her your hero. Draw a picture and write a sentence for each action.</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • discuss how text features such as chapter names help them identify what each section of text is mostly about. • discuss the sequence of events in Rudy’s life. • discuss text feature, timeline, and how a timeline is organized. • compare and contrast two heroes.
<p>Science / Social Studies Workstation Activity Card #23 Activity Titles</p> <ul style="list-style-type: none"> • Hero Poster • My Hero • Hero Timeline 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • choose a hero from your class readings. • list what you know about that person. • make a poster that describes this person’s achievements. • choose a person who is a hero to you. • draw a picture of your hero and tell what your hero means to you. • choose a hero from your class readings. • make a timeline of your hero’s life.



How We Make the Rules

HSS 2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

California Wonders

Use Resources from Unit 5, Week 5

<p>Video: “Rights and Rules”</p>	<p>Objectives: Children listen to, observe, and discuss</p> <ul style="list-style-type: none"> • rules at school and at home • why rules are important. <p>Wonders Teacher Edition Lesson, pages T368–T369</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “Town Rules” 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • ask and answer questions about rules that allow towns and communities to work effectively. • make predictions based on the photographs. • use text evidence to confirm or revise predictions. • discuss text structure: cause and effect.
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • Setting the Rules pages 480–483 • Paired Read: “American Symbols” pages 484–485 	<p>Objectives: Children</p> <ul style="list-style-type: none"> • describe the connection between a series of historical events in a text. • make predictions based on photographs. • use text evidence to confirm or revise predictions. • discuss text structure: cause and effect. • put events in the selection in sequence. • discuss how the Constitution gives rights to all people. <p>Domain Specific Vocabulary: public, united, history</p> <p>Wonders Teacher Edition Lesson, pages T405A–T405D; T411A–T411B</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Opener: Rules, pages 386–387 • Build Background Photos: Rights and Rules • Visiting the Past, pages 390–393 	<p>Objectives: Children discuss</p> <ul style="list-style-type: none"> • why rules are important. • who makes the rules at home. • the Declaration of Independence and why it is still so important. • find text evidence as they discuss the rules of our country and why these rules are so important.
<p>Leveled Readers</p>	<p>Objectives: Children</p> <ul style="list-style-type: none"> • determine the central ideas of a text and analyze their development. • summarize the key supporting details and ideas.

Approaching: *Government Rules*

Paired Read: "Pool Rules"

Social Studies Activity: Write about two classroom rules and how they help your class.

- describe the connection between a series of historical events in a text.
- compare and contrast the most important points presented by two texts on the same topic.
- analyze how and why events and ideas develop and interact over the course of a text.
- describe the connection between a series of historical events in a text.
- make predictions based on chapter titles.
- after reading chapter revise or confirm predictions.
- discuss text structure: cause and effect.
- discuss the author's purpose in writing this text.

On Level/EL: *Government Rules*

Paired Read: "Pool Rules"

Social Studies Activity: Write about three classroom rules and how each one helps your class.

- analyze how and why events and ideas develop and interact over the course of a text.
- describe the connection between a series of historical events in a text.
- make predictions based on chapter titles.
- after reading chapter revise or confirm predictions.
- discuss text structure: cause and effect.
- discuss text feature: bulleted list.
- discuss the author's purpose in writing this text.

Beyond: *Government Rules*

Paired Read: "Pool Rules"

Social Studies Activity: Write about at least three classroom rules and how each rule helps you and your class.

- analyze how and why events and ideas develop and interact over the course of a text.
- describe the connection between a series of historical events in a text.
- make predictions based on chapter titles.
- after reading chapter revise or confirm predictions.
- discuss text structure: cause and effect.
- discuss text feature: bulleted list.
- discuss the author's purpose in writing this text.
- discuss what another purpose might be.

Science / Social Studies Workstation Activity Card #25

Activity Titles

- Rules Chart
- Draw a Symbol
- Research Washington, D.C.

Objectives: Children

- discuss rules in their school, community, and nation.
- list these rules on a chart.
- write about why rules are important.
- draw a picture of a national symbol.
- write a sentence to explain why the symbol is important.
- choose a monument or historical site in Washington, D.C.
- draw a picture of the site and write a paragraph that explains why it is important.



Adaptations

NGSS 3-LS2.3 When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.

California Wonders

Use Resources from Unit 4, Week 3

<p>Video: “Adaptations”</p>	<p>Objective: Students observe and discuss traits of animals in various habitats and how those traits help the animals adapt to challenges in their habitats.</p> <p>Wonders Teacher Edition Lessons, pages T138-T139</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “African Lions” 	<p>Objective: Students determine the main ideas and supporting details about how lions have adapted to their home on the African grasslands.</p> <p>Wonders Teacher Edition Lessons, pages T140-T141</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Amazing Wildlife of the Mojave”, pages 326-337 	<p>Objective: Students</p> <ul style="list-style-type: none"> • ask and answer questions to demonstrate understanding of the text and cite text evidence. • identify author’s purpose: to inform about the challenges of survival in the desert, and how the special traits of the wildlife in the Mojave enable them to survive. • identify author’s text structure, compare and contrast, and use of signal words to provide information about the wildlife of the Mojave and their adaptations. • use a map to increase understanding about the Mojave desert. <p>Domain Specific Vocabulary: environment, shelter, protection, related</p> <p>Wonders Teacher Edition Lessons, pages T153A-T153L</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Weekly Opener, “Adapt to Challenges”, pages 286-287 	<p>Objective: Students</p> <ul style="list-style-type: none"> • identify traits of ermines and discuss how these traits help the animals survive in their environment.
<ul style="list-style-type: none"> • “Gray Wolf! Red Fox!”, pages 290-293 	<p>Objective: Students</p> <ul style="list-style-type: none"> • ask and answer questions to demonstrate understanding of the text and cite text evidence about foxes and wolves. • compare and contrast how gray wolves and red foxes adapt to challenges in their environments for survival. <p>Wonders Teacher Edition Lessons, pages T144-T145</p>

<p>Leveled Readers</p> <p>Approaching: <i>Life in a Tide Pool</i></p> <p>Science Activity: Fill in a chart about four animals that live in a tide pool. Draw conclusions by comparing the animals in the chart.</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • describe connections between particular sentences and paragraphs in a text. • increase their understanding of how animals respond to challenges in their environment. • compare and contrast the animals that live in a tide pool and their adaptations for survival. • use signal words that identify likenesses and differences of animals in the tide pool. • use a diagram to gain further understanding of life in a tide pool.
<p>On Level/EL: <i>Life in a Tide Pool</i></p> <p>Science Activity: Fill in a chart about six animals that live in a tide pool. Draw conclusions by comparing the animals in the chart.</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • compare and contrast the animals that live in a tide pool and their adaptations for survival. • use signal words that identify likenesses and differences of animals in the tide pool. • use a diagram and photos and captions to gain further understanding of life in a tide pool.
<p>Beyond: <i>Life in a Tide Pool</i></p> <p>Science Activity: Fill in a chart about eight animals that live in a tide pool. Draw conclusions by comparing the animals in the chart.</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • compare and contrast the animals that live in a tide pool and their adaptations for survival. • use signal words that identify likenesses and differences of animals in the tide pool. • use a diagram, photos and captions, and sidebars to gain further understanding of life in a tide pool.
<p>Science / Social Studies Workstation Activity Card #18</p> <p>Activity Titles</p> <ul style="list-style-type: none"> • Animals and Habitats • Unique Skills • Surviving in a Habitat 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • research a wild animal and make a poster showing its summer and winter habitat; write a sentence telling how the animal adapts. • read an information text to learn about the unique skills or features of a particular animal. Draw the animal and write a paragraph about how it uses its skills or features to survive. • research two animals and make a chart showing the unique features of each. Compare the animals and discuss how their unique features help them survive.



Flight

NGSS 3-PS2.A Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion.

California Wonders

Use Resources from Unit 4, Week 4

<p>Video: “Flight”</p>	<p>Objective: Students observe and discuss how people have gained the ability to fly, the inventors of the first powered airplane, and how flying has changed since then.</p> <p>Wonders Teacher Edition Lessons, pages T202-T203</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “Fly Like a Bird” 	<p>Objective: Students determine the main ideas and supporting details about different ways people can fly using wind energy.</p> <p>Wonders Teacher Edition Lessons, pages T204-T205</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Hot Air Balloons”, pages 342-347 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • ask and answer questions to demonstrate understanding of the text and cite text evidence to support answers. • identify causes and effects to understand key details about how a hot air balloon flies. • use photographs and captions to gain additional information about hot air balloons. <p>Domain Specific Vocabulary: controlled, direction, flight, launched, motion, passenger</p> <p>Wonders Teacher Edition Lessons, pages T217A-T217N</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “Firsts in Flight!” pages 304-307 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • ask and answer questions to demonstrate understanding of the text and cite text evidence to support answers. • identify causes and effects to understand what the Wright brothers learned from their unsuccessful flights that enabled them to invent the first powered airplane. <p>Wonders Teacher Edition Lessons, pages T208-T209</p>
<p>Leveled Readers</p> <p>Approaching: <i>The Future of Flight</i></p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • describe connections between particular sentences and paragraphs in a text. • increase their understanding of the means of flying that will be available in the future. • use cause-and-effect relationships to understand information

Science Activity: Follow directions to build a balloon hovercraft.

about the development of new aircraft and the forces that enable them to fly.

On Level: *The Future of Flight*

Science Activity: Follow directions to build a balloon hovercraft.

Objective: Students

- use cause-and-effect relationships to understand information about the development of new aircraft and the forces that enable them to fly.

Beyond: *The Future of Flight*

Science Activity: Follow directions to build a balloon hovercraft.

Objectives: Students

- use cause-and-effect relationships to understand information about the development of new aircraft and the forces that enable them to fly.
- use a diagram to gain understanding of the main text about rocket engines.

Science / Social Studies Workstation Activity Card #19

Activity Titles

- How Strong Is Air?
- Which Floats Best?
- Free Falling

Objectives: Students

- do an experiment with a straw and a potato to learn about the strength of air, and write an inference based on their observations.
- do an experiment with three items to observe which floats best, chart the results, and explain what happened and why.
- do an experiment to observe the way two different items fall through the air, record the results, and discuss with a partner.



Government

HSS 3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

California Wonders

Use Resources from Unit 2, Week 3

<p>Video: "Government"</p>	<p>Objective: Students listen to, observe, and discuss the role of citizens in making government work and the importance of voting.</p> <p>Wonders Teacher Edition Lesson, pages T142-T143.</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • "All About Elections" 	<p>Objective: Students use photos and captions to determine main ideas and key details about how elections work.</p> <p>Wonders Teacher Edition Lesson, pages T144-T145.</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • "Vote!" pages 146-165 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • identify the author's point of view about voting. • use illustrations to clarify and learn additional information about a town's citizens participating in local elections. <p>Domain Specific Vocabulary: public, united, history</p> <p>Wonders Teacher Edition Lesson, pages T159A-T159T</p>
<ul style="list-style-type: none"> • "A Plan for the People," pages 168-171 	<p>Objective: Students</p> <ul style="list-style-type: none"> • demonstrate understanding and cite text evidence about how early leaders wrote the Constitution and set the rules for our government. <p>Domain Specific Vocabulary: announced, candidates, convince, decisions, elect, government, independent</p> <p>Wonders Teacher Edition Lesson, pages T159W-T159Z</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Weekly Opener: "Our Voices Count," pages 130-131 	<p>Objective: Students</p> <ul style="list-style-type: none"> • use a photograph to discuss students making their voices heard by voting in a school election.
<ul style="list-style-type: none"> • "Every Vote Counts!", pages 134-139 	<p>Objective: Students</p> <ul style="list-style-type: none"> • ask and answer questions to demonstrate understanding and cite text evidence about the importance of voting. <p>Wonders Teacher Edition Lesson, pages T148-T151</p>
<p>Leveled Readers</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text.

Approaching: *The Race for the Presidency*

Paired Read: *Elementary School Lawmakers*

Social Studies Activity: Take a survey, make a campaign poster, take a vote, and see if campaigning changed people's ideas.

- identify the author's point of view about presidential debates and election day and distinguish it from their own.
- use sequence of events to understand how students worked with government to change a law in their state.

On Level/EL: *Government Rules*

Paired Read: *Elementary School Lawmakers*

Social Studies Activity: Take a survey, make a campaign poster, take a vote, and draw conclusions about the results of campaigning.

Objectives: Students

- identify the author's point of view about presidential debates and election day and distinguish it from their own.
- use sequence of events to understand how students worked with government to change a law in their state.

Beyond: *Government Rules*

Paired Read: *Elementary School Lawmakers*

Social Studies Activity: Take a survey, make a campaign poster, take a vote, and draw conclusions about the role of surveys and the results of campaigning.

Objectives: Students

- identify the author's point of view about presidential debates and election day and distinguish it from their own.
- use sequence of events to understand how students worked with government to change a law in their state.

Science / Social Studies Workstation Activity Card #30

Activity Titles

- We the People
- What's Your Favorite?
- The U.S. Constitution

Objectives: Students

- write to describe a way they would like to be part of our government.
- have classmates vote on their favorite snacks, record the results on a graph, and write to tell the result.
- read about the U.S. Constitution and write about how the rules in the Constitution are like the rules for their rooms at home.



Good Citizens

HSS 3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

California Wonders

Use Resources from Unit 5, Week 4

<p>Video: “Good Citizens”</p>	<p>Objective: Students listen to, observe, and discuss the ways good citizens show that they care about their communities.</p> <p>Wonders Teacher Edition Lesson, pages T202-T203.</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “Jimmy Carter: A Good Citizen” 	<p>Objective: Students use photos and captions to ask and answer questions about a good citizen who became president.</p> <p>Wonders Teacher Edition Lessons, pages T204-T205.</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Elizabeth Leads the Way, Elizabeth Cady Stanton and the Right to Vote”, pages 146-165 • “Susan B. Anthony Takes Action!” pages 432-449 	<p>Objective: Students</p> <ul style="list-style-type: none"> • use details to identify the author’s point of view about Elizabeth Cady Stanton, the risks she took, and her actions to secure the right of women to vote. <hr/> <p>Objectives: Students</p> <ul style="list-style-type: none"> • ask and answer questions and cite text evidence to show how Susan B. Anthony demonstrated good citizenship. • use sidebars and a timeline to support the information in the text and provide additional information about Susan B. Anthony. <p>Domain Specific Vocabulary: citizenship, daring, participate, proposed, unfairness, waver</p> <p>Wonders Teacher Edition Lessons, pages T217A-T217R and T217U-T217X.</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • Weekly Opener: “Citizenship,” pages 372-373 	<p>Objective: Students</p> <ul style="list-style-type: none"> • discuss how a good citizen can help honor a town’s heroes.
<ul style="list-style-type: none"> • Dolores Huerta, “Growing Up Strong”, pages 376-379 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • ask and answer questions and cite text evidence about how Dolores Huerta showed good citizenship by helping others throughout her life. • use details to determine the author’s point of view about Dolores Huerta and distinguish it from their own.

Leveled Readers

Approaching: *Eunice Kennedy Shriver*

Paired Read: *The Lifesaver*

Social Studies Activity: Make a time line of the events in the life of someone who has been a good citizen.

Objectives: Students

- ask and answer questions to increase understanding of a text.
- use examples from the text to determine the author’s point of view about Eunice Kennedy Shriver and her public service on behalf of the intellectually challenged, and distinguish it from their own point of view.
- use key details to determine that Wilbert Longfellow demonstrated good citizenship by teaching people to be safe in the water.

On Level/EL: *Eunice Kennedy Shriver*

Paired Read: *The Lifesaver*

Social Studies Activity: Choose a person who has been a good citizen in the community or the country and create a time line of the events in that person’s life.

Objectives: Students

- use examples from the text to determine the author’s point of view about Eunice Kennedy Shriver and her public service on behalf of the intellectually challenged, and distinguish it from their own point of view.
- use key details to determine that Wilbert Longfellow demonstrated good citizenship by teaching people to be safe in the water.

Beyond: *Eunice Kennedy Shriver*

Paired Read: *The Lifesaver*

Social Studies Activity: Write a biographical report on the life of a good citizen by using research and creating a time line of the events in that person’s life.

Objectives: Students

- use examples from the text to determine the author’s point of view about Eunice Kennedy Shriver and her public service on behalf of the intellectually challenged, and distinguish it from their own point of view.
- use key details to determine that Wilbert Longfellow demonstrated good citizenship by teaching people to be safe in the water.

Science / Social Studies Workstation Activity Card #30

Activity Titles

- Good Citizens
- Helping Earth
- We Are All Good Citizens

Objectives: Students

- create and illustrate a poster showing three ways to be a good citizen at school.
- write a speech encouraging their classmates to be good citizens to Earth.
- list ways that citizens can show more care and respect for their communities.



Natural Disasters

NGSS 4-ESS2.A Earth Materials and Systems: Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soil, and sediments into smaller particles and move them around.

NGSS 4-ESS2.B Plate Tectonics and Large-Scale System Interactions: The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.

California Wonders

Use Resources from Unit 1, Week 3

<p>Video: "Take Action"</p>	<p>Objective: Students discuss natural disasters, such as floods and earthquakes, and how people respond to them.</p> <p>Wonders Teacher Edition Lessons, pages T138-T139</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • "Avalanche!" 	<p>Objective: Students listen to understand why avalanches form and how people can prevent and control them.</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • <i>Earthquakes</i>, pages 48-57 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences about earthquakes. • use graphic aids, such as maps, diagrams, and photographs to improve comprehension of text about earthquakes. <p>Domain Specific Vocabulary: mantle, seismologist collapse, crises, destruction, hazard, substantial</p> <p>Wonders Teacher Edition Lessons, pages T153A-T153J</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • "A World of Change", pages 50-53 	<p>Objective: Students</p> <ul style="list-style-type: none"> • refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences about slow natural changes caused by weathering and erosion and fast changes caused by natural disasters.
<p>Leveled Readers</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use diagrams to better understand information found in the main text about Earth changes. • extend their knowledge of water-related changes to land, such as weathering and erosion.

Approaching: Changing Landscapes

Paired Read: "Students Save Wetlands"

Science Activity: Conduct research and make a poster showing how people can prepare for a natural disaster.

- identify slow and fast changes to land, including erosion (caused by water) and landslides (caused by heavy rainfall).

On Level/EL: Changing Landscapes

Paired Read: "Students Save Wetlands"

Science Activity: Conduct research and make a poster showing how people can prepare for a natural disaster.

Objective: Students

- identify slow and fast changes to land, including erosion (caused by water) and landslides (caused by heavy rainfall).

Beyond: Changing Landscapes

Paired Read: "Students Save Wetlands"

Science Activity: Conduct research and make a poster showing how people can prepare for a natural disaster.

Objective: Students

- identify slow and fast changes to land, including erosion (caused by water) and landslides (caused by heavy rainfall).

Science / Social Studies Workstation Activity Card, #3

Activity Titles

- Plate Tectonics

- Mountain Formation

- Mountain Peaks

Objectives: Students

- write definitions and causes of weathering and erosion, then research one example of each in their state.

- research and draw three mountain ranges and detail how they were formed.

- research and write a paragraph about the highest mountain range in the world, including how it was formed.



How Animals Adapt

NGSS 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

California Wonders

Use Resources from Unit 2, Week 4

<p>Video: “Adaptations”</p>	<p>Objective: Students discuss how animals adapt to survive, including special external and internal physical features.</p> <p>Wonders Teacher Edition Lessons, pages T202-T203</p>
<p>Literature Anthology</p> <ul style="list-style-type: none"> • Spiders, pages 152-167 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • read about different spiders and examine photographs that illustrate information found in the main text. • read captions to learn additional facts about the features of spiders. <p>Domain Specific Vocabulary: camouflaged, predator, prey, digestive, abdomen</p> <p>Wonders Teacher Edition Lessons, pages T217A-T217P</p>
<p>Reading/Writing Workshop</p> <ul style="list-style-type: none"> • “Adapting to Survive,” pages 132-133 <hr/> <ul style="list-style-type: none"> • “Animal Adaptations”, pages 136-139 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use the photograph to discuss the features of a chameleon that support its survival. <hr/> <ul style="list-style-type: none"> • identify main ideas and key details about physical adaptations that animals have for survival.
<p>Leveled Readers</p> <p>Approaching: <i>Extreme Animals</i></p> <p>Science Activity: Select a habitat, invent an animal living there, describe its adaptations for survival, draw and caption a picture, and present to the class.</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • examine photographs and captions to better understand and learn additional information about the main text. • extend their knowledge of animal adaptations that support survival. • identify external features of animals, including unique adaptations needed for survival.
<p>On Level/EL: <i>Extreme Animals</i></p> <p>Science Activity: Select a habitat, invent an animal living there, describe its adaptations for survival, draw and caption a picture, and present to the class.</p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • identify external features of animals, including unique adaptations needed for survival.

Beyond: *Extreme Animals*

Science Activity: Select a habitat, invent an animal living there, describe its adaptations for survival, draw and caption a picture, write a paragraph, and present to the class.

Objectives: Students

- identify external features of animals, including unique adaptations needed for survival.

Science/Social Studies Workstation Activity Card, #9

Activity Titles

- Adaptations

- Animals Adapt!

- Adaptations

Objectives: Students

- research an ostrich, locate and print a picture, then create a travel brochure that explains to tourists its adaptations.

- locate and print an ostrich picture from the internet, list physical features it uses to protect itself, and draw and label these features.

- select an ecosystem, conduct research to learn the adaptations of animals living there and whether or not these adaptations are unique or shared.



Roles of Elected Officials

HSS 4.5.4 Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.

California *Wonders*

Use Resources from Unit 4, Week 2

<p>Video: "Leadership"</p>	<p>Objective: Students discuss why people run for public office in local, state, and federal government.</p> <p>Wonders Teacher Edition Lesson, page T74-T75</p>
<p>Literature Anthology</p> <ul style="list-style-type: none"> • "Bringing Government Home", pages 310-313 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use headings to remember and summarize key text details about state and local government. • use a chart to identify some national powers versus state powers. <p>Domain Specific Vocabulary: campaign, checks and balances, executive, governor, legislative, judicial</p> <p>Wonders Teacher Edition Lessons, pages T89W-T89Z</p>
<p>Reading/Writing Workshop</p> <ul style="list-style-type: none"> • "Taking a Stand," pages 248-249 	<p>Objective: Students read about and discuss how people in public office provide leadership.</p>
<p>Leveled Readers</p> <p>Approaching: Paired Read: "The Job of a Governor"</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use text features, including photos and sidebar text, to learn more about governors. • extend their knowledge of state government, focusing on the role of a governor. • find out the role and responsibilities of a state governor.
<p>On Level/EL: Paired Read: "Who Wants to be Mayor?"</p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • find out the role and responsibilities of a mayor.
<p>Beyond: Paired Read: "Running a Town"</p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • find out the role and responsibilities of a town council.
<p>Science/Social Studies Workstation Activity Card #16 Activity Titles</p> <ul style="list-style-type: none"> • State Government 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • research the structure and duties of the state government and compare it to the U.S. government.

- State and Local Government

- State and Local Government

- list one key responsibility of the local and state governments.

- answer questions about local and state government functions.

Additional Resources:

- *State Government (Kids' Guide to Government)* by Ernestine Giesecke, Heinemann, 2009

- "What Is State Government,"

<http://study.com/academy/lesson/what-is-state-government-powers-responsibilities-challenges.html>

and the California State Government official channel on YouTube,

<https://www.youtube.com/user/californiagovernment>



How Our Government Works

HSS 4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).

California Wonders

Use Resources from Unit 4, Week 1

<p>Video: “Our Government”</p>	<p>Objective: Students discuss how the government affects their daily lives and what services it provides.</p> <p>Wonders Teacher Edition Lesson, pages T10-T11.</p>
<p>Interactive Read Aloud</p> <ul style="list-style-type: none"> • “Speaking Out Against Child Labor” 	<p>Objective: Students</p> <ul style="list-style-type: none"> • ask and answer questions about a time when the U.S. government passed laws that prevented children from working instead of going to school.
<p>Literature Anthology</p> <ul style="list-style-type: none"> • <i>See How They Run</i>, pages 270-281 	<p>Objective: Students</p> <ul style="list-style-type: none"> • refer to details and examples in the text while explaining the history of our democracy and the Constitution.
<ul style="list-style-type: none"> • “The Birth of American Democracy”, pages 284-287 	<p>Objective: Students</p> <ul style="list-style-type: none"> • use boldfaced words to identify and learn key vocabulary words in a text about the forming of the U.S. government <p>Domain Specific Vocabulary: amendments, compromise, democracy, executive, legislation, judicial</p> <p>Wonders Teacher Edition Lessons, pages T25A-T25L and T25O-T25R</p>
<p>Reading/Writing Workshop</p> <ul style="list-style-type: none"> • “A World Without Rules”, pages 238-241 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • ask and answer questions about the democratic form of government and the functions of agencies within that government • use the text structure cause and effect to understand the need for rules and laws.
<p>Leveled Readers</p> <p>Approaching: <i>A Day in the Senate</i></p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use boldfaced words and pronunciations to identify and learn key social studies vocabulary. • extend their knowledge of the federal government as outlined in the U.S. Constitution. • find out the functions of the Senate, a key part of the legislative branch of government.

Paired Read: "A New President Takes Office"

Social Studies Activity: Make a list of local school board members, write a letter or email to each, and chart or graph results.

On Level/EL: *A Day in the Senate*

Paired Read: "A New President Takes Office"

Social Studies Activity: Make a list of local school board members, write a letter or email to each, and chart or graph results.

Beyond: *A Day in the Senate*

Paired Read: "A New President Takes Office"

Social Studies Activity: Make a list of local school board members, write a letter or email to each, and chart or graph results.

Objective: Students

- find out the functions of the Senate, a key part of the legislative branch of government.

Objective: Students

- find out the functions of the Senate, a key part of the legislative branch of government.

Science/Social Studies Workstation Activity Card #16

Activity Titles

- Three Branches of Government
- Representative Democracy
- Separation of Powers

Objectives: Students

- research the three branches of government, chart findings, then write a paragraph about which they would choose to serve in.
- answer questions about representatives in the U.S. government.
- write a paragraph about the three branches of government, the key function of each one, and why a job in each is considered a public service.

Additional Resources:

- *Shh! We're Writing the Constitution* by Jean Fritz, Puffin Books, 1997
- "Three Branches of Government," Kids.gov, <http://kids.usa.gov/three-branches-of-government>



Patterns

NGSS 5-ESS2.A Earth Materials and Systems: Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)

California Wonders

Use Resources from Unit 3, Week 3

<p>Video: “Patterns”</p>	<p>Objective: Students discuss patterns in nature.</p> <p>Wonders Teacher Edition Lessons, pages T138-T139</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “The Story of Snow,” pages 216-229 	<p>Objective: Students</p> <ul style="list-style-type: none"> • identify main ideas and key details about the formation of snow crystals. • use diagrams and other visuals to better understand text about snow and ice patterns. <p>Domain Specific Vocabulary: Celsius, erode, Fahrenheit, moisture, particles</p> <p>Wonders Teacher Edition Lessons, pages T153A-T153N</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “Patterns of Change,” pages 194-197 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use main ideas and key details in the text to understand information about patterns in nature. • use text evidence to explain patterns in rocks and rock formations, including how rocks form and change. <p>Wonders Teacher Edition Lessons, pages T144-T145</p>
<p>Leveled Readers</p> <p>Approaching: <i>Weather Patterns</i></p> <p>Paired Read: “Cloud Atlas”</p> <p>Science Activity: Conduct a science experiment to determine how heated air affects weather.</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use diagrams to better understand complex scientific concepts. • extend their knowledge of Earth’s natural patterns, including weather patterns.
<p>On Level/EL: <i>Weather Patterns</i></p> <p>Paired Read: “Cloud Atlas”</p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • find out about wind, water, and weather patterns.

Science Activity: Conduct a science experiment to determine how heated air affects weather.

Beyond: *Weather Patterns*

Paired Read: "Cloud Atlas"

Science Activity: Conduct a science experiment to determine how heated air affects weather.

Objective: Students

- find out about wind, water, and weather patterns.

Science/Social Studies Workstation Activity Card Week 1, #13

Activity Titles

- What's the Weather?
- The Water Cycle
- Different Forms of Precipitation

Objectives: Students

- chart the predicted weather for five days and deliver a weather forecast.
- research the steps of the water cycle and draw a diagram.
- research how temperature affects the form of precipitation and make a poster.



Scientific Viewpoints

NGSS 5-LS2.A Interdependent Relationships in Ecosystems: The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plant parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

California Wonders

Use Resources from Unit 5, Week 5

<p>Video: “Scientific Viewpoints”</p>	<p>Objective: Students discuss how human activities and natural events change ecosystems.</p> <p>Wonders Teacher Edition Lessons, pages T266-T267</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “The Case of the Missing Bees and Busy, Beneficial Bees,” pages 424-429 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use text evidence to learn how a virus and fungus may have resulted in the death of honeybees. • use text evidence to understand differences among bee species which allow some of them to survive environmental changes. • use charts to learn additional facts related to a text about the impact of bees on an ecosystem. <p>Domain Specific Vocabulary: agricultural, disorder, ecosystem</p> <p>Wonders Teacher Edition Lessons, pages T281A-T281F</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “Should Plants and Animals from Other Places Live Here?,” pages 366-369 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use text evidence to explain information about nonnative species being introduced to ecosystems and their positive and negative effects. • use details from the text to make inferences about the author’s point of view. <p>Wonders Teacher Edition Lessons, pages T272-T273</p>
<p>Leveled Readers</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use charts to learn more information about a text’s subject. • extend their knowledge of plant and animal interdependence in ecosystems.

Approaching: *The Great Plains*

Paired Read: "Save the Great Plains Wolves"

Science Activity: Research a Great Plains animal and its role in the ecosystem, then debate why that animal needs to be protected.

- find out about the changes over time in the Great Plains ecosystems.

On Level/EL: *The Great Plains*

Paired Read: "Save the Great Plains Wolves"

Science Activity: Research a Great Plains animal and its role in the ecosystem, then debate why that animal needs to be protected.

Objective: Students

- find out about the changes over time in the Great Plains ecosystems.

Beyond: *The Great Plains*

Paired Read: "Save the Great Plains Wolves"

Science Activity: Research a Great Plains animal and its role in the ecosystem, then debate why that animal needs to be protected.

Objective: Students

- find out about the changes over time in the Great Plains ecosystems.

Science/Social Studies Workstation Activity Card #25

Activity Titles

- Humans and the Environment

- Control Groups in Science

- Talk to a Scientist

Objectives: Students

- propose one way humans can change the environment, list the effects, and write why they support the change.

- list two plant groups to test plant food and identify a control group.

- research how scientists use control groups to treat problems in the environment and write interview questions.



Into the Past

HSS 5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

California Wonders

Use Resources from Unit 3, Week 5

<p>Video: “Into the Past”</p>	<p>Objective: Students discuss what we have learned from past civilizations based on structures, tools, and other things dug up or left behind.</p> <p>Wonders Teacher Edition Lesson, pages T266-T267</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “Stonehenge: Puzzle from the Past” 	<p>Objective: Students summarize information about how experts must sometimes try to solve puzzles from the past, such as why Stonehenge was built.</p> <p>Wonders Teacher Edition Lesson, pages T268-T269</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Machu Picchu: Ancient City,” pages 256-259 	<p>Objective: Students</p> <ul style="list-style-type: none"> • use main ideas and key details to understand information about the historic Inca site of Machu Picchu and its structures.
<ul style="list-style-type: none"> • “Dig This Technology!” pages 260-261 	<p>Objective: Students</p> <ul style="list-style-type: none"> • use a diagram to understand text details about how scientific tools work in uncovering the past. <p>Domain Specific Vocabulary: archaeologist, era, reconstruct, remnants</p> <p>Wonders Teacher Edition Lessons, pages T281A-T281D and T281E-T281F</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “What Was the Purpose of the Inca’s Strange Strings?,” pages 222-225 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • cite text evidence about the ways archaeologists uncover clues about past civilizations from the tools and artifacts left behind. • identify the author’s point of view about the purpose of a quipu, an object invented by the Inca. <p>Wonders Teacher Edition Lesson, pages T272-T273</p>
<p>Leveled Readers</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use diagrams to visualize text details. • extend their knowledge of pre-Columbian settlements, focusing on the Anasazi of the desert Southwest.

Approaching: *The Anasazi*

Paired Read: "The Anasazi Were Astronomers"

Social Studies Activity: Explore Anasazi culture by making, presenting, and displaying a model Anasazi building, basket, or pot.

- find out what archaeologists have learned about the Anasazi people from their cliff dwellings and discovered artifacts, such as baskets and pottery used to collect and store food.

On Level/EL: *The Anasazi*

Paired Read: "The Anasazi Were Astronomers"

Social Studies Activity: Explore Anasazi culture by making, presenting, and displaying a model Anasazi building, basket, or pot.

Objective: Students

- Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures they built and how they obtained food, clothing, tools and utensils.

Beyond: *The Anasazi*

Paired Read: "The Anasazi Were Astronomers"

Social Studies Activity: Explore Anasazi culture by making, presenting, and displaying a model Anasazi building, basket, or pot.

Objective: Students

- find out what archaeologists have learned about the Anasazi people from their cliff dwellings and discovered artifacts, such as baskets and pottery used to collect and store food.

Science/Social Studies Workstation Activity Card #15

Activity Titles

- Aztec and Mayan Cultures
- Early People
- Early American Cultures

Objectives: Students

- research two facts archaeologists have learned about the Aztec and Mayans and present the information.
- draw and label a map of the Americas showing current countries and where pre-Columbian peoples lived.
- research the Mound Builders, Anasazi, and Inuit, and present information learned.



Reaching a Compromise

HSS 5.7.2 Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.

California Wonders

Use Resources from Unit 2, Week 1

<p>Video: “Reaching a Compromise”</p>	<p>Objective: Students discuss why and how the U.S. government was formed and the problems faced and compromises reached in the process.</p> <p>Wonders Teacher Edition Lesson, pages T10-T11</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Who Wrote the U.S. Constitution?” pages 96-111 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use text structure problem and solution to discuss the issues surrounding the writing and ratification of the Constitution. • use headings to organize and summarize information from a text about the writing of the Constitution. <p>Domain Specific Vocabulary: committees, convention, debate, proposal, representatives, union</p> <p>Wonders Teacher Edition Lessons, pages T25A-T25P</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “Creating a Nation,” pages 94-97 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use text evidence to discuss the events leading up to the colonies declaring independence from British rule and the compromises made to create the Articles of Confederation, which led to the Constitutional Convention in 1787. • use text structure problem and solution to understand the ways in which the American colonists tried to solve their problems with Great Britain. <p>Wonders Teacher Edition Lessons, pages T16-T17</p>
<p>Leveled Readers</p> <p>Approaching: <i>The Bill of Rights</i></p> <p>Paired Read: “Having Your Say”</p> <p>Social Studies Activity: Choose an issue, make a Venn diagram with reasons for and against the issue, and share results.</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use timelines to organize and remember key text details. • extend their knowledge of the writing of the U.S. Constitution, focusing on the inclusion of the Bill of Rights. • find out the reasons behind the inclusion of the Bill of Rights in the U.S. Constitution.
<p>On Level/EL: <i>The Bill of Rights</i></p>	<p>Objective: Students</p>

Paired Read: "Having Your Say"

Social Studies Activity: Choose an issue, make a Venn diagram with reasons for and against the issue, and share results.

- find out the reasons behind the inclusion of the Bill of Rights in the U.S. Constitution.

Beyond: *The Bill of Rights*

Paired Read: "Having Your Say"

Social Studies Activity: Choose an issue, make a Venn diagram with reasons for and against the issue, and share results.

Objective: Students

- find out the reasons behind the inclusion of the Bill of Rights in the U.S. Constitution.

Science/Social Studies Workstation Activity Card #6

Activity Titles

- Understand Our Constitution
- Freedom of Speech
- How Our Government Works

Objectives: Students

- write an explanation for the first three amendments to the Bill of Rights as if they were a U.S. Representative in Congress.
- write about the First Amendment and when it would help protect U.S. citizens.
- write the role of each branch of government and why the writers of the Constitution created them to be separate.



Environments

NGSS MS-LS1.B Growth and Development of Organisms

- Animals engage in characteristic behaviors that increase the odds of reproduction. (MS-LS1-4)
- Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4)
- Genetic factors as well as local conditions affect the growth of the adult plant. (MS-LS1-5)

California Wonders

Use Resources from Unit 1, Week 3

<p>Video: “Environments”</p>	<p>Objective: Students discuss how the variety of plants and animals in environments, such as the rain forest, adapt to live and thrive.</p> <p>Wonders Teacher Edition Lessons, pages T138-T139</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “Plants and Different Environments” 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • discuss special features of plants in the desert and tropical rain forest environments. <p>Wonders Teacher Edition Lessons, pages T140-T141</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Journey Into the Deep,” pages 50-65 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use photos, diagrams, and captions to learn about unfamiliar plant and animal life. • discuss different life forms and the way that each interacts with the deep-sea environment. <p>Domain Specific Vocabulary: adaptation, classification, species, submerged</p> <p>Wonders Teacher Edition Lessons, pages T153A-T153P</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “The Secret World of Caves,” pages 50-53 	<p>Objective: Students read about the unique environment of the cave and how various animals have adapted to survive.</p> <p>Wonders Teacher Edition Lessons, pages T144-T145</p>
<p>Leveled Readers</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use photos and captions to learn about rain forest animals. • extend their knowledge of how plants and animals survive in the rain forest.

Approaching: *Rain-Forest Riches*

Paired Read: "Discovering the Rain Forest"

Science Activity: Make a poster about three rain forest species, how they have adapted to survive, and how deforestation will impact them.

- find out about the plants and animals that live in each layer of the rain forest and how they have adapted to survive.

On Level/EL: *Rain-Forest Riches*

Paired Read: "Discovering the Rain Forest"

Science Activity: Make a poster about three rain forest species, how they have adapted to survive, and how deforestation will impact them.

Objective: Students

- find out about the plants and animals that live in each layer of the rain forest and how they have adapted to survive.

Beyond: *Rain-Forest Riches*

Paired Read: "Discovering the Rain Forest"

Science Activity: Make a poster about three rain forest species, how they have adapted to survive, and how deforestation will impact them.

Objective: Students

- find out about the plants and animals that live in each layer of the rain forest and how they have adapted to survive.

Science / Social Studies Workstation Activity Card #3

Activity Titles

- Classifying Animals

- Facts About Sea Creatures

- Documenting Sea Animals

Objectives: Students

- create a table comparing two ocean animals of different classes.

- make a poster about a deep-sea creature.

- write a voiceover script for a documentary about two sea animals.



Changing Environments

NGSS MS-ESS3.C Human Impacts on Earth Systems

Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative and positive) for different living things. (MS-ESS3-3)

California Wonders

Use Resources from Unit 4, Week 1

<p>Video: “Changing Environments”</p>	<p>Objective: Students discuss how people deal with and protect themselves from the environmental impact of forest fires, natural disasters, and extreme weather.</p> <p>Wonders Teacher Edition Lessons, pages T10-T11</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • “Accessing the Great Lakes” 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • discuss how people in the 1800s changed the environment by building canals to link the Great Lakes to ocean-bound rivers. <p>Wonders Teacher Edition Lessons, pages T12-T13</p>
<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Years of Dust: The Story of the Dust Bowl”, pages 256-273 • Paired Read: “Erica Fernandez: Environmental Activist,” pages 274-275 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use primary source photos and documents to better understand the historic events associated with the Dust Bowl. • discuss the author’s point of view about the Great Plains and the Dust Bowl. • discuss text feature, sidebars, and the additional information on winter winds in the Great Plains found in the sidebars. <p>Domain Specific Vocabulary: alignment, calamity, eclipse, periodic</p> <p>Wonders Teacher Edition Lessons, pages T25A-T25P and, T25S-T25T</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “Responding to Disaster”, pages 234-235 • “The Day the Dam Broke”, pages 238-241 	<p>Objective: Students read about an environmental disaster caused by the breaking of a manmade dam.</p> <p>Wonders Teacher Edition Lessons, pages T10-T11 and, T16-T17</p>
<p>Leveled Readers</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use primary sources to learn about an environmental activist. • extend their knowledge of the negative effects of human activities on the environment.

Approaching: *Aground! The Story of the Exxon Valdez*

Paired Read: "Speaking Her Mind"

Science Activity: Conduct an experiment to understand the properties of oil and water.

- find out about the negative environmental impact of an oil spill.

On Level/EL: *Aground! The Story of the Exxon Valdez*

Paired Read: "Speaking Her Mind"

Science Activity: Conduct an experiment to understand the properties of oil and water.

Objective: Students

- find out about the negative environmental impact of an oil spill.

Beyond: *Aground! The Story of the Exxon Valdez*

Paired Read: "Speaking Her Mind"

Science Activity: Conduct an experiment to understand the properties of oil and water.

Objective: Students

- find out about the negative environmental impact of an oil spill.

Science/Social Studies Workstation Activity Card #16

Activity Titles

- Primary and Secondary Sources
- Viewing Primary Sources
- Primary or Secondary Sources

Objectives: Students

- locate primary source information about an environmental disaster, sort it, and write a report.
- locate two Dorothea Lange photos of the Dust Bowl and write a description of what can be learned from viewing them.
- locate primary and secondary source information about the Dust Bowl and write a comparison/contrast paragraph about what can be learned from the sources.



Extraordinary Finds

HSS 6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

California Wonders

Use Resources from Unit 6, Week 4

<p>Literature Anthology:</p> <ul style="list-style-type: none"> • “Pharaoh’s Boat,” pages 484-499 <p>Paired Read: “The Mystery of the Missing Sandals,” pages 502-505</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use art (illustrations) to learn about life in ancient Egypt along the Nile River. • discuss the sequence of events and the use of phrases that signal time order. • discuss text feature, illustrated lists, and how they support the text. • discuss how the earliest complex civilizations developed near rivers. <p>Domain Specific Vocabulary: bedrock, excavation, intrinsic, methodical, millennia</p> <p>Wonders Teacher Edition Lessons, pages T217A-T217P and T217S-T217V</p>
<p>Leveled Readers</p> <p>Approaching: <i>The Ancient City of Ur</i></p> <p>Social Studies Activity: Create a modern and ancient character and role-play a conversation about how democracy affects their lives.</p>	<p>Objectives: Students</p> <ul style="list-style-type: none"> • use art (photos) to learn about life in the ancient city of Ur. • extend their knowledge of ancient civilizations along major river systems. • find out about Ur, an important ancient city located on the Euphrates River.
<p>On Level/EL: <i>The Ancient City of Ur</i></p> <p>Social Studies Activity: Create and present a poster using web research on how ancient cultures used local resources.</p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • find out about Ur, an important ancient city located on the Euphrates River.
<p>Beyond: <i>The Ancient City of Ur</i></p> <p>Social Studies Activity: Create and present a poster using web research on how ancient cultures used local resources.</p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • find out about Ur, an important ancient city located on the Euphrates River.
<p>Science / Social Studies Workstation Activity Card #26</p> <p>Activity Titles</p>	<p>Objectives: Students</p>

- Resources and Civilizations

- Resources and Civilization

- Resources and Ancient Civilizations

- use maps to locate ancient civilizations and the nearby water resources.

- use maps to locate one ancient civilization and its nearby water resources and write a paragraph about it.

- draw a continents map with the locations of ancient civilizations and add captions explaining their use of nearby natural resources.



Democracy

HSS 6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.

California Wonders

Use Resources from Unit 2, Week 2

<p>Video: "Democracy"</p>	<p>Objective: Students discuss how democracy developed in the ancient world and in the present-day U.S.</p> <p>Wonders Teacher Edition Lesson, pages T74-T75</p>
<p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • "The Road to Democracy," pages T76-T77 	<p>Objective: Students</p> <ul style="list-style-type: none"> • interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • discuss how the Magna Carta and the Mayflower Compact outlined the relationship between free people and their government.
<p>Literature Anthology</p> <ul style="list-style-type: none"> • "Who Created Democracy?" pages 116-125 	<p>Objective: Students</p> <ul style="list-style-type: none"> • use charts to summarize information about the branches of democratic government. • compare and contrast the concerns of poor ancient Greeks to those of American colonists. • discuss the text feature, sidebars, and how they provide additional details related to the subject. • discuss text structure, sequence, and how this helps you understand the text. <p>Domain Specific Vocabulary: <i>foundation, preceded, principal, restrict, withstood</i></p> <p>Wonders Teacher Edition Lessons, pages T89A-T89L</p>
<p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • The Democracy Debate, pages 108-111 	<p>Objective: Students</p> <ul style="list-style-type: none"> • read about the philosophical and political debates regarding the best form of government. • discuss how democracy developed in ancient Greece. • discuss how philosophers such as Aristotle, Plato, and Cicero influenced our democracy.
<p>Leveled Readers</p> <p>Approaching: <i>Everybody Counts</i></p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • use charts to organize ideas in the text. • extend their knowledge of democratic forms of government.

<p>Paired Read: “The Men on the Hill”</p> <p>Social Studies Activity: Create a modern and ancient character and role-play a conversation about how democracy affects their lives.</p>	<ul style="list-style-type: none"> • find out about democracies throughout history in their various forms.
<p>On Level/EL: <i>Everybody Counts</i></p> <p>Paired Read: “The Men on the Hill”</p> <p>Social Studies Activity: Create a modern and ancient character and role-play a conversation about how democracy affects their lives.</p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • find out about democracies throughout history in their various forms.
<p>Beyond: <i>Everybody Counts</i></p> <p>Paired Read: “The Men on the Hill”</p> <p>Social Studies Activity: Create a modern and ancient character and role-play a conversation about how democracy affects their lives.</p>	<p>Objective: Students</p> <ul style="list-style-type: none"> • find out about democracies throughout history in their various forms.
<p>Science/Social Studies Workstation Activity Card #7</p> <p>Activity Titles</p> <ul style="list-style-type: none"> • Origins of Democracy • Rights in a Democracy • The Argument for Democracy 	<p>Objectives: Students</p> <ul style="list-style-type: none"> • write a paragraph about one aspect of U.S. democracy and its Greek or Roman origins. • make a list of the main citizen rights in the U.S. and compare them to those in ancient Greece or Rome. • research the Federalist Papers and write two paragraphs summarizing their findings.