

# **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

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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 noisy 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	B

- 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**

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

cats

PHONICS/WORD STUDY

20

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### 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**

- paper
- pencils, crayons, or markers

WRITING

15

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### 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**

- paper
- pencils or crayons

SOCIAL STUDIES

15

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### 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.

**You need**

- paper
- pencils, crayons, or markers

Illustration	What It Shows

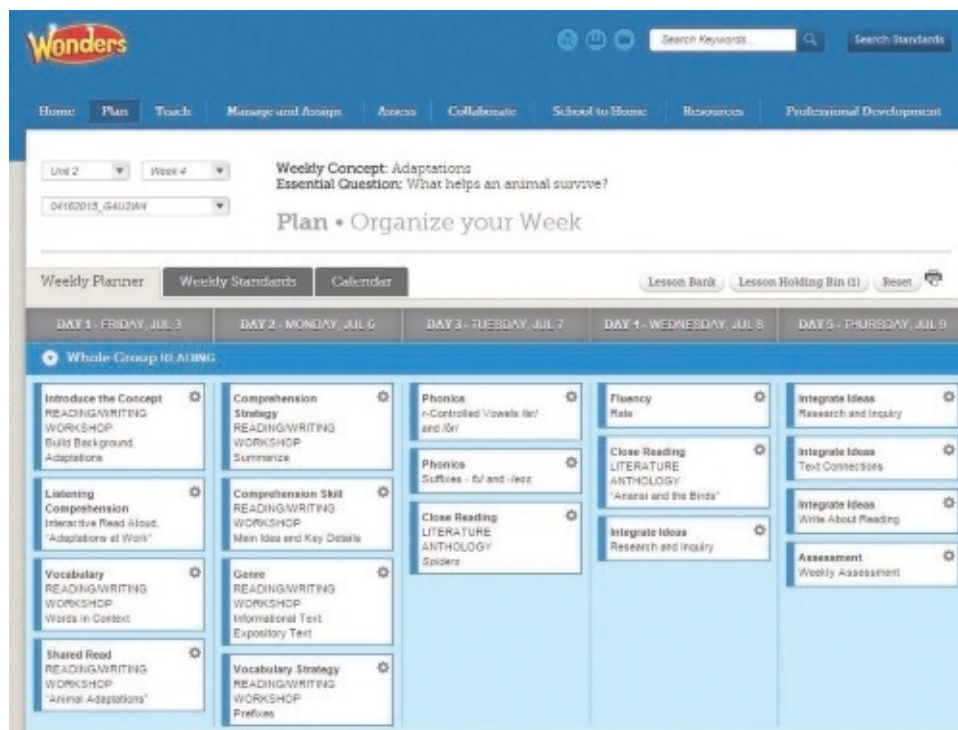
READING

20

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## Go Digital Flexible Lesson Planning

Lesson plans can be adapted with ease.



## 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.

### 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 an 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 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

**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 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.

### 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 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 2 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 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.

### 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 an 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:** Meet 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 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:** 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 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, Reading/Writing Workshop, Literature Anthology, Classroom Library Trade book

**Description:** Teacher reads from the Interactive Read Aloud, 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.

### 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, Close Reading 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 GRADE K UNIT 1 WEEK 1/GRADE 1 UNIT 1 WEEK 1

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

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic 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>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</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 1 WEEK 1/GRADE 1 UNIT 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "The Lion and the Mouse," T35</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Identify Words with <i>m</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonemic Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>a</i></li> </ul> <p><b>Close Reading</b> <i>Nat and Sam</i>, T35A–T35H</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar</b> Mechanics: Sentence Capitalization, T37</p>	<p><b>Oral Language</b> T42</p> <p><b>Category Words</b> T43</p> <p><b>Close Reading</b> "How to be a Friend," T44</p> <p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Shared Read</b> "Can I?," T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T38</p> <ul style="list-style-type: none"> <li>-Text Feature: Photographs, T38</li> <li>-Close Reading: "Rules at School," T39</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Structural Analysis: Inflectional Ending -s</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42–T43</p> <p><b>Grammar</b> Mechanics: Sentence Capitalization, T43</p>	<p><b>Word Work</b> T54–T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Sort Pictures with /m/m</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Nouns, T57</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>a</i></li> <li>-Structural Analysis: Inflectional Ending -s</li> <li>-High-Frequency Words: <i>does, not, school, what</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–T51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Sentences, T49</p>
OPTIONS	<p><b>Oral Language</b> Make New Friends, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Nouns, T41</p>	<p><b>Oral Language</b> At School, T30</p> <p><b>Listening Comprehension</b> <i>This School Year Will Be the Best!</i>, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Inflectional Ending -s</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences, T37</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Nouns, T51</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>a</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Nat and Sam</i>, T35A–T35H</p> <p><b>Grammar</b> Sentences, T43</p>	<p><b>Integrate Ideas</b> Speaking and Listening, T59</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar</b> Mechanics: Sentence Capitalization, T49</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> <b>Comprehension</b> RL.K.1, RL.K.2, RL.K.7 <b>Listening/Speaking</b> SL.K.1a, SL.K.3, SL.K.6 <b>Writing</b> W.K.2, W.K.7 <b>Grammar</b> L.K.1b <b>Vocabulary</b> L.K.6 <b>Foundational Skills/Word Work</b> RF.K.3b, RF.K.4 <b>GRADE 1</b> <b>Comprehension</b> RL.1.1, RL.1.2 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.3, W.1.7 <b>Grammar</b> L.1.1 <b>Vocabulary</b> L.1.4 <b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.2d, RF.1.3	<b>CORE</b>	<b>GRADE K</b> <b>Build Background</b> Get Up and Go!, T92 -Oral Vocabulary, T93 <b>Word Work</b> T100–T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /a/a -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Pouch!</i> , T94 <b>Shared Writing</b> T104 <b>Grammar</b> Nouns, T105	<b>GRADE 1</b> <b>Build Background</b> Where I Live, T86–T87 <b>Oral Vocabulary</b> <i>city, country</i> , T86 <b>Word Work</b> T90–T93 -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i> <b>Shared Read</b> <i>Six Kids</i> , T94–T95 <b>Shared Writing</b> T96 <b>Grammar</b> Word Order, T97	<b>GRADE K</b> <b>Oral Language</b> Get Up and Go!, T106 <b>Category Words</b> T107 <b>Close Reading</b> <i>Pouch!</i> , T108 <b>Word Work</b> T110–T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Short /a/a <b>Shared Read</b> “We Can,” T112–T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Nouns, T115	<b>GRADE 1</b> <b>Oral Language</b> Where I Live, T98 <b>Oral Vocabulary</b> T98 <b>Word Work</b> T100–T103 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Double Final Consonants <b>Shared Read</b> <i>Six Kids</i> , T104–T105 -Genre: Fantasy, T104 -Skill: Key Details, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> Word Order, T107
		<b>OPTIONS</b>		<b>Listening Comprehension</b> “Alicia’s Happy Day,” T88–T89 -Fluency: Intonation	<b>Word Work</b> T110–T111 -High-Frequency Words -Fluency: Sound-Spellings
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE K</b> Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	<b>GRADE 1</b> Leveled Reader Phonological Awareness Phonics Structural Analysis High-Frequency Words Comprehension	<b>GRADE K</b> Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	<b>GRADE 1</b> 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><b>Listening Comprehension</b> "The Tortoise and the Hare," T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Phonics: Identify Words with Short <i>a</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>i</i></li> </ul> <p><b>Close Reading</b> <i>Go, Pip!</i>, T113A–T113J</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Sentence Punctuation (periods), T115</p>	<p><b>Oral Language</b> T124</p> <p><b>Category Words</b> T125</p> <p><b>Close Reading</b> "Baby Animals on the Move," T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>a</i> and <i>m</i></li> </ul> <p><b>Shared Read</b> "I Can, We Can" T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T116</p> <ul style="list-style-type: none"> <li>-Text Feature: Bold Print, T116</li> <li>-Close Reading: "I Live Here," T117</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Alliteration</li> <li>-Structural Analysis: Double Final Consonants</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T122–T123</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Sentence Punctuation (periods), T121</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Identity</li> <li>-Phonics: Read Words with Short <i>a</i> and <i>m</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Nouns, T139</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>i</i></li> <li>-Structural Analysis: Double Final Consonants</li> <li>-High-Frequency Words: <i>down, out, up, very</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Word Order, T127</p>
	OPTIONS		<p><b>Oral Language</b> Get Up and Go!, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Nouns, T123</p>	<p><b>Oral Language</b> Where I Live, T108</p> <p><b>Listening Comprehension</b> <i>Alicia's Happy Day</i>, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Double Final Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Word Order, T115</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Nouns, T133</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>i</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Go Pip!</i>, T113A–T113J</p> <p><b>Grammar</b> Word Order, T121</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE K	GRADE 1	GRADE K	GRADE 1
<p><b>GRADE K</b></p> <p><b>Comprehension</b> RI.K.1, RI.K.7</p> <p><b>Listening/Speaking</b> SL.K.1a, SL.K.6</p> <p><b>Writing</b> W.K.2</p> <p><b>Grammar</b> L.K.1b</p> <p><b>Vocabulary</b> L.K.6</p> <p><b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.1, RL.1.2</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.3, W.1.7</p> <p><b>Grammar</b> L.1.j</p> <p><b>Vocabulary</b> L.1.4</p> <p><b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g, L.1.1c</p>	<p><b>CORE</b></p>	<p><b>Build Background</b> Use Your Senses, T174-T175</p> <p>-Oral Vocabulary, T175</p> <p><b>Word Work</b> T182-T185</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Introduce /s/s</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Senses at the Seashore</i>, T176</p> <p><b>Shared Writing</b> T186</p> <p><b>Grammar</b> Nouns, T187</p>	<p><b>Build Background</b> "Our Pets," T164-T165</p> <p><b>Oral Vocabulary</b> <i>care, train</i>, T164</p> <p><b>Word Work</b> T168-T171</p> <p>-Phonemic Awareness: Contrast Vowel Sounds</p> <p>-Phonics/Spelling: Introduce /-Blends</p> <p>-High-Frequency Words: <i>be, come, good, pull</i></p> <p><b>Shared Read</b> <i>A Pig for Cliff</i>, T172-T173</p> <p><b>Shared Writing</b> T174</p> <p><b>Grammar</b> Statements, T175</p>	<p><b>Oral Language</b> Use Your Senses, T188</p> <p><b>Category Words</b> T189</p> <p><b>Close Reading</b> <i>Senses at the Seashore</i>, T190</p> <p><b>Word Work</b> T192-T193</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review/Blend Words with /s/s</p> <p><b>Shared Read</b> "Sam Can See," T194-T195</p> <p><b>Interactive Writing</b> T196</p> <p><b>Grammar</b> Nouns, T197</p>	<p><b>Oral Language</b> "Our Pets," T176</p> <p><b>Oral Vocabulary</b> T176</p> <p><b>Word Work</b> T178-T181</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Structural Analysis: Plural Nouns (-s)</p> <p><b>Shared Read</b> <i>A Pig for Cliff</i>, T182-T183</p> <p>-Genre: Fantasy, T182</p> <p>-Skill: Details, T183</p> <p><b>Interactive Writing</b> T184</p> <p><b>Grammar</b> Statements, T185</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> <i>Cool Dog, School Dog</i>, T166-T167</p> <p>-Fluency: Phrasing</p>	<p><b>Word Work</b> T192-T193</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> "Our Pets," T177</p> <p><b>Word Work</b> T178-T181</p> <p>-Phonics/Spelling: Review /-Blends</p> <p>-High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</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 1 WEEK 3/GRADE 1 UNIT 1 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "A Feast of the Senses," T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics: Identify Words with /s/s</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blend Words with /-Blends</li> </ul> <p><b>Close Reading</b> <i>Flip</i>, T191A–T191J</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T193</p>	<p><b>Oral Language</b> T206</p> <p><b>Category Words</b> T207</p> <p><b>Close Reading</b> "I Smell Springtime," "Taste of Purple," "Rain", T208</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with s, m, and Short a</li> </ul> <p><b>Shared Read</b> "I Can See" T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T194</p> <ul style="list-style-type: none"> <li>-Text Feature: Labels, T195</li> <li>-Close Reading: "What Pets Need," T195A–T195B</li> </ul> <p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Contrast Vowel Sounds</li> <li>-Structural Analysis: Plural Nouns (-s)</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T200–T201</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T199</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics: Read Words with s, m, and Short a</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Nouns, T221</p>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with /-Blend</li> <li>-Structural Analysis: Plural Nouns (-s)</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T206–T207</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Statements, T205</p>
OPTIONS	<p><b>Oral Language</b> Use Your Senses, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Nouns, T205</p>	<p><b>Oral Language</b> "Our Pets," T186</p> <p><b>Listening Comprehension</b> <i>Cool Dog, School Dog</i>, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Plural Nouns (-s)</li> <li>-High-Frequency Words: <i>be, come, good, pull</i></li> </ul> <p><b>Grammar</b> Statements, T193</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Nouns, T215</p>	<p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with /-Blends</li> <li>-High-Frequency Words: <i>be, come, good, pull</i></li> </ul> <p><b>Close Reading</b> <i>Flip</i>, T191A–T191J</p> <p><b>Grammar</b> Statements, T199</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T206</li> <li>-Speaking and Listening, T207</li> </ul> <p><b>Grammar</b> Mechanics: Sentence Capitalization, T205</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> 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 Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 <b>GRADE 1</b> 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 Vocabulary L.1.1.4 Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g	<b>CORE</b>	<b>GRADE K</b> <b>Build Background</b> Tools We Use, T10-T11 -Oral Vocabulary, T11 <b>Word Work</b> T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /p/p -Handwriting -High-Frequency Words <b>Close Reading</b> <i>The Handiest Things in the World</i> , T12 <b>Shared Writing</b> T22 <b>Grammar</b> Verbs, T23	<b>GRADE 1</b> <b>Build Background</b> Let's Be Friends, T242-T243 <b>Oral Vocabulary</b> <i>cooperate, relationship</i> , T242 <b>Word Work</b> T246-T249 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Short o -High-Frequency Words: <i>fun, make, they, too</i> <b>Shared Read</b> <i>Toss! Kick! Hop!</i> , T250-T251 <b>Shared Writing</b> T252 <b>Grammar</b> Question and Exclamation, T253	<b>GRADE K</b> <b>Oral Language</b> Tools We Use, T24 <b>Category Words</b> T25 <b>Close Reading</b> <i>The Handiest Things in the World</i> , T26 <b>Word Work</b> T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with /p/p <b>Shared Read</b> "Pam Can See," T30-T31 <b>Interactive Writing</b> T32 <b>Grammar</b> Verbs, T33	<b>GRADE 1</b> <b>Oral Language</b> Let's Be Friends, T254 <b>Oral Vocabulary</b> T254 <b>Word Work</b> T256-T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Alphabetical Order <b>Shared Read</b> <i>Toss! Kick! Hop!</i> , T260-T261 -Genre: Informational Text, T260 -Skill: Key Details, T261 <b>Interactive Writing</b> T262 <b>Grammar</b> Question and Exclamation, T263
		<b>OPTIONS</b>		<b>Listening Comprehension</b> <i>Friends All Around</i> , T244 -Fluency: Phrasing	<b>Word Work</b> T28-T29 -High-Frequency Words -Fluency: Sound-Spellings

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Timimoto,” T35</p> <p><b>Word Work</b> T36–T39</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Blend Words with <i>p</i> and <i>m, s, a</i></p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T40</p>	<p><b>Word Work</b> T266–T269</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics/Spelling: Blend Words with Short <i>o</i></p> <p><b>Close Reading</b> <i>Friends</i>, T269A–T269J</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Questions and Exclamation Marks, T271</p>	<p><b>Oral Language</b> T42</p> <p><b>Category Words</b> T43</p> <p><b>Close Reading</b> “Discover with Tools,” T44</p> <p><b>Word Work</b> T46–T47</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with <i>p</i> and <i>m, a, s</i></p> <p><b>Shared Read</b> “We Can See,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b></p> <p>-Literary Element: T272</p> <p>-Close Reading: “There Are Days and There Are Days,” T273</p> <p><b>Word Work</b> T274–T275</p> <p>-Phonological Awareness: Identify/Generate Rhyme</p> <p>-Structural Analysis: Alphabetical Order</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T278–T279</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Questions and Exclamation Marks, T277</p>	<p><b>Word Work</b> T54–T55</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics: Read Words with <i>p</i> and <i>m, a, s</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T58–T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Verbs, T57</p>	<p><b>Word Work</b> T280–T281</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with Short <i>o</i></p> <p>-Structural Analysis: Alphabetical Order</p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T284–T285</p> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Question and Exclamation, T283</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Tools We Use, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Verbs, T41</p>	<p><b>Oral Language</b> Let’s Be Friends, T264</p> <p><b>Listening Comprehension</b> <i>Friends All Around</i>, T265</p> <p><b>Word Work</b> T266–T269</p> <p>-Fluency</p> <p>-Structural Analysis: Alphabetical Order</p> <p>-High-Frequency Words: <i>fun, make, they, too</i></p> <p><b>Grammar</b> Question and Exclamation, T271</p>	<p><b>Word Work</b> T46–T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Verbs, T51</p>	<p><b>Word Work</b> T274–T275</p> <p>-Fluency</p> <p>-Phonics/Spelling: Building Words with Short <i>o</i></p> <p>-High-Frequency Words: <i>fun, make, they, too</i></p> <p><b>Close Reading</b> <i>Friends</i>, T269A–T269J</p> <p><b>Grammar</b> Question and Exclamation, T277</p>	<p><b>Integrate Ideas</b> T59</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T280–T281</p> <p>-Fluency</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T284</p> <p>-Speaking and Listening, T285</p> <p><b>Grammar</b> Mechanics: Questions and Exclamation Marks, T283</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 2/GRADE 1 UNIT 1 WEEK 5

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> <b>Comprehension</b> RI.K.1, RI.K.7 <b>Listening/Speaking</b> SL.K.1a, SL.K.6 <b>Writing</b> W.K.2, W.K.7 <b>Grammar</b> L.K.1b <b>Vocabulary</b> L.K.6 <b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4 <b>GRADE 1</b> <b>Comprehension</b> RI.1.1, RI.1.2, RI.1.7 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.2, W.1.7 <b>Grammar</b> L.1.1 <b>Vocabulary</b> L.1.4 <b>Foundational Skills/Word Work</b> L.1.1b, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.3	<b>CORE</b>	<b>GRADE K</b> <b>Build Background</b> Shapes All Around Us, T92–T93 -Oral Vocabulary, T93 <b>Word Work</b> T100–T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /t/ t -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Shapes All Around</i> , T94 <b>Shared Writing</b> T104 <b>Grammar</b> Verbs, T105	<b>GRADE 1</b> <b>Build Background</b> Let’s Move!, T320–T321 <b>Oral Vocabulary</b> <i>exercise, physical</i> , T320 <b>Word Work</b> T324–T327 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce r-Blends and s-Blends -High-Frequency Words: <i>jump, move, run, two</i> <b>Shared Read</b> <i>Move and Grin!</i> , T328–T329 <b>Shared Writing</b> T330 <b>Grammar</b> Sentences, T331	<b>GRADE K</b> <b>Oral Language</b> Shapes All Around Us, T106 <b>Category Words</b> T107 <b>Close Reading</b> <i>Shapes All Around</i> , T108 <b>Word Work</b> T110–T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with /t/ t <b>Shared Read</b> “We Like Tam!,” T112–T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Verbs, T115	<b>GRADE 1</b> <b>Oral Language</b> Let’s Move!, T332 <b>Oral Vocabulary</b> T332 <b>Word Work</b> T334–T337 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Possessives <b>Shared Read</b> <i>Move and Grin!</i> , T338–T339 -Genre: Informational Text/ Nonfiction, T338 -Skill: Key Details, T339 <b>Interactive Writing</b> T340 <b>Grammar</b> Sentences, T341
		<b>OPTIONS</b>		<b>Listening Comprehension</b> <i>Move!</i> , T322 -Fluency: Phrasing	<b>Word Work</b> T110–T111 -High-Frequency Words -Fluency: Sound-Spellings

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Kites in Flight,” T117</p> <p><b>Word Work</b> T118–T121</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Blend Words with <i>t</i> and <i>m, a, p</i></p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T122</p>	<p><b>Word Work</b> T344–T347</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics/Spelling: Blend with <i>r</i>-Blends and <i>s</i>-Blends</p> <p><b>Close Reading</b> <i>Move It!</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T349</p>	<p><b>Oral Language</b> T124</p> <p><b>Category Words</b> T125</p> <p><b>Close Reading</b> “Find the Shapes,” T126</p> <p><b>Word Work</b> T128–T129</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with <i>t</i>, and <i>m, a, s, p</i></p> <p><b>Shared Read</b> “I Like Sam” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b></p> <p>-Text Feature: Diagrams, T350</p> <p>-Close Reading: “Using Diagrams,” T351</p> <p><b>Word Work</b> T352–T353</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Structural Analysis: Possessives</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T356–T357</p> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Sentences, T355</p>	<p><b>Word Work</b> T136–T137</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics: Read Words with <i>t</i>, and <i>m, a, s, p</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T140–T141</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Verbs, T139</p>	<p><b>Word Work</b> T358–T359</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build with <i>r</i>- and <i>s</i>-Blends</p> <p>-Structural Analysis: Possessives</p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T362–T363</p> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Sentences, T361</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Shapes All Around Us, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Verbs, T123</p>	<p><b>Oral Language</b> Let’s Move, T342</p> <p><b>Listening Comprehension</b> <i>Move!</i>, T343</p> <p><b>Word Work</b> T344–T347</p> <p>-Fluency</p> <p>-Structural Analysis: Possessives</p> <p>-High-Frequency Words: <i>jump, move, run, two</i></p> <p><b>Grammar</b> Sentences, T349</p>	<p><b>Word Work</b> T128–T129</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Verbs, T133</p>	<p><b>Word Work</b> T352–T353</p> <p>-Fluency</p> <p>-Phonics/Spelling: Build Words with <i>r</i>-Blends and <i>s</i>-Blends</p> <p>-High-Frequency Words: <i>jump, move, run, two</i></p> <p><b>Close Reading</b> <i>Move It!</i>, T347A–T347F</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T355</p>	<p><b>Integrate Ideas</b> T141</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T358–T359</p> <p>-Fluency</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T362</p> <p>-Speaking and Listening, T363</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T361</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 3/GRADE 1 UNIT 2 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE K	GRADE 1	GRADE K	GRADE 1
<b>GRADE K</b>					
<b>Comprehension</b> RL.K.1, RL.K.7 <b>Listening/Speaking</b> SL.K.1a, SL.K.6 <b>Writing</b> W.K.2, W.K.7 <b>Grammar</b> L.K.1b <b>Vocabulary</b> L.K.6 <b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4		<b>Build Background</b> World of Bugs, T174-T175 -Oral Vocabulary, T175 <b>Word Work</b> T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Review /m/m, /a/a, /p/p -Handwriting -High-Frequency Words <b>Close Reading</b> <i>I Love Bugs!</i> , T176 <b>Shared Writing</b> T186 <b>Grammar</b> Verbs, T187	<b>Build Background</b> Jobs Around Town, T8-T9 <b>Oral Vocabulary</b> <i>occupations, community</i> , T8 <b>Word Work</b> T12-T15 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short e -High-Frequency Words: <i>again, help, new, there, use</i> <b>Shared Read</b> <i>Good Job, Ben!</i> , T16-T17 <b>Shared Writing</b> Writing Trait: Organization, T18 <b>Grammar</b> Nouns, T19	<b>Oral Language</b> World of Bugs, T188 <b>Category Words</b> T189 <b>Close Reading</b> <i>I Love Bugs!</i> , T190 <b>Word Work</b> T192-T193 -Phonemic Awareness: Phoneme Segmentation -Phonics: Review /s/s, /t/t <b>Shared Read</b> "Pat," T194-T195 <b>Interactive Writing</b> T196 <b>Grammar</b> Nouns, T197	<b>Oral Language</b> Jobs Around Town, T20 <b>Oral Vocabulary</b> <i>equipment, fortunately, astonishing</i> , T20 <b>Word Work</b> T22-T25 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Ending -ed <b>Shared Read</b> <i>Good Job, Ben!</i> , T26-T27 -Genre: Realistic Fiction, T26 -Skill: Character, Setting, Events, T27 <b>Interactive Writing</b> T28 <b>Grammar</b> Nouns, T29
<b>GRADE 1</b>					
<b>Comprehension</b> RL.1.3, RL.1.2 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.1, W.1.7 <b>Grammar</b> L.1.1b <b>Vocabulary</b> L.1.4, L.1.6 <b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.3			<b>Listening Comprehension</b> <i>Millie Waits for the Mail</i> , T10-T11 -Fluency: Sound-Spellings	<b>Word Work</b> T192-T193 -High-Frequency Words -Fluency: Sound-Spellings	<b>Listening Comprehension</b> "Jobs Around Town," T21 <b>Word Work</b> T22-T25 -Phonics/Spelling: Review Short e -High-Frequency Words: <i>again, help, new, there, use</i>
		<b>CORE</b>			
		<b>OPTIONS</b>			

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "From Caterpillar to Butterfly," T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Review <i>m, a, s, p, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>e</i></li> </ul> <p><b>Close Reading</b> <i>The Red Hat</i>, T35A–T35J</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T37</p>	<p><b>Oral Language</b> T206</p> <p><b>Category Words</b> T207</p> <p><b>Close Reading</b> <i>Bugs All Around</i>, T208</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Blend Words with <i>m, a, s, p, t</i></li> </ul> <p><b>Shared Read</b> "Tap! Tap! Tap!," T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Labels, T39</li> <li>-Close Reading: "Firefighters at Work," Close Reading: T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Structural Analysis: Inflectional Ending <i>-ed</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T43</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Read Words with <i>m, a, s, p, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Verbs, T221</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>e</i></li> <li>-Structural Analysis: Inflectional Ending <i>-ed</i></li> <li>-High-Frequency Words: <i>again, help, new, there, use</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T49</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> World of Bugs, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Verbs, T205</p>	<p><b>Oral Language</b> Jobs Around Town, T30</p> <p><b>Listening Comprehension</b> <i>Millie Waits for the Mail</i>, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Inflectional Ending <i>-ed</i></li> <li>-High-Frequency Words: <i>again, help, new, there, use</i></li> </ul> <p><b>Grammar</b> Nouns, T37</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Verbs, T215</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>e</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>The Red Hat</i>, T35A–T35J</p> <p><b>Grammar</b> Nouns, T43</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar</b> Nouns, T49</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 3 WEEK 1/GRADE 1 UNIT 2 WEEK 2

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RL.K.1, RL.K.7</p> <p><b>Listening/Speaking</b> SL.K.1a, SL.K.6</p> <p><b>Writing</b> W.K.3, W.K.7</p> <p><b>Grammar</b> L.K.1b</p> <p><b>Vocabulary</b> L.K.6</p> <p><b>Foundational Skills/Word Work</b> RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.2, RL.1.3, RL.1.7</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.2, W.1.7</p> <p><b>Grammar</b> L.1.1c</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2c, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g, L.1.1</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Rules to Go By, T10-T11 -Oral Vocabulary, T11</p> <p><b>Word Work</b> T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /i/i -Handwriting li -High-Frequency Words</p> <p><b>Close Reading</b> <i>How Do Dinosaurs Go to School?</i>, T12</p> <p><b>Shared Writing</b> T22</p> <p><b>Grammar</b> Sentences, T23</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Buildings All Around, T86-T87</p> <p><b>Oral Vocabulary</b> <i>shelter, materials</i>, T86</p> <p><b>Word Work</b> T90-T93 -Phonological Awareness: Rhyme -Phonics/Spelling: Introduce Short <i>u</i> -High-Frequency Words: <i>could, live, one, then, three</i></p> <p><b>Shared Read</b> <i>Cubs in a Hut</i>, T94-T95</p> <p><b>Shared Writing</b> T96</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Rules to Go By, T24</p> <p><b>Category Words</b> Action Words, T25</p> <p><b>Close Reading</b> <i>How Do Dinosaurs Go to School?</i>, T26</p> <p><b>Word Work</b> T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Short <i>i</i></p> <p><b>Shared Read</b> "Can I Pat It?," T30-T31</p> <p><b>Interactive Writing</b> T32</p> <p><b>Grammar</b> Nouns, T33</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Buildings All Around, T98</p> <p><b>Oral Vocabulary</b> <i>collapsed, furious, refused</i>, T98</p> <p><b>Word Work</b> T100-T103 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Contractions with 's</p> <p><b>Shared Read</b> <i>Cubs in a Hut</i>, T104-T105 -Genre: Fantasy, T104 -Skill: Character, Setting, Events, T105</p> <p><b>Interactive Writing</b> T106</p> <p><b>Grammar</b> Singular and Plural Nouns, T107</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> <i>The 3 Little Pigs</i>, T88-T89</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Word Work</b> T28-T29 -High-Frequency Words -Fluency: Sound-Spellings</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic 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>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</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 3 WEEK 1/GRADE 1 UNIT 2 WEEK 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Boy Who Cried Wolf,” T35</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Phonics: Blend Words with Short <i>i</i> and <i>m, s, t, p</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>u</i></li> </ul> <p><b>Close Reading</b> <i>The Pigs, the Wolf, and the Mud</i>, T113A–T113J</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar Mechanics:</b> Apostrophe with Contractions, T115</p>	<p><b>Oral Language</b> Rules to Go By, T42</p> <p><b>Category Words</b> Action Words, T43</p> <p><b>Close Reading</b> <i>How Do Dinosaurs Go to School?</i>, T44</p> <p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>i, a, and s, p, t</i></li> </ul> <p><b>Shared Read</b> “Tim Can Tip It,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T116–T117</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T117</li> <li>-Close Reading: “Homes Around the World,” T117A</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Identity</li> <li>-Structural Analysis: Contractions with ‘s</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T122–T123</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar Mechanics:</b> Apostrophe with Contractions, T121</p>	<p><b>Word Work</b> T54–T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics: Blend Words with Short <i>i, a, and s, p, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Write a Sentence, T57</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>u</i></li> <li>-Structural Analysis: Contractions with ‘s</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Singular and Plural Nouns, T127</p>
OPTIONS	<p><b>Oral Language</b> Rules to Go By, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences, T41</p>	<p><b>Oral Language</b> Buildings All Around, T108</p> <p><b>Listening Comprehension</b> <i>The 3 Little Dassies</i>, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Contractions with ‘s</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Singular and Plural Nouns, T115</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences, T51</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>u</i></li> <li>-High-Frequency Words: <i>could, live, one, then, three</i></li> </ul> <p><b>Close Reading</b> <i>The Pigs, the Wolf, and the Mud</i>, T113A–T113J</p> <p><b>Grammar</b> Singular and Plural Nouns, T121</p>	<p><b>Integrate Ideas</b> T59</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T128</li> <li>-Speaking and Listening, T129</li> </ul> <p><b>Grammar Mechanics:</b> Apostrophe with Contractions, T127</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 3 WEEK 2/GRADE 1 UNIT 2 WEEK 3

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RL.K.1, RL.K.7</p> <p><b>Listening/Speaking</b> SL.K.1a, SL.K.6</p> <p><b>Writing</b> W.K.3, W.K.7</p> <p><b>Grammar</b> L.K.1f</p> <p><b>Vocabulary</b> L.K.6</p> <p><b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RI.1.2</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.2, W.1.7</p> <p><b>Grammar</b> L.1.1b</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2c, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Sounds Around Us, T92–T93</p> <p>-Oral Vocabulary, T93</p> <p><b>Word Work</b> T100–T103</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Introduce /n/n</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Clang! Clang! Beep! Beep! Listen to the City</i>, T94</p> <p><b>Shared Writing</b> T104</p> <p><b>Grammar</b> Sentences, T105</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> A Community in Nature, T164–T165</p> <p><b>Oral Vocabulary</b> <i>depend, habitat</i>, T164</p> <p><b>Word Work</b> T168–T171</p> <p>-Fluency: Phrasing</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics/Spelling: Introduce End Blends</p> <p>-High-Frequency Words: <i>eat, no, of, under, who</i></p> <p><b>Shared Read</b> <i>The Best Spot</i>, T172–T173</p> <p><b>Shared Writing</b> T174</p> <p><b>Grammar</b> Possessive Nouns, T175</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Sounds Around Us, T106</p> <p><b>Category Words</b> Sound Words, T107</p> <p><b>Close Reading</b> <i>Clang! Clang! Beep! Beep! Listen to the City</i>, T108</p> <p><b>Word Work</b> T110–T111</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review/Blend Words with /n/n</p> <p><b>Shared Read</b> “Nat and Tip,” T112–T113</p> <p><b>Interactive Writing</b> T114</p> <p><b>Grammar</b> Sentences, T115</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> A Community in Nature, T176</p> <p><b>Oral Vocabulary</b> <i>hibernate, tranquil, tolerate</i>, T176</p> <p><b>Word Work</b> T178–T181</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Structural Analysis: Inflectional Ending <i>-ing</i></p> <p><b>Shared Read</b> <i>The Best Spot</i>, T182–T183</p> <p>-Genre: Informational Text/Nonfiction, T182</p> <p>-Skill: Main Topic and Key Details, T183</p> <p><b>Interactive Writing</b> T184</p> <p><b>Grammar</b> Possessive Nouns, T185</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> <i>Babies in the Bayou</i>, T166–T167</p> <p>-Fluency: Phrasing</p>	<p><b>Word Work</b> T110–T111</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> “Animals in the Desert,” T177</p> <p><b>Word Work</b> T178–T181</p> <p>-Phonics/Spelling: Review End Blends</p> <p>-High-Frequency Words: <i>eat, no, of, under, who</i></p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</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 3 WEEK 2/GRADE 1 UNIT 2 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Turtle and the Flute,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Phonics: Blend Words with Short <i>a, i,</i> and <i>t, p, n</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blend Words with End Blends</li> </ul> <p><b>Close Reading</b> <i>At a Pond</i>, T191A–T191H</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Apostrophe with Possessive Nouns, T193</p>	<p><b>Oral Language</b> <i>Sounds Around Us</i>, T124</p> <p><b>Category Words</b> Sound Words, T125</p> <p><b>Close Reading</b> “Sounds Are Everywhere,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>a, i,</i> and <i>n, p, t</i></li> </ul> <p><b>Shared Read</b> “Tim and Nan,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Literary Element: Repetition, T194</li> <li>-Close Reading: “Way Down Deep,” T195</li> </ul> <p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Inflectional Ending <i>-ing</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T200–T201</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Mechanics: Apostrophe with Possessive Nouns, T199</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics: Read Words with Short <i>a, i,</i> and <i>p, n, t, m</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Sentences, T139</p>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with End Blends</li> <li>-Structural Analysis: Inflectional Ending <i>-ing</i></li> <li>-High-Frequency Words: <i>eat, no, of, under, who</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T206–T207</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Possessive Nouns, T205</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> <i>Sounds Around Us</i>, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences, T123</p>	<p><b>Oral Language A</b> Community in Nature, T186</p> <p><b>Listening Comprehension</b> <i>Babies in the Bayou</i>, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Inflectional Ending <i>-ing</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Possessive Nouns, T193</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences, T133</p>	<p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with End Blends</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>At a Pond</i>, T191A–T191H</p> <p><b>Grammar</b> Possessive Nouns, T199</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T206–T207</li> <li>-Speaking and Listening, T207</li> </ul> <p><b>Grammar</b> Mechanics: Apostrophe with Possessive Nouns, T205</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 3 WEEK 3/GRADE 1 UNIT 2 WEEK 4

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K. 7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>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 Vocabulary L.1.4, L.1.6 Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.2d, RF.1.3</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> The Places We Go, T174-T175 -Oral Vocabulary, <i>neighborhood, routine</i>, T175</p> <p><b>Word Work</b> T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /k/ c -Handwriting -High-Frequency Words</p> <p><b>Close Reading</b> <i>Please Take Me for a Walk</i>, T176</p> <p><b>Shared Writing</b> T186</p> <p><b>Grammar</b> Sentences, T187</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Let's Help, T242-T243</p> <p><b>Oral Vocabulary</b> <i>leadership, admire</i>, T242</p> <p><b>Word Work</b> T246-T249 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce <i>th, sh, -ng</i> -High-Frequency Words: <i>all, call, day, her, want</i></p> <p><b>Shared Read</b> <i>Thump Thump Helps Out</i>, T250-T251</p> <p><b>Shared Writing</b> T252</p> <p><b>Grammar</b> Common and Proper Nouns, T253</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> The Places We Go, T188</p> <p><b>Category Words</b> Sequence Words, T189</p> <p><b>Close Reading</b> <i>Please Take Me for a Walk</i>, T190</p> <p><b>Word Work</b> T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Review /k/ c</p> <p><b>Shared Read</b> "We Go to See Nan," T194-T195</p> <p><b>Interactive Writing</b> T196</p> <p><b>Grammar</b> Sentences, T197</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Let's Help, T254</p> <p><b>Oral Vocabulary</b> <i>connections, enjoy</i>, T254</p> <p><b>Word Work</b> T256-T259 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Closed Syllables</p> <p><b>Shared Read</b> <i>Thump Thump Helps Out</i>, T260-T261 -Genre: Fantasy, T260 -Skill: Character, Setting, Events, T261</p> <p><b>Interactive Writing</b> T262</p> <p><b>Grammar</b> Common and Proper Nouns, T263</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> <i>The Story of Martin Luther King Jr.</i>, T244 -Fluency: Intonation</p>	<p><b>Word Work</b> T192-T193 -High-Frequency Words -Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> "Luis's Library," T255</p> <p><b>Word Work</b> T256-T259 -Phonics/Spelling: Review Consonant Digraphs -High-Frequency Words: <i>all, call, day, her, want</i></p>

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

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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Field Trips,” T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Blend Words with <i>c, p, n, t, s, m, a</i></li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with <i>th, sh, -ng</i></li> </ul> <p><b>Close Reading</b> <i>Nell’s Books</i>, T269A–T269J</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Common and Proper Nouns, T271</p>	<p><b>Oral Language</b> T206</p> <p><b>Category Words</b> T207</p> <p><b>Close Reading A</b> <i>Neighborhood</i>, T208</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonemic Identity</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Blend Words with <i>c, p, t, n</i> and Short <i>a</i></li> </ul> <p><b>Shared Read</b> “Can We Go?,” T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Text Feature: List, T273</li> <li>-Close Reading: “Kids Can Help!,” T273A</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Closed Syllables</li> </ul> <p><b>Integrate Ideas</b> T278–T279</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T277</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with Short <i>a</i> and <i>c, n, p, t</i></li> </ul> <p><b>High-Frequency Words</b></p> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Sentences, T221</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with <i>th, sh, -ng</i></li> <li>-Structural Analysis: Closed Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Common and Proper Nouns, T283</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> The Places We Go, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences, T205</p>	<p><b>Oral Language</b> Let’s Help, T264</p> <p><b>Listening Comprehension</b> <i>The Story of Martin Luther King Jr.</i>, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Closed Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T271</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences, T215</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with <i>th, sh, -ng</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Nell’s Books</i>, T269A–T269J</p> <p><b>Grammar</b> Common and Proper Nouns, T277</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T284</li> <li>-Speaking and Listening, T285</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T283</p>	
BEYOND LEVEL				ENGLISH LEARNERS			
GRADE K		GRADE 1		GRADE K		GRADE 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 1/GRADE 1 UNIT 2 WEEK 5

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RI.K.1, RI.K.7</p> <p><b>Listening/Speaking</b> SL.K.1a, SL.K.6</p> <p><b>Writing</b> W.K.2, W.K.7</p> <p><b>Grammar</b> L.K.1f</p> <p><b>Vocabulary</b> L.K.6</p> <p><b>Foundational Skills/Word Work</b> RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RI.1.2</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.2, W.1.7</p> <p><b>Grammar</b> L.1.1c</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3g, RF.1.3, RF.2.3f</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Time for Work, T10-T11</p> <p>-Oral Vocabulary, T11</p> <p><b>Word Work</b> T18-T21</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Introduce /o/o</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Whose Shoes?</i>, T12</p> <p><b>Shared Writing</b> T22</p> <p><b>Grammar</b> Adjectives, T23</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Follow the Map, T320-T321</p> <p><b>Oral Vocabulary</b> <i>locate, route</i>, T320</p> <p><b>Word Work</b> T324-T327</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Introduce Consonant Digraphs <i>ch, -tch, wh, ph</i></p> <p>-High-Frequency Words: <i>around, by, many, place, walk</i></p> <p><b>Shared Read</b> <i>Which Way on the Map?</i>, T328-T329</p> <p><b>Shared Writing</b> T330</p> <p><b>Grammar</b> Irregular Plural Nouns, T331</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Time for Work, T24</p> <p><b>Category Words</b> Job Words, T25</p> <p><b>Close Reading</b> <i>Whose Shoes?</i>, T26</p> <p><b>Word Work</b> T28-T29</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Review/Blend Words with /o/o</p> <p><b>Shared Read</b> "Tom On Top!," T30-T31</p> <p><b>Interactive Writing</b> T32</p> <p><b>Grammar</b> Adjectives, T33</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Follow the Map, T332</p> <p><b>Oral Vocabulary</b> <i>height, model, separate</i>, T332</p> <p><b>Word Work</b> T334-T337</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p>-Structural Analysis: Inflectional Ending -es</p> <p><b>Shared Read</b> <i>Which Way on the Map?</i>, T338-T339</p> <p>-Genre: Informational Text/ Nonfiction, T338</p> <p>-Skill: Main Topic and Key Details, T339</p> <p><b>Interactive Writing</b> T340</p> <p><b>Grammar</b> Irregular Plural Nouns, T341</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> <i>Me on the Map</i>, T322-T323</p> <p>-Fluency: Appropriate Phrasing</p>	<p><b>Word Work</b> T28-T29</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> "Map It!," T333</p> <p><b>Word Work</b> T334-T337</p> <p>-Phonics/Spelling: Review Consonant Digraphs <i>ch, -tch, wh, ph</i></p> <p>-High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</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 1/GRADE 1 UNIT 2 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Time for Work,” T35</p> <p><b>Word Work</b> 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><b>Independent Writing</b> T40</p>	<p><b>Word Work</b> 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><b>Close Reading</b> <i>Fun with Maps</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Capital Letters and Periods, T349</p>	<p><b>Oral Language</b> Time for Work, T42</p> <p><b>Category Words</b> T43</p> <p><b>Close Reading</b> “Workers and Their Tools,” T44–T45</p> <p><b>Word Work</b> T46–T47</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with Short <i>o, a, m, p, t</i></p> <p><b>Shared Read</b> “Tom on Top!,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b></p> <p>-Text Feature: Map, T350</p> <p>-Close Reading: <i>North, South, East, or West?</i>, T350</p> <p><b>Word Work</b> T352–T353</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p>-Structural Analysis: Inflectional Ending <i>-es</i></p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T356–T357</p> <p><b>Independent Writing</b> T354</p> <p><b>Grammar Mechanics:</b> Capital Letters and Periods, T355</p>	<p><b>Word Work</b> 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><b>Integrate Ideas</b> T58–T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Adjectives, T57</p>	<p><b>Word Work</b> T358–T359</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with <i>ch, -tch, wh, ph</i></p> <p>-Structural Analysis: Inflectional Ending <i>-es</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T362–T363</p> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Irregular Plural Nouns, T361</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Time for Work, T34–T35</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Adjectives, T41</p>	<p><b>Oral Language</b> Follow the Map, T342</p> <p><b>Listening Comprehension</b> <i>Me on the Map</i>, T343</p> <p><b>Word Work</b> T344–T347</p> <p>-Fluency</p> <p>-Structural Analysis: Inflectional Ending <i>-es</i>, T345</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Irregular Plural Nouns, T349</p>	<p><b>Word Work</b> T46–T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Adjectives, T51</p>	<p><b>Word Work</b> T352–T353</p> <p>-Fluency</p> <p>-Phonics/Spelling: Build Words with <i>ch, -tch, wh, ph</i></p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Fun with Maps</i>, T347A–T347F</p> <p><b>Grammar</b> Irregular Plural Nouns, T355</p>	<p><b>Integrate Ideas</b> T59</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T358–T359</p> <p>-Fluency</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T362</p> <p>-Speaking and Listening, T363</p> <p><b>Grammar Mechanics:</b> 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>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE K	GRADE 1	GRADE K	GRADE 1
<p><b>GRADE K</b></p> <p>Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>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 Vocabulary L.1.4, L.1.6 Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3g, L.1.1</p>	<p><b>CORE</b></p>	<p><b>Build Background</b> "Meet Your Neighbors," T92-T93 -Oral Vocabulary, T93 <b>Word Work</b> T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /d/d -Handwriting -High-Frequency Words <b>Close Reading</b> <i>What Can You Do with a Paleta?</i>, T94 <b>Shared Writing</b> T104 <b>Grammar</b> Adjective, T105</p>	<p><b>Build Background</b> What Time Is It?, T8-T9 <b>Oral Vocabulary</b> <i>schedule, immediately</i>, T8 <b>Word Work</b> T12-T15 -Phonemic Awareness: Phoneme Identity -Phonics/Spelling: Introduce Long <i>a: a_e</i> -High-Frequency Words: <i>away, now, some, today, way, why</i> <b>Shared Read</b> <i>Nate the Snake Is Late</i>, T16-T17 <b>Shared Writing</b> T18 <b>Grammar</b> Verbs, T19</p>	<p><b>Oral Language</b> "Meet Your Neighbors," T106 <b>Category Words</b> T107 <b>Close Reading</b> <i>What Can You Do with a Paleta?</i>, T108-T109 <b>Word Work</b> T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with /d/d <b>Shared Read</b> "Sid," T112-T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Adjective, T115</p>	<p><b>Oral Language</b> What Time Is It? T20 <b>Oral Vocabulary</b> <i>weekend, calendar, occasion</i>, T20 <b>Word Work</b> T22-T25 -Phonemic Awareness: Phoneme Addition -Structural Analysis: Contractions with <i>not</i> <b>Shared Read</b> <i>Nate the Snake Is Late</i>, T26-T27 -Genre: Fantasy, T26 -Skill: Character, Setting, Plot, T27 <b>Interactive Writing</b> T28 <b>Grammar</b> Verbs, T29</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> <i>A Second is a Hiccup</i>, T10 -Fluency: Intonation</p>	<p><b>Word Work</b> T110-T111 -High-Frequency Words -Fluency: Sound-Spellings</p>

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

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><b>Listening Comprehension</b> “Meet Your Neighbors,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Review /d/</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blending Words with Long <i>a_e</i></li> </ul> <p><b>Close Reading</b> <i>On My Way to School</i>, T35A–T35J</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Comma in a Series, T37</p>	<p><b>Oral Language</b> T124</p> <p><b>Category Words</b> T125</p> <p><b>Close Reading</b> “A World Festival,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend Words with <i>d</i> and <i>a, i, m, p, s, t</i></li> </ul> <p><b>Shared Read</b> “Sid,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Bold Print, T39</li> <li>-Close Reading: “It’s About Time,” T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Identity</li> <li>-Structural Analysis: Contractions with <i>not</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T43</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with <i>d</i> and <i>a, i, m, p, s</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Adjective, T139</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>a_e</i></li> <li>-Structural Analysis: Contractions with <i>not</i></li> <li>-High-Frequency Words: <i>away, now, some, today, way, why</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–T51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Verbs, T49</p>
	OPTIONS		<p><b>Oral Language</b> “Meet Your Neighbors,” T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Adjective, T123</p>	<p><b>Oral Language</b> What Time Is It? T30</p> <p><b>Listening Comprehension</b> <i>A Second is a Hiccup</i>, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Contractions with <i>not</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Verbs, T37</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adjective, T133</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Long <i>a_e</i></li> <li>-High-Frequency Words: <i>away, now, some, today, way, why</i></li> </ul> <p><b>Close Reading</b> <i>On My Way to School</i>, T35A–T35J</p> <p><b>Grammar</b> Verbs, T43</p>	<p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 3/GRADE 1 UNIT 3 WEEK 2**

		DAY 1		DAY 2	
<p align="center"><b>CALIFORNIA STANDARDS</b></p> <p align="center"><b>GRADE K</b></p> <p>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                      Vocabulary L.K.6                      Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4</p> <p align="center"><b>GRADE 1</b></p> <p>Comprehension RL.1.2, RL.1.3                      Listening/Speaking SL.1.1c, SL.1.2, SL.1.3                      Writing W.1.3, W1.7                      Grammar L.1.1e                      Vocabulary L.1.4, L.1.6                      Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3g, L.1.1c</p>	<p align="center"><b>CORE</b></p>	<p align="center"><b>GRADE K</b></p> <p><b>Build Background</b> Pitch In, T174                      -Oral Vocabulary, T175  <b>Word Work</b> T182-T185                      -Fluency: Sound-Spellings                      -Phonemic Awareness: Phoneme Identity                      -Phonics: Review /i/ i, /n/ n, /k/ c                      -Handwriting                      -High-Frequency Words  <b>Close Reading</b> <i>Roadwork</i>, T176  <b>Shared Writing</b> T186  <b>Grammar</b> Adjectives, T187</p>	<p align="center"><b>GRADE 1</b></p> <p><b>Build Background</b> Watch It Grow!, T86-T87  <b>Oral Vocabulary</b> <i>bloom, sprout</i>, T86  <b>Word Work</b> T90-T93                      -Phonological Awareness: Alliteration                      -Phonics/Spelling: Introduce Long i: <i>i_e</i>                      -High-Frequency Words: <i>green, grow, pretty, should, together, water</i>  <b>Shared Read</b> <i>Time to Plant!</i>, T94-T95  <b>Shared Writing</b> T96  <b>Grammar</b> Present-Tense Verbs, T97</p>	<p align="center"><b>GRADE K</b></p> <p><b>Oral Language</b> Pitch In, T188  <b>Category Words</b> T189  <b>Close Reading</b> <i>Roadwork</i>, T190  <b>Word Work</b> T192-T193                      -Phonemic Awareness: Phoneme Blending                      -Phonics: Review /o/ o and /d/ d;                      Blend Words with /i/ i, /o/ o, /n/ n, /d/ d  <b>Shared Read</b> "I Can You Can!," T194-T195  <b>Interactive Writing</b> T196  <b>Grammar</b> Adjectives, T197</p>	<p align="center"><b>GRADE 1</b></p> <p><b>Oral Language</b> Watch It Grow!, T98  <b>Oral Vocabulary</b> <i>grasped, assist, spied</i>, T98  <b>Word Work</b> T100-T103                      -Phonemic Awareness: Phoneme Deletion                      -Structural Analysis: Plurals (with CVCe words)  <b>Shared Read</b> <i>Time to Plant!</i>, T104-T105                      -Genre: Play, T104                      -Skill: Plot: Sequence, T105  <b>Interactive Writing</b> T106  <b>Grammar</b> Present-Tense Verbs, T107</p>
		<p align="center"><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> <i>Mystery Vine</i>, T88-T89                      -Fluency: Phrasing</p>	<p><b>Word Work</b> T192-T193                      -High-Frequency Words                      -Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> "The Great Big, Gigantic Turnip," T99  <b>Word Work</b> T100-T103                      -Phonics/Spelling: Review Long i: <i>i_e</i>                      -High-Frequency Words: <i>green, grow, pretty, should, together, water</i></p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE K</b>	<b>GRADE 1</b>
		Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	Leveled Reader Phonics High-Frequency Words Comprehension

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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Bundle of Sticks,” T199</p> <p><b>Word Work</b> T200–T203</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review /i/ i, /o/ o, /n/ n, /k/ c, /d/ d; Blend Words with Short i, o, and n, c, d, t</p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T204</p>	<p><b>Word Work</b> T110–T113</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Blend Words with Long i: i_e</p> <p><b>Close Reading</b> <i>The Big Yuca Plant</i>, T113A–T113J</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Titles of Plays, T115</p>	<p><b>Oral Language</b> Pitch In, T206</p> <p><b>Category Words</b> T207</p> <p><b>Close Reading</b> “A Community Garden,” T208</p> <p><b>Word Work</b> T210–T211</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics: Blend Words with a, i, o, n, c, d, p, t</p> <p><b>Shared Read</b> “I Can You Can!,” T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T116–T117</p> <p>-Text Feature: Diagram, T117</p> <p>-Close Reading: “How Plants Grow,” T117A–T117B</p> <p><b>Word Work</b> T118–T119</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Structural Analysis: Plurals</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T122–T123</p> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Titles of Plays, T121</p>	<p><b>Word Work</b> T218–T219</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics: Read Words with Short i, o, n, c, d, p, t</p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T222–T223</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Adjectives, T221</p>	<p><b>Word Work</b> T124–T125</p> <p>-Phonemic Awareness: Phoneme Blending/ Segmentation</p> <p>-Phonics/Spelling: Blend and Build with Long i: i_e</p> <p>-Structural Analysis: Plurals</p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T128–T129</p> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Present-Tense Verbs, T127</p>
OPTIONS	<p><b>Oral Language</b> Pitch In, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <p>-Fluency: Sound-Spellings</p> <p>-Long Vowel Express</p> <p>-Picture Sort</p> <p><b>Grammar</b> Adjectives, T205</p>	<p><b>Oral Language</b> Watch It Grow!, T108</p> <p><b>Listening Comprehension</b> <i>Mystery Vine</i>, T109</p> <p><b>Word Work</b> T110–T113</p> <p>-Fluency</p> <p>-Structural Analysis: Plurals</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Present-Tense Verbs, T115</p>	<p><b>Word Work</b> T210–T211</p> <p>-Fluency: Sound-Spellings</p> <p>-Long Vowel Express</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Adjectives, T215</p>	<p><b>Word Work</b> T118–T119</p> <p>-Fluency</p> <p>-Phonics/Spelling: Build Words with Long i: i_e</p> <p>-High-Frequency Words: <i>green, grow, pretty, should, together, water</i></p> <p><b>Close Reading</b> <i>The Big Yuca Plant</i>, T113A–T113J</p> <p><b>Grammar</b> Present-Tense Verbs, T121</p>	<p><b>Integrate Ideas</b> T222–T223</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T124–T125</p> <p>-Fluency</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T128</p> <p>-Speaking and Listening, T129</p> <p><b>Grammar</b> Mechanics: Titles of Plays, T127</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 5 WEEK 1/GRADE 1 UNIT 3 WEEK 3

		DAY 1		DAY 2		
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RL.K.3, RLK.7</p> <p><b>Listening/Speaking</b> SL.K.1a, SL.K.6</p> <p><b>Writing</b> W.K.3, W.K.7</p> <p><b>Vocabulary</b> L.K.6</p> <p><b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.3, RL.1.2</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.3, W.1.7</p> <p><b>Grammar</b> L.1e</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3f, RF.1.3g</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> How Does Your Garden Grow?, T10–T11</p> <p>-Oral Vocabulary, T11</p> <p><b>Word Work</b> T18–T21</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Introduce /h/h</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>My Garden</i>, T12</p> <p><b>Shared Writing</b> T22</p> <p><b>Grammar</b> Pronouns, T23</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Tales Over Time, T164–T165</p> <p><b>Oral Vocabulary</b> <i>tale, hero</i>, T164</p> <p><b>Word Work</b> T168–T171</p> <p>-Phonological Awareness: Rhyme</p> <p>-Phonics/Spelling: Introduce Soft <i>c</i>, Soft <i>g, dge</i></p> <p>-High-Frequency Words: <i>any, from, happy, once, so, upon</i></p> <p><b>Shared Read</b> <i>The Nice Mitten</i>, T172–T173</p> <p><b>Shared Writing</b> T174</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T175</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> How Does Your Garden Grow?, T24</p> <p><b>Category Words</b> Size Words, T25</p> <p><b>Close Reading</b> <i>My Garden</i>, T26</p> <p><b>Word Work</b> T28–T29</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Review /h/h</p> <p>-Phonics: Review/Blend Words with <i>h</i></p> <p><b>Shared Read</b> “Hop Can Hop!,” T30–T31</p> <p><b>Interactive Writing</b> T32</p> <p><b>Grammar</b> Pronouns, T33</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Tales Over Time, T176</p> <p><b>Oral Vocabulary</b> <i>timid, foolish, eventually</i>, T176</p> <p><b>Word Work</b> T178–T181</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p><b>Shared Read</b> <i>The Nice Mitten</i>, T182–T183</p> <p>-Genre: Folktale, T182</p> <p>-Skill: Plot: Cause and Effect, T183</p> <p><b>Interactive Writing</b> T184</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T185</p>	
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> <i>Interrupting Chicken</i>, T166–T167</p> <p>-Fluency: Expression</p>	<p><b>Word Work</b> T28–T29</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> “The Foolish, Timid Rabbit,” T177</p> <p><b>Word Work</b> T178–T181</p> <p>-Phonics/Spelling: Review Soft <i>c</i>, Soft <i>g, dge</i></p> <p>-High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic 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>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</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 5 WEEK 1/GRADE 1 UNIT 3 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Growing Plants," T35</p> <p><b>Word Work</b> T36-T39</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review /h/h, Blend Words with Short <i>i, o, a,</i> and <i>h, t, p, m, d</i></p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T40</p>	<p><b>Word Work</b> T188-T191</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with Soft <i>c,</i> Soft <i>g, dge</i></p> <p><b>Close Reading</b> <i>The Gingerbread Man,</i> T191A-T191J</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T193</p>	<p><b>Oral Language</b> T42</p> <p><b>Category Words</b> T43</p> <p><b>Vocabulary Strategy,</b> T43</p> <p><b>Close Reading</b> Poetry, T44</p> <p><b>Word Work</b> T46-T47</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics: Blend Words with Short <i>a, i, o</i> and <i>h, t, p</i></p> <p>-Dictation</p> <p><b>Shared Read</b> "Hop Can Hop!," T48-T49</p> <p><b>Integrate Ideas</b> T52-T53</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T194-T195</p> <p>-Literary Element: Rhyme, T194</p> <p>-Close Reading: "Mother Goose Rhymes," T195-T195B</p> <p><b>Word Work</b> T196-T197</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p><b>Integrate Ideas</b> T200-T201</p> <p><b>Independent Writing</b> T198</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T199</p>	<p><b>Word Work</b> T54-T55</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics: Read Words with Short <i>i, o, a,</i> and <i>h</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T58-T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Pronouns, T57</p>	<p><b>Word Work</b> T202-T203</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with Soft <i>c,</i> Soft <i>g, dge</i></p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T206-T207</p> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T205</p>
OPTIONS	<p><b>Oral Language</b> <i>How Does Your Garden Grow?</i>, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36-T39</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Pronouns, T41</p>	<p><b>Oral Language</b> Tales Over Time, T186</p> <p><b>Listening Comprehension</b> <i>Interrupting Chicken,</i> T187</p> <p><b>Word Work</b> T188-T191</p> <p>-Fluency</p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Writing Sentences, T193</p>	<p><b>Word Work</b> T46-T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Pronouns, T51</p>	<p><b>Word Work</b> T196-T197</p> <p>-Fluency</p> <p>-Phonics/Spelling: Build Words with Soft <i>c,</i> Soft <i>g, dge</i></p> <p>-High-Frequency Words: <i>any, from, happy, once, so, upon</i></p> <p><b>Close Reading</b> <i>The Gingerbread Man,</i> T191A-T191J</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T199</p>	<p><b>Integrate Ideas</b> T59</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T202-T203</p> <p>-Fluency</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T206</p> <p>-Speaking and Listening, T207</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T205</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 5 WEEK 2/GRADE 1 UNIT 3 WEEK 4

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RI.K.2</p> <p>Listening/Speaking SL.K.1a, SL.K.6</p> <p>Writing W.K.1, W.K.7</p> <p>Vocabulary L.K.6</p> <p>Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RI.1.3, RI.1.2</p> <p>Listening/Speaking SL.1.1c, SL.1.2, SL.1.3</p> <p>Writing W.1.1</p> <p>Grammar L.1.1</p> <p>Vocabulary L.1.4, L.1.6</p> <p>Foundational Skills/Word Work RF.1.2, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Trees, T92–T93</p> <p>-Oral Vocabulary, T93</p> <p><b>Word Work</b> T100–T103</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Introduce /e/e</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>A Grand Old Tree</i>, T94</p> <p><b>Shared Writing</b> T104</p> <p><b>Grammar</b> T105</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Now and Then, T242–T243</p> <p><b>Oral Vocabulary</b> <i>century, past</i>, T242–T243</p> <p><b>Word Work</b> T246–T249</p> <p>-Phonological Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Introduce /ō/o_e, /ū/u_e, /ē/e_e</p> <p>-High-Frequency Words: <i>ago, boy, girl, how, old, people</i></p> <p><b>Shared Read</b> <i>Life at Home</i>, T250–T251</p> <p><b>Shared Writing</b> T252</p> <p><b>Grammar</b> <i>Is and Are</i>, T253</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Trees, T106</p> <p><b>Category Words</b> T107</p> <p><b>Close Reading</b> <i>A Grand Old Tree</i>, T108</p> <p><b>Word Work</b> T110–T111</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review/Blend Words with Short e</p> <p><b>Shared Read</b> “Ed and Ned,” T112–T113</p> <p><b>Interactive Writing</b> T114</p> <p><b>Grammar</b> Pronouns, T115</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Now and Then, T254</p> <p><b>Oral Vocabulary</b> <i>present, future, entertainment</i>, T254</p> <p><b>Word Work</b> T256–T259</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Structural Analysis: CVCe Syllables</p> <p><b>Shared Read</b> <i>Life at Home</i>, T260–T261</p> <p>-Genre: Nonfiction, T260</p> <p>-Skill: Compare and Contrast, T261</p> <p><b>Interactive Writing</b> T262</p> <p><b>Grammar</b> <i>Is and Are</i>, T263</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> <i>The Last Train</i>, T244–T245</p> <p>-Fluency: Phrasing</p>	<p><b>Word Work</b> T110–T111</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</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 5 WEEK 2/GRADE 1 UNIT 3 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Pine Tree,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonemic Blending</li> <li>-Review Short e</li> <li>-Phonics: Blend Words with Short e and m, t, h, n, s, p</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Blend Words with /ō/o_e, /ū/u_e, /ē/e_e</li> </ul> <p><b>Close Reading</b> <i>Long Ago and Now</i>, T269A–T269J</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Commas in Dates, T271</p>	<p><b>Oral Language</b> Trees, T124</p> <p><b>Category Words</b> T125</p> <p><b>Close Reading</b> “From a Seed to a Tree,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend Words with Short e, a, i, o and t, n</li> </ul> <p><b>Shared Read</b> “Ed and Ned,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T272–T273</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T273</li> <li>-Close Reading: “From Horse to Plane,” T273A–T273B</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Structural Analysis: CVCe Syllables</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T278–T279</li> </ul> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Commas in Dates, T277</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with Short e and n, t, s, d</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Pronouns, T139</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/Blending</li> <li>-Phonics/Spelling: /ō/o_e, /ū/u_e, /ē/e_e</li> <li>-Structural Analysis: CVCe Syllables</li> <li>-High-Frequency Words: <i>ago, boy, girl, how, old, people</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T284–T285</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> <i>Is</i> and <i>Are</i>, T283</p>
OPTIONS	<p><b>Oral Language</b> Trees, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Pronouns, T123</p>	<p><b>Oral Language</b> Now and Then, T264</p> <p><b>Listening Comprehension</b> <i>The Last Train</i>, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: CVCe Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>Is</i> and <i>Are</i>, T271</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T133</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with /ō/o_e, /ū/u_e, /ē/e_e</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Long Ago and Now</i>, T269A–T269J</p> <p><b>Grammar</b> <i>Is</i> and <i>Are</i>, T277</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T284</li> <li>-Speaking and Listening, T285</li> </ul> <p><b>Grammar</b> Mechanics: Commas in Dates, T283</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 5 WEEK 3/GRADE 1 UNIT 3 WEEK 5

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RI.K.2</p> <p><b>Listening/Speaking</b> SL.K.1a, SL.K.6</p> <p><b>Writing</b> W.K.3, W.K.7</p> <p><b>Vocabulary</b> L.K.6</p> <p><b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RI.1.3</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.1, W.1.7</p> <p><b>Grammar</b> L.1.1</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Fresh from the Farm, T174–T175</p> <p>-Oral Vocabulary, T175</p> <p><b>Word Work</b> T182–T185</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Introduce /f/f, /r/r</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>An Orange in January</i>, T176</p> <p><b>Shared Writing</b> T186</p> <p><b>Grammar</b> Pronouns, T187</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> From Farm to Table, T320–T321</p> <p><b>Oral Vocabulary</b> <i>delicious, nutritious</i>, T320</p> <p><b>Word Work</b> T324–T327</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Introduce /ù/oo, u</p> <p>-High-Frequency Words: <i>after, buy, done, every, soon, work</i></p> <p><b>Shared Read</b> <i>A Look at Breakfast</i>, T328–T329</p> <p><b>Shared Writing</b> T330</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T331</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Fresh from the Farm, T188</p> <p><b>Category Words</b> Food Words, T189</p> <p><b>Close Reading</b> <i>An Orange in January</i>, T190</p> <p><b>Word Work</b> T192–T193</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Review <i>f</i> and <i>r</i></p> <p>-Phonics: Blend Words with <i>f</i> and <i>r</i></p> <p><b>Shared Read</b> “Ron With Red,” T194–T195</p> <p><b>Interactive Writing</b> T196</p> <p><b>Grammar</b> Pronouns, T197</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> From Farm to Table, T332</p> <p><b>Oral Vocabulary</b> <i>delighted, enormous, responsibility</i>, T332</p> <p><b>Word Work</b> T334–T337</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p><b>Shared Read</b> <i>A Look at Breakfast</i>, T338–T339</p> <p>-Genre: Informational Text/ Nonfiction, T338</p> <p>-Skill: Connections Within Text/ Sequence, T339</p> <p><b>Interactive Writing</b> T340</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T341</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> <i>Where Does Food Come From?</i> T322–T323</p> <p>-Fluency: Intonation</p>	<p><b>Word Work</b> T192–T193</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> “The Little Red Hen,” T333</p> <p><b>Word Work</b> T334–T337</p> <p>-Phonics/Spelling: Review /ù/oo, u</p> <p>-High-Frequency Words: <i>after, buy, done, every, soon, work</i></p>
		<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>	
		<p><b>GRADE K</b></p> <p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p><b>GRADE K</b></p> <p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p><b>GRADE 1</b></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 5 WEEK 3/GRADE 1 UNIT 3 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Farms Around the World," T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend words with Short <i>i, a, e,</i> and <i>f, r, t, n, d, p</i></li> <li>-Long Vowel Awareness</li> <li>-Review <i>f, r</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics/Spelling: Review /u/oo, u</li> </ul> <p><b>Close Reading</b> <i>From Cows to You</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Apostrophes in Contractions, T349</p>	<p><b>Oral Language</b> T206</p> <p><b>Category Words</b> T207</p> <p><b>Close Reading</b> "Farmer's Market" T208</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Blend Words with Short <i>e, i, a,</i> and <i>f, r, d, p, n</i></li> </ul> <p><b>Shared Read</b> "Ron With Red," T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T350</p> <ul style="list-style-type: none"> <li>-Text Feature: Chart, T350</li> <li>-Close Reading: "A Food Chart," T351</li> </ul> <p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Structural Analysis, <i>-ed, -ing</i></li> <li>-Research and Inquiry</li> </ul> <p><b>Integrate Ideas</b> T356–T357</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar Mechanics:</b> Apostrophes in Contractions, T355</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Read Words with Short <i>e, i, a, o</i> and <i>f, r, d, p, n, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Pronouns, T221</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with /u/oo, u</li> <li>-Structural Analysis, <i>-ed, -ing</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T361</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Fresh from the Farm, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Pronouns, T205</p>	<p><b>Oral Language</b> From Farm to Table, T342</p> <p><b>Listening Comprehension</b> <i>Where Does Food Come From?</i> T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis <i>-ed, -ing</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Contractions with <i>Not</i>, T349</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T215</p>	<p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with /u/oo, u</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>From Cows to You</i>, T347A–T347F</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T355</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T362</li> <li>-Speaking and Listening, T363</li> </ul> <p><b>Grammar Mechanics:</b> Apostrophes in contractions, T361</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>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 6 WEEK 1/GRADE 1 UNIT 4 WEEK 1

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RL.K.1, RLK.7  <b>Listening/Speaking</b> SL.K.1a, SL.K.6  <b>Writing</b> W.K.1, W.K.7  <b>Grammar</b> L.K.1b  <b>Vocabulary</b> L.K.6  <b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.2, RL. 1.3  <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3  <b>Writing</b> W.1.3, W.1.7  <b>Grammar</b> L.1.1e  <b>Vocabulary</b> L.1.4, L.1.6, L. 2.4e  <b>Foundational Skills/Word Work</b> RF. 1.3b, RF.1.3c, RF.1.3g, RF.1.4b, RF.1.4c, RL.1.3, RL.1.4</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> The Four Seasons, T10–T11                      -Oral Vocabulary, T11  <b>Word Work</b> T18–T21                      -Fluency: Sound-Spellings                      -Phonemic Awareness: Phoneme Isolation                      -Phonics: Introduce /b/b, /l/l                      -Handwriting                      -High-Frequency Words  <b>Close Reading</b> <i>Mama, Is It Summer Yet?</i>, T12  <b>Shared Writing</b> T22  <b>Grammar</b> Naming Words (Nouns), T23</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Animal Features, T8–T9  <b>Oral Vocabulary</b> <i>appearance, feature</i>, T8  <b>Word Work</b> T12–T15                      -Fluency: Sound Spellings                      -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>  <b>Shared Read</b> <i>A Tale of a Tail</i>, T16–T17  <b>Shared Writing</b> T18  <b>Grammar</b> <i>Was and Were</i>, T19</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> The Four Seasons, T24                      -Category Words/Vocabulary Strategy, T25  <b>Close Reading</b> <i>Mama, Is It Summer Yet?</i>, T26  <b>Word Work</b> T28–T29                      -Phonemic Awareness: Phoneme Isolation                      -Phonics: Review /b/b, /l/l  <b>Shared Read</b> “Is It Hot?,” T30–T31  <b>Interactive Writing</b> T32  <b>Grammar</b> Naming Words (Nouns), T33</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Animal Features, T20  <b>Oral Vocabulary</b> <i>appearance, determined, feature, predicament, relief</i>, T20  <b>Word Work</b> T22–T25                      -Phonemic Awareness: Phoneme Categorization                      -Structural Analysis: Alphabetical Order                      -Vocabulary: <i>special, splendid</i>  <b>Shared Read</b> <i>A Tale of a Tail</i>, T26–T27                      -Genre: Folktale, T26                      -Skill: Plot/Sequence, T27  <b>Interactive Writing</b> T28  <b>Grammar</b> <i>Was and Were</i>, T29</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> “The Elephant’s Child,” T10–T11</p>	<p><b>Word Work</b> T28–T29                      -High-Frequency Words                      -Fluency: Sound-Spellings</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Words to Know 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><b>Listening Comprehension</b> "A Tour of the Seasons," T35</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics Blend Words with <i>b, l</i> and <i>a, e, i, o</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Fluency</b> Intonation, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Long <i>a: a, ai, ay</i></li> <li>-Vocabulary: <i>special, splendid</i></li> <li>-Vocabulary Strategy: Use a Dictionary</li> </ul> <p><b>Close Reading</b> <i>How Bat Got Its Wings</i>, T35A–T35L</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T37</p>	<p><b>Oral Language</b> T42</p> <p><b>Vocabulary Strategy</b> T43</p> <p><b>Close Reading</b> Poetry, T44–45</p> <p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with <i>b, l</i> and <i>a, e, i, o</i></li> </ul> <p><b>Shared Read</b> "Is It Hot?" T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Chart, T38</li> <li>-Close Reading: "Bats! Bats! Bats!," T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Rhyme</li> <li>-Structural Analysis: Alphabetical Order</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T43</p>	<p><b>Word Work</b> T54–T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend Words with <i>b, l</i> and <i>a, e, i, o</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Naming Words (Nouns), T57</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>a: a, ai, ay</i></li> <li>-Structural Analysis: Alphabetical Order</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>special, splendid</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–T51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T49</p>
	OPTIONS	<p><b>Oral Language</b> The Four Seasons, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Naming Words (Nouns), T41</p>	<p><b>Oral Language</b> Animal Features, T30</p> <p><b>Comprehension</b> Cause and Effect, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Alphabetical Order</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T37</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Naming Words (Nouns), T51</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Long <i>a: a, ai, ay</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>How Bat Got Its Wings</i>, T35A–T35L</p> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T43</p>	<p><b>Integrate Ideas</b> T59</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T49</p>

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

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>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 Vocabulary LK.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RI.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.1, W.1.7 Grammar L.1.1e Vocabulary L.1.4a, L.1.6 Foundational Skills/Word Work RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.4b</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> What's the Weather?, T92-T93 -Oral Vocabulary, T93 <b>Word Work</b> T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /k/k -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Rain</i>, T94 <b>Shared Writing</b> T104 <b>Grammar</b> Naming Words (Proper Nouns), T105</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Animals Together, T86-T87 <b>Oral Vocabulary</b> <i>behavior, beneficial</i>, T86 <b>Word Work</b> T90-T93 -Fluency: Phrasing -Phonemic 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> <b>Shared Read</b> <i>A Team of Fish</i>, T94-T95 <b>Shared Writing</b> T96 <b>Grammar</b> <i>Has and Have</i>, T97</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> What's the Weather?, T106 -Category Words/Vocabulary Strategy, T107 <b>Close Reading</b> <i>Rain</i>, T108 <b>Word Work</b> T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review /k/k <b>Shared Read</b> "Kim and Nan," T112-T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Naming Words (Proper Nouns), T115</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Animals Together, T98 <b>Oral Vocabulary</b> <i>behavior, beneficial, dominant, instinct, endangered</i>, T98 <b>Word Work</b> T100-T103 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Prefixes <i>re-, un-, pre-</i> -Vocabulary: <i>danger, partner</i> <b>Shared Read</b> <i>A Team of Fish</i>, T104-T105 -Genre: Nonfiction, T104 -Skill: Main Idea and Key Details, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> <i>Has and Have</i>, T107</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> "Animals Working Together," T88-T89</p>	<p><b>Word Work</b> T110-T111 -High-Frequency Words -Fluency: Sound-Spellings</p>

APPROACHING LEVEL		ON LEVEL	
<p><b>GRADE K</b></p> <p>Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension</p>	<p><b>GRADE K</b></p> <p>Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader Phonics Words to Know Comprehension</p>

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><b>Listening Comprehension</b> “The Frog and the Locust,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with <i>k, ck,</i> and <i>i, l, o, r</i></li> <li>-High-Frequency Words</li> <li>-Phonics: Review /k/k and /k/ck</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Fluency</b> Phrasing, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Rhyme</li> <li>-Phonics/Spelling: Blend Words with Long <i>e: e, ee, ea, ie</i></li> <li>-Vocabulary: <i>danger, partner</i></li> <li>-Vocabulary Strategy: Context Clues/Sentence Clues</li> </ul> <p><b>Close Reading</b> <i>Animal Teams</i>, T113A–T113L</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Capitalization and End Punctuation, T115</p>	<p><b>Oral Language</b> T124</p> <p><b>Vocabulary Strategy</b> T125</p> <p><b>Close Reading</b> “Cloud Watch,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend with <i>k, ck,</i> and <i>a, i, m, p, s, t</i></li> </ul> <p><b>Shared Read</b> “Kim and Nan,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T116–T117</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T117</li> <li>-Close Reading: “Busy as a Bee,” T117A–T117B</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Identity</li> <li>-Structural Analysis: Prefixes <i>re-, un-, pre-</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T122–T123</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Capitalization and End Punctuation, T121</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with <i>k, ck,</i> and <i>a, e, i, o</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Naming Words (Proper Nouns), T139</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>e: e, ee, ea, ie</i></li> <li>-Structural Analysis: Prefixes <i>re-, un-, pre-</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Mechanics: Capitalization and End Punctuation, T127</p>
	OPTIONS	<p><b>Oral Language</b> What’s the Weather?, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Naming Words (Proper Nouns), T123</p>	<p><b>Oral Language</b> Animals Together, T108</p> <p><b>Comprehension</b> Compare and Contrast, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Prefixes <i>re-, un-, pre-</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>Has</i> and <i>Have</i>, T115</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Naming Words (Proper Nouns), T133</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics/Spelling: Long <i>e: e, ee, ea, ie</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Animal Teams</i>, T113A–T113L</p> <p><b>Grammar</b> <i>Has</i> and <i>Have</i>, T121</p>	<p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T128</li> <li>-Speaking and Listening, T129</li> </ul> <p><b>Grammar</b> <i>Has</i> and <i>Have</i>, T127</p>

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonics High-Frequency Words Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary High-Frequency Words Category Words Writing Grammar	Shared Read Leveled Reader Vocabulary Words to Know Writing/Spelling Grammar



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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.1, RLK.2</p> <p>Listening/Speaking SL.K.1a, SL.K.6</p> <p>Writing W.K.3, W.K.7</p> <p>Grammar L.K.1b</p> <p>Vocabulary LK.6</p> <p>Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension 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.1.1</p> <p>Vocabulary L.1.4, L.1.5a, L.1.5b, L.1.6,</p> <p>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</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Stormy Weather, T174-T175</p> <p>-Oral Vocabulary, <i>safe, prepare</i>, T175</p> <p><b>Word Work</b> T182-T185</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Identify</p> <p>-Phonics: /e/e, /h/h, /f/f</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Waiting Out the Storm</i>, T176</p> <p><b>Shared Writing</b> T186</p> <p><b>Grammar</b> Naming Words (Nouns), T187</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> In the Wild, T164</p> <p><b>Oral Vocabulary</b> <i>survive, provide</i>, T164</p> <p><b>Word Work</b> T168-T171</p> <p>-Fluency: Sound Spellings</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics/Spelling: Introduce Long o: o, oa, ow, oe</p> <p>-High-Frequency Words: <i>find, food, more, over, start, warm</i></p> <p>-Vocabulary: <i>search, seek</i></p> <p><b>Shared Read</b> <i>Go Wild!</i>, T172-T173</p> <p><b>Shared Writing</b> T174</p> <p><b>Grammar</b> <i>Go and Do</i>, T175</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Stormy Weather, T188</p> <p>-Category Words/Vocabulary Strategy, T189</p> <p><b>Close Reading</b> <i>Waiting Out the Storm</i>, T190</p> <p><b>Word Work</b> T192-T193</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review /r/r, /b/b, /l/l, /k/k</p> <p><b>Shared Read</b> "Mack and Ben," T194-T195</p> <p><b>Interactive Writing</b> T196</p> <p><b>Grammar</b> Naming Words (Nouns), T197</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> In the Wild, T176</p> <p><b>Oral Vocabulary</b> <i>survive, provide, communicate, superior, wilderness</i>, T176</p> <p><b>Word Work</b> T178-T181</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Structural Analysis: Open Syllables</p> <p>-Vocabulary: <i>search, seek</i></p> <p><b>Shared Read</b> <i>Go Wild!</i>, T182-T183</p> <p>-Genre: Informational Text/ Nonfiction, T182</p> <p>-Skill: Main Idea and Key Details, T183</p> <p><b>Interactive Writing</b> T184</p> <p><b>Grammar</b> <i>Go and Do</i>, T185</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> "Animals in Winter," T166-T167</p>	<p><b>Word Work</b> T192-T193</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> "Animals in Winter," T177</p> <p><b>Word Work</b> T178-T181</p> <p>-Phonics/Spelling: Review Long o: o, oa, ow, oe</p> <p>-High-Frequency Words: <i>find, food, more, over, start, warm</i></p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Words to Know</p> <p>Comprehension</p>

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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Rainbow Crow," T199</p> <p><b>Word Work</b> T200-T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>e</i>, <i>a</i> and <i>b</i>, <i>f</i>, <i>h</i>, <i>r</i>, <i>ck</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Fluency</b> Expression, T187</p> <p><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Contrast Sounds</li> <li>-Phonics/Spelling: Blend Words with Long <i>o</i></li> <li>-Vocabulary: <i>search</i>, <i>seek</i></li> <li>-Vocabulary Strategy: Word Categories</li> </ul> <p><b>Close Reading</b> <i>Vulture View</i>, T191A-T191P</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T193</p>	<p><b>Oral Language</b> T206</p> <p><b>Vocabulary Strategy</b> T207</p> <p><b>Close Reading</b> "Be Safe in Bad Weather," T208</p> <p><b>Word Work</b> T210-T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Blend Words with Short <i>e</i>, <i>o</i> and <i>d</i>, <i>l</i>, <i>ck</i></li> <li>-Shared Read "Mack and Ben," T212-T213</li> </ul> <p><b>Shared Read</b> "Mack and Ben," T212-T213</p> <p><b>Integrate Ideas</b> T216-T217</p> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T194-T195</p> <ul style="list-style-type: none"> <li>-Literary Element: Sensory Words, T194</li> <li>-Close Reading: "When It's Snowing," T195</li> </ul> <p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Open Syllables</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T200-T201</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T199</p>	<p><b>Word Work</b> T218-T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Read Words with <i>f</i>, <i>r</i>, <i>b</i>, <i>l</i>, <i>k</i>, <i>t</i>, <i>ck</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222-T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Naming Words (Nouns), T221</p>	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> <li>-Structural Analysis: Open Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>search</i>, <i>seek</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T206-T207</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T205</p>
OPTIONS	<p><b>Oral Language</b> Stormy Weather, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200-T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Long Vowel Express</li> <li>-Picture Sort</li> </ul> <p><b>Grammar</b> Naming Words (Nouns), T205</p>	<p><b>Oral Language</b> In the Wild, T186</p> <p><b>Comprehension</b> Connections Within Text: Sequence, T187</p> <p><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Open Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>Go</i> and <i>Do</i>, T193</p>	<p><b>Word Work</b> T210-T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Long Vowel Express</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Naming Words (Nouns), T215</p>	<p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>search</i>, <i>seek</i></li> </ul> <p><b>Close Reading</b> <i>Vulture View</i>, T191A-T191P</p> <p><b>Grammar</b> <i>Go</i> and <i>Do</i>, T199</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Fluency: Expression</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T206</li> <li>-Speaking and Listening, T207</li> </ul> <p><b>Grammar</b> <i>Go</i> and <i>Do</i>, T205</p>	

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

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RI.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1b Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 <b>GRADE 1</b> 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 Vocabulary L.1.4a, L.1.6 Foundational Skills/Word Work RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>CORE</b>	<b>GRADE K</b> 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> , T12 Shared Writing T22 Grammar Action Words (Verbs), T23	<b>GRADE 1</b> Build Background Insects!, T242-T243 Oral Vocabulary <i>different, flutter</i> , T242 Word Work T246-T249 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long <i>i: i, y, igh, ie</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> -Vocabulary: <i>beautiful, fancy</i> Shared Read <i>Creep Low, Fly High</i> , T250-T251 Shared Writing T252 Grammar <i>See and Saw</i> , T253	<b>GRADE K</b> Oral Baby Animals, T24 -Category Words/Vocabulary Strategy, 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	<b>GRADE 1</b> Oral Language Insects!, T254 Oral Vocabulary <i>imitate, protect, different, flutter, resemble</i> , T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Inflectional Endings -Vocabulary: <i>beautiful, fancy</i> Shared Read <i>Creep Low, Fly High</i> , T260-T261 -Genre: Fantasy, T260 -Skill: Point of View, T261 Interactive Writing T262 Grammar <i>See and Saw</i> , T263
		<b>OPTIONS</b>		Listening Comprehension "Insect Hide and Seek," T244-T245	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Words to Know 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Baby Farm Animals,” T35</p> <p><b>Word Work</b> T36–T39</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with Short <i>u</i> and <i>b, f, r, d, s, n, t, r, c</i></p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T40</p>	<p><b>Fluency</b> Phrasing, T265</p> <p><b>Word Work</b> T266–T269</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Blend with Long <i>i: i, y, igh, ie</i></p> <p>-Vocabulary Strategy: Context Clues/Sentence Clues</p> <p><b>Close Reading</b> <i>Hi! Fly Guy</i>, T269A–T269R</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar Mechanics:</b> Titles of Books, T271</p>	<p><b>Oral Language</b> T42</p> <p><b>Vocabulary Strategy</b> T43</p> <p><b>Close Reading</b> Poetry, T44–T45</p> <p><b>Word Work</b> T46–T47</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics: Blend Words with Short <i>u, a, i</i> and <i>t, b</i></p> <p><b>Shared Read</b> “A Pup and a Cub,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T272–T273</p> <p>-Text Feature: Headings, T273</p> <p>-Close Reading: “Meet the Insects,” T273A–T273B</p> <p><b>Word Work</b> T274–T275</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Structural Analysis: Inflectional Endings</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T278–T279</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar Mechanics:</b> Titles of Books, T277</p>	<p><b>Word Work</b> T54–T55</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics: Read Words with Short <i>u</i>, and <i>f, b, r, c</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T58–T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Action Words (Verbs), T57</p>	<p><b>Word Work</b> T280–T281</p> <p>-Phonemic Awareness: Phoneme Segmentation/ Substitution</p> <p>-Phonics/Spelling: Blend and Build Words with Long <i>i: i, y, igh, ie</i></p> <p>-Structural Analysis: Inflectional Endings</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>beautiful, fancy</i></p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T284–T285</p> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> <i>See and Saw</i>, T283</p>
OPTIONS	<p><b>Oral Language</b> Baby Farm Animals, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Action Words (Verbs), T41</p>	<p><b>Oral Language</b> Insects!, T264</p> <p><b>Comprehension</b> Plot: Cause and Effect, T265</p> <p><b>Word Work</b> T266–T269</p> <p>-Structural Analysis: Inflectional Endings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> <i>See and Saw</i>, T271</p>	<p><b>Word Work</b> T46–T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Action Words (Verbs), T51</p>	<p><b>Word Work</b> T274–T275</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: Build Words with Long <i>i: i, y, igh, ie</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Close Reading</b> <i>Hi! Fly Guy</i>, T269A–T269R</p> <p><b>Grammar</b> <i>See and Saw</i>, T277</p>	<p><b>Integrate Ideas</b> T59</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T280–T281</p> <p>-Fluency: Phrasing</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T284</p> <p>-Speaking and Listening, T285</p> <p><b>Grammar Mechanics:</b> Titles of Books, T283</p>	

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

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1b Vocabulary LK.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RI.1.2, RI.1.3 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1 Vocabulary L.1.4c, L.1.6 Foundational Skills/Word Work RF.1.3c, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Pet Pals, T92–T93 -Oral Vocabulary, T93 <b>Word Work</b> T100–T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /g/g, /w/w -Handwriting -High-Frequency Words <b>Close Reading</b> <i>The Birthday Pet</i>, T94 <b>Shared Writing</b> T104 <b>Grammar</b> Action Words (Verbs), T105</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Working with Animals, T320–T321 <b>Oral Vocabulary</b> <i>career, soothe</i>, T320 <b>Word Work</b> T324–T327 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long e: <i>y, ey</i> -High-Frequency Words: <i>found, hard, near, woman, would, write</i> -Vocabulary: <i>clever, signal</i> <b>Shared Read</b> <i>From Puppy to Guide Dog</i>, T328–T329 <b>Shared Writing</b> T330 <b>Grammar</b> Adverbs That Tell <i>When</i>, T331</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Pet Pals, T106 -Category Words/Vocabulary Strategy, T107 <b>Close Reading</b> <i>The Birthday Pet</i>, T108 <b>Word Work</b> T110–T111 -Phonemic Awareness: Phoneme Isolation -Phonics: Review <i>g</i> and <i>w</i> <b>Shared Read</b> “I Hug Gus!,” T112–T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Action Words (Verbs), T115</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Working with Animals, T332 <b>Oral Vocabulary</b> <i>advice, career, remarkable, soothe, trust</i>, T332 <b>Word Work</b> T334–T337 -Phonemic Awareness: Phoneme Deletion -Structural Analysis: Compound Words -Vocabulary: <i>clever, signal</i> <b>Shared Read</b> <i>From Puppy to Guide Dog</i>, T338–T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text/Sequence, T339 <b>Interactive Writing</b> T340 <b>Grammar</b> Adverbs That Tell <i>When</i>, T341</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> “Ming’s Teacher,” T322–T323</p>	<p><b>Word Work</b> T110–T111 -High-Frequency Words -Fluency: Sound-Spellings</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension</p>	<p>Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension</p>	<p>Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension</p>	<p>Leveled Reader Phonics Words to Know Comprehension</p>

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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Family Pet,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>i, a, e</i> and <i>g, w, t, p, b, s, n, l</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Fluency</b> Intonation, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Long <i>e: y, ey</i></li> <li>-Vocabulary Strategy: Root Words</li> </ul> <p><b>Close Reading</b> <i>Koko and Penny</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T349</p>	<p><b>Oral Language</b> T124</p> <p><b>Vocabulary Strategy</b> T125</p> <p><b>Close Reading</b> “The Perfect Pet,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with Short <i>e</i> and <i>w, g, b, s</i></li> </ul> <p><b>Shared Read</b> “I Hug Gus!” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T350–T351</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T350</li> <li>-Close Reading: “Saving Mountain Gorillas,” T351</li> </ul> <p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Compound Words</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T356–T357</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T355</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with Short <i>a, e</i> and <i>g, w, b</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Action Words (Verbs) T139</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion/Addition</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>e: y, ey</i></li> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words: <i>found, hard, near, woman, would, write</i></li> <li>-Vocabulary: <i>clever, signal</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T362–T363</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T361</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Pet Pals, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T123</p>	<p><b>Oral Language</b> Working with Animals, T342</p> <p><b>Comprehension</b> Main Idea and Key Details, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T349</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T133</p>	<p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics/Spelling: Build Words with Long <i>e: y, ey</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Koko and Penny</i>, T347A–T347F</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T355</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T362</li> <li>-Speaking and Listening, T363</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T361</p>	

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

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RL.K.3</p> <p><b>Listening/Speaking</b> SL.K.1a, SL.K.6</p> <p><b>Writing</b> W.K.1, W.K.7</p> <p><b>Grammar</b> L.K.1b</p> <p><b>Vocabulary</b> L.K.6</p> <p><b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.2, RL.2.6</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.1, W.1.7</p> <p><b>Grammar</b> L.1.1g</p> <p><b>Vocabulary</b> L.1.4a, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.1c</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Animal Habitats, T174–T175</p> <p>-Oral Vocabulary, T175</p> <p><b>Word Work</b> T182–T185</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: /ks/x, /v/v</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Bear Snores On</i>, T176</p> <p><b>Shared Writing</b> T186</p> <p><b>Grammar</b> Action Words (Verbs), T187</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> See it, Sort it, T8–T9</p> <p><b>Oral Vocabulary</b> <i>distinguish, classify</i>, T8</p> <p><b>Word Work</b> T12–T15</p> <p>-Fluency: Phrasing</p> <p>-Phonemic Awareness: Contrast Vowel Sounds</p> <p>-Phonics/Spelling: Introduce /är/ar</p> <p>-High-Frequency Words: <i>four, large, none, only, put, round</i></p> <p>-Vocabulary: <i>trouble, whole</i></p> <p><b>Shared Read</b> <i>A Barn Full of Hats</i>, T16–T17</p> <p><b>Shared Writing</b> T18</p> <p><b>Grammar</b> Words That Join, T19</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Animal Habitats, T188</p> <p>-Category Words/Vocabulary Strategy, T189</p> <p><b>Close Reading</b> <i>Bear Snores On</i>, T190</p> <p><b>Word Work</b> T192–T193</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review v and x</p> <p><b>Shared Read</b> “A Vet in a Van,” T194–T195</p> <p><b>Interactive Writing</b> T196</p> <p><b>Grammar</b> Action Words (Verbs), T197</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> See it, Sort it, T20</p> <p><b>Oral Vocabulary</b> <i>organize, entire, distinguish, classify, startled</i>, T20</p> <p><b>Word Work</b> T22–T25</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Structural Analysis: Irregular Plurals</p> <p>-Vocabulary: <i>trouble, whole</i></p> <p><b>Shared Read</b> <i>A Barn Full of Hats</i>, T26–T27</p> <p>-Genre: Fantasy, T26</p> <p>-Skill: Point of View, T27</p> <p><b>Interactive Writing</b> T28</p> <p><b>Grammar</b> Words That Join, T29</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> “Goldilocks,” T10–T11</p>	<p><b>Word Work</b> T192–T193</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> “Goldilocks,” T21</p> <p><b>Word Work</b> T22–T25</p> <p>-Phonics/Spelling: Review /är/ar</p> <p>-High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Words to Know</p> <p>Comprehension</p>

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><b>Listening Comprehension</b> “Anansi: An African Tale,” T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Long Vowel Awareness</li> <li>-Phonics: Blend Words with Short <i>i, a, e, o</i> and <i>f, x, m, v, n, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Fluency</b> Phrasing, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with /<i>är/ar</i></li> <li>-Vocabulary: <i>trouble, whole</i></li> <li>-Vocabulary Strategy: Context Clues/Multiple Meanings</li> </ul> <p><b>Close Reading</b> <i>A Lost Button, from Frog and Toad Are Friends</i>, T35A–T35J</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns (places), T37</p>	<p><b>Oral Language</b> Animal Habitats, T206</p> <p><b>Vocabulary Strategy</b> T207</p> <p><b>Close Reading</b> “Animal Homes,” T208–T209</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Long Vowel Awareness</li> <li>-Phonics: Blend Words with Short <i>a, e, i</i> and <i>v, x</i></li> </ul> <p><b>Shared Read</b> “A Vet in a Van,” T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Photographs and Illustrations, T38</li> <li>-Close Reading: “Sort It Out,” T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Irregular Plurals</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns (places), T43</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Long Vowel Awareness</li> <li>-Phonics: Read Words with Short <i>a, e, i</i> and <i>x, v, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Action Words (Verbs), T221</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with /<i>är/ar</i></li> <li>-Structural Analysis: Irregular Plurals</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>trouble, whole</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–T51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Words That Join, T49</p>
	OPTIONS		<p><b>Oral Language</b> Animal Habitats, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T205</p>	<p><b>Oral Language</b> See It, Sort It, T30</p> <p><b>Comprehension</b> Plot: Sequence, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Irregular Plurals</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Words That Join, T37</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T215</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with /<i>är/ar</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>trouble, whole</i></li> </ul> <p><b>Close Reading</b> <i>A Lost Button, from Frog and Toad Are Friends</i>, T35A–T35J</p> <p><b>Grammar</b> Words That Join, T43</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>
<b>BEYOND LEVEL</b>				<b>ENGLISH LEARNERS</b>			
		GRADE K	GRADE 1			GRADE K	GRADE 1
		<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>			<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Words to Know</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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RL.K.3  <b>Listening/Speaking</b> SL.K.1a, SL.K.6  <b>Writing</b> W.K.3, W.K.7  <b>Grammar</b> L.K.1e  <b>Vocabulary</b> L.K.6  <b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.3, RL.1.2  <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3  <b>Writing</b> W.1.2, W.1.7  <b>Grammar Vocabulary</b> L.1.4, L.1.5d, L.1.6  <b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> On the Move, T10-T11                      -Oral Vocabulary, T11  <b>Word Work</b> T18-T21                      -Fluency: Sound-Spellings                      -Phonemic Awareness: Phoneme Isolation                      -Phonics: Introduce /j/j, /kw/qu                      -Handwriting                      -High-Frequency Words  <b>Close Reading</b> <i>When Daddy's Truck Picks Me Up</i>, T12  <b>Shared Writing</b> T22  <b>Grammar</b> Sentences with Prepositions, T23</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Up in the Sky, T86-T87  <b>Oral Vocabulary</b> <i>observe, vast</i>, T86  <b>Word Work</b> T90-T93                      -Phonological Awareness: Identify and Generate Rhyme                      -Phonics/Spelling: Introduce /ûr/er, ir, ur, or                      -High-Frequency Words: <i>another, climb, full, great, poor, through</i>                      -Vocabulary: <i>leaped, stretched</i>  <b>Shared Read</b> <i>A Bird Named Fern</i>, T94-T95  <b>Shared Writing</b> T96  <b>Grammar</b> Adjectives, T97</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> On The Move, T24                      -Category Words/Vocabulary Strategy, T25  <b>Close Reading</b> <i>When Daddy's Truck Picks Me Up</i>, T26  <b>Word Work</b> T28-T29                      -Phonemic Awareness: Phoneme Blending                      -Phonics: Review/Blend Words with <i>j</i> and <i>qu</i>  <b>Shared Read</b> "Dad Got a Job," T30-T31  <b>Interactive Writing</b> T32  <b>Grammar</b> Sentences with Prepositions, T33</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Up in the Sky, T98  <b>Oral Vocabulary</b> <i>remained, thoughtful, certain, observe, vast</i>, T98  <b>Word Work</b> T100-T103                      -Phonemic Awareness: Phoneme Substitution                      -Structural Analysis: Inflectional Ending -er                      -Vocabulary: <i>leaped, stretched</i>  <b>Shared Read</b> <i>A Bird Named Fern</i>, T104-T105                      -Genre: Fantasy, T104                      -Skill: Plot: Cause and Effect, T105  <b>Interactive Writing</b> T106  <b>Grammar</b> Adjectives, T107</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> "Why the Sun and Moon Are in the Sky," T88-T89</p>	<p><b>Word Work</b> T28-T29                      -High-Frequency Words                      -Fluency: Sound-Spellings</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonological Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Words to Know 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The King of the Winds,” T35</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with <i>j, qu,</i> and <i>b, i, o, g, ck</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Fluency</b> Intonation, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend with <i>/ûr/er, ir, ur, or</i></li> <li>-Vocabulary: <i>leaped, stretched</i></li> <li>-Vocabulary Strategy: Shades of Meaning/Intensity</li> </ul> <p><b>Close Reading</b> <i>Kitten’s First Full Moon</i>, T113A–T113R</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar Mechanics:</b> Capitalization and End Marks, T115</p>	<p><b>Oral Language</b> T42</p> <p><b>Vocabulary Strategy</b> T43</p> <p><b>Close Reading</b> “From Here to There,” T44–T45</p> <p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend Words with <i>j, qu,</i> and <i>a, i, g, o, t</i></li> </ul> <p><b>Shared Read</b> “Dad Got a Job,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T116–T117</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T116</li> <li>-Close Reading: “The Moon,” T117A–T117B</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Structural Analysis: Inflectional Ending <i>-er</i></li> </ul> <p><b>Integrate Ideas</b> T122–T123</p> <p><b>Independent Writing</b> T120</p> <p><b>Grammar Mechanics:</b> Capitalization and End Marks, T121</p>	<p><b>Word Work</b> T54–T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with <i>j, qu,</i> and <i>a, b, o, e, i, t, ck</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Sentences with Prepositions, T57</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with <i>/ûr/er, ir, ur, or</i></li> <li>-Structural Analysis: Inflectional Ending <i>-er</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>leaped, stretched</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Adjectives, T127</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> On the Move, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T41</p>	<p><b>Oral Language</b> Up in the Sky, T108</p> <p><b>Comprehension</b> Plot: Sequence, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Inflectional Ending <i>-er</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adjectives, T115</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T51</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with <i>/ûr/er, ir, ur, or</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>leaped, stretched</i></li> </ul> <p><b>Close Reading</b> <i>Kitten’s First Full Moon</i>, T113A–T113R</p> <p><b>Grammar</b> Adjectives, T121</p>	<p><b>Integrate Ideas</b> T59</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T128</li> <li>-Speaking and Listening, T129</li> </ul> <p><b>Grammar Mechanics:</b> 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>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Words to Know</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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RI.K.2  <b>Listening/Speaking</b> SL.K.1a, SL.K.6  <b>Writing</b> W.K.2, W.K.7  <b>Grammar</b> L.K.1e  <b>Vocabulary</b> L.K.6  <b>Foundational Skills/Word Work</b> RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RI.1.2, RI.1.3  <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3  <b>Writing</b> W.1.2, W.1.7  <b>Grammar</b> L.1.1f  <b>Vocabulary</b> L.1.4b, L.1.6, L.2.4b  <b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.2</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> My USA, T92-T93                      -Oral Vocabulary, T93  <b>Word Work</b> T100-T103                      -Fluency: Sound-Spellings                      -Phonemic Awareness: Phoneme Isolation                      -Phonics: Introduce /y/y and /z/z                      -Handwriting                      -High-Frequency Words  <b>Close Reading</b> <i>Ana Goes to Washington, D.C.</i>, T94  <b>Shared Writing</b> T104  <b>Grammar</b> Sentences with Prepositions, T105</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Great Inventions, T164-T165  <b>Oral Vocabulary</b> <i>curious, improve</i>, T164  <b>Word Work</b> T168-T171                      -Phonemic Awareness: Phoneme Categorization                      -Phonics/Spelling: Introduce /ôr/ <i>or, ore, oar</i>                      -High-Frequency Words: <i>began, better, guess, learn, right, sure</i>                      -Vocabulary: <i>idea, unusual</i>  <b>Shared Read</b> <i>The Story of a Robot Inventor</i>, T172-T173  <b>Shared Writing</b> T174  <b>Grammar</b> Adjectives That Compare, T175</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> My USA, T106                      -Category Words/Vocabulary Strategy, T107  <b>Close Reading</b> <i>Ana Goes to Washington, D.C.</i>, T108-T109  <b>Word Work</b> T110-T111                      -Phonemic Awareness: Phoneme Blending                      -Phonics: Review/Blend Words with y and z  <b>Shared Read</b> "Pack a Bag!," T112-T113  <b>Interactive Writing</b> T114  <b>Grammar</b> Sentences with Prepositions, T115</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Great Inventions, T176  <b>Oral Vocabulary</b> <i>complicated, curious, device, imagine, improve</i>, T176  <b>Word Work</b> T178-T181                      -Phonemic Awareness: Phoneme Substitution                      -Structural Analysis: Abbreviations                      -Vocabulary: <i>idea, unusual</i>  <b>Shared Read</b> <i>The Story of a Robot Inventor</i>, T182-T183                      -Genre: Informational Text/Biography, T182                      -Skill: Connections Within Text: Problem and Solution, T183  <b>Interactive Writing</b> T184  <b>Grammar</b> Adjectives That Compare, T185</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b>                      "Great Inventions," T166-T167</p>	<p><b>Word Work</b> T110-T111                      -High-Frequency Words                      -Fluency: Sound-Spellings</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Words to Know 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Best of the West,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with <i>y, z</i>, and <i>a, b, ck, i, e, k, m, p, s, t, u, y</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Fluency</b> Phrasing, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend with /<i>ôr/or, ore, oar</i></li> <li>-Vocabulary: <i>idea, unusual</i></li> <li>-Vocabulary Strategy: Prefixes</li> </ul> <p><b>Close Reading</b> <i>Thomas Edison, Inventor</i>, T191A–T191L</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T193</p>	<p><b>Oral Language</b> My USA, T124</p> <p><b>Vocabulary Strategy</b> T125</p> <p><b>Close Reading</b> “See Our Country,” T126–T127</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with <i>y, z</i>, and <i>a, i, e, m</i></li> </ul> <p><b>Shared Read</b> “Pack a Bag!,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T194–T195</p> <ul style="list-style-type: none"> <li>-Literary Element: Alliteration, T195</li> <li>-Close Reading: “Windshield Wipers” and “Scissors,” T195A–T197B</li> </ul> <p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Structural Analysis: Abbreviations</li> </ul> <p><b>Integrate Ideas</b> T200–T201</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T199</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with <i>y, z</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Sentences with Prepositions, T139</p>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with /<i>ôr/or, ore, oar</i></li> <li>-Structural Analysis: Abbreviations</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>idea, unusual</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T206–T207</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Adjectives That Compare, T205</p>
OPTIONS	<p><b>Oral Language</b> My USA, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T123</p>	<p><b>Oral Language</b> Great Inventions, T186</p> <p><b>Comprehension</b> Connections Within Text: Sequence, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Abbreviations</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adjectives That Compare, T193</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T133</p>	<p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with /<i>ôr/or, ore, oar</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Thomas Edison, Inventor</i>, T191A–T191L</p> <p><b>Grammar</b> Adjectives That Compare, T199</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T206</li> <li>-Speaking and Listening, T207</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T205</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonics High-Frequency Words Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary High-Frequency Words Category Words Writing Grammar	Shared Read Leveled Reader Vocabulary Words to Know Writing/Spelling Grammar

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 <b>GRADE 1</b> 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.1.1h Vocabulary L.1.4b, L.1.6 Foundational Skills/Word Work RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>CORE</b>	<b>GRADE K</b> 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</i> , <i>w</i> , <i>x</i> -Handwriting -High-Frequency Words Close Reading <i>Bringing Down the Moon</i> , T176 Shared Writing T186 Grammar Sentences, T187	<b>GRADE 1</b> Build Background Sounds All Around, T242–T243 Oral Vocabulary <i>volume, senses</i> , T242 Word Work T246–T249 -Fluency: Sound Spellings -Phonemic 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</i> and <i>An</i> , T253	<b>GRADE K</b> Oral Language Look to the Sky, T188 -Category Words/Vocabulary Strategy, 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> and Blend Words with <i>u</i> and <i>b, g, j, w, x</i> Shared Read “Up, Up, Up!,” T194–T195 Interactive Writing T196 Grammar Sentences, T197	<b>GRADE 1</b> Oral Language Sounds All Around, T254 Oral Vocabulary <i>distract, nervous, senses, squeaky, volume</i> , T254 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 <i>Using This and That</i> , T263
		<b>OPTIONS</b>		Listening Comprehension “The Squeaky Bed,” T244–T245	Word Work T192–T193 -High-Frequency Words -Fluency: Sound-Spellings

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Words to Know 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “A View from the Moon,” T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Review Short <i>u</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Fluency</b> Expression, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend with Diphthongs <i>ou, ow</i></li> <li>-Vocabulary: <i>scrambled, suddenly</i></li> <li>-Vocabulary Strategy: Suffixes</li> </ul> <p><b>Close Reading</b> <i>Whistle for Willie</i>, T269A–T269P</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Capitalize/Underline Book Titles, T271</p>	<p><b>Oral Language</b> T206</p> <p><b>Vocabulary Strategy</b> T207</p> <p><b>Close Reading</b> “Day and Night Sky,” T208–T209</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Blend Words with Short <i>u</i> and Consonants</li> </ul> <p><b>Integrate Ideas</b> T216–T217</p> <p>Research and Inquiry</p> <p><b>Shared Read</b> “Up! Up! Up!,” T212–T213</p> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T272–T273</p> <ul style="list-style-type: none"> <li>-Text Feature: Directions, T273</li> <li>-Close Reading: “Shake! Strike! Strum!,” T273A–T273B</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Structural Analysis: Inflectional Endings</li> </ul> <p><b>Integrate Ideas</b>, T278–T279</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Book Titles, T277</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics: Read Words with Short <i>e, i, o, u</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Sentences with Prepositions, T221</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Diphthongs <i>ou, ow</i></li> <li>-Structural Analysis, <i>-er, -est</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Mechanics: Capitalize/Underline Book Titles, T283</p>
OPTIONS	<p><b>Oral Language</b> Look to the Sky, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Long Vowel Express</li> </ul> <p><b>Grammar</b> Sentences, T205</p>	<p><b>Oral Language</b> Sounds All Around, T264</p> <p><b>Comprehension</b> Skill: Point of View, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Inflectional Endings <i>-er, -est</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Using <i>A, An, This, and That</i>, T271</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> <li>-Phonics: Long Vowel Express</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T215</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Diphthongs <i>ou, ow</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Whistle for Willie</i>, T269A–T269B</p> <p><b>Grammar</b> Using <i>A, An, This, and That</i>, T277</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Fluency: Expression</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T284</li> <li>-Speaking and Listening, T285</li> </ul> <p><b>Grammar</b> Using <i>A, An, This, and That</i>, T283</p>	

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

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RL.1.2, RI.1.3 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.1, W.1.7 Grammar L.1.1i Vocabulary L.1.4c, L.1.6 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><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Growing Up, T10-T11 -Oral Vocabulary, T11 <b>Word Work</b> T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /ā/a_e -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Peter's Chair</i>, T12 <b>Shared Writing</b> T22 <b>Grammar</b> Describing Words (Adjectives), T23</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Build It!, T320-T321 <b>Oral Vocabulary</b> <i>project, structure</i>, T320 <b>Word Work</b> T324-T327 -Fluency: Sound Spellings -Phonemic 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> <b>Shared Read</b> <i>The Joy of a Ship</i>, T328-T329 <b>Shared Writing</b> T330 <b>Grammar</b> Prepositions and Prepositional Phrases, T331</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Growing Up, T24 -Category Words/Vocabulary Strategy, T25 <b>Close Reading</b> <i>Peter's Chair</i>, T26-T27 <b>Word Work</b> T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Long <i>a</i> <b>Shared Read</b> "Jake and Dale Help!", T30-T31 <b>Interactive Writing</b> T32 <b>Grammar</b> Describing Words (Adjectives), T33</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Build It!, T332 <b>Oral Vocabulary</b> <i>marvelous, project, structure, contented, intend</i>, T332 <b>Word Work</b> T334-T337 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Final Stable Syllables -Vocabulary: <i>balance, section</i> <b>Shared Read</b> <i>The Joy of a Ship</i>, T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text: Cause and Effect, T339 <b>Interactive Writing</b> T340 <b>Grammar</b> Prepositions and Prepositional Phrases, T341</p>
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> "The Sheep and the Pig Who Set Up House," T322-T323</p>	<p><b>Word Work</b> T28-T29 -High-Frequency Words -Fluency: Sound-Spellings</p>

APPROACHING LEVEL		ON LEVEL	
<p><b>GRADE K</b></p> <p>Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension</p>	<p><b>GRADE K</b></p> <p>Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader Phonics Words to Know Comprehension</p>

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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Helping Out at Home," T35</p> <p><b>Word Work</b> T36-T39</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review/Blend Words with Long <i>a</i></p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T40</p>	<p><b>Fluency:</b> Intonation and Phrasing, T343</p> <p><b>Word Work</b> T344-T347</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics/Spelling: Blend with Diphthongs <i>oi, oy</i></p> <p>-Vocabulary: <i>balance, section</i></p> <p>-Vocabulary Strategy: Inflectional Endings</p> <p><b>Close Read</b> <i>Building Bridges</i>, T347A-T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Abbreviations, T349</p>	<p><b>Oral Language</b> T42</p> <p><b>Vocabulary Strategy</b> T43</p> <p><b>Close Reading</b> "The Clean Up!," T44-T45</p> <p><b>Word Work</b> T46-T47</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics: Blend Words with Long <i>a</i></p> <p><b>Shared Read</b> "Jake and Dale Help!," T48</p> <p><b>Integrate Ideas</b> T52-T53</p> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T350-T351</p> <p>-Oral Language: Build It!, T350</p> <p>-Text Feature: Captions, T350</p> <p>-Close Reading: "Small Joy," T351</p> <p><b>Word Work</b> T352-T353</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Structural Analysis: Final Stable Syllables</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T356-T357</p> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Prepositions and Prepositional Phrases, T355</p>	<p><b>Word Work</b> T54-T55</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics: Read Words with Long <i>a</i> and Consonants</p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T58-T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Describing Words (Adjectives), T57</p>	<p><b>Word Work</b> T358-T359</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with Diphthongs <i>oi, oy</i></p> <p>-Structural Analysis: Final Stable Syllables</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>balance, section</i></p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T362-T363</p> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Prepositions and Prepositional Phrases, T361</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Growing Up, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36-T39</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Word Sort</p> <p><b>Grammar</b> Describing Words (Adjectives), T41</p>	<p><b>Oral Language</b> Build It!, T342</p> <p><b>Comprehension</b> Main Idea and Key Details, T343</p> <p><b>Word Work</b> T344-T347</p> <p>-Structural Analysis: Final Stable Syllables</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Prepositions and Prepositional Phrases, T349</p>	<p><b>Word Work</b> T46-T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Describing Words (Adjectives), T51</p>	<p><b>Word Work</b> T352-T353</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: Build Words with Diphthongs <i>oi, oy</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>balance, section</i></p> <p><b>Close Read</b> <i>Building Bridges</i>, T347A-T347F</p> <p><b>Grammar Mechanics:</b> Abbreviations, T355</p>	<p><b>Integrate Ideas</b> T59</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b>, T358-T359</p> <p>-Fluency: Intonation and Phrasing</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T362</p> <p>-Speaking and Listening, T363</p> <p><b>Grammar Mechanics:</b> Abbreviations, T361</p>	
BEYOND LEVEL				ENGLISH LEARNERS			
GRADE K		GRADE 1		GRADE K		GRADE 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Words to Know</p> <p>Writing/Spelling</p> <p>Grammar</p>	



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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>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 Vocabulary L.1.4, L.1.6, L.4.5c Foundational Skills/Word Work RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.4b</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Good Citizens, T92-T93 -Oral Vocabulary, T93 <b>Word Work</b> T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /ī/i_e -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Hen Hears Gossip</i>, T94 <b>Shared Writing</b> T104 <b>Grammar</b> Describing Words (Adjectives), T105</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Taking Action, T8-T9 <b>Oral Vocabulary</b> <i>fair, conflict</i>, T8 <b>Word Work</b> T12-T15 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Identity -Phonics/Spelling: Introduce Variant Vowel /ü/ -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> -Vocabulary: <i>demand, emergency</i> <b>Shared Read</b> <i>Super Tools</i>, T16-T17 <b>Shared Writing</b> T18 <b>Grammar</b> Pronouns, T19</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Good Citizens, T106 -Category Words/Vocabulary Strategy, T107 <b>Close Reading</b> <i>Hen Hears Gossip</i>, T108 <b>Word Work</b> T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Long <i>i</i> <b>Shared Read</b> “We Can Play,” T112-T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Describing Words (Adjectives), T115</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Taking Action, T20 <b>Oral Vocabulary</b> <i>shift, risk, argument, fair, conflict</i>, T20 <b>Word Work</b> T22-T25 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i> -Vocabulary: <i>demand, emergency</i> <b>Shared Read</b> <i>Super Tools</i>, T26-T27 -Genre: Fantasy, T26 -Skill: Theme, T27 <b>Interactive Writing</b> T28 <b>Grammar</b> Pronouns, T29</p>
		<p><b>OPTIONS</b></p>	<p>Listening Comprehension “The Cat’s Bell,” T10-T11</p>	<p><b>Word Work</b> T110-T111 -High-Frequency Words -Fluency: Sound-Spellings</p>	<p>Listening Comprehension “The Cat’s Bell,” T21 <b>Word Work</b> T22-T25 -Phonics/Spelling: Review Variant Vowel /ü/ -High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension</p>	<p>Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension</p>	<p>Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension</p>	<p>Leveled Reader Phonics Words to Know Comprehension</p>

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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Little Red Hen,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Review/Blend Words with Long <i>i</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p>Fluency Expression, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Identify/Generate Rhyme</li> <li>-Phonics/Spelling: Blend with Variant Vowel /ü/</li> <li>-Vocabulary: <i>demand, emergency</i></li> <li>-Vocabulary Strategy: Synonyms</li> </ul> <p><b>Close Reading</b> <i>Click, Clack, Moo: Cows That Type</i>, T35A–T35N</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Capitalize <i>I</i>, T37</p>	<p><b>Oral Language</b> T124</p> <p><b>Vocabulary Strategy</b> T125</p> <p><b>Close Reading</b> “Team Up to Clean Up,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics: Blend Words with Long <i>i</i> and <i>n, l, f, p</i></li> </ul> <p><b>Shared Read</b> “We Can Play,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T38</li> <li>-Close Reading: “March On!,” T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Syllable Deletion</li> <li>-Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i></li> </ul> <p><b>Integrate Ideas</b> T44–T45</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Capitalize <i>I</i>, T43</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics: Read Words with Long <i>i</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Describing Words (Adjectives), T139</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Variant Vowel /ü/</li> <li>-Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> T50–T51</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Pronouns, T49</p>
OPTIONS	<p><b>Oral Language</b> Good Citizens, T116</p> <p><b>Review Oral Vocabulary</b></p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Word Sort</li> </ul> <p><b>Grammar</b> Describing Words (Adjectives), T123</p>	<p><b>Oral Language</b> Taking Action, T30</p> <p><b>Comprehension</b> Point of View, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Suffixes <i>-ful</i>, and <i>-less</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T37</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Describing Words (Adjectives), T133</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics/Spelling: Build Words with Variant Vowel /ü/</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Click, Clack, Moo: Cows That Type</i>, T35A–T35N</p> <p><b>Grammar</b> Pronouns, T43</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Expression</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar Mechanics:</b> Capitalize <i>I</i>, T49</p>	

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

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RI.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>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 Vocabulary L.1.4, L.1.6, L.4.5c 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><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Our Natural Resources, T174-T175 -Oral Vocabulary, T175 <b>Word Work</b> T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce <i>_o, o_e</i>, (long o) -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Bread Comes to Life</i>, T176 <b>Shared Writing</b> T186 <b>Grammar</b> Describing Words (Adjectives), T187</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> My Team, T86-T87 <b>Oral Vocabulary</b> <i>inspire, respect</i>, T86 <b>Word Work</b> T90-T93 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Variant Vowel /ô/ -High-Frequency Words: <i>brother, father, friend, love, mother, picture</i> -Vocabulary: <i>accept, often</i> <b>Shared Read</b> <i>All Kinds of Helpers</i>, T94-T95 <b>Shared Writing</b> T96 <b>Grammar</b> Possessive Pronouns, T97</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Our Natural Resources, T188 -Category Words/Vocabulary Strategy, T189 <b>Close Reading</b> <i>Bread Comes to Life</i>, T190-T191 <b>Word Work</b> T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Long <i>o</i> <b>Shared Read</b> "Look! A Home!," T194-T195 <b>Interactive Writing</b> T196 <b>Grammar</b> Describing Words (Adjectives), T197</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> My Team, T98 <b>Oral Vocabulary</b> <i>decision, distance, inspire, respect, swiftly</i>, T98 <b>Word Work</b> T100-T103 -Phonemic Awareness: Phoneme Reversal -Structural Analysis: Vowel Team Syllables -Vocabulary: <i>accept, often</i> <b>Shared Read</b> <i>All Kinds of Helpers</i>, T104-T105 -Genre: Informational Text/ Nonfiction, T104 -Skill: Author's Purpose, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> Possessive Pronouns, T107</p>
		<p><b>OPTIONS</b></p>	<p>Listening Comprehension "Anansi's Sons," T88-T89</p>	<p>Word Work T192-T193 -High-Frequency Words -Fluency: Sound-Spellings</p>	<p>Listening Comprehension "Anansi's Sons," T99 <b>Word Work</b> T100-T103 -Phonics/Spelling: Review Variant Vowel /ô/ -High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
<p><b>GRADE K</b></p> <p>Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension</p>	<p><b>GRADE K</b></p> <p>Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader Phonics Words to Know 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Spider Woman Teaches the Navajo," T199</p> <p><b>Word Work</b> T200-T203</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review/Blend Words with Long <i>o</i> and Consonants</p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T204</p>	<p><b>Fluency</b> Intonation, T109</p> <p><b>Word Work</b> T110-T113</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with Variant Vowel /ô/</p> <p>-Vocabulary: <i>accept, often</i></p> <p>-Vocabulary Strategy: Antonyms</p> <p><b>Close Reading Meet Rosina</b>, T113A-T113L</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T115</p>	<p><b>Oral Language</b> T206</p> <p><b>Vocabulary Strategy</b> T207</p> <p><b>Close Reading</b> "Nature Artists," T208-T209</p> <p><b>Word Work</b> T210-T211</p> <p>-Phonemic Awareness: Phoneme Substitution</p> <p>-Phonics: Blend Words with Long <i>o</i></p> <p><b>Shared Read</b> "Look! A Home!," T212-T213</p> <p><b>Integrate Ideas</b> T216-T217</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T116-T117</p> <p>-Literary Element: Sensory Words, T116</p> <p>-Close Reading: "Abuelita's Lap," T117</p> <p><b>Word Work</b> T118-T119</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Structural Analysis: Vowel Team Syllables</p> <p><b>Integrate Ideas</b> T122-T123</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T121</p>	<p><b>Word Work</b> T218-T219</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Substitution</p> <p>-Phonics: Read Words with Long <i>o</i> and Consonants</p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T222-T223</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Describing Words (Adjectives), T221</p>	<p><b>Word Work</b> T124-T125</p> <p>-Phonemic Awareness: Phoneme Segmentation/ Substitution</p> <p>-Phonics/Spelling: Blend and Build Words with Variant Vowel /ô/</p> <p>-Structural Analysis: Vowel Team Syllables</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>accept, often</i></p> <p><b>Integrate Ideas</b> T128-T129</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Possessive Pronouns, T127</p>
OPTIONS	<p><b>Oral Language</b> Our Natural Resources, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200-T203</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Describing Words (Adjectives), T205</p>	<p><b>Oral Language</b> My Team, T108</p> <p><b>Comprehension</b> Connections Within Text: Problem and Solution, T109</p> <p><b>Word Work</b> T110-T113</p> <p>-Structural Analysis: Vowel Team Syllables</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Possessive Pronouns, T115</p>	<p><b>Word Work</b> T210-T211</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Describing Words (Adjectives), T215</p>	<p><b>Word Work</b> T118-T119</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: Word Sort with /ô/</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>accept, often</i></p> <p><b>Close Reading Meet Rosina</b>, T113A-T113L</p> <p><b>Grammar</b> Possessive Pronouns, T121</p>	<p><b>Integrate Ideas</b> T223</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T124-T125</p> <p>-Fluency: Intonation</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T128</p> <p>-Speaking and Listening, T129</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T127</p>	

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

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.3</p> <p>Listening/Speaking SL.K.1a, SL.K.4</p> <p>Writing W.K.3, W.K.7</p> <p>Vocabulary L.K.6</p> <p>Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RL.1.2, RL.1.3</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>Vocabulary L.1.4, L.4.5a, L.1.6</p> <p>Foundational Skills/Word Work RF.1.3, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Problem Solvers, T10–T11</p> <p>-Oral Vocabulary, T11</p> <p><b>Word Work</b> T20–T23</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics: Introduce /ū/ u_e</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>What’s the Big Idea Molly?</i>, T12</p> <p><b>Shared Writing</b> T24</p> <p><b>Grammar</b> Pronouns, T25</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Weather Together, T164–T165</p> <p><b>Oral Vocabulary</b> <i>predict, cycle</i>, T164</p> <p><b>Word Work</b> T168–T171</p> <p>-Fluency: Sound Spellings</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics/Spelling: Introduce Silent Letters <i>wr, kn, gn</i></p> <p>-High-Frequency Words: <i>been, children, month, question, their, year</i></p> <p>-Vocabulary: <i>country, gathers</i></p> <p><b>Shared Read</b> <i>Wrapped in Ice</i>, T172–T173</p> <p><b>Shared Writing</b> T174</p> <p><b>Grammar</b> Special Pronouns, T175</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Problem Solvers, T26</p> <p>-Category Words/Vocabulary Strategy, T27</p> <p><b>Close Reading</b> <i>What’s the Big Idea Molly?</i>, T28–T29</p> <p><b>Word Work</b> T30–T31</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review /ū/ u_e</p> <p><b>Shared Read</b> “A Good Time for Luke!,” T32–T33</p> <p><b>Interactive Writing</b> T34</p> <p><b>Grammar</b> Pronouns, T35</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Weather Together, T176</p> <p><b>Oral Vocabulary</b> <i>creative, frigid, scorching, cycle, predict</i>, T176</p> <p><b>Word Work</b> T178–T181</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Structural Analysis: Compound Words</p> <p>-Vocabulary: <i>country, gathers</i></p> <p><b>Shared Read</b> <i>Wrapped in Ice</i>, T182–T183</p> <p>-Genre: Realistic Fiction, T182</p> <p>-Skill: Plot/Cause and Effect, T183</p> <p><b>Interactive Writing</b> T184</p> <p><b>Grammar</b> Special Pronouns, T185</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b></p> <p>“Paul Bunyan and the Popcorn Blizzard,” T166–T167</p>	<p><b>Word Work</b> T30–T31</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> “Paul Bunyan and the Popcorn Blizzard,” T177</p> <p><b>Word Work</b> T178–T181</p> <p>-Phonics/Spelling: Review Silent Letters <i>wr, kn, gn</i></p> <p>-High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonological Awareness</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Oral Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Words to Know</p> <p>Comprehension</p>

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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Elves and the Shoemakers,” T37</p> <p><b>Word Work</b> T38–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with /ū/u_e and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T42</p>	<p><b>Fluency</b> Intonation, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blend Words with Silent Letters <i>wr, kn, gn</i></li> <li>-Vocabulary: <i>country, gathers</i></li> <li>-Vocabulary Strategy: Similes</li> </ul> <p><b>Close Reading</b> <i>Rain School</i>, T191A–T191R</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T193</p>	<p><b>Oral Language</b> T44</p> <p><b>Vocabulary Strategy</b> T45</p> <p><b>Close Reading</b> “The Variety Show,” T46–T47</p> <p><b>Word Work</b> T48–T49</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with /ū/u_e and Consonants</li> </ul> <p><b>Shared Read</b> “A Good Time for Luke!,” T50–T51</p> <p><b>Integrate Ideas</b> T54–T55</p> <p><b>Independent Writing</b> T52</p>	<p><b>Extend the Concept</b> T194–T195</p> <ul style="list-style-type: none"> <li>-Text Feature: Headings</li> <li>-Close Reading: “Rainy Weather,” T195A–T195B</li> </ul> <p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Compound Words</li> </ul> <p><b>Integrate Ideas</b> T200–T201</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar Special</b> Pronouns, T199</p>	<p><b>Word Work</b> T56–T57</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with Long <i>a, i, o, u</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T60–T61</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T58</p> <p><b>Grammar</b> Pronouns, T59</p>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Silent Letters <i>wr, kn, gn</i></li> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> T206–T207</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Special Pronouns, T205</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Problem Solvers, T36</p> <p><b>Review Oral Vocabulary</b> T36</p> <p><b>Word Work</b> T38–T41</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Word Sort</li> </ul> <p><b>Grammar</b> Pronouns, T43</p>	<p><b>Oral Language</b> Weather Together, T186</p> <p><b>Comprehension</b> Theme, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar Special</b> Pronouns, T193</p>	<p><b>Word Work</b> T48–T49</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T53</p>	<p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Silent Letters <i>wr, kn, gn</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Rain School</i>, T191A–T191R</p> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T199</p>	<p><b>Integrate Ideas</b> T61</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T206</li> <li>-Speaking and Listening, T207</li> </ul> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T205</p>	

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

GRADES K–1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 10 WEEK 2/GRADE 1 UNIT 6 WEEK 4

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> <b>Comprehension</b> RL.K.1, RL.K.7 <b>Listening/Speaking</b> SL.K.1a, SL.K.6 <b>Writing</b> W.K.2, W.K.7 <b>Vocabulary</b> L.K.6 <b>Foundational Skills/Word Work</b> RF.K.3b, RF.K.3c, RF.K.4 <b>GRADE 1</b> <b>Comprehension</b> RL.1.2 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.3, W.1.7 <b>Grammar</b> L.1.1 <b>Vocabulary</b> L.1.4, L.1.6, L.2.4d <b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>CORE</b>	<b>GRADE K</b> <b>Build Background</b> Sort It Out, T94-T95 -Oral Vocabulary, T95 <b>Word Work</b> T102-T105 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /ē/e, ee, e_e -Handwriting -High-Frequency Words <b>Close Reading</b> <i>All Kinds of Families!</i> , T96 <b>Shared Writing</b> T106 <b>Grammar</b> Pronouns, T107	<b>GRADE 1</b> <b>Build Background</b> Sharing Traditions, T242-T243 <b>Oral Vocabulary</b> <i>tradition, effort</i> , T242 <b>Word Work</b> T246-T249 -Fluency: Sound Spellings -Phonological Awareness: Syllable Addition -Phonics/Spelling: Introduce Three-Letter Blends -High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i> -Vocabulary: <i>difficult, nobody</i> <b>Shared Read</b> <i>A Spring Birthday</i> , T250-T251 <b>Shared Writing</b> T252 <b>Grammar</b> <i>I and Me</i> , T253	<b>GRADE K</b> <b>Oral Language</b> Sort It Out, T108 -Category Words/Vocabulary Strategy, T109 <b>Close Reading</b> <i>All Kinds of Families!</i> , T110 <b>Word Work</b> T112-T113 -Phonemic Awareness: Phoneme Blending -Phonics: Review /ē/e, ee, e_e <b>Shared Read</b> "We Come on Time!," T114-T115 <b>Interactive Writing</b> T116 <b>Grammar</b> Pronouns, T117	<b>GRADE 1</b> <b>Oral Language</b> Sharing Tradition, T254 <b>Oral Vocabulary</b> <i>ancient, movement, effort, tradition, drama</i> , T254 <b>Word Work</b> T256-T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> -Vocabulary: <i>difficult, nobody</i> <b>Shared Read</b> <i>A Spring Birthday</i> , T260-T261 -Genre: Realistic Fiction, T260 -Skill: Theme, T261 <b>Interactive Writing</b> T262 <b>Grammar</b> <i>I and Me</i> , T263
		<b>OPTIONS</b>		<b>Listening Comprehension</b> "Let's Dancel," T244-T245	<b>Word Work</b> T112-T113 -High-Frequency Words -Fluency: Sound-Spellings

APPROACHING LEVEL		ON LEVEL	
<b>GRADE K</b> Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	<b>GRADE 1</b> Leveled Reader Phonological Awareness Phonics Structural Analysis Words to Know Comprehension	<b>GRADE K</b> Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	<b>GRADE 1</b> Leveled Reader Phonics Words to Know Comprehension

GRADES K–1 COMBINATION CLASS LESSON PLAN GRADE K UNIT 10 WEEK 2/GRADE 1 UNIT 6 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Perfect Color,” T119</p> <p><b>Word Work</b> T120–T123</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with /ē/e, ee, e_e</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T124</p>	<p><b>Fluency</b> Phrasing, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend with Three-Letter Blends</li> <li>-Vocabulary: <i>difficult, nobody</i></li> <li>-Vocabulary Strategy: Compound Words</li> </ul> <p><b>Close Reading</b> <i>Lissy’s Friends</i>, T269A–T269R</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T271</p>	<p><b>Oral Language</b> T126</p> <p><b>Vocabulary Strategy</b> T127</p> <p><b>Close Reading</b> “Good For You,” T128</p> <p><b>Word Work</b> T130–T131</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with /ē/e, ee, e_e</li> </ul> <p><b>Shared Read</b> “We Come on Time!,” T132–T133</p> <p><b>Integrate Ideas</b> T136–T137</p> <p><b>Independent Writing</b> T134</p>	<p><b>Extend the Concept</b> T272–T273</p> <ul style="list-style-type: none"> <li>-Text Feature: Directions, T273</li> <li>-Close Reading: “Making Paper Shapes,” T273A–T273B</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></li> </ul> <p><b>Integrate Ideas</b> T278–T279</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T277</p>	<p><b>Word Work</b> T138–T139</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with /ē/e, ee, e_e and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T142–T143</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T140</p> <p><b>Grammar</b> Pronouns, T141</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Three-Letter Blends</li> <li>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> <i>I</i> and <i>Me</i>, T283</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Sort It Out, T118</p> <p><b>Review Oral Vocabulary</b> T118</p> <p><b>Word Work</b> T120–T123</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Pronouns, T125</p>	<p><b>Oral Language</b> Sharing Traditions, T264</p> <p><b>Comprehension Skill:</b> Plot: Problem and Solution, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>I</i> and <i>Me</i>, T271</p>	<p><b>Word Work</b> T130–T131</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T135</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Three-Letter Blends</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Lissy’s Friends</i>, T269A–T269R</p> <p><b>Grammar</b> <i>I</i> and <i>Me</i>, T277</p>	<p><b>Integrate Ideas</b> T143</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T284</li> <li>-Speaking and Listening, T285</li> </ul> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T283</p>	

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



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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RI.K.2 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 <b>GRADE 1</b> Comprehension RI.1.2, RI.2.6 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.1, W.1.7 Grammar L.1.1 Vocabulary L.1.4, L.1.6, L.4.5a 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	<b>CORE</b>	<b>GRADE K</b> Build Background Protect Our Earth, T176–177 -Oral Vocabulary, T177 Word Work T184–T187 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Review Long <i>a, i, o</i> -Handwriting -High-Frequency Words Close Reading <i>Panda Kindergarten</i> , T178 Shared Writing T188 Grammar Pronouns, T189	<b>GRADE 1</b> Build Background Celebrate America!, T320–T321 Oral Vocabulary <i>pride, display</i> , T320 Word Work T324–T327 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Introduce / <i>är/ air, are, ear</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	<b>GRADE K</b> Oral Language Protect Our Earth, T190 -Category Words/Vocabulary Strategy, T191 Close Reading <i>Panda Kindergarten</i> , T192 Word Work T194–T195 -Phonemic Awareness: Phoneme Segmentation -Phonics: Review/Blend Words with Long <i>u</i> and Long <i>e</i> Shared Read “Who Can Help?,” T196–T197 Interactive Writing T198 Grammar Pronouns, T199	<b>GRADE 1</b> Oral Language Celebrate America!, T332 Oral Vocabulary <i>design, purpose, pride, display, 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 Grammar Adverbs That Tell How, T341
		<b>OPTIONS</b>		Listening Comprehension “Celebrate the Flag,” T322–T323	Word Work T194–T195 -High-Frequency Words -Fluency: Sound-Spellings

APPROACHING LEVEL		ON LEVEL	
GRADE K	GRADE 1	GRADE K	GRADE 1
Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	Leveled Reader Phonics Words to Know 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	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Protect the Environment," T201</p> <p><b>Word Work</b> T202–T205</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Long <i>a, e, i, o, u</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T206</p>	<p><b>Fluency</b> Phrasing, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics/Spelling: Blend with /<i>âr/air, are, ear</i></li> <li>-Vocabulary Strategy: Metaphors</li> <li>-Vocabulary: <i>nation, unite</i></li> </ul> <p><b>Close Reading</b> <i>Happy Birthday, U.S.A.!</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Abbreviations, T349</p>	<p><b>Oral Language</b> T208</p> <p><b>Vocabulary Strategy</b> T209</p> <p><b>Close Reading</b> "Save Big Blue!," T210–T211</p> <p><b>Word Work</b> T212–T213</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with Long <i>a, e, i, o, u</i></li> <li>-Shared Read "Who Can Help?," T214–T215</li> </ul> <p><b>Integrate Ideas</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T216</p>	<p><b>Extend the Concept</b> T350–T351</p> <ul style="list-style-type: none"> <li>-Text Feature: Map, T350</li> <li>-Close Reading: "A Young Nation Grows," T351</li> </ul> <p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</li> </ul> <p><b>Integrate Ideas</b> T356–T357</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar Mechanics:</b> Abbreviations, T355</p>	<p><b>Word Work</b> T220–T221</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with Long <i>a, e, i, o, u</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T224–T225</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T222</p> <p><b>Grammar</b> Pronouns, T223</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Syllable Deletion/Addition</li> <li>-Phonics/Spelling: Blend and Build Words with /<i>âr/air, are, ear</i></li> <li>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>nation, unite</i></li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Adverbs That Tell How, T361</p>
OPTIONS	<p><b>Oral Language</b> Protect Our Earth, T200</p> <p><b>Review Oral Vocabulary</b> T200</p> <p><b>Word Work</b> T202–T205</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Pronouns, T207</p>	<p><b>Oral Language</b> Celebrate America!, T342</p> <p><b>Comprehension</b> Connections Within Text: Cause and Effect, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adverbs That Tell How, T349</p>	<p><b>Word Work</b> T212–T213</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T217</p>	<p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics/Spelling: Phoneme Addition</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>nation, unite</i></li> </ul> <p><b>Close Reading</b> <i>Happy Birthday, U.S.A.!</i>, T347A–T347F</p> <p><b>Grammar</b> Adverbs That Tell How, T355</p>	<p><b>Integrate Ideas</b> T225</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T362</li> <li>-Speaking and Listening, T363</li> </ul> <p><b>Grammar Mechanics:</b> Abbreviations, T361</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE K	GRADE 1	GRADE K	GRADE 1
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Writing</p> <p>Grammar</p>	<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Words to Know</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
<b>CORE</b>	<b>GRADE 1</b>	<b>Build Background</b> At School, T8–T9 <b>Oral Vocabulary</b> T8 <b>Word Work</b> T12–T15 -Phonological Awareness: Identify Rhyme -Phonics/Spelling: Introduce Short <i>a</i> -High-Frequency Words: <i>does, not, school, what</i> <b>Shared Read</b> <i>Jack Can</i> , T16–T17 <b>Shared Writing</b> T18 <b>Grammar</b> Sentences, T19	<b>Build Background</b> Friends Help Friends, T8–T9 <b>Oral Vocabulary</b> T10 <b>Word Work/Vocabulary</b> T12–T17 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short <i>a, i</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Little Flap Learns to Fly,” T18–T21 <b>Grammar</b> Sentences, T23	<b>Oral Language</b> At School, T20 <b>Oral Vocabulary</b> T20 <b>Word Work</b> T22–T25 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Ending -s <b>Shared Read</b> <i>Jack Can</i> , T26–T27 -Genre: Realistic Fiction, T26 -Skill: Key Details, T27 <b>Interactive Writing</b> T28 <b>Grammar</b> Sentences, T29	<b>Oral Language</b> Friends Help Friends, T24 <b>Word Work</b> T27 -Structural Analysis: Plural Nouns <b>Close Reading</b> “Little Flap Learns to Fly,” T30–T37 -Genre: Fantasy -Skill: Key Details -Strategy: Visualize -Vocabulary Strategy: Inflectional Endings <b>Write About the Text</b> T38–T39 <b>Grammar</b> Questions, T40–T41
	<b>OPTIONS</b>	<b>Listening Comprehension</b> <i>This School Year Will Be the Best!</i> , T10–T11 -Fluency: Phrasing	<b>Listening Comprehension</b> Strategy: Visualize, T11 -Interactive Read-Aloud: “The New Kid” <b>Write About the Text</b> Writing Fluency, T22	<b>Listening Comprehension</b> “Schools Around the World,” T21 <b>Word Work</b> T22–T25 -Phonics/Spelling: Review Short <i>a</i> -High-Frequency Words: <i>does, not, school, what</i>	<b>Listening Comprehension</b> T25 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T26–T29 -Phonemic Awareness -Phonics/Spelling: Short <i>a, i</i> -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T24

APPROACHING LEVEL		ON LEVEL	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
Leveled Reader Phonological 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	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T32-T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonemic Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>a</i></li> </ul> <p><b>Close Reading</b> <i>Nat and Sam</i>, T35A-T35H</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar</b> Mechanics: Sentence Capitalization, T37</p> <p><b>Grammar</b> Sentences, T37</p>	<p><b>Word Work</b> T44-T45</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Words with Short <i>a, i</i></li> </ul> <p><b>Fluency</b> T46</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Help!</i>, T47A-T47L</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T49</p>	<p><b>Extend the Concept</b> T38</p> <ul style="list-style-type: none"> <li>-Text Feature: Photograph</li> <li>-Close Reading: "Rules at School," T39</li> </ul> <p><b>Word Work</b> T40-T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis: Inflectional Ending -s</li> </ul> <p><b>Integrate Ideas</b> T44-T45</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T42-T43</p> <p><b>Grammar</b> Mechanics: Sentence Capitalization, T43</p>	<p><b>Word Work</b> T51</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b></p> <p>Review: Inflectional Endings, T53</p> <p><b>Close Reading</b> "Crayons," T53A-T53B</p> <p><b>Write About Two Texts</b> T54</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T55</p>	<p><b>Word Work</b> T46-T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>a</i></li> <li>-Structural Analysis: Inflectional Ending -s</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T50-T51</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Sentences, T49</p>	<p><b>Word Work</b> T58-T59</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Short <i>a, i</i></li> <li>-Structural Analysis: Plural Nouns with -s, -es</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T62-T63</p> <p><b>Write About Two Texts</b> T60</p> <p><b>Grammar</b> Sentences, T61</p>
OPTIONS	<p><b>Oral Language</b> At School, T30</p> <p><b>Listening Comprehension</b> <i>This School Year Will Be the Best!</i>, T21</p> <p><b>Word Work</b> T32-T35</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> <li>-Structural Analysis: Inflectional Ending -s</li> <li>-High-Frequency Words</li> </ul>	<p><b>Oral Vocabulary</b> "The New Kid," T42</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T43</p> <p><b>Vocabulary</b> T47</p> <p><b>Word Work</b> T45</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Plural Nouns with -s, -es</li> </ul> <p><b>Grammar</b> Sentences, T49</p> <p><b>Write About the Text</b> T48</p>	<p><b>Word Work</b> T40-T41</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>a</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Nat and Sam</i>, T35A-T35H</p> <p><b>Grammar</b> Sentences, T43</p>	<p><b>Oral Language</b> T50</p> <p><b>Word Work</b> T51-T52</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>a, i</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Plural Nouns with -s, -es</li> </ul> <p><b>Fluency</b> T53</p> <ul style="list-style-type: none"> <li>-Expression</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T56-T57</p> <p><b>Grammar</b> Sentences, T55</p>	<p><b>Word Work</b> T46-T47</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T50-T51</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Sentence Capitalization, T49</p>	<p><b>Integrate Ideas</b> T62-T63</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T61</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 1 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<b>GRADE 1</b>	CORE	<b>Build Background</b> Where I Live, T86–T87 <b>Oral Vocabulary</b> <i>city, country</i> , T86 <b>Word Work</b> T90–T93 -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i> <b>Shared Read</b> <i>Six Kids</i> , T94–T95 <b>Shared Writing</b> T96 <b>Grammar</b> Word Order, T97	<b>Build Background</b> Families Around the World, T100–T101 <b>Oral Vocabulary</b> T102 <b>Word Work/Vocabulary</b> T104–T109 -Phonemic Awareness: Identify and Generate Rhyme -Phonics/Spelling: Introduce Short <i>e, o, u</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Maria Celebrates Brazil,” T110–T113 <b>Grammar</b> Commands and Exclamations, T115	<b>Oral Language</b> Where I Live, T98 <b>Oral Vocabulary</b> T98 <b>Word Work</b> T100–T103 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Double Final Consonants <b>Shared Read</b> <i>Six Kids</i> , T104–T105 -Genre: Fantasy, T104 -Skill: Key Details, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> Word Order, T107	<b>Oral Language</b> Families Around the World, T116 <b>Word Work</b> T119 -Structural Analysis: -s, -es <b>Close Reading</b> “Maria Celebrates Brazil,” T122–T129 -Genre: Realistic Fiction -Skill: Character, Setting, Events -Strategy: Visualize -Vocabulary Strategy: Root Words <b>Write About the Text</b> T130–T131 <b>Grammar</b> Exclamations, T132–T133
<b>GRADE 2</b>		OPTIONS	<b>Listening Comprehension</b> “Alicia’s Happy Day,” T88–T89 -Fluency: Intonation	<b>Listening Comprehension</b> Strategy: Visualize, T103 -Interactive Read-Aloud: “Dinner at Alejandro’s” <b>Write About the Text</b> Writing Fluency, T114	<b>Listening Comprehension</b> “The City Mouse and the Country Mouse,” T99 <b>Word Work</b> T100–T103 -Phonics/Spelling: Review Short <i>i</i> -High-Frequency Words
			<b>APPROACHING LEVEL</b>	<b>ON LEVEL</b>	
		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	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>i</i></li> </ul> <p><b>Close Reading</b> <i>Go, Pip!</i>, T113A–T113J</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Sentence Punctuation (periods), T115</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short <i>e, o, u</i></li> </ul> <p><b>Fluency</b> T138</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Big Red Lollipop</i>, T139A–T139L</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T141</p>	<p><b>Extend the Concept</b> T116</p> <ul style="list-style-type: none"> <li>-Text Feature: Bold Print</li> <li>-Close Reading: “I Live Here”</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis: Double Final Consonants</li> </ul> <p><b>Integrate Ideas</b> T122–T123</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Sentence Punctuation (periods), T121</p>	<p><b>Word Work</b> T143</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> </ul> <p><b>Vocabulary Strategy</b> Review: Inflectional Endings <i>-s, -es</i>, T145</p> <p><b>Close Reading</b> “A Look at Families,” T145A–T145B</p> <p><b>Write About Two Texts</b> T146</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T147</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>i</i></li> <li>-Structural Analysis: Double Final Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Word Order, T127</p>	<p><b>Word Work</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending/Segmentation</li> <li>-Phonics/Spelling: <i>e, o, u</i></li> <li>-Structural Analysis: <i>-s, -es</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T154–T155</p> <p><b>Write About Two Texts</b> T152</p> <p><b>Grammar</b> Commands and Exclamations, T153</p>
OPTIONS	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
	<p><b>Oral Language</b> Where I Live, T108</p> <p><b>Listening Comprehension</b> <i>Alicia’s Happy Day</i>, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Double Final Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Word Order, T115</p>	<p><b>Oral Vocabulary</b> “Dinner at Alejandro’s,” T134</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T135</p> <p><b>Vocabulary</b> Reinforce Vocabulary, T139</p> <p><b>Word Work</b> T137</p> <ul style="list-style-type: none"> <li>-Structural Analysis: <i>-s, -es</i></li> </ul> <p><b>Grammar</b> Commands and Exclamations, T141</p> <p><b>Write About the Text</b> T140</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>i</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Go Pip!</i>, T113A–T113J</p> <p><b>Grammar</b> Word Order, T121</p>	<p><b>Oral Language</b> T142</p> <p><b>Word Work</b> T143–T144</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>e, o, u</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Inflectional Endings <i>-s, -es</i></li> </ul> <p><b>Fluency</b> T145</p> <ul style="list-style-type: none"> <li>-Expression</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T148–T149</p> <p><b>Grammar</b> Commands and Exclamations, T147</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Sentence Punctuation (periods), T127</p>	<p><b>Integrate Ideas</b> T154–T155</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T153</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
GRADE 1	GRADE 2	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>	<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>Vocabulary</p> <p>Writing/Spelling</p> <p>Grammar</p>		

## GRADES 1–2 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 1		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	<b>Comprehension</b> RL.1.1, RL.1.2 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.3, W.1.7 <b>Grammar</b> L.1.1j <b>Vocabulary</b> L.1.4 <b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g, L.1.1c	<b>Build Background</b> Our Pets, T164–T165 <b>Oral Vocabulary</b> <i>care, train</i> , T164 <b>Word Work</b> T168–T171 -Phonological Awareness: Contrast Vowel Sounds -Phonics/Spelling: Introduce /-Blends -High-Frequency Words: <i>be, come, good, pull</i> <b>Shared Read</b> <i>A Pig for Cliff</i> , T172–T173 <b>Shared Writing</b> T174 <b>Grammar</b> Statements, T175	<b>Build Background</b> Pets Are Our Friends, T192–T193 <b>Oral Vocabulary</b> T194 <b>Word Work/Vocabulary</b> T196–T201 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Two-Letter Blends -High-Frequency Words/Words in Context <b>Close Reading</b> <i>Finding Cal</i> , T202–T205 <b>Grammar</b> Subjects, T207	<b>Oral Language</b> Our Pets, T176 <b>Oral Vocabulary</b> T176 <b>Word Work</b> T178–T181 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Plural Nouns (-s) <b>Shared Read</b> <i>A Pig for Cliff</i> , T182–T183 -Genre: Fantasy, T182 -Skill: Details, T183 <b>Interactive Writing</b> T184 <b>Grammar</b> Statements, T185	<b>Oral Language</b> Pets Are Our Friends, T208 <b>Word Work</b> T211 -Structural Analysis <b>Close Reading</b> <i>Finding Cal</i> , T214–T221 -Genre: Fiction -Skill: Character, Setting, Events -Strategy: Ask and Answer Questions -Vocabulary Strategy: Context Clues <b>Write About the Text</b> T222–T223 <b>Grammar</b> Subjects, T224–T225
	GRADE 2		<b>Listening Comprehension</b> <i>Cool Dog, School Dog</i> , T166–T167 -Fluency: Phrasing	<b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T195 -Interactive Read-Aloud: “My Partner and Friend” <b>Write About the Text</b> Writing Fluency, T206	<b>Listening Comprehension</b> “Our Pets,” T177 <b>Word Work</b> T178–T181 -Phonics/Spelling: Review /-Blends -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 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	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blend Words with /-Blends</li> </ul> <p><b>Close Reading</b> <i>Flip</i>, T191A-T191J</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar Mechanics:</b> Capitalization and Punctuation, T193</p>	<p><b>Word Work</b> T228-T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Two-Letter Blends</li> </ul> <p><b>Fluency</b> T230</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Not Norman</i>, T231A-T231L</p> <p><b>Grammar Mechanics:</b> Letter Punctuation, T233</p>	<p><b>Extend the Concept</b> T194</p> <ul style="list-style-type: none"> <li>-Text Feature: Labels, T194</li> <li>-Close Reading: "What Pets Need," T195A-T195B</li> </ul> <p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Contrast Vowel Sounds</li> <li>-Structural Analysis</li> </ul> <p><b>Integrate Ideas</b> T200-T201</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar Mechanics:</b> Capitalization and Punctuation, T199</p>	<p><b>Word Work</b> T235</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> </ul> <p><b>Vocabulary Strategy</b> Review: Inflectional Endings, T237</p> <p><b>Close Reading</b> "My Puppy," T237A-T237B</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar Mechanics:</b> Letter Punctuation, T239</p>	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with /-Blend</li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T206-T207</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Statements, T205</p>	<p><b>Word Work</b> T242-T243</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling: Two-Letter Blends</li> <li>-Structural Analysis: Closed Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T246-T247</p> <p><b>Write About Two Texts</b> T244</p> <p><b>Grammar</b> Subjects, T245</p>
OPTIONS	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
	<p><b>Oral Language</b> "Our Pets," T186</p> <p><b>Listening Comprehension</b> <i>Cool Dog, School Dog</i>, T187</p> <p><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Plural Nouns (-s)</li> <li>-High-Frequency Words: <i>be, come, good, pull</i></li> </ul> <p><b>Grammar</b> Statements, T193</p>	<p><b>Oral Vocabulary</b> "My Partner and Friend," T226</p> <p><b>Comprehension</b> Maintain Skill: Characters, Setting, Events, T227</p> <p><b>Vocabulary</b> Reinforce Vocabulary, T231</p> <p><b>Word Work</b> T229</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Subjects, T233</p> <p><b>Write About the Text</b> T232</p>	<p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with /-Blends</li> <li>-High-Frequency Words: <i>be, come, good, pull</i></li> </ul> <p><b>Close Reading</b> <i>Flip</i>, T191A-T191J</p> <p><b>Grammar</b> Statements, T199</p>	<p><b>Oral Language</b> T234</p> <p><b>Word Work</b> T235-T236</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Two-Letter Blends</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Closed Syllables</li> </ul> <p><b>Fluency</b> T237</p> <ul style="list-style-type: none"> <li>-Intonation</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T240-T241</p> <p><b>Grammar</b> Subjects, T239</p>	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T206-T207</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Sentence Capitalization, T205</p>	<p><b>Integrate Ideas</b> T246-T247</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Letter Punctuation, T245</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 1 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	<b>Build Background</b> Let’s Be Friends, T242–T243 <b>Oral Vocabulary</b> <i>cooperate, relationship</i> , T242 <b>Word Work</b> T246–T249 -Phonemic Awareness -Phonics/Spelling: Short <i>o</i> -High-Frequency Words <b>Shared Read</b> <i>Toss! Kick! Hop!</i> , T250–T251 <b>Shared Writing</b> T252 <b>Grammar</b> Question and Exclamation, T253	<b>Build Background</b> Animals Need Our Care, T284–T285 <b>Oral Vocabulary</b> T286 <b>Word Work/Vocabulary</b> T288–T293 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Short <i>a</i> , Long <i>a: a_e</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Taking Care of Pepper,” T294–T297 <b>Grammar</b> Predicates, T299	<b>Oral Language</b> Let’s Be Friends, T254 <b>Oral Vocabulary</b> T254 <b>Word Work</b> T256–T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Alphabetical Order <b>Shared Read</b> <i>Toss! Kick! Hop!</i> , T260–T261 -Genre: Informational Text, T260 -Skill: Key Details, T261 <b>Interactive Writing</b> T262 <b>Grammar</b> Question and Exclamation, T263	<b>Oral Language</b> Animals Need Our Care, T300 <b>Word Work</b> T303 -Structural Analysis: <i>-ed, -ing</i> <b>Close Reading</b> “Taking Care of Pepper,” T306–T313 -Genre: Narrative Nonfiction -Skill: Key Details: Use Photos -Strategy: Ask and Answer Questions -Vocabulary Strategy: Root Words <b>Write About the Text</b> T314–T315 <b>Grammar</b> Predicates, T316–T317
	OPTIONS	<b>Listening Comprehension</b> <i>Friends All Around</i> , T244–T245 -Fluency: Phrasing  <b>Vocabulary</b> L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4 <b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c	<b>Listening Comprehension</b> Strategy: Ask and Answer, T287 -Interactive Read-Aloud: “All Kinds of Vets” <b>Write About the Text</b> Writing Fluency, T298	<b>Listening Comprehension</b> “Games Long Ago,” T255 <b>Word Work</b> T256–T259 -Phonics/Spelling: Review Short <i>o</i> -High-Frequency Words: <i>fun, make, they, too</i>	<b>Listening Comprehension</b> Strategy: Ask and Answer, T301 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T302–T305 -Phonemic Awareness -Phonics/Spelling: Words with Short <i>a</i> ; Long <i>a: a_e</i> -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T300
		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 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics/Spelling: Blend Words with Short <i>o</i></li> </ul> <p><b>Close Reading</b> <i>Friends</i>, T269A–T269J</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Questions and Exclamation Marks, T271</p>	<p><b>Word Work</b> T320–T321</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short <i>a</i>; Long <i>a</i>: <i>a_e</i></li> </ul> <p><b>Fluency</b> T322</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Lola and Tiva: An Unlikely Friendship</i>, T323A–T323K</p> <p><b>Grammar</b> Mechanics: Commas, T325</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Literary Element: T272</li> <li>-Close Reading: “There Are Days and There Are Days,” T273</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonological Awareness</li> <li>-Structural Analysis</li> </ul> <p><b>Integrate Ideas</b> T278–T279</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Question and Exclamation, T277</p>	<p><b>Word Work</b> T327</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Context Clues: Sentence Clues, T329</p> <p><b>Close Reading</b> “Animal Needs,” T329A–T329B</p> <p><b>Write About Two Texts</b> T330</p> <p><b>Grammar</b> Mechanics: Commas, T331</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>o</i></li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Question and Exclamation, T283</p>	<p><b>Word Work</b> T334–T335</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling: Short <i>a</i>; Long <i>a</i>: <i>a_e</i></li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T338–T339</p> <p><b>Write About Two Texts</b> T336</p> <p><b>Grammar</b> Predicates, T337</p>
OPTIONS	<p><b>Oral Language</b> Let’s Be Friends, T264</p> <p><b>Listening Comprehension</b> <i>Friends All Around</i>, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Alphabetical Order</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Question and Exclamation, T271</p>	<p><b>Oral Vocabulary</b> “All Kinds of Vets,” T318</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T319</p> <p><b>Vocabulary</b> T323</p> <p><b>Word Work</b> T321</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Predicates, T325</p> <p><b>Write About the Text</b> T324</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>o</i></li> <li>-High-Frequency Words: <i>fun, make, they, too</i></li> </ul> <p><b>Close Reading</b> <i>Friends</i>, T269A–T269J</p> <p><b>Grammar</b> Question and Exclamation, T277</p>	<p><b>Oral Language</b> T326</p> <p><b>Word Work</b> T327–T328</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>a</i>; Long <i>a</i>: <i>a_e</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: <i>-ed, -ing</i></li> </ul> <p><b>Fluency</b> Intonation, T329</p> <p><b>Integrate Ideas</b> Research and Inquiry, T332–T333</p> <p><b>Grammar</b> Predicates, T331</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Question and Exclamation Marks, T283</p>	<p><b>Integrate Ideas</b> T338–T339</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas, T337</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>Leveled Reader</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 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<b>CORE</b>	<b>GRADE 1</b>	<b>Build Background</b> Let’s Move!, T320–T321 <b>Oral Vocabulary</b> <i>exercise, physical</i> , T320 <b>Word Work</b> T324–T327 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce <i>r</i> -Blends and <i>s</i> -Blends -High-Frequency Words <b>Shared Read</b> <i>Move and Grin!</i> , T328–T329 <b>Shared Writing</b> T330 <b>Grammar</b> Sentences, T331	<b>Build Background</b> Families Working Together, T376–T377 <b>Oral Vocabulary</b> T378 <b>Word Work/Vocabulary</b> T380–T385 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Short <i>i</i> , Long <i>i</i> : <i>i_e</i> -High-Frequency Words/Words in Context <b>Close Reading</b> <i>Families Work!</i> , T386–T387 <b>Grammar</b> Expanding and Combining Sentences, T389	<b>Oral Language</b> Let’s Move!, T332 <b>Oral Vocabulary</b> T332 <b>Word Work</b> T324–T327 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Possessives <b>Shared Read</b> <i>Move and Grin!</i> , T338–T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Key Details, T339 <b>Interactive Writing</b> T340 <b>Grammar</b> Sentences, T341	<b>Oral Language</b> Families Working Together, T390 <b>Word Work</b> T393 -Structural Analysis: Possessives <b>Close Reading</b> <i>Families Work!</i> , T396–T403 -Genre: Expository Text -Skill: Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy <b>Write About the Text</b> T404–T405 <b>Grammar</b> T406–T407
	<b>OPTIONS</b>	<b>Listening Comprehension</b> <i>Move!</i> , T322– T323 -Fluency: Phrasing	<b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T379 -Interactive Read-Aloud: “Families Today” <b>Write About the Text</b> Writing Fluency, T388	<b>Listening Comprehension</b> “Rabbit and Coyote Race,” T322 <b>Word Work</b> T324–T327 -Phonics/Spelling: Review <i>r</i> -Blends and <i>s</i> -Blends -High-Frequency Words	<b>Listening Comprehension</b> Ask and Answer Questions, T391 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T392–T395 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T390
		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	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics/Spelling: <i>r</i>-Blends and <i>s</i>-Blends</li> </ul> <p><b>Close Reading</b> <i>Move It!</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Capitalization and Punctuation, T349</p>	<p><b>Word Work</b> T410–T411</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short <i>i</i>/Long <i>i</i>: <i>i_e</i></li> </ul> <p><b>Fluency</b> T412</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Families Working Together</i>, T413A–T413D</p> <p><b>Grammar Mechanics:</b> Quotation Marks: T415</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Literary Element: T350</li> <li>-Close Reading: “Using Diagrams,” T351</li> </ul> <p><b>Word Work</b> T351–T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Possessives</li> </ul> <p><b>Integrate Ideas</b> T356–T357</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Sentences, T355</p>	<p><b>Word Work</b> T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Root Words, T419</p> <p><b>Close Reading</b> “Why We Work,” T419A–T419B</p> <p><b>Write About Two Texts</b> T420</p> <p><b>Grammar Mechanics:</b> Quotation Marks, T421</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build with <i>r</i>- and <i>s</i>-Blends</li> <li>-Structural Analysis: Possessives</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Sentences, T361</p>	<p><b>Word Work</b> T424–T425</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling</li> <li>-Structural Analysis: Possessives</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T424–T425</p> <p><b>Write About Two Texts</b> T426</p> <p><b>Grammar</b> Expanding and Combining Sentences, T427</p>
OPTIONS	<p><b>Oral Language</b> Let’s Move, T342</p> <p><b>Listening Comprehension</b> <i>Move!</i>, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Possessives</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences, T349</p>	<p><b>Oral Vocabulary</b> “Families Today,” T408</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T409</p> <p><b>Vocabulary</b> T413</p> <p><b>Word Work</b> T411</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Possessives</li> </ul> <p><b>Grammar</b> T415</p> <p><b>Write About the Text</b> T414</p>	<p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> <li>-Phonics/Spelling: Build Words with <i>r</i>-Blends and <i>s</i>-Blends</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Move It!</i>, T347A–T347F</p> <p><b>Grammar Mechanics:</b> Capitalization and Punctuation, T355</p>	<p><b>Oral Language</b> T416</p> <p><b>Word Work</b> T417–T418</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>i</i>/Long <i>i</i>: <i>i_e</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Possessives</li> </ul> <p><b>Fluency</b> Phrasing, T419</p> <p><b>Integrate Ideas</b> Research and Inquiry, T422–T423</p> <p><b>Grammar</b> Expanding and Combining Sentences, T421</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Capitalization and Punctuation, T361</p>	<p><b>Integrate Ideas</b> T424–T425</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Quotation Marks: T427</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 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 1		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	<b>Comprehension</b> RL.1.2, RL.1.3 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.1, W.1.7 <b>Grammar</b> L.1.1b <b>Vocabulary</b> L.1.4, L.1.6 <b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3f, RF.1.3g	<b>Build Background</b> “Jobs Around Town,” T8–T9 <b>Oral Vocabulary</b> <i>occupations, community</i> , T8 <b>Word Work</b> T12–T15 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short e -High-Frequency Words <b>Shared Read</b> <i>Good Job, Ben!</i> , T16–T17 <b>Shared Writing</b> T18 <b>Grammar</b> Nouns, T19	<b>Build Background</b> Animals and Nature, T8–T9 <b>Oral Vocabulary</b> T10 <b>Word Work/Vocabulary</b> T12–T17 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Introduce Short o, Long o: o_e -High-Frequency Words/Words in Context <b>Close Reading</b> <i>A Visit to the Desert</i> , T18–T21 <b>Grammar</b> Nouns, T23	<b>Oral Language</b> “Jobs Around Town,” T20 <b>Oral Vocabulary</b> <i>equipment, fortunately, astonishing</i> , T20 <b>Word Work</b> T22–T25 -Phonemic Awareness -Structural Analysis: -ed <b>Shared Read</b> <i>Good Job, Ben!</i> , T26–T27 -Genre: Realistic Fiction, T26 -Skill: Character, Setting, Events, T27 <b>Interactive Writing</b> T28 <b>Grammar</b> Nouns, T29	<b>Oral Language</b> Animals and Nature, T24 <b>Word Work</b> T27 -Structural Analysis: -ed, -ing <b>Close Reading</b> <i>A Visit to the Desert</i> , T30–T37 -Genre: Realistic Fiction -Skill: Character, Setting, Plot -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Prefixes <b>Write About the Text</b> T38–T39 <b>Grammar</b> Nouns, T40–T41
	OPTIONS	<b>Listening Comprehension</b> <i>Millie Waits for the Mail</i> , T10–T11 -Fluency: Sound-Spellings	<b>Listening Comprehension</b> Strategy: Make, Confirm, Review Predictions, T11 -Interactive Read-Aloud: “Swamp Life” <b>Write About the Text</b> Writing Fluency, T22	<b>Listening Comprehension</b> “Jobs Around Town,” T21 <b>Word Work</b> T22–T25 -Phonics/Spelling: Review Short e -High-Frequency Words: <i>again, help, new, there, use</i>	<b>Listening Comprehension</b> T25 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T26–T29 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words <b>Oral Vocabulary Words</b> T24
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 2 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T32-T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Short e</li> </ul> <p><b>Close Reading</b> <i>The Red Hat</i>, T35A-T35J</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T37</p>	<p><b>Word Work</b> T44-T45</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short o, Long o: o_e</li> </ul> <p><b>Fluency</b> T46</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Sled Dogs Run</i>, T47A-T47K</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T49</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Literary Element, T39</li> <li>-“Firefighters at Work,” T39A-T39B</li> </ul> <p><b>Word Work</b> T40-T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Structural Analysis: -ed</li> </ul> <p><b>Integrate Ideas</b> T44-T45</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T43</p>	<p><b>Word Work</b> T51</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> </ul> <p><b>Vocabulary Strategy</b></p> <p>Review: Root Words, T53</p> <p><b>Close Reading</b> “Cold Dog, Hot Fox,” T53A-T53B</p> <p><b>Write About Two Texts</b> T54</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T55</p>	<p><b>Word Work</b> T46-T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Short e</li> <li>-Structural Analysis: -ed</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T50-T51</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T49</p>	<p><b>Word Work</b> T58-T59</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Short o, Long o: o_e</li> <li>-Structural Analysis: -ed, -ing</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T62-T63</p> <p><b>Write About Two Texts</b> T60</p> <p><b>Grammar</b> Nouns, T61</p>
OPTIONS	<p><b>Oral Language</b> “Jobs Around Town,” T30</p> <p><b>Listening Comprehension</b> <i>Millie Waits for the Mail</i>, T31</p> <p><b>Word Work</b> T32-T35</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: -ed</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Nouns, T37</p>	<p><b>Oral Vocabulary</b> “Swamp Life,” T42</p> <p><b>Comprehension</b> Key Details: Use Illustrations, T43</p> <p><b>Vocabulary</b> Reinforce Vocabulary, T47</p> <p><b>Word Work</b> T45</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Nouns, T49</p> <p><b>Write About the Text</b> T48</p>	<p><b>Word Work</b> T40-T41</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short e</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>The Red Hat</i>, T35A-T35J</p> <p><b>Grammar</b> Nouns, T43</p>	<p><b>Oral Language</b> T50</p> <p><b>Word Work</b> T51-T52</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short o and Long o: o_e</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T53</p> <ul style="list-style-type: none"> <li>-Phrasing</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T56-T57</p> <p><b>Grammar</b> Nouns, T55</p>	<p><b>Word Work</b> T46-T47</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T50-T51</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Nouns, T49</p>	<p><b>Integrate Ideas</b> T62-T63</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T61</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 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
GRADE 1					
<p><b>Comprehension</b> RL.1.2, RL.1.3, RL.1.7</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.2, W.1.7</p> <p><b>Grammar</b> L.1.1c</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g, L.1.1</p>	CORE	<p><b>Build Background</b> Buildings All Around, T86–T87</p> <p><b>Oral Vocabulary</b> <i>shelter, materials</i>, T86</p> <p><b>Word Work</b> T90–T93</p> <p>-Phonological Awareness: Rhyme</p> <p>-Phonics/Spelling: Short <i>u</i></p> <p>-High-Frequency Words</p> <p><b>Shared Read</b> <i>Cubs in a Hut</i>, T94–T95</p> <p><b>Shared Writing</b> T96</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p>	<p><b>Build Background</b> Animals in Stories, T100–T101</p> <p><b>Oral Vocabulary</b> T102</p> <p><b>Word Work/Vocabulary</b> T104–T109</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics/Spelling: Introduce Long <i>u: u_e</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> <i>The Boy Who Cried Wolf</i>, T110–T113</p> <p><b>Grammar</b> Singular and Plural Nouns, T115</p>	<p><b>Oral Language</b> Buildings All Around, T98</p> <p><b>Oral Vocabulary</b> <i>collapsed, furious, refused</i>, T98</p> <p><b>Word Work</b> T100–T103</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p><b>Shared Read</b> <i>Cubs in a Hut</i>, T104–T105</p> <p>-Genre: Fantasy, T104</p> <p>-Skill: Character, Setting, Events, T105</p> <p><b>Interactive Writing</b> T106</p> <p><b>Grammar</b> Singular and Plural Nouns, T107</p>	<p><b>Oral Language</b> Animals in Stories, T116</p> <p><b>Word Work</b> T119</p> <p>-Structural Analysis</p> <p><b>Close Reading</b> <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</p> <p><b>Write About the Text</b> T130–T131</p> <p><b>Grammar</b> Singular and Plural Nouns, T132–T133</p>
GRADE 2					
<p><b>Comprehension</b> RI.2.1, RL.2.1, RL.2.3, RL.2.5</p> <p><b>Listening/Speaking</b> SL.2.1b, SL.2.1c, SL.2.2., SL.2.3</p> <p><b>Writing</b> W.2.3, W.2.4, W.2.8, W.2.10</p> <p><b>Vocabulary</b> L.1.4b, L.2.4a, L.2.4b, L.2.4c, L.2.4e</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>	OPTIONS	<p><b>Listening Comprehension</b> <i>The 3 Little Dossies</i>, T88–T89</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> Strategy: Make, Confirm, Revise Predictions, T103</p> <p>-Interactive Read-Aloud: “The Fox and the Crane”</p> <p><b>Write About the Text</b> Writing Fluency, T114</p>	<p><b>Listening Comprehension</b> “The Three Little Pigs,” T99</p> <p><b>Word Work</b> T100–T103</p> <p>-Phonics/Spelling: Review Short <i>u</i></p> <p>-High-Frequency Words</p>	<p><b>Listening Comprehension</b> T117</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T118–T121</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T116</p>
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<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</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

## 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		<b>Word Work</b> T110–T113 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Short <i>u</i> <b>Close Reading</b> <i>The Pigs, the Wolf, and the Mud</i> , T113A–T113J <b>Independent Writing</b> T114 <b>Grammar Mechanics:</b> Apostrophe with Contractions, T115	<b>Word Work</b> T136–T137 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>u</i> , Long <i>u</i> : <i>u_e</i> <b>Fluency</b> T138 -Expression -High-Frequency Words <b>Close Reading</b> <i>Wolf! Wolf!</i> T139A–T139N <b>Grammar Mechanics:</b> Commas in a Series, T141	<b>Extend the Concept</b> T116–T117 -Text Feature: Captions, T117 -Close Reading: “Homes Around the World,” T117A <b>Word Work</b> T118–T119 -Phonemic Awareness -Structural Analysis: Contractions with ‘s <b>Integrate Ideas</b> T122–T123 -Research and Inquiry <b>Independent Writing</b> T120 <b>Grammar Mechanics:</b> Apostrophe with Contractions, T121	<b>Word Work</b> T143 -Phonemic Awareness: Phoneme Segmentation <b>Vocabulary Strategy</b> Review: Prefixes, T145 <b>Close Reading</b> <i>Cinderella and Friends</i> , T145A–T145B <b>Write About Two Texts</b> T146 <b>Grammar Mechanics:</b> Commas in a Series, T147	<b>Word Work</b> T124–T125 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Short <i>u</i> -Structural Analysis -High-Frequency Words <b>Integrate Ideas</b> T128–T129 -Text Connections <b>Independent Writing</b> T126 <b>Grammar</b> Singular and Plural Nouns, T127	<b>Word Work</b> 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 <b>Integrate Ideas</b> Text Connections, T154–T155 <b>Write About Two Texts</b> T152 <b>Grammar</b> Singular and Plural Nouns, T153
	OPTIONS	<b>Oral Language</b> Buildings All Around, T108 <b>Listening Comprehension</b> <i>The 3 Little Dossies</i> , T109 <b>Word Work</b> T110–T113 -Fluency -Structural Analysis: Contractions with ‘s -High-Frequency Words <b>Grammar</b> Singular and Plural Nouns, T115	<b>Oral Vocabulary</b> “The Fox and the Crane,” T134 <b>Comprehension</b> Key Details: Use Illustrations, T135 <b>Vocabulary</b> T139 <b>Word Work</b> T137 -Structural Analysis <b>Grammar</b> T141 <b>Write About the Text</b> T140	<b>Word Work</b> T118–T119 -Fluency -Phonics/Spelling: Build Words with Short <i>u</i> -High-Frequency Words: <i>could, live, one, then, three</i> <b>Close Reading</b> <i>The Pigs, the Wolf, and the Mud</i> , T113A–T113J <b>Grammar</b> Singular and Plural Nouns, T121	<b>Oral Language</b> T142 <b>Word Work</b> T143–T144 -Phonics/Spelling -High-Frequency Words -Structural Analysis: CVCe Syllables <b>Fluency</b> T145 -Expression <b>Integrate Ideas</b> Research and Inquiry, T148–T149 <b>Grammar</b> Singular and Plural Nouns, T147	<b>Word Work</b> T124–T125 -Fluency <b>Integrate Ideas</b> T128–T129 -Research and Inquiry -Speaking and Listening <b>Grammar Mechanics:</b> Apostrophe with Contractions, T127	<b>Integrate Ideas</b> T154–T155 -Research and Inquiry -Speaking and Listening <b>Grammar Mechanics:</b> Commas in a Series, T153

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 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 1		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	<b>Build Background</b> A Community in Nature, T164–T165 <b>Oral Vocabulary</b> <i>depend, habitat</i> , T164 <b>Word Work</b> T168–T171 -Fluency: Phrasing -Phonemic Awareness -Phonics/Spelling: Introduce End Blends -High-Frequency Words <b>Shared Read</b> <i>The Best Spot</i> , T172–T173 <b>Shared Writing</b> T174 <b>Grammar</b> Possessive Nouns, T175	<b>Build Background</b> Animal Habitats, T192–T193 <b>Oral Vocabulary</b> T194 <b>Word Work/Vocabulary</b> T196–T201 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Soft <i>c</i> and <i>g</i> -High-Frequency Words/Words in Context <b>Close Reading</b> <i>A Prairie Guard Dog</i> , T202–T205 <b>Grammar</b> Kinds of Nouns, T207	<b>Oral Language</b> A Community in Nature, T176 <b>Oral Vocabulary</b> <i>hibernate, tranquil, tolerate</i> , T176 <b>Word Work</b> T178–T181 -Phonemic Awareness -Structural Analysis: <i>-ing</i> <b>Shared Read</b> <i>The Best Spot</i> , T182–T183 -Genre: Informational Text/Nonfiction, T182 -Skill: Main Topic and Key Details, T183 <b>Interactive Writing</b> T184 <b>Grammar</b> Possessive Nouns, T185	<b>Oral Language</b> Animal Habitats, T208 <b>Word Work</b> T211 -Structural Analysis: <i>re-, un-, dis-</i> <b>Close Reading</b> <i>A Prairie Guard Dog</i> , T214–T221 -Genre: Narrative Nonfiction -Skill: Main Topic and Key Details -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Suffixes <b>Write About the Text</b> T222–T223 <b>Grammar</b> Kinds of Nouns, T224–T225
	GRADE 2	<b>Listening/Speaking</b> RI.1.2 SL.1.2, SL.1.3 <b>Writing</b> W.1.2, W.1.7 <b>Grammar</b> L.1.1b <b>Vocabulary</b> L.1.4, L.1.6 <b>Foundational Skills/Word Work</b> RF.1.2c, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g	<b>Listening Comprehension</b> <i>Babies in the Bayou</i> , T166–T167 -Fluency: Phrasing  <b>Listening Comprehension</b> Strategy: Make, Confirm, Revise Predictions, T195 -Interactive Read-Aloud: “Explore a Coral Reef” <b>Write About the Text</b> Writing Fluency, T206	<b>Listening Comprehension</b> “Animals in the Desert,” T177 <b>Word Work</b> T178–T181 -Phonics/Spelling: Review End Blends -High-Frequency Words: <i>eat, no, of, under, who</i>	<b>Listening Comprehension</b> T209 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T210–T213 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T208
		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
OPTIONS					

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><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blend Words with End Blends</li> </ul> <p><b>Close Reading</b> <i>At a Pond</i>, T191A-T191H</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Apostrophe with Possessive Nouns, T193</p>	<p><b>Word Work</b> T228-T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i></li> </ul> <p><b>Fluency</b> T230</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Turtle, Turtle, Watch Out!</i>, T231A-T231L</p> <p><b>Grammar</b> Mechanics: Capital Letters, T233</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Literary Element: Repetition, T194</li> <li>-Close Reading: "Way Down Deep," T195</li> </ul> <p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: <i>-ing</i></li> </ul> <p><b>Integrate Ideas</b> T200-T201</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Mechanics: Apostrophe with Possessive Nouns, T199</p>	<p><b>Word Work</b> T235</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b> Review: Root Words, T237</p> <p><b>Close Reading</b> "At Home in the River," T237A-T237B</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> Mechanics: Capital Letters, T239</p>	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with End Blends</li> <li>-Structural Analysis: <i>-ing</i></li> <li>-High-Frequency Words: <i>eat, no, of, under, who</i></li> </ul> <p><b>Integrate Ideas</b> T206-T207</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Possessive Nouns, T205</p>	<p><b>Word Work</b> T242-T243</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i></li> <li>-Structural Analysis: Prefixes <i>re-, un-, dis-</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T246-T247</p> <p><b>Write About Two Texts</b> T244</p> <p><b>Grammar</b> Kinds of Nouns, T245</p>
	OPTIONS		<p><b>Oral Language</b> A Community in Nature, T186</p> <p><b>Listening Comprehension</b> <i>Babies in the Bayou</i>, T187</p> <p><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Inflectional Ending <i>-ing</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Possessive Nouns, T193</p>	<p><b>Oral Vocabulary</b> "Explore a Coral Reef," T226</p> <p><b>Comprehension</b> T227</p> <p><b>Vocabulary</b> T231</p> <p><b>Word Work</b> T229</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> T233</p> <p><b>Write About the Text</b> T232</p>	<p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with End Blends</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>At a Pond</i>, T191A-T191H</p> <p><b>Grammar</b> Possessive Nouns, T199</p>	<p><b>Oral Language</b> T234</p> <p><b>Word Work</b> T235-T236</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T237</p> <ul style="list-style-type: none"> <li>-Phrasing</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T240-T241</p> <p><b>Grammar</b> Kinds of Nouns, T239</p>	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T206-T207</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Apostrophe with Possessive Nouns, T205</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 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<b>GRADE 1</b>					
<p><b>Comprehension</b> RL.1.2, RL.1.3, RL.1.7</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.3, W.1.7</p> <p><b>Grammar</b> L.1.1b</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.2d, RF.1.3</p>		<p><b>Build Background</b> Let’s Help, T242–T243</p> <p><b>Oral Vocabulary</b> <i>leadership, admire</i>, T242</p> <p><b>Word Work</b> T246–T249</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Introduce <i>th, sh, -ng</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Shared Read</b> <i>Thump Thump Helps Out</i>, T250–T251</p> <p><b>Shared Writing</b> T252</p> <p><b>Grammar</b> T253</p>	<p><b>Build Background</b> Baby Animals, T284–T285</p> <p><b>Oral Vocabulary</b> T286</p> <p><b>Word Work/Vocabulary</b> T288–T293</p> <ul style="list-style-type: none"> <li>-Phonological Awareness: Identify/Generate Rhyme</li> <li>-Phonics/Spelling: Introduce Consonant Digraphs</li> </ul> <p>High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> <i>Eagles and Eaglets</i>, T294–T297</p> <p><b>Grammar</b> Plural Nouns, T299</p>	<p><b>Oral Language</b> Let’s Help, T254</p> <p><b>Oral Vocabulary</b> <i>connections, enjoy</i>, T254</p> <p><b>Word Work</b> T256–T259</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis</li> </ul> <p><b>Shared Read</b> <i>Thump Thump Helps Out</i>, T260–T261</p> <ul style="list-style-type: none"> <li>-Genre: Fantasy, T260</li> <li>-Skill: Character, Setting, Events, T261</li> </ul> <p><b>Interactive Writing</b> T262</p> <p><b>Grammar</b> T263</p>	<p><b>Oral Language</b> Baby Animals, T300</p> <p><b>Word Work</b> T303</p> <ul style="list-style-type: none"> <li>-Structural Analysis: <i>-ful, -less</i></li> </ul> <p><b>Close Reading</b> <i>Eagles and Eaglets</i>, T306–T313</p> <ul style="list-style-type: none"> <li>-Genre: Expository Text</li> <li>-Skill: Main Topic and Key Details</li> <li>-Strategy: Reread</li> <li>-Vocabulary Strategy</li> </ul> <p><b>Write About the Text</b> T314–T315</p> <p><b>Grammar</b> Plural Nouns, T316–T317</p>
<b>CORE</b>					
<b>OPTIONS</b>		<p><b>Listening Comprehension</b> <i>The Story of Martin Luther King Jr.</i>, T244–T245</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul>	<p><b>Listening Comprehension</b> Strategy: Reread, T287</p> <ul style="list-style-type: none"> <li>-Interactive Read-Aloud: “Wild Animal Families”</li> </ul> <p><b>Write About the Text</b> Writing Fluency, T298</p>	<p><b>Listening Comprehension</b> “Luis’s Library,” T255</p> <p><b>Word Work</b> T256–T259</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Review Consonant Digraphs</li> <li>-High-Frequency Words: <i>all, call, day, her, want</i></li> </ul>	<p><b>Listening Comprehension</b> Strategy: Reread, T301</p> <ul style="list-style-type: none"> <li>-Interactive Read-Aloud</li> </ul> <p><b>Word Work/Vocabulary</b> T302–T305</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling</li> <li>-High-Frequency Words/Expand Vocabulary</li> </ul> <p><b>Oral Vocabulary Words</b> T300</p>
		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
		APPROACHING LEVEL		ON LEVEL	

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T266-T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with <i>th, sh, -ng</i></li> </ul> <p><b>Close Reading</b> <i>Nell's Books</i>, T269A-T269J</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Common and Proper Nouns, T271</p>	<p><b>Word Work</b> T320-T321</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Consonant Digraphs</li> </ul> <p><b>Fluency</b> T322</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Baby Bears</i>, T323A-T323J</p> <p><b>Grammar</b> Mechanics: Abbreviations, T325</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Text Feature: List, T273</li> <li>-Close Reading: "Kids Can Help!" T273A</li> </ul> <p><b>Word Work</b> T274-T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Closed Syllables</li> </ul> <p><b>Integrate Ideas</b> T278-T279</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T277</p>	<p><b>Word Work</b> T327</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b></p> <p>Review: Inflectional Endings, T329</p> <p><b>Close Reading</b> "From Caterpillar to Butterfly," T329A-T329B</p> <p><b>Write About Two Texts</b> T330</p> <p><b>Grammar</b> Mechanics: Abbreviations, T331</p>	<p><b>Word Work</b> T280-T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with <i>th, sh, -ng</i></li> <li>-Structural Analysis: Closed Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T284-T285</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Common and Proper Nouns, T283</p>	<p><b>Word Work</b> T334-T335</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Consonant Digraphs</li> <li>-Structural Analysis: Suffixes <i>-ful, -less</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T338-T339</p> <p><b>Write About Two Texts</b> T336</p> <p><b>Grammar</b> Plural Nouns, T337</p>
OPTIONS	<p><b>Oral Language</b> Let's Help, T264</p> <p><b>Listening Comprehension</b> <i>The Story of Martin Luther King Jr.</i>, T265</p> <p><b>Word Work</b> T266-T269</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Closed Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T271</p>	<p><b>Oral Vocabulary</b> "Wild Animal Families," T318</p> <p><b>Comprehension</b> T319</p> <p><b>Vocabulary</b> T323</p> <p><b>Word Work</b> T321</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Plural Nouns, T325</p> <p><b>Write About the Text</b> T324</p>	<p><b>Word Work</b> T274-T275</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with <i>th, sh, -ng</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Nell's Books</i>, T269A-T269J</p> <p><b>Grammar</b> Common and Proper Nouns, T277</p>	<p><b>Oral Language</b> T326</p> <p><b>Word Work</b> T327-T328</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Consonant Digraphs</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T329</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T332-T333</p> <p><b>Grammar</b> Plural Nouns, T331</p>	<p><b>Word Work</b> T280-T281</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T284-T285</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T283</p>	<p><b>Integrate Ideas</b> T338-T339</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> 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 and 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 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE					
<p><b>GRADE 1</b></p> <p><b>Comprehension</b> RI.1.2</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.2, W.1.7</p> <p><b>Grammar</b> L.1.1c</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3a, RF.1.3g, RF.2.3f</p> <p><b>GRADE 2</b></p> <p><b>Comprehension</b> RL.2.1, RL.2.4</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.3, W.2.4, W.2.8, W.2.10</p> <p><b>Vocabulary</b> L.2.4a, L.2.4c, L.2.4e</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>	CORE	<p><b>Build Background</b> Follow the Map, T320–T321</p> <p><b>Oral Vocabulary</b> <i>locate, route</i>, T320</p> <p><b>Word Work</b> T324–T327</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Introduce Consonant Digraphs <i>ch, -tch, wh, ph</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Shared Read</b> <i>Which Way on the Map?</i>, T328–T329</p> <p><b>Shared Writing</b> T330</p> <p><b>Grammar</b> T331</p>	<p><b>Build Background</b> Animals in Poems, T376–T377</p> <p><b>Oral Vocabulary</b> T378</p> <p><b>Word Work/Vocabulary</b> T380–T385</p> <ul style="list-style-type: none"> <li>-Phonological Awareness: Identify/Generate Rhyme</li> <li>-Phonics/Spelling: Introduce Three-Letter Blends</li> <li>-High-Frequency Words/Words in Context</li> </ul> <p><b>Close Reading</b> “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird,” T386–T387</p> <p><b>Grammar</b> Possessive Nouns, T389</p>	<p><b>Oral Language</b> Follow the Map, T332</p> <p><b>Oral Vocabulary</b> <i>height, model, separate</i>, T332</p> <p><b>Word Work</b> T334–T337</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis: <i>-es</i></li> </ul> <p><b>Shared Read</b> <i>Which Way on the Map?</i>, T338–T339</p> <ul style="list-style-type: none"> <li>-Genre: Informational Text/Nonfiction, T338</li> <li>-Skill: Main Topic and Key Details, T339</li> </ul> <p><b>Interactive Writing</b> T340</p> <p><b>Grammar</b> T341</p>	<p><b>Oral Language</b> Animals in Poems, T390</p> <p><b>Word Work</b> T393</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Close Reading</b> “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird,” T396–T403</p> <ul style="list-style-type: none"> <li>-Genre: Poetry</li> <li>-Skill: Key Details</li> <li>-Literary Elements: Rhythm</li> <li>-Vocabulary Strategy</li> </ul> <p><b>Write About the Text</b> T404–T405</p> <p><b>Grammar</b> T406–T407</p>
OPTIONS					
	OPTIONS	<p><b>Listening Comprehension</b> <i>Me on the Map</i>, T322–T323</p> <ul style="list-style-type: none"> <li>-Fluency: Appropriate Phrasing</li> </ul>	<p><b>Listening Comprehension</b> Strategy: Reread, T379</p> <ul style="list-style-type: none"> <li>-Interactive Read-Aloud: “The Furry Alarm Clock” and “Little Crocodile”</li> </ul> <p><b>Write About the Text</b> Writing Fluency, T388</p>	<p><b>Listening Comprehension</b> “Map It!,” T333</p> <p><b>Word Work</b> T334–T337</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Review Consonant Digraphs <i>ch, -tch, wh, ph</i></li> <li>-High-Frequency Words</li> </ul>	<p><b>Listening Comprehension</b> Strategy: Reread, T391</p> <ul style="list-style-type: none"> <li>-Interactive Read-Aloud</li> </ul> <p><b>Word Work/Vocabulary</b> T392–T395</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling</li> <li>-High-Frequency Words/Expand Vocabulary</li> </ul> <p><b>Oral Vocabulary Words</b> T390</p>
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<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</p> <p>High-Frequency Words</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

## GRADES 1–2 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blending Words with Consonant Digraphs <i>ch</i>, <i>-tch</i>, <i>wh</i>, <i>ph</i></li> </ul> <p><b>Close Reading</b> <i>Fun with Maps</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar</b> Mechanics: Capital Letters and Periods, T349</p>	<p><b>Word Work</b> T410–T411</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Three-Letter Blends</li> </ul> <p><b>Fluency</b> T412</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> “Beetles” and “The Little Turtle,” T413A–T413D</p> <p><b>Grammar</b> Mechanics: Apostrophes, T415</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Text Feature: Map, T350</li> <li>-Close Reading: <i>North, South, East, or West?</i>, T350</li> </ul> <p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis: <i>-es</i></li> </ul> <p><b>Integrate Ideas</b> T356–T357</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Mechanics: Capital Letters and Periods, T355</p>	<p><b>Word Work</b> T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> </ul> <p><b>Vocabulary Strategy</b> Review: Root Words, T419</p> <p><b>Close Reading</b> “Gray Goose,” T419A–T419B</p> <p><b>Write About Two Texts</b> T420</p> <p><b>Grammar</b> Mechanics: Apostrophes, T421</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Blend and Build Words with <i>ch</i>, <i>-tch</i>, <i>wh</i>, <i>ph</i></li> <li>-Structural Analysis: <i>-es</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Irregular Plural Nouns, T361</p>	<p><b>Word Work</b> T424–T425</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Words with Three-Letter Blends</li> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words/Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T424–T425</p> <p><b>Write About Two Texts</b> T426</p> <p><b>Grammar</b> Possessive Nouns, T427</p>
OPTIONS	<p><b>Oral Language</b> Follow the Map, T342</p> <p><b>Listening Comprehension</b> <i>Me on the Map</i>, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Inflectional Ending <i>-es</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Irregular Plural Nouns, T349</p>	<p><b>Oral Vocabulary</b> The Furry Alarm Clock” and “Little Crocodile,” T408</p> <p><b>Comprehension</b> Maintain Skill: Key Details: T409</p> <p><b>Vocabulary</b> T413</p> <p><b>Word Work</b> T411</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Possessive Nouns, T415</p> <p><b>Write About the Text</b> T414</p>	<p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with <i>ch</i>, <i>-tch</i>, <i>wh</i>, <i>ph</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Fun with Maps</i>, T347A–T347F</p> <p><b>Grammar</b> Irregular Plural Nouns, T355</p>	<p><b>Oral Language</b> T416</p> <p><b>Word Work</b> T417–T418</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Three-Letter Blends</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T419</p> <ul style="list-style-type: none"> <li>-Phrasing</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T422–T423</p> <p><b>Grammar</b> Possessive Nouns, T421</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> <li>-Research and Inquiry</li> </ul> <p><b>Grammar</b> Mechanics: Capital Letters and Periods, T361</p>	<p><b>Integrate Ideas</b> T424–T425</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Apostrophes, T427</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Shared Read</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 3 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<b>GRADE 1</b>					
<p><b>Comprehension</b> RL.1.2, RL.1.3</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.3, W.1.7</p> <p><b>Grammar</b> L.1.1e</p> <p><b>Vocabulary</b> L.1.4, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.2c, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3g, L.1.1</p>		<p><b>Build Background</b> What Time Is It?, T8–T9</p> <p><b>Oral Vocabulary</b> <i>schedule, immediately</i>, T8</p> <p><b>Word Work</b> T12–T15</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Introduce Long <i>a: a_e</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Shared Read</b> <i>Nate the Snake Is Late</i>, T16–T17</p> <p><b>Shared Writing</b> T18</p> <p><b>Grammar</b> Verbs, T19</p>	<p><b>Build Background</b> The Earth’s Forces, T8–T9</p> <p><b>Oral Vocabulary</b> T10</p> <p><b>Word Work/Vocabulary</b> T12–T17</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Identify/Generate Rhyme</li> <li>-Phonics/Spelling: Introduce Long <i>a: a, ai, ay, ae, ei, eigh, ey</i></li> <li>-High-Frequency Words/Words in Context</li> </ul> <p><b>Close Reading</b> <i>Magnets Work!</i>, T18–T21</p> <p><b>Grammar</b> Action Verbs, T23</p>	<p><b>Oral Language</b> What Time Is It? T20</p> <p><b>Oral Vocabulary</b> <i>weekend, calendar, occasion</i>, T20</p> <p><b>Word Work</b> T22–T25</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis</li> </ul> <p><b>Shared Read</b> <i>Nate the Snake is Late</i>, T26–T27</p> <ul style="list-style-type: none"> <li>-Genre: Fantasy, T26</li> <li>-Skill: Character, Setting, Plot, T27</li> </ul> <p><b>Interactive Writing</b> T28</p> <p><b>Grammar</b> Verbs, T29</p>	<p><b>Oral Language</b> The Earth’s Forces, T24</p> <p><b>Word Work</b> T27</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Close Reading</b> <i>Magnets Work!</i>, T30–T37</p> <ul style="list-style-type: none"> <li>-Genre: Expository Text</li> <li>-Skill: Author’s Purpose</li> <li>-Strategy: Reread</li> <li>-Vocabulary Strategy: Similes</li> </ul> <p><b>Write About the Text</b> T38–T39</p> <p><b>Grammar</b> Action Verbs, T40–T41</p>
<b>CORE</b>					
<b>OPTIONS</b>		<p><b>Listening Comprehension</b> <i>A Second is a Hiccup</i>, T10–T11</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul>	<p><b>Listening Comprehension</b> Strategy: Reread, T11</p> <ul style="list-style-type: none"> <li>-Interactive Read-Aloud: “Apples and Gravity”</li> </ul> <p><b>Write About the Text</b> Writing Fluency, T22</p>	<p><b>Listening Comprehension</b> “Measuring Time,” T21</p> <p><b>Word Work</b> T22–T25</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Review Long <i>a: a_e</i></li> <li>-High-Frequency Words: <i>away, now, some, today, way, why</i></li> </ul>	<p><b>Listening Comprehension</b> Strategy: Reread, T25</p> <ul style="list-style-type: none"> <li>-Interactive Read-Aloud</li> </ul> <p><b>Word Work/Vocabulary</b> T26–T29</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Long <i>a</i></li> <li>-High-Frequency Words/Expand Vocabulary</li> </ul> <p><b>Oral Vocabulary Words</b> T24</p>

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T32-T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blending Words with Long <i>a</i>: <i>a_e</i></li> </ul> <p><b>Close Reading</b> <i>On My Way to School</i>, T35A-T35J</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar</b> Mechanics: Comma in a Series, T37</p>	<p><b>Word Work</b> T44-T45</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Long <i>a</i></li> </ul> <p><b>Fluency</b> T46</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>I Fall Down</i>, T47A-T47J</p> <p><b>Grammar</b> Mechanics: Abbreviations, T49</p>	<p><b>Extend the Concept</b> T38-T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Bold Print, T39</li> <li>-Close Reading: "It's About Time," T39A-T39B</li> </ul> <p><b>Word Work</b> T40-T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis</li> </ul> <p><b>Integrate Ideas</b> T44-T45</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T43</p>	<p><b>Word Work</b> T51</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Root Words, T53</p> <p><b>Close Reading</b> "Move It!," T53A-T53B</p> <p><b>Write About Two Texts</b> T54</p> <p><b>Grammar</b> Mechanics: Abbreviations, T55</p>	<p><b>Word Work</b> T46-T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>a</i>: <i>a_e</i></li> <li>-Structural Analysis: Contractions with <i>not</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T50-T51</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Verbs, T49</p>	<p><b>Word Work</b> T58-T59</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Long <i>a</i></li> <li>-Structural Analysis: Contractions with <i>'s</i>, <i>'re</i>, <i>'ll</i>, <i>'ve</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T62-T63</p> <p><b>Write About Two Texts</b> T60</p> <p><b>Grammar</b> Action Verbs, T61</p>
OPTIONS	<p><b>Oral Language</b> What Time Is It?, T30</p> <p><b>Listening Comprehension</b> <i>A Second is a Hiccup</i>, T31</p> <p><b>Word Work</b> T32-T35</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Contractions with <i>not</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Verbs, T37</p>	<p><b>Oral Vocabulary</b> "Apples and Gravity," T42</p> <p><b>Comprehension</b> Review: Main Topic and Key Details, T43</p> <p><b>Vocabulary</b> T47</p> <p><b>Word Work</b> T45</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Action Verbs, T49</p> <p><b>Write About the Text</b> T48</p>	<p><b>Word Work</b> T40-T41</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Long <i>a</i>: <i>a_e</i></li> <li>-High-Frequency Words: <i>away</i>, <i>now</i>, <i>some</i>, <i>today</i>, <i>way</i>, <i>why</i></li> </ul> <p><b>Close Reading</b> <i>On My Way to School</i>, T35A-T35J</p> <p><b>Grammar</b> Verbs, T43</p>	<p><b>Oral Language</b> T50</p> <p><b>Word Work</b> T51-T52</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Long <i>a</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T53</p> <ul style="list-style-type: none"> <li>-Intonation</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T56-T57</p> <p><b>Grammar</b> Action Verbs, T55</p>	<p><b>Word Work</b> T46-T47</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T50-T51</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T49</p>	<p><b>Integrate Ideas</b> T62-T63</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Abbreviations, T61</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 3 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 1		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	<b>Build Background</b> Watch It Grow!, T86–T87 <b>Oral Vocabulary</b> <i>bloom, sprout</i> , T86 <b>Word Work</b> T90–T93 -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Long <i>i: i_e</i> -High-Frequency Words <b>Shared Read</b> <i>Time to Plant!</i> , T94–T95 <b>Shared Writing</b> T96 <b>Grammar</b> Present-Tense Verbs, T97	<b>Build Background</b> Look at the Sky, T100–T101 <b>Oral Vocabulary</b> T102 <b>Word Work/Vocabulary</b> T104–T107 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Long <i>i: l, y, igh, ie</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Starry Night,” T110–T113 <b>Grammar</b> Present-Tense Verbs, T115	<b>Oral Language</b> Watch It Grow!, T98 <b>Oral Vocabulary</b> <i>grasped, assist, spied</i> , T98 <b>Word Work</b> T100–T103 -Phonemic Awareness -Structural Analysis <b>Shared Read</b> <i>Time to Plant!</i> , T104–T105 -Genre: Play T104 -Skill: Plot: Sequence T105 <b>Interactive Writing</b> T106 <b>Grammar</b> Present-Tense Verbs, T107	<b>Oral Language</b> Look at the Sky, T116 <b>Word Work</b> T119 -Structural Analysis <b>Close Reading</b> “Starry Night,” T122–T129 -Genre: Fiction -Skill: Plot: Sequence -Strategy: Reread -Vocabulary Strategy <b>Write About the Text</b> T130–T131 <b>Grammar</b> Present-Tense Verbs, T132–T133
	GRADE 2	<b>Listening Comprehension</b> <i>Mystery Vine</i> , T88–T89 -Fluency: Phrasing	<b>Listening Comprehension</b> Strategy: Reread, T103 -Interactive Read-Aloud: “The Hidden Sun” <b>Write About the Text</b> Writing Fluency, T114	<b>Listening Comprehension</b> “The Great Big, Gigantic Turnip,” T99 <b>Word Work</b> T100–T103 -Phonics/Spelling: Review Long <i>i: i_e</i> -High-Frequency Words: <i>green, grow, pretty, should, together, water</i>	<b>Listening Comprehension</b> T117 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T118–T121 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T116
		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 3 WEEK 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Blend Words with Long <i>i</i>: <i>i_e</i></li> </ul> <p><b>Close Reading</b> <i>The Big Yuca Plant</i>, T113A–T113J</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar Mechanics:</b> Titles of Plays, T115</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Long <i>i</i></li> </ul> <p><b>Fluency</b> T138</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Mr. Putter &amp; Tabby See the Stars</i>, T139A–T139L</p> <p><b>Grammar</b> Present-Tense Verbs, T141</p>	<p><b>Extend the Concept</b> T116</p> <ul style="list-style-type: none"> <li>-Text Feature: Diagram, T117</li> <li>-Close Reading: “How Plants Grow,” T117A–T117B</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis: Plurals</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T122–T123</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar Mechanics:</b> Titles of Plays, T121</p>	<p><b>Word Work</b> T143</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Similes, T145</p> <p><b>Close Reading</b> “Day to Night,” T145A–T145B</p> <p><b>Write About Two Texts</b> T146</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T147</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling</li> <li>-Structural Analysis: Plurals</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Present-Tense Verbs, T127</p>	<p><b>Word Work</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Words with Long <i>i</i></li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T154–T155</p> <p><b>Write About Two Texts</b> T152</p> <p><b>Grammar</b> Present-Tense Verbs, T153</p>
OPTIONS	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
	<p><b>Oral Language</b> Watch it Grow!, T108</p> <p><b>Listening Comprehension</b> <i>Mystery Vine</i>, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Plurals</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Present-Tense Verbs, T115</p>	<p><b>Oral Vocabulary</b> “The Hidden Sun,” T134</p> <p><b>Comprehension</b> T135</p> <p><b>Vocabulary</b> T139</p> <p><b>Word Work</b> T137</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Open Syllables</li> </ul> <p><b>Grammar Mechanics:</b> Commas in a Series, T141</p> <p><b>Write About the Text</b> T140</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Long <i>i</i>: <i>i_e</i></li> <li>-High-Frequency Words: <i>green, grow, pretty, should, together, water</i></li> </ul> <p><b>Close Reading</b> <i>The Big Yuca Plant</i>, T113A–T113J</p> <p><b>Grammar</b> Present-Tense Verbs, T121</p>	<p><b>Oral Language</b> T142</p> <p><b>Word Work</b> T143–T144</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Long <i>i</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Open Syllables</li> </ul> <p><b>Fluency</b> Intonation, T145</p> <p><b>Integrate Ideas</b> Research and Inquiry, T148–T149</p> <p><b>Grammar</b> Present-Tense Verbs, T147</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Titles of Plays, T127</p>	<p><b>Integrate Ideas</b> T154–T155</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> 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 3 WEEK 3

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 1</b></p> <p>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.e Vocabulary L.1.4, L.1.6 Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3f, RF.1.3g</p> <p><b>GRADE 2</b></p> <p>Comprehension RI.2.1, RI.2.6, RI.2.8 Listening/Speaking SL.2.1c, SL.2.2, SL.2.3 Writing W.2.1, W.2.4, W.2.8, W.2.10 Grammar L.2.1, L.2.2, L.2.2b Vocabulary L.2.4a, L.2.5a, L.2.5b, L.4.5c, RI.2.4 Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Tales Over Time, T164–T165 <b>Oral Vocabulary</b> <i>tale, hero</i>, T164 <b>Word Work</b> T168–T171 -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> <b>Shared Read</b> <i>The Nice Mitten</i>, T172–T173 <b>Shared Writing</b> T174 <b>Grammar</b> Past- and Future-Tense Verbs, T175</p>	<p><b>GRADE 2</b></p> <p><b>Build Background</b> Ways People Help, T192–T193 <b>Oral Vocabulary</b> T194 <b>Word Work/Vocabulary</b> T196–T201 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Long <i>o</i>: <i>o, oa, ow, oe</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Lighting Lives,” T202–T205 <b>Grammar</b> Past-Tense Verbs, T207</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Tales Over Time, T176 <b>Oral Vocabulary</b> <i>timid, foolish, eventually</i>, T176 <b>Word Work</b> T178–T181 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> <b>Shared Read</b> <i>The Nice Mitten</i>, T182–T183 -Genre: Folktale, T182 -Skill: Plot: Cause and Effect, T183 <b>Interactive Writing</b> T184 <b>Grammar</b> Past- and Future-Tense Verbs, T185</p>	<p><b>GRADE 2</b></p> <p><b>Oral Language</b> Ways People Help, T208 <b>Word Work</b> T211 -Structural Analysis: Contractions with <i>not</i> <b>Close Reading</b> “Lighting Lives,” T214–T221 -Genre: Narrative Nonfiction -Skill: Author’s Purpose -Strategy: Ask and Answer Questions -Vocabulary Strategy: Synonyms <b>Write About the Text</b> T222–T223 <b>Grammar</b> Past- and Future-Tense Verbs, T224–T225</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> <i>Interrupting Chicken</i>, T166–167 -Fluency: Expression</p>	<p><b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T195 -Interactive Read-Aloud: “Color Your Community” <b>Write About the Text</b> Writing Fluency, T206</p>	<p><b>Listening Comprehension</b> “The Foolish, Timid Rabbit,” T177 <b>Word Work</b> T178–T181 -Phonics/Spelling: Review Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> -High-Frequency Words</p>
		<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>	
		<p><b>GRADE 1</b></p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension</p>	<p><b>GRADE 2</b></p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader Phonics High-Frequency Words Comprehension</p>	<p><b>GRADE 2</b></p> <p>Leveled Reader Phonics Vocabulary Comprehension</p>

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	GRADE 1	<p><b>Word Work</b> 188-T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Soft <i>c</i>, Soft <i>g</i>, <i>dge</i></li> </ul> <p><b>Close Reading</b> <i>The Gingerbread Man</i>, T191A-T191J</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T193</p>	<p><b>Word Work</b> T228-T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> </ul> <p><b>Fluency</b> T230</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Biblioburro: A True Story From Colombia</i>, T231A-T231L</p> <p><b>Grammar</b> Mechanics: Letter Punctuation, T233</p>	GRADE 1	<p><b>Extend the Concept</b> T194</p> <ul style="list-style-type: none"> <li>-Literary Element: Rhyme, T194</li> <li>-Close Reading: "Mother Goose Rhymes," T195-T195B</li> </ul> <p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Structural Analysis: Inflectional Endings</li> </ul> <p><b>Integrate Ideas</b> T200-T201</p> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T199</p>	GRADE 2	<p><b>Word Work</b> T235</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> </ul> <p><b>Vocabulary Strategy</b> Review: Compound Words, T237</p> <p><b>Close Reading</b> "The Enormous Turnip," T237A-T237B</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> Mechanics: Letter Punctuation, T239</p>	GRADE 1	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Soft <i>c</i>, Soft <i>g</i>, <i>dge</i></li> <li>-Structural Analysis: Inflectional Endings -<i>ed</i>, -<i>ing</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T206-T207</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T205</p>	GRADE 2	<p><b>Word Work</b> T242-T243</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> <li>-Structural Analysis: Contractions with <i>not</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T246-T247</p> <p><b>Write About Two Texts</b> T244</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T245</p>
	OPTIONS	<p><b>Oral Language</b> Tales Over Time, T186</p> <p><b>Listening Comprehension</b> <i>Interrupting Chicken</i>, T187</p> <p><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> T193</p>	<p><b>Oral Vocabulary</b> "Color Your Community," T226</p> <p><b>Comprehension</b> T227</p> <p><b>Vocabulary</b> T231</p> <p><b>Word Work</b> T229</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> T233</p> <p><b>Write About the Text</b> T232</p>	GRADE 1	<p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Soft <i>c</i>, Soft <i>g</i>, <i>dge</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>The Gingerbread Man</i>, T191A-T191J</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T199</p>	GRADE 2	<p><b>Oral Language</b> T234</p> <p><b>Word Work</b> T235-T236</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> Expression, T237</p> <p><b>Integrate Ideas</b> Research and Inquiry, T240-T241</p> <p><b>Grammar</b> T239</p>	GRADE 1	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T206-T207</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T205</p>	GRADE 2	<p><b>Integrate Ideas</b> T246-T247</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Letter Punctuation, T245</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 3 WEEK 4

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2	
GRADE 1						
CORE	GRADE 1	<b>Comprehension</b> RI.1.2, RI.1.3 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.1 <b>Grammar</b> L.1.1 <b>Vocabulary</b> L.1.4, L.1.6 <b>Foundational Skills/Word Work</b> RF.1.2, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g	<b>Build Background</b> Now and Then, T242–T243 <b>Oral Vocabulary</b> <i>century, past</i> , T242–T243 <b>Word Work</b> T246–T249 -Phonological Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce /ō/o_e, /ū/u_e, /ē/e_e -High-Frequency Words <b>Shared Read</b> <i>Life at Home</i> , T250–T251 <b>Shared Writing</b> T252 <b>Grammar</b> <i>Is and Are</i> , T253	<b>Build Background</b> Weather Alert!, T284–T285 <b>Oral Vocabulary</b> T286 <b>Word Work/Vocabulary</b> T288–T293 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Long e: <i>e, ee, ea, ie, y, ey, e_e</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Tornado!,” T294–T295 <b>Grammar</b> The Verb <i>Have</i> , T299	<b>Oral Language</b> Now and Then, T254 <b>Oral Vocabulary</b> <i>present, future, entertainment</i> , T254 <b>Word Work</b> T256–T259 -Phonemic Awareness: Phoneme Isolation -Structural Analysis <b>Shared Read</b> <i>Life at Home</i> , T260–T261 -Genre: Nonfiction, T260 -Skill: Compare and Contrast, T261 <b>Interactive Writing</b> T262 <b>Grammar</b> <i>Is and Are</i> , T263	<b>Oral Language</b> Weather Alert!, T300 <b>Word Work</b> T303 -Structural Analysis: Plurals <i>-s, -es</i> <b>Close Reading</b> “Tornado!,” T306–T311 -Genre: Expository Text -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Antonyms <b>Write About the Text</b> T314–T315 <b>Grammar</b> The Verb <i>Have</i> , T316–T317
	GRADE 2					
OPTIONS	GRADE 1	<b>Listening Comprehension</b> <i>The Last Train</i> , T244–T245 -Fluency: Phrasing	<b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T287 -Interactive Read-Aloud: “Clouds All Around” <b>Write About the Text</b> Writing Fluency, T298	<b>Listening Comprehension</b> “Pioneers,” T255 <b>Word Work</b> T256–T259 -Phonics/Spelling: Review /ō/o_e, /ū/u_e, /ē/e_e -High-Frequency Words: <i>ago, boy, girl, how, old, people</i>	<b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T301 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T302–T305 -Phonemic Awareness -Phonics/Spelling: Long e -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T300	
	GRADE 2					
		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 3 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Blend Words with /ō/o_e, /ū/u_e, /ē/e_e</li> </ul> <p><b>Close Reading</b> <i>Long Ago and Now</i>, T269A–T269J</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Commas in Dates, T271</p>	<p><b>Word Work</b> T320–T321</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Long e</li> </ul> <p><b>Fluency</b> T322</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Wild Weather</i>, T323A–T323H</p> <p><b>Grammar</b> Mechanics: Book Titles, T325</p>	<p><b>Extend the Concept</b> T272–T273</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T273</li> <li>-Close Reading: “From Horse to Plane,” T273A–T273B</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Structural Analysis: CVCe Syllables</li> </ul> <p><b>Integrate Ideas</b> T278–T279</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Commas in Dates, T277</p>	<p><b>Word Work</b> T327</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Identify Syllables</li> </ul> <p><b>Vocabulary Strategy</b> Review: Synonyms, T329</p> <p><b>Close Reading</b> “Can You Predict the Weather?,” T329A–T329B</p> <p><b>Write About Two Texts</b> T330</p> <p><b>Grammar</b> Mechanics: Book Titles, T331</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/Blending</li> <li>-Phonics/Spelling: /ō/o_e, /ū/u_e, /ē/e_e</li> <li>-Structural Analysis: CVCe Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> <i>Is</i> and <i>Are</i>, T283</p>	<p><b>Word Work</b> T334–T335</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Words with Long e</li> <li>-Structural Analysis: Plurals -s, -es</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T338–T339</p> <p><b>Write About Two Texts</b> T336</p> <p><b>Grammar</b> The Verb <i>Have</i>, T337</p>
OPTIONS	<p><b>Oral Language</b> Now and Then, T264</p> <p><b>Listening Comprehension</b> <i>The Last Train</i>, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: CVCe Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>Is</i> and <i>Are</i>, T271</p>	<p><b>Oral Vocabulary</b> “Clouds All Around,” T318</p> <p><b>Comprehension</b> T319</p> <p><b>Vocabulary</b> T323</p> <p><b>Word Work</b> T321</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> The Verb <i>Have</i>, T325</p> <p><b>Write About the Text</b> T324</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with /ō/o_e, /ū/u_e, /ē/e_e</li> <li>-High-Frequency Words: <i>ago, boy, girl, how, old, people</i></li> </ul> <p><b>Close Reading</b> <i>Long Ago and Now</i>, T269A–T269J</p> <p><b>Grammar</b> <i>Is</i> and <i>Are</i>, T277</p>	<p><b>Oral Language</b> T326</p> <p><b>Word Work</b> T327–T328</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Long e</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T329</p> <ul style="list-style-type: none"> <li>-Phrasing</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T332–T333</p> <p><b>Grammar</b> The Verb <i>Have</i>, T331</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas in Dates, T283</p>	<p><b>Integrate Ideas</b> T338–T339</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Book Titles, T337</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 3 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p><b>GRADE 1</b></p> <p>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 Vocabulary L.1.4, L.1.6 Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g</p> <p><b>GRADE 2</b></p> <p>Comprehension RI.2.1, RI.2.2, RI.2.6 Listening/Speaking SL.2.1c, SL.2.2, SL.2.3 Writing W.2.2, W.2.4, W.2.8, W.2.10 Grammar L.2.1, L.2.1f, L.2.2 Vocabulary 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</p>	<p><b>CORE</b></p>	<p><b>Build Background</b> From Farm to Table, T320–T321 <b>Oral Vocabulary</b> <i>delicious, nutritious</i>, T320 <b>Word Work</b> T324–T327 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce /û/oo, u -High-Frequency Words <b>Shared Read</b> <i>A Look at Breakfast</i>, T328–T329 <b>Shared Writing</b> T330 <b>Grammar</b> Contractions with <i>Not</i>, T331</p>	<p><b>Build Background</b> Express Yourself, T376–T377 <b>Oral Vocabulary</b> T378 <b>Word Work/Vocabulary</b> T380–T385 -Phonemic Awareness: Addition/Deletion -Phonics/Spelling: Long <i>u</i>: <i>u_e, ew, ue, u</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “They’ve Got the Beat!,” T386–T387 <b>Grammar</b> Combining and Rearranging Sentences, T389</p>	<p><b>Oral Language</b> From Farm to Table, T332 <b>Oral Vocabulary</b> <i>delighted, enormous, responsibility</i>, T332 <b>Word Work</b> T334–T337 -Phonemic Awareness Phoneme Blending -Structural Analysis: <i>-ed, -ing</i> <b>Shared Read</b> <i>A Look at Breakfast</i>, T338–T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text/Sequence, T339 <b>Interactive Writing</b> T340 <b>Grammar</b> T341</p>	<p><b>Oral Language</b> Express Yourself, T390 <b>Word Work</b> T393 -Structural Analysis: <i>-er, -est</i> <b>Close Reading</b> “They’ve Got the Beat!,” T396–T403 -Genre: Expository Text -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Prefixes <b>Write About the Text</b> T404–T405 <b>Grammar</b> Combining and Rearranging Sentences, T406–T407</p>
			<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> <i>Where Does Food Come From?</i>, T322–T323 -Fluency: Intonation</p>	<p><b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T379 -Interactive Read-Aloud: “Why People Drum” <b>Write About the Text</b> Writing Fluency, T388</p>
<p><b>APPROACHING LEVEL</b></p>				<p><b>ON LEVEL</b></p>	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		<p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension</p>	<p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension</p>	<p>Leveled Reader Phonics High-Frequency Words Comprehension</p>	<p>Leveled Reader Phonics Vocabulary Comprehension</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Word Work</b> T344-T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics/Spelling: Review /ù/oo, u</li> </ul> <p><b>Close Reading</b> <i>From Cows to You</i>, T347A-T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Apostrophes in Contractions, T349</p>	<p><b>Word Work</b> T410-T411</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Long u</li> </ul> <p><b>Fluency</b> T412</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Many Ways to Enjoy Music</i>, T413A-T413D</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T415</p>	<p><b>Extend the Concept</b> T350</p> <ul style="list-style-type: none"> <li>-Text Feature: Chart, T350</li> <li>-Close Reading: "A Food Chart," T351</li> </ul> <p><b>Word Work</b> T352-T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Structural Analysis: -ed, -ing</li> </ul> <p><b>Integrate Ideas</b> T356-T357</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar Mechanics:</b> Apostrophes in Contractions, T355</p>	<p><b>Word Work</b> T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition and Deletion</li> </ul> <p><b>Vocabulary Strategy</b> Review: Antonyms, T419</p> <p><b>Close Reading</b> "A Musical Museum," T419A-T419B</p> <p><b>Write About Two Texts</b> T420</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T421</p>	<p><b>Word Work</b> T358-T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Blend and Build Words with /ù/oo, u</li> <li>-Structural Analysis: -ed, -ing</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T362-T363</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T361</p>	<p><b>Word Work</b> T424-T425</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Long u</li> <li>-Structural Analysis: Comparative Endings -er, -est</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T428-T429</p> <p><b>Write About Two Texts</b> T426</p> <p><b>Grammar</b> Combining and Rearranging Sentences, T427</p>
OPTIONS	<p><b>Oral Language</b> From Farm to Table, T342</p> <p><b>Listening Comprehension</b> <i>Where Does Food Come From?</i>, T343</p> <p><b>Word Work</b> T344-T347</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: -ed, -ing</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Contractions with <i>Not</i>, T349</p>	<p><b>Oral Vocabulary</b> "Why People Drum," T408</p> <p><b>Comprehension</b> Maintain Skill: Author's Purpose, T409</p> <p><b>Vocabulary</b> T413</p> <p><b>Word Work</b> T411</p> <ul style="list-style-type: none"> <li>-Structural Analysis: -er, -est</li> </ul> <p><b>Grammar</b> T415</p> <p><b>Write About the Text</b> T414</p>	<p><b>Word Work</b> T352-T353</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with /ù/oo, u</li> <li>-High-Frequency Words: <i>after, buy, done, every, soon, work</i></li> </ul> <p><b>Close Reading</b> <i>From Cows to You</i>, T347A-T347F</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T355</p>	<p><b>Oral Language</b> T416</p> <p><b>Word Work</b> T417-T418</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Long u</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: -er, -est</li> </ul> <p><b>Fluency</b> T419</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T422-T423</p> <p><b>Grammar</b> Combining and Rearranging Sentences, T421</p>	<p><b>Word Work</b> T358-T359</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b> T362-T363</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Apostrophes in Contractions, T361</p>	<p><b>Integrate Ideas</b> T428-T429</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T427</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 4 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
GRADE 1					
<p><b>Comprehension</b> RL.1.2, RL.1.3</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.3, W.1.7</p> <p><b>Grammar</b> L.1.1e</p> <p><b>Vocabulary</b> L.1.4, L.1.6, L.2.4e</p> <p><b>Foundational Skills/Word Work</b> RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4b, RF.1.4c, RL.1.3, RL.1.4a</p>	CORE	<p><b>Build Background</b> Animal Features, T8–T9</p> <p><b>Oral Vocabulary</b> <i>appearance, feature</i>, T8</p> <p><b>Word Work</b> T12–T15</p> <p>-Fluency: Sound Spellings</p> <p>-Phonological Awareness: Rhyme</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>special, splendid</i></p> <p><b>Shared Read</b> <i>A Tale of a Tail</i>, T16–T17</p> <p><b>Shared Writing</b> T18</p> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T19</p>	<p><b>Build Background</b> Different Places, T8–T9</p> <p><b>Oral Vocabulary</b> T10</p> <p><b>Word Work/Vocabulary</b> T12–T17</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics/Spelling: Introduce Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “Alaska: A Special Place,” T18–T19</p> <p><b>Grammar</b> Linking Verbs, T21</p>	<p><b>Oral Language</b> Animal Features, T20</p> <p><b>Oral Vocabulary</b> <i>appearance, determined, feature, predicament, relief</i>, T20</p> <p><b>Word Work</b> T22–T25</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p>-Vocabulary: <i>special, splendid</i></p> <p><b>Shared Read</b> <i>A Tale of a Tail</i>, T26–T27</p> <p>-Genre: Folktale, T26</p> <p>-Skill: Plot/Sequence, T27</p> <p><b>Interactive Writing</b> T28</p> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T29</p>	<p><b>Oral Language</b> Different Places, T22</p> <p><b>Word Work</b> T25</p> <p>-Structural Analysis: Prefixes/Suffixes</p> <p><b>Close Reading</b> “Alaska: A Special Place,” T28–T35</p> <p>-Genre: Expository Text</p> <p>-Skill: Connections Within Text: Compare and Contrast</p> <p>-Strategy: Reread</p> <p>-Vocabulary Strategy Compound Words</p> <p><b>Write About the Text</b> Ideas, T36–T37</p> <p><b>Grammar</b> Linking Verbs, T38–T39</p>
GRADE 2					
<p><b>Comprehension</b> RI.2.1, RI.2.3, RI.2.9</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3, SL.2.6</p> <p><b>Writing</b> W.2.2, W.2.8, W.2.10</p> <p><b>Grammar</b> L.2.1, L.2.2, L.2.2a</p> <p><b>Vocabulary</b> L.2.4, L.2.4d, L.2.5, RI.2.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>	OPTIONS	<p><b>Listening Comprehension</b> “The Elephant’s Child,” T10–11</p>	<p><b>Listening Comprehension</b> Strategy: Reread, T11</p> <p>-Interactive Read-Aloud: “Where Do You Live?”</p> <p><b>Write About the Text</b> Writing Fluency, T20</p>	<p><b>Listening Comprehension</b> “The Elephant’s Child,” T21</p> <p><b>Word Work</b> T22–T25</p> <p>-Phonics/Spelling: Review Long <i>a, ai, ay</i></p> <p>-High-Frequency Words: <i>about, animal, carry, eight, give, our</i></p>	<p><b>Listening Comprehension</b> T23</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T24–T27</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Silent Letters</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary</b> Words T22</p>
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<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</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

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><b>Fluency</b> Intonation, T31</p> <p><b>Word Work</b> T32-T35</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with Long <i>a: a, ai, ay</i></p> <p>-Vocabulary: <i>special, splendid</i></p> <p>-Vocabulary Strategy: Use a Dictionary</p> <p><b>Close Reading</b> <i>How Bat Got Its Wings</i>, T35A-T35L</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T37</p>	<p><b>Word Work</b> T42-T43</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Words with Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p><b>Fluency</b> T44</p> <p>-Pronunciation</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> "Rainforests," T45A-T45L</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns, T47</p>	<p><b>Extend the Concept</b> T38-T39</p> <p>-Text Feature: Chart, T38</p> <p>-Close Reading: "Bats! Bats! Bats!," T39A-T39B</p> <p><b>Word Work</b> T40-T41</p> <p>-Phonemic Awareness: Rhyme</p> <p>-Structural Analysis: Alphabetical Order</p> <p><b>Integrate Ideas</b> T44-T45</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T43</p>	<p><b>Word Work</b> T49</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p><b>Vocabulary Strategy</b> Review: Prefixes, T51</p> <p><b>Close Reading</b> "African Savannas," T51A-T51B</p> <p><b>Write About Two Texts</b> T52</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns, T53</p>	<p><b>Word Work</b> T46-T47</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with Long <i>a: a, ai, ay</i></p> <p>-Structural Analysis: Alphabetical Order</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> T50-T51</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T48</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T49</p>	<p><b>Word Work</b> T56-T57</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Silent Letters</p> <p>-Structural Analysis: Prefixes/Suffixes</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> Text Connections, T60-T61</p> <p><b>Write About Two Texts</b> T58</p> <p><b>Grammar</b> Linking Verbs, T59</p>
	OPTIONS	<p><b>Oral Language</b> Animal Features, T30</p> <p><b>Comprehension</b> Cause and Effect, T31</p> <p><b>Word Work</b> T32-T35</p> <p>-Structural Analysis: Alphabetical Order</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T37</p>	<p><b>Oral Vocabulary</b> "Where Do You Live?," T40</p> <p><b>Comprehension</b> T41</p> <p><b>Vocabulary</b> T45</p> <p><b>Word Work</b> T43</p> <p>-Structural Analysis: Prefixes/Suffixes</p> <p><b>Grammar</b> Linking Verbs, T47</p> <p><b>Write About the Text</b> T46</p>	<p><b>Word Work</b> T40-T41</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: Build Words with Long <i>a: a, ai, ay</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>special, splendid</i></p> <p><b>Close Reading</b> <i>How Bat Got Its Wings</i>, T35A-T35L</p> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T43</p>	<p><b>Oral Language</b> T48</p> <p><b>Word Work</b> T49-T50</p> <p>-Phonics/Spelling: Words with Silent Letters</p> <p>-High-Frequency Words</p> <p>-Structural Analysis: Prefixes/Suffixes</p> <p><b>Fluency</b> Pronunciation, T51</p> <p><b>Integrate Ideas</b> Research and Inquiry, T54-T55</p> <p><b>Grammar</b> Linking Verbs, T53</p>	<p><b>Word Work</b> T46-T47</p> <p>-Fluency: Intonation</p> <p><b>Integrate Ideas</b> T50-T51</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T49</p>	<p><b>Integrate Ideas</b> T60-T61</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns, 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>Words to Know</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 4 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<b>CORE</b>	<b>GRADE 1</b>	<b>Build Background</b> Animals Together, T86–T87 <b>Oral Vocabulary</b> <i>behavior, beneficial</i> , T86 <b>Word Work</b> T90–T93 -Fluency: Phrasing -Phonemic Awareness -Phonics/Spelling: Introduce Long <i>e: e, ee, ea, ie</i> -High-Frequency Words -Vocabulary: <i>danger, partner</i> <b>Shared Read</b> <i>A Team of Fish</i> , T94–T95 <b>Shared Writing</b> T96 <b>Grammar</b> <i>Has and Have</i> , T97	<b>Build Background</b> Earth Changes, T98–T99 <b>Oral Vocabulary</b> T100 <b>Word Work/Vocabulary</b> T102–T107 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce <i>r</i> -Controlled Vowels / <i>ûr/er, ir, ur, or</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Into the Sea,” T108–T109 <b>Grammar</b> Helping Verbs, T111	<b>Oral Language</b> Animals Together, T98 <b>Oral Vocabulary</b> <i>behavior, beneficial, dominant, instinct, endangered</i> , T98 <b>Word Work</b> T100–T103 -Phonemic Awareness -Structural Analysis: <i>re-, un-, pre-</i> -Vocabulary: <i>danger, partner</i> <b>Shared Read</b> <i>A Team of Fish</i> , T104–T105 -Genre: Nonfiction, T104 -Skill: Main Idea and Key Details, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> <i>Has and Have</i> , T107	<b>Oral Language</b> Earth Changes, T112 <b>Word Work</b> T115 -Structural Analysis <b>Close Reading</b> “Into the Sea,” T118–T125 -Genre: Informative Text -Skill: Connections Within Text: Cause and Effect -Strategy: Reread -Vocabulary Strategy: Context Clues <b>Write About the Text</b> T126–T127 <b>Grammar</b> Helping Verbs, T128–T129
	<b>OPTIONS</b>	<b>Listening Comprehension</b> “Animals Working Together,” T88–T89	<b>Listening Comprehension</b> Strategy: Reread, T101 -Interactive Read-Aloud: “Earth Changes” <b>Write About the Text</b> Writing Fluency, T110	<b>Listening Comprehension</b> Animals Working Together, T99 <b>Word Work</b> T100–T103 -Phonics/Spelling: Review Long <i>e: e, ee, ea, ie</i> -High-Frequency Words	<b>Listening Comprehension</b> T113 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T112
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/ Vocabulary Comprehension	Leveled Reader Phonics Words to Know 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	CORE	<p><b>Fluency</b> Phrasing, T109  <b>Word Work</b> T110–T113                      -Phonemic Awareness: Rhyme                      -Phonics/Spelling: Blend Words with Long <i>e: e, ee, ea, ie</i>                      -Vocabulary Strategy: Context Clues/Sentence Clues  <b>Close Reading</b> <i>Animal Teams</i>, T113A–T113L  <b>Independent Writing</b> T114  <b>Grammar</b> Mechanics: Capitalization and End Punctuation, T115</p>	<p><b>Word Work</b> T132–T133                      -Phonemic Awareness: Phoneme Substitution                      -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ûr/</i>  <b>Fluency</b> T134                      -Phrasing                      -High-Frequency Words  <b>Close Reading</b> <i>Volcanoes</i>, T135A–T135H  <b>Grammar</b> Mechanics: Quotation Marks, T137</p>	<p><b>Extend the Concept</b> T116–T117                      -Text Feature: Captions, T117                      -Close Reading: “Busy as a Bee,” T117A–T117B  <b>Word Work</b> T118–T119                      -Phonemic Awareness: Phoneme Identity                      -Structural Analysis: Prefixes <i>re-, un-, pre-</i>  <b>Integrate Ideas</b> T122–T123                      -Research and Inquiry  <b>Independent Writing</b> T120  <b>Grammar</b> T121</p>	<p><b>Word Work</b> T139                      -Phonemic Awareness: Phoneme Segmentation  <b>Vocabulary Strategy</b> Review: Compound Words, T141  <b>Close Reading</b> “To the Rescue,” T141A–T141B  <b>Write About Two Texts</b> T142  <b>Grammar</b> Mechanics: Quotation Marks, T143</p>	<p><b>Word Work</b> T124–T125                      -Phonemic Awareness                      -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                      -Vocabulary: <i>danger, partner</i>  <b>Integrate Ideas</b> T128–T129                      -Text Connections  <b>Independent Writing</b> T126  <b>Grammar</b> Mechanics: Capitalization and End Punctuation, T127</p>	<p><b>Word Work</b> T146–T147                      -Phonemic Awareness                      -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ûr/ er, ir, ur, or</i>                      -Structural Analysis: Inflectional Endings                      -High-Frequency Words                      -Vocabulary  <b>Integrate Ideas</b> Text Connections, T150–T151  <b>Write About Two Texts</b> T148  <b>Grammar</b> Helping Verbs, T149</p>
	OPTIONS	OPTIONS	<p><b>Oral Language</b> Animals Together, T108  <b>Comprehension</b> Compare and Contrast, T109  <b>Word Work</b> T110–T113                      -Structural Analysis: Prefixes <i>re-, un-, pre-</i>                      -High-Frequency Words: <i>because, blue, into, or, other, small</i>  <b>Grammar</b> <i>Has</i> and <i>Have</i>, T115</p>	<p><b>Oral Vocabulary</b> “Earth Changes,” T130  <b>Comprehension</b> T131  <b>Vocabulary</b> T135  <b>Word Work</b> T133                      -Structural Analysis: Inflectional Endings  <b>Vocabulary</b> T135  <b>Grammar</b> Helping Verbs, T137  <b>Write About the Text</b> T136</p>	<p><b>Word Work</b> T118–T119                      -Fluency: Sound-Spellings                      -Phonics/Spelling: Long <i>e: e, ee, ea, ie</i>                      -High-Frequency Words                      -Vocabulary: <i>danger, partner</i>  <b>Close Reading</b> <i>Animal Teams</i>, T113A–T113L  <b>Grammar</b> <i>Has</i> and <i>Have</i>, T121</p>	<p><b>Oral Language</b> T138  <b>Word Work</b> T139–T140                      -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels                      -High-Frequency Words                      -Structural Analysis: Inflectional Endings  <b>Fluency</b> T141                      -Phrasing  <b>Integrate Ideas</b> Research and Inquiry, T144–T145  <b>Grammar</b> Helping Verbs, T143</p>	<p><b>Word Work</b> T124–T125                      -Fluency: Phrasing  <b>Integrate Ideas</b> T128–T129                      -Research and Inquiry                      -Speaking and Listening  <b>Grammar</b> <i>Has</i> and <i>Have</i>, T127</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 Words to Know Writing/Spelling Grammar	Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar

## GRADES 1–2 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<b>CORE</b>	<b>GRADE 1</b>	<p><b>Comprehension</b> RI.1.2</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.2, W.1.7</p> <p><b>Grammar</b> L.1.1</p> <p><b>Vocabulary</b> L.1.4, L.1.5a, L.1.5b, L.1.6,</p> <p><b>Foundational Skills/Word Work</b> RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>	<p><b>Build Background</b> In the Wild, T164</p> <p><b>Oral Vocabulary</b> <i>survive, provide</i>, T164</p> <p><b>Word Work</b> T168–T171</p> <p>-Fluency: Sound Spellings</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Introduce Long <i>o: o, oa, ow, oe</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>search, seek</i></p> <p><b>Shared Read</b> <i>Go Wild!</i>, T172–T173</p> <p><b>Shared Writing</b> T174</p> <p><b>Grammar</b> <i>Go and Do</i>, T175</p>	<p><b>Oral Language</b> In the Wild, T176</p> <p><b>Oral Vocabulary</b> <i>survive, provide, communicate, superior, wilderness</i>, T176</p> <p><b>Word Work</b> T178–T181</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p>-Vocabulary: <i>search, seek</i></p> <p><b>Shared Read</b> <i>Go Wild!</i>, T182–T183</p> <p>-Genre: Informational Text/ Nonfiction, T182</p> <p>-Skill: Main Idea and Key Details, T183</p> <p><b>Interactive Writing</b> T184</p> <p><b>Grammar</b> <i>Go and Do</i>, T185</p>	<p><b>Oral Language</b> Our Culture Makes Us Special, T202</p> <p><b>Word Work</b> T205</p> <p>-Structural Analysis: Irregular Plurals</p> <p><b>Close Reading</b> “Happy New Year,” T208–T211</p> <p>-Genre: Realistic Fiction</p> <p>-Skill: Plot: Compare and Contrast</p> <p>-Strategy: Visualize</p> <p>-Vocabulary Strategy: Similes</p> <p><b>Write About the Text</b> T216–T217</p> <p><b>Grammar</b> Irregular Verbs, T218–T219</p>
	<b>OPTIONS</b>	<p><b>Listening Comprehension</b> “Animals in Winter,” T166–T167</p> <p><b>Grammar</b> L.2.1, L.2.1d, L.2.2,</p> <p><b>Vocabulary</b> L.2.5, L.2.5a, L.2.6, RI.2.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>	<p><b>Listening Comprehension</b> Strategy: Visualize, T191</p> <p>-Interactive Read-Aloud: “My New School”</p> <p><b>Write About the Text</b> Writing Fluency, T200</p>	<p><b>Listening Comprehension</b> “Animals in Winter,” T177</p> <p><b>Word Work</b> T178–T181</p> <p>-Phonics/Spelling: Review Long <i>o: o, oa, ow, oe</i></p> <p>-High-Frequency Words: <i>find, food, more, over, start, warm</i></p>	<p><b>Listening Comprehension</b> T203</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T204–T207</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T202</p>

APPROACHING LEVEL		ON LEVEL	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<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</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Expression, T187  <b>Word Work</b> T188-T191                      -Phonemic Awareness: Contrast Sounds                      -Vocabulary: <i>search, seek</i>                      -Phonics/Spelling: Long <i>o: o, oa, ow, oe</i>                      -Vocabulary Strategy: Word Categories  <b>Close Reading</b> <i>Vulture View</i>, T191A-T191P  <b>Independent Writing</b> T192  <b>Grammar Mechanics:</b> Capitalize Proper Nouns, T193</p>	<p><b>Word Work</b> T222-T223                      -Phonemic Awareness: Phoneme Blending                      -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar; /âr/ar</i>  <b>Fluency</b> T224                      -Expression                      -High-Frequency Words  <b>Close Reading</b> <i>Dear Primo: A Letter to My Cousin</i>, T225A-T225P  <b>Grammar Mechanics:</b> Book Titles, T227</p>	<p><b>Extend the Concept</b>                      -Literary Element, Sensory Words, T194                      -Close Reading: "When It's Snowing," T195  <b>Word Work</b> T196-T197                      -Phonemic Awareness                      -Structural Analysis: Open Syllables  <b>Integrate Ideas</b> T200-T201                      -Research and Inquiry  <b>Independent Writing</b> T198  <b>Grammar Mechanics:</b> Capitalize Proper Nouns, T199</p>	<p><b>Word Work</b> T229                      -Phonemic Awareness: Initial Sound Substitution  <b>Vocabulary Strategy</b>                      Review: Multiple-Meaning Words, T231  <b>Close Reading</b> "Games Around the World," T231A-T231B  <b>Write About Two Texts</b> T232  <b>Grammar Mechanics:</b> Book Titles, T233</p>	<p><b>Word Work</b> T202-T203                      -Phonemic Awareness: Phoneme Blending/ Substitution                      -Phonics/Spelling: Long <i>o: o, oa, ow, oe</i>                      -Structural Analysis                      -High-Frequency Words                      -Vocabulary: <i>search, seek</i>  <b>Integrate Ideas</b> T206-T207                      -Text Connections  <b>Independent Writing</b> T204  <b>Grammar Mechanics:</b> Capitalize Proper Nouns, T205</p>	<p><b>Word Work</b> T236-T237                      -Phonemic Awareness                      -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar; /âr/ar</i>                      -Structural Analysis: Irregular Plurals                      -High-Frequency Words                      -Vocabulary  <b>Integrate Ideas</b> Text Connections, T240-T241  <b>Write About Two Texts</b> T238  <b>Grammar</b> Irregular Verbs, T239</p>
OPTIONS	<p><b>Oral Language</b> In the Wild, T186  <b>Comprehension</b>                      Connections Within Text: Sequence, T187  <b>Word Work</b> T188-T191                      -Structural Analysis: Open Syllables                      -High-Frequency Words  <b>Grammar</b> <i>Go and Do</i>, T193</p>	<p><b>Oral Vocabulary</b> "My New School," T220  <b>Comprehension</b> Maintain Skill: Plot, T221  <b>Vocabulary</b> T225  <b>Word Work</b> T223                      -Structural Analysis  <b>Grammar</b> Irregular Verbs, T227  <b>Write About the Text</b> T226</p>	<p><b>Word Work</b> T196-T197                      -Fluency: Sound Spellings                      -Phonics/Spelling: Build Words with Long <i>o: o, oa, ow, oe</i>                      -High-Frequency Words                      -Vocabulary: <i>search, seek</i>  <b>Close Reading</b> <i>Vulture View</i>, T191A-T191P  <b>Grammar</b> <i>Go and Do</i>, T199</p>	<p><b>Oral Language</b> T228  <b>Word Work</b> T229-T230                      -Phonics/Spelling: /<i>ôr/or, ore, oar; /âr/ar</i>                      -High-Frequency Words                      -Structural Analysis: Irregular Plurals  <b>Fluency</b> T231                      -Expression  <b>Integrate Ideas</b> Research and Inquiry, T234-T235  <b>Grammar</b> Irregular Verbs, T233</p>	<p><b>Word Work</b> T202-T203                      -Fluency: Expression  <b>Integrate Ideas</b> T206-T207                      -Research and Inquiry                      -Speaking and Listening  <b>Grammar</b> <i>Go and Do</i>, T205</p>	<p><b>Integrate Ideas</b> T240-T241                      -Research and Inquiry                      -Speaking and Listening  <b>Grammar Mechanics:</b> Book Titles, T239</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 Words to Know Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.2, RL.1.6</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.2, W.1.7</p> <p><b>Grammar</b> L.1.1e</p> <p><b>Vocabulary</b> L.1.4a, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p> <p><b>GRADE 2</b></p> <p><b>Comprehension</b> RL.2.1, RL.2.2, RL.2.7</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.1, W.2.4, W.2.8, W.2.10</p> <p><b>Grammar</b> L.2.1, L.2.1d,</p> <p><b>Vocabulary</b> L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>	<p><b>CORE</b></p>	<p><b>Build Background</b> Insects!, T242–T243</p> <p><b>Oral Vocabulary</b> <i>different, flutter</i>, T242</p> <p><b>Word Work</b> T246–T249</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Introduce Long <i>i: i, y, igh, ie</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>beautiful, fancy</i></p> <p><b>Shared Read</b> <i>Creep Low, Fly High</i>, T250–T251</p> <p><b>Shared Writing</b> T252</p> <p><b>Grammar</b> <i>See and Saw</i>, T253</p>	<p><b>Build Background</b> Folktales About Nature, T278</p> <p><b>Oral Vocabulary</b> T280</p> <p><b>Word Work/Vocabulary</b> T282–T287</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: <i>r</i>-Controlled Vowels: /<i>ir</i>/</p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “Why the Sun and Moon Live in the Sky,” T288–T289</p> <p><b>Grammar</b> Irregular Verbs, T291</p>	<p><b>Oral Language</b> Insects!, T254</p> <p><b>Oral Vocabulary</b> <i>imitate, protect, different, flutter, resemble</i>, T254</p> <p><b>Word Work</b> T256–T259</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis: Inflectional Endings</p> <p>-Vocabulary: <i>beautiful, fancy</i></p> <p><b>Shared Read</b> <i>Creep Low, Fly High</i>, T260–T261</p> <p>-Genre: Fantasy, T260</p> <p>-Skill: Point of View, T261</p> <p><b>Interactive Writing</b> T262</p> <p><b>Grammar</b> <i>See and Saw</i>, T263</p>	<p><b>Oral Language</b> Folktales About Nature, T292</p> <p><b>Word Work</b> T295</p> <p>-Structural Analysis: Abbreviations</p> <p><b>Close Reading</b> “Why the Sun and Moon Live in the Sky,” T298–T305</p> <p>-Genre: Drama/Folktales</p> <p>-Skill: Theme</p> <p>-Strategy: Visualize</p> <p>-Vocabulary Strategy: Root Words</p> <p><b>Write About the Text</b> T306–T307</p> <p><b>Grammar</b> Irregular Verbs, T308–T309</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> “Insect Hide and Seek,” T244–T245</p>	<p><b>Listening Comprehension</b> Strategy: Visualize, T281</p> <p>-Interactive Read-Aloud: “How Thunder and Lightning Came to Be”</p> <p><b>Write About the Text</b> Writing Fluency, T290</p>	<p><b>Listening Comprehension</b> “Insect Hide and Seek,” T255</p> <p><b>Word Work</b> T258–T259</p> <p>-Phonics/Spelling: Review Long <i>i: i, y, igh, ie</i></p> <p>-High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i></p>

APPROACHING LEVEL		ON LEVEL	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<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</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

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	GRADE 1	<p><b>Fluency</b> Phrasing, T265</p> <p><b>Word Work</b> T266-T269</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Blend with Long <i>i, y, igh, ie</i></p> <p>-Vocabulary: <i>beautiful, fancy</i></p> <p>-Vocabulary Strategy: Context Clues/Sentence Clues</p> <p><b>Close Reading</b> <i>Hil Fly Guy</i>, T269A-T269R</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar Mechanics:</b> Titles of Books, T271</p>	<p><b>Word Work</b> T312-T313</p> <p>-Phonemic Awareness: Identify Syllables</p> <p>-Phonics/Spelling: <i>r</i>-Controlled Vowel /<i>ir/</i></p> <p><b>Fluency</b> T314</p> <p>-Expression</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>How the Beetle Got Her Colors</i>, T315A-T315F</p> <p><b>Grammar Mechanics:</b> Letter Punctuation, T317</p>	<p><b>Extend the Concept</b></p> <p>-Text Feature: Headings, T273</p> <p>-Close Reading: "Meet the Insects," T273A-T273B</p> <p><b>Word Work</b> T274-T275</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Structural Analysis: Inflectional Endings</p> <p><b>Integrate Ideas</b> T278-T279</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar Mechanics:</b> Titles of Books, T277</p>	<p><b>Word Work</b> T319</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p><b>Vocabulary Strategy</b> Review: Suffixes, T321</p> <p><b>Close Reading</b> "How the Finch Got Its Colors," T321A-T321B</p> <p><b>Write About Two Texts</b> T322</p> <p><b>Grammar Mechanics:</b> Letter Punctuation, T323</p>	<p><b>Word Work</b> T280-T281</p> <p>-Phonemic Awareness: Phoneme Segmentation/Substitution</p> <p>-Phonics/Spelling: Blend and Build Words with Long <i>i, y, igh, ie</i></p> <p>-Structural Analysis: Inflectional Endings</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>beautiful, fancy</i></p> <p><b>Integrate Ideas</b> T284-T285</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> <i>See and Saw</i>, T283</p>	<p><b>Word Work</b> T326-T327</p> <p>-Phonological Awareness</p> <p>-Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ir/ eer, ere, ear</i></p> <p>-Structural Analysis: Abbreviations</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> Text Connections, T330-T331</p> <p><b>Write About Two Texts</b> T328</p> <p><b>Grammar</b> Irregular Verbs, T329</p>
	OPTIONS	<p><b>Oral Language</b> Insects!, T264</p> <p><b>Comprehension</b> Plot: Cause and Effect, T265</p> <p><b>Word Work</b> T266-T269</p> <p>-Structural Analysis: Inflectional Endings</p> <p>-High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i></p> <p><b>Grammar</b> <i>See and Saw</i>, T271</p>	<p><b>Oral Vocabulary</b> "How Thunder and Lightning Came to Be," T310</p> <p><b>Comprehension</b> T311</p> <p><b>Vocabulary</b> T315</p> <p><b>Word Work</b> T313</p> <p>-Structural Analysis: Abbreviations</p> <p><b>Grammar</b> Irregular Verbs, T317</p> <p><b>Write About the Text</b> T316</p>	<p><b>Word Work</b> T274-T275</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>beautiful, fancy</i></p> <p><b>Close Reading</b> <i>Hil Fly Guy</i>, T269A-T269R</p> <p><b>Grammar</b> <i>See and Saw</i>, T277</p>	<p><b>Oral Language</b> T318</p> <p><b>Word Work</b> T319-T320</p> <p>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ir/ eer, ere, ear</i></p> <p>-High-Frequency Words</p> <p>-Structural Analysis: Abbreviations</p> <p><b>Fluency</b> Expression, T321</p> <p><b>Integrate Ideas</b> Research and Inquiry, T324-T325</p> <p><b>Grammar</b> Irregular Verbs, T323</p>	<p><b>Word Work</b> T280-T281</p> <p>-Fluency: Phrasing</p> <p><b>Integrate Ideas</b> T284-T285</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar Mechanics:</b> Titles of Books, T283</p>	<p><b>Integrate Ideas</b> T330-T331</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar Mechanics:</b> Letter Punctuation, T329</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>Words to Know</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 4 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p><b>GRADE 1</b></p> <p>Comprehension RI.1.2, RI.1.3</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.1.1</p> <p>Vocabulary L.1.4c, L.1.6</p> <p>Foundational Skills/Word Work RF.1.3c, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p> <p><b>GRADE 2</b></p> <p>Comprehension RL.2.1, RL.2.2, RL.2.10</p> <p>Listening/Speaking SL.2.1a, SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.2, W.2.4, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.2, L.2.2c, L.2.2d,</p> <p>Vocabulary L.2.5, L.2.5a, L.2.6, L.4.5a</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	CORE	<p><b>Build Background</b> Working with Animals, T320–T321</p> <p><b>Oral Vocabulary</b> <i>career, soothe</i>, T320</p> <p><b>Word Work</b> T324–T327</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Introduce Long <i>e</i>: <i>y, ey</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>clever, signal</i></p> <p><b>Shared Read</b> <i>From Puppy to Guide Dog</i>, T328–T329</p> <p><b>Shared Writing</b> T330</p> <p><b>Grammar</b> T331</p>	<p><b>Build Background</b> Poems About Nature, T368</p> <p><b>Oral Vocabulary</b> T370</p> <p><b>Word Work/Vocabulary</b> T372–T377</p> <p>-Phonological Awareness: Identify Syllables</p> <p>-Phonics/Spelling: Introduce <i>r</i>-Controlled Vowels: /<i>âr/are, air, ear, ere</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “Snow Shape,” T378</p> <p><b>Grammar</b> Contractions, T381</p>	<p><b>Oral Language</b> Working with Animals, T332</p> <p><b>Oral Vocabulary</b> <i>advice, career, remarkable, soothe, trust</i>, T332</p> <p><b>Word Work</b> T334–T337</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p>-Vocabulary: <i>clever, signal</i></p> <p><b>Shared Read</b> <i>From Puppy to Guide Dog</i>, T338–T339</p> <p>-Genre: Informational Text/Nonfiction, T338</p> <p>-Skill: Connections Within Text/Sequence, T339</p> <p><b>Interactive Writing</b> T340</p> <p><b>Grammar</b> T341</p>	<p><b>Oral Language</b> Poems About Nature, T382</p> <p><b>Word Work</b> T385</p> <p>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p><b>Close Reading</b> “Snow Shape,” Nature Walk, “In the Sky,” T388–T395</p> <p>-Genre: Free Verse</p> <p>-Skill: Theme</p> <p>-Strategy: Repetition</p> <p>-Vocabulary Strategy: Similes</p> <p><b>Write About the Text</b> T396</p> <p><b>Grammar</b> Contractions, T398</p>
		OPTIONS	<p><b>Listening Comprehension</b> “Ming’s Teacher,” T322–T323</p>	<p><b>Listening Comprehension</b> Strategy: Visualize, T371</p> <p>-Interactive Read-Aloud: “Redwood National Forest”</p> <p><b>Write About the Text</b> Writing Fluency, T380</p>	<p><b>Listening Comprehension</b> “Ming’s Teacher,” T333</p> <p><b>Word Work</b> T336–T337</p> <p>-Phonics/Spelling: Review Long <i>e</i>: <i>y, ey</i></p> <p>-High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<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</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

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><b>Fluency</b> Intonation, T343</p> <p><b>Word Work</b> T344–T347</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with Long <i>e</i>: <i>y, ey</i></p> <p>-Vocabulary, <i>clever, signal</i></p> <p>-Vocabulary Strategy: Root Words</p> <p><b>Close Reading</b> <i>Koko and Penny</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T349</p>	<p><b>Word Work</b> T402–T403</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: <i>r</i>-Controlled Vowel: /<i>âr</i>/</p> <p><b>Fluency</b> T404</p> <p>-Phrasing</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> “April Rain Song,” “Rain Poem,” T405A–T405D</p> <p><b>Grammar Mechanics:</b> Apostrophes in Contractions, T407</p>	<p><b>Extend the Concept</b></p> <p>-Text Feature: Captions, T350</p> <p>-Close Reading: “Saving Mountain Gorillas,” T351</p> <p><b>Word Work</b> T352–T353</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Structural Analysis: Compound Words</p> <p><b>Integrate Ideas</b> T356–T357</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T355</p>	<p><b>Word Work</b> T409</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p><b>Vocabulary Strategy</b> Review: Multiple-Meaning Words, T411</p> <p><b>Close Reading</b> “Helicopters,” “Windy Tree,” T411A–T411B</p> <p><b>Write About Two Texts</b> T412</p> <p><b>Grammar Mechanics:</b> Apostrophes in Contractions, T413</p>	<p><b>Word Work</b> T358–T359</p> <p>-Phonemic Awareness: Phoneme Deletion/ Addition</p> <p>-Phonics/Spelling: Blend and Build Words with Long <i>e</i>: <i>y, ey</i></p> <p>-Structural Analysis: Compound Words</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>clever, signal</i></p> <p><b>Integrate Ideas</b> T362–T363</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T361</p>	<p><b>Word Work</b> T416–T417</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: <i>r</i>-Controlled Vowel: /<i>âr</i>/<i>are, air, ear, ere</i></p> <p>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> Text Connections, T420–T421</p> <p><b>Write About Two Texts</b> T418</p> <p><b>Grammar</b> Contractions, T419</p>
	OPTIONS	<p><b>Oral Language</b> Working with Animals, T342</p> <p><b>Comprehension</b> Main Idea and Key Details, T343</p> <p><b>Word Work</b> T344–T347</p> <p>-Structural Analysis: Compound Words</p> <p>-High-Frequency Words: <i>found, hard, near, woman, would, write</i></p> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T349</p>	<p><b>Oral Vocabulary</b> “Redwood National Forest,” T400</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T401</p> <p><b>Vocabulary</b> T405</p> <p><b>Word Work</b> T403</p> <p>-Structural Analysis</p> <p><b>Grammar</b> Contractions, T407</p> <p><b>Write About the Text</b> T406</p>	<p><b>Word Work</b> T352–T353</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics/Spelling: Build Words with Long <i>e</i>: <i>y, ey</i></p> <p>-High-Frequency Words: <i>found, hard, near, woman, would, write</i></p> <p>-Vocabulary</p> <p><b>Close Reading</b> <i>Koko and Penny</i>, T347A–T347F</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T355</p>	<p><b>Oral Language</b> T408</p> <p><b>Word Work</b> T409–T410</p> <p>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowels: /<i>âr</i>/<i>are, air, ear, ere</i></p> <p>-High-Frequency Words</p> <p>-Structural Analysis</p> <p><b>Fluency</b> Phrasing, T411</p> <p><b>Integrate Ideas</b> Research and Inquiry, T414–T415</p> <p><b>Grammar</b> Contractions, T413</p>	<p><b>Word Work</b> T358–T359</p> <p>-Fluency: Intonation</p> <p><b>Integrate Ideas</b> T362–T363</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T361</p>	<p><b>Integrate Ideas</b> T420–T421</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar Mechanics:</b> Apostrophes in Contractions, T419</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>Words to Know</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 1

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.2, RL.2.6</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.1, W.1.7</p> <p><b>Grammar</b> L.1.1g</p> <p><b>Vocabulary</b> L.1.4a, L.1.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.1c</p> <p><b>GRADE 2</b></p> <p><b>Comprehension</b> RL.2.1, RL.2.2, RL.2.6</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.1, W.2.4, W.2.8, W.2.10</p> <p><b>Grammar</b> L.2.1, L.2.2</p> <p><b>Vocabulary</b> L.1.4b, L.2.4, L.2.5a, RI.2.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> See it, Sort it, T8–T9</p> <p><b>Oral Vocabulary</b> <i>distinguish, classify</i>, T8</p> <p><b>Word Work</b> T12–T15</p> <p>-Fluency: Phrasing</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: /är/ar</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>trouble, whole</i></p> <p><b>Shared Read</b> <i>A Barn Full of Hats</i>, T16–T17</p> <p><b>Shared Writing</b> T18</p> <p><b>Grammar</b> Words That Join, T19</p>	<p><b>GRADE 2</b></p> <p><b>Build Background</b> Being a Good Citizen, T8–T9</p> <p><b>Oral Vocabulary</b> T10</p> <p><b>Word Work/Vocabulary</b> T12–T17</p> <p>-Phonemic Awareness: Phoneme Reversal</p> <p>-Phonics/Spelling: Introduce Diphthongs: <i>ou, ow</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “A Difficult Decision,” T18–T19</p> <p><b>Grammar</b> Pronouns, T21</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> See it, Sort it, T20</p> <p><b>Oral Vocabulary</b> <i>organize, entire, distinguish, classify, startled</i>, T20</p> <p><b>Word Work</b> T22–T25</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p>-Vocabulary: <i>trouble, whole</i></p> <p><b>Shared Read</b> <i>A Barn Full of Hats</i>, T26–T27</p> <p>-Genre: Fantasy, T26</p> <p>-Skill: Point of View, T27</p> <p><b>Interactive Writing</b> T28</p> <p><b>Grammar</b> Words That Join, T29</p>	<p><b>GRADE 2</b></p> <p><b>Oral Language</b> Being a Good Citizen, T22</p> <p><b>Word Work</b> T25</p> <p>-Structural Analysis: Irregular Plurals, T25</p> <p><b>Close Reading</b> “A Difficult Decision,” T28–T35</p> <p>-Genre: Realistic Fiction</p> <p>-Skill: Point of View</p> <p>-Strategy: Summarize</p> <p>-Vocabulary Strategy: Suffixes</p> <p><b>Write About the Text</b> T36–T37</p> <p><b>Grammar</b> Pronouns, T38–T39</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> “Goldilocks,” T10–T11</p>	<p><b>Listening Comprehension</b> Strategy: Summarize, T11</p> <p>-Interactive Read-Aloud: “A Boy Named Martin”</p> <p><b>Write About the Text</b> Writing Fluency, T20</p>	<p><b>Listening Comprehension</b> “Goldilocks,” T21</p> <p><b>Word Work</b> T22–T25</p> <p>-Phonics/Spelling: Review /är/ar</p> <p>-High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<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</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

**GRADES 1–2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 1**

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Phrasing, T31  <b>Word Work</b> T32–T35                      -Phonemic Awareness: Phoneme Blending                      -Phonics/Spelling: Blend Words with /är/ar                      -Vocabulary: <i>trouble, whole</i>                      -Vocabulary Strategy: Context Clues/Multiple Meanings  <b>Close Reading</b> <i>A Lost Button</i>, T35A–T35J  <b>Independent Writing</b> T36                      Grammar Mechanics: Capitalize Proper Nouns (places), T37</p>	<p><b>Word Work</b> T42–T43                      -Phonemic Awareness: Phoneme Blending                      -Phonics/Spelling: Words with Diphthongs: <i>ou, ow</i>  <b>Fluency</b> T44                      -Intonation                      -High-Frequency Words  <b>Close Reading</b> <i>Grace for President</i>, T45A–T45L  <b>Grammar</b> Mechanics: Quotation Marks, T47</p>	<p><b>Extend the Concept</b> T38–T39                      -Text Feature: Photographs and Illustrations, T38                      -Close Reading: “Sort It Out,” T39A–T39B  <b>Word Work</b> T40–T41                      -Phonemic Awareness: Phoneme Categorization                      -Structural Analysis: Irregular Plurals  <b>Integrate Ideas</b> T44–T45                      -Research and Inquiry  <b>Independent Writing</b> T42                      Grammar Mechanics: Capitalize Proper Nouns (places), T43</p>	<p><b>Word Work</b> T49                      -Phonemic Awareness: Initial and Final Sound Substitution  <b>Vocabulary Strategy</b> Review: Compound Words, T51  <b>Close Reading</b> “Helping to Make Smiles,” T51A–T51B  <b>Write About Two Texts</b> T52  <b>Grammar</b> Mechanics: Quotation Marks, T53</p>	<p><b>Word Work</b> T46–T47                      -Phonemic Awareness: Phoneme Blending/Segmentation                      -Phonics/Spelling: Blend and Build Words with /är/ar                      -Structural Analysis: Irregular Plurals                      -High-Frequency Words                      -Vocabulary: <i>trouble, whole</i>  <b>Integrate Ideas</b> T50–T51                      -Text Connections  <b>Independent Writing</b> T48  <b>Grammar</b> Words That Join, T49</p>	<p><b>Word Work</b> T56–T57                      -Phonemic Awareness                      -Phonics/Spelling: Diphthongs <i>ou, ow</i>                      -Structural Analysis: Irregular Plurals                      -High-Frequency Words                      -Vocabulary  <b>Integrate Ideas</b> Text Connections, T60–T61  <b>Write About Two Texts</b> T58  <b>Grammar</b> Pronouns, T59</p>
OPTIONS	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
	<p><b>Oral Language</b> See It, Sort It, T30  <b>Comprehension</b> Plot: Sequence, T31  <b>Word Work</b> T32–T35                      -Structural Analysis: Irregular Plurals                      -High-Frequency Words  <b>Grammar</b> Words That Join, T37</p>	<p><b>Oral Vocabulary</b> “A Boy Named Martin,” T40  <b>Comprehension</b> Maintain Skill: Theme, T41  <b>Vocabulary</b> T45  <b>Word Work</b> T43                      -Structural Analysis  <b>Grammar</b> Pronouns, T47  <b>Write About the Text</b> T46</p>	<p><b>Word Work</b> T40–T41                      -Fluency: Sound Spellings                      -Phonics/Spelling: /är/ar                      -High-Frequency Words                      -Vocabulary: <i>trouble, whole</i>  <b>Close Reading</b> <i>A Lost Button</i>, from <i>Frog and Toad Are Friends</i>, T35A–T35J  <b>Grammar</b> Words That Join, T43</p>	<p><b>Oral Language</b> T48  <b>Word Work</b> T49–T50                      -Phonics/Spelling: <i>ou, ow</i>                      -High-Frequency Words                      -Structural Analysis: Irregular Plurals  <b>Fluency</b> T51                      -Intonation  <b>Integrate Ideas</b> Research and Inquiry, T54–T55  <b>Grammar</b> Pronouns, T53</p>	<p><b>Word Work</b> T46–T47                      -Fluency: Phrasing  <b>Integrate Ideas</b> T50–T51                      -Research and Inquiry                      -Speaking and Listening  <b>Grammar</b> Mechanics: Capitalize Proper Nouns (places), T49</p>	<p><b>Integrate Ideas</b> T60–T61                      -Research and Inquiry                      -Speaking and Listening  <b>Grammar</b> Mechanics: Quotation Marks, 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 Words to Know Writing/Spelling Grammar		Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar	

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p><b>GRADE 1</b></p> <p>Comprehension RL.1.2, RL.1.3</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.1.1f</p> <p>Vocabulary L.1.4, L.1.5d, L.1.6</p> <p>Foundational Skills/Word Work RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p> <p><b>GRADE 2</b></p> <p>Comprehension RL.2.1, RL.2.3, RL.2.6</p> <p>Listening/Speaking SL.2.1, SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.1, W.2.3, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.2, L.2.2d</p> <p>Vocabulary L.2.4a</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	<p><b>CORE</b></p>	<p><b>Build Background</b> Up in the Sky, T86–T87</p> <p><b>Oral Vocabulary</b> <i>observe, vast</i>, T86</p> <p><b>Word Work</b> T90–T93</p> <p>-Phonological Awareness: Identify and Generate Rhyme</p> <p>-Phonics/Spelling: /ûr/er, ir, ur, or</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>leaped, stretched</i></p> <p><b>Shared Read</b> <i>A Bird Named Fern</i>, T94–T95</p> <p><b>Shared Writing</b> T96</p> <p><b>Grammar</b> Adjectives, T97</p>	<p><b>Build Background</b> Cooperation Works!, T98–T99</p> <p><b>Oral Vocabulary</b> T100</p> <p><b>Word Work/Vocabulary</b> T102–T107</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Introduce Diphthongs <i>oy, oi</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “Soccer Friends,” T108–T109</p> <p><b>Grammar</b> Pronouns <i>I</i> and <i>Me</i>, <i>We</i> and <i>Us</i>, T111</p>	<p><b>Oral Language</b> Up in the Sky, T98</p> <p><b>Oral Vocabulary</b> <i>remained, thoughtful, certain, observe, vast</i>, T98</p> <p><b>Word Work</b> T100–T103</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis: <i>-er</i></p> <p>-Vocabulary: <i>leaped, stretched</i></p> <p><b>Shared Read</b> <i>A Bird Named Fern</i>, T104–T105</p> <p>-Genre: Fantasy, T104</p> <p>-Skill: Plot: Cause and Effect, T105</p> <p><b>Interactive Writing</b> T106</p> <p><b>Grammar</b> Adjectives, T107</p>	<p><b>Oral Language</b> Cooperation Works!, T112</p> <p><b>Word Work</b> T115</p> <p>-Structural Analysis</p> <p><b>Close Reading</b> “Soccer Friends,” T118–T125</p> <p>-Genre: Informative</p> <p>-Skill: Point of View</p> <p>-Strategy: Summarize</p> <p>-Vocabulary Strategy: Idioms</p> <p><b>Write About the Text</b> T126–T127</p> <p><b>Grammar</b> Pronouns with <i>-self</i> and <i>-selves</i>, T128–T129</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> “Why the Sun and Moon Are in the Sky,” T88–T89</p>	<p><b>Listening Comprehension</b> Strategy: Summarize, T101</p> <p>-Interactive Read-Aloud: “My First Day”</p> <p><b>Write About the Text</b> Writing Fluency, T110</p>	<p><b>Listening Comprehension</b> “Why the Sun and Moon Are in the Sky,” T99</p> <p><b>Word Work</b> T100–T103</p> <p>-Phonics/Spelling: Review /ûr/er, ir, ur, or</p> <p>-High-Frequency Words</p>

APPROACHING LEVEL		ON LEVEL	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<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</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

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><b>Fluency</b> Intonation, T109</p> <p><b>Word Work</b> T110-T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Blend with /ûr/er, ir, ur, or</li> <li>-Vocabulary: <i>leaped, stretched</i></li> <li>-Vocabulary Strategy: Shades of Meaning/Intensity</li> </ul> <p><b>Close Reading</b> <i>Kitten’s First Full Moon</i>, T113A-T113R</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar Mechanics:</b> Capitalization and End Marks, T115</p>	<p><b>Word Work</b> T132-T133</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Words with Diphthongs <i>oy, oi</i></li> </ul> <p><b>Fluency</b> T134</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Once Upon a Baby Brother</i>, T135A-T135P</p> <p><b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i>, T137</p>	<p><b>Extend the Concept</b> T116-T117</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T116</li> <li>-Close Reading: “The Moon,” T117A-T117B</li> </ul> <p><b>Word Work</b> T118-T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Structural Analysis: -er</li> </ul> <p><b>Integrate Ideas</b> T122-T123</p> <p><b>Independent Writing</b> T120</p> <p><b>Grammar Mechanics:</b> Capitalization and End Marks, T121</p>	<p><b>Word Work</b> T139</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> </ul> <p><b>Vocabulary Strategy</b> Review: Suffixes, T141</p> <p><b>Close Reading</b> “Bully-Free Zone,” T141A-T141B</p> <p><b>Write About Two Texts</b> T142</p> <p><b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i>, T143</p>	<p><b>Word Work</b> T124-T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with /ûr/er, ir, ur, or</li> <li>-Structural Analysis: Inflectional Ending -er</li> <li>-High-Frequency Words</li> </ul> <p><b>Vocabulary:</b> <i>leaped, stretched</i></p> <p><b>Integrate Ideas</b> T128-T129</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Adjectives, T127</p>	<p><b>Word Work</b> T146-T147</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Diphthongs <i>oy, oi</i></li> <li>-Structural Analysis: Consonant + <i>le (el, al)</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Vocabulary</b></p> <p><b>Integrate Ideas</b> Text Connections, T150-T151</p> <p><b>Write About Two Texts</b> T148</p> <p><b>Grammar</b> Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T149</p>
	OPTIONS		<p><b>Oral Language</b> Up in the Sky, T108</p> <p><b>Comprehension</b> Plot: Sequence, T109</p> <p><b>Word Work</b> T110-T113</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Inflectional Ending -er</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adjectives, T115</p>	<p><b>Oral Vocabulary</b> “My First Day!,” T130</p> <p><b>Comprehension</b> T131</p> <p><b>Word Work</b> T133</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Consonant + <i>le (el, al)</i></li> <li>Syllables</li> </ul> <p><b>Grammar</b> Pronouns, T137</p> <p><b>Write About the Text</b> T136</p>	<p><b>Word Work</b> T118-T119</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with /ûr/er, ir, ur, or</li> <li>-High-Frequency Words</li> </ul> <ul style="list-style-type: none"> <li>-Vocabulary: <i>leaped, stretched</i></li> </ul> <p><b>Close Reading</b> <i>Kitten’s First Full Moon</i>, T113A-T113R</p> <p><b>Grammar</b> Adjectives, T121</p>	<p><b>Oral Language</b> T138</p> <p><b>Word Work</b> T139-T140</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: <i>oy, oi</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> Expression, T141</p> <p><b>Integrate Ideas</b> Research and Inquiry, T144-T145</p> <p><b>Grammar</b> Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T143</p>	<p><b>Word Work</b> T124-T125</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b> T128-T129</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Capitalization and End Marks, T127</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 Words to Know Writing/Spelling Grammar	Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar

## GRADES 1–2 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 1		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	<b>Build Background</b> Great Inventions, T164–T165 <b>Oral Vocabulary</b> <i>curious, improve</i> , T164 <b>Word Work</b> T168–T171 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: /ôr/ <i>or, ore, oar</i> -High-Frequency Words -Vocabulary: <i>idea, unusual</i> <b>Shared Read</b> <i>The Story of a Robot Inventor</i> , T172–T173 <b>Shared Writing</b> T174 <b>Grammar</b> T175	<b>Build Background</b> Our Heroes, T188 <b>Oral Vocabulary</b> T190 <b>Word Work/Vocabulary</b> T192–T197 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowels /û/: <i>oo, u, u_e, ew, ue, ui</i> and /û/: <i>oo, u, ou</i> -High-Frequency Words/Words in Context <b>Close Reading</b> <i>César Chávez</i> , T198–T199 <b>Grammar</b> Possessive Pronouns, T201	<b>Oral Language</b> Great Inventions, T176 <b>Oral Vocabulary</b> <i>complicated, curious, device, imagine, improve</i> , T176 <b>Word Work</b> T178–T181 -Phonemic Awareness -Structural Analysis: Abbreviations -Vocabulary: <i>idea, unusual</i> <b>Shared Read</b> <i>The Story of a Robot Inventor</i> , T182–T183 -Genre: Biography, T182 -Skill: Connections Within Text: Problem and Solution, T183 <b>Interactive Writing</b> T184 <b>Grammar</b> T185	<b>Oral Language</b> Our Heroes, T202 <b>Word Work</b> T205 -Structural Analysis: Contractions with <i>not</i> <b>Close Reading</b> T208–T215 -Genre: Informative -Skill: Connections Within Text: Sequence -Strategy: Summarize -Vocabulary Strategy: Synonyms <b>Write About the Text</b> T216–T217 <b>Grammar</b> Possessive Pronouns, T218–T219
	OPTIONS	<b>Listening Comprehension</b> “Great Inventions,” T167	<b>Listening Comprehension</b> Strategy: Summarize, T191 -Interactive Read-Aloud: “A Hero On and Off Skis” <b>Write About the Text</b> Writing Fluency, T200	<b>Listening Comprehension</b> “Great Inventions,” T177 <b>Word Work</b> T178–T181 -Phonics/Spelling -High-Frequency Words	<b>Listening Comprehension</b> T203 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T204–T207 -Phonemic Awareness -Phonics/Spelling: /û/ and /û/ -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T190
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics Words to Know Comprehension	Leveled Reader Phonics Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Phrasing, T187</p> <p><b>Word Work</b> T188–T191</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend with /ôr/or, ore, oar</p> <p>-Vocabulary: <i>idea, unusual</i></p> <p>-Vocabulary Strategy: Prefixes</p> <p><b>Close Reading</b> <i>Thomas Edison, Inventor</i>, T191A–T191L</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T193</p>	<p><b>Word Work</b> T222–T223</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Words with Variant Vowels /û/ and /ü/</p> <p><b>Fluency</b> T224</p> <p>-Phrasing</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> “Brave Bessie,” T225A–T225H</p> <p><b>Grammar</b> Mechanics: Capitalization of Proper Nouns, T227</p>	<p><b>Extend the Concept</b></p> <p>-Literary Element: Alliteration, T195</p> <p>-Close Reading: “Windshield Wipers” and “Scissors,” T195A–T197B</p> <p><b>Word Work</b> T196–T197</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p><b>Integrate Ideas</b> T200–T201</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T199</p>	<p><b>Word Work</b> T229</p> <p>-Phonemic Awareness: Identify Syllables</p> <p><b>Vocabulary Strategy</b> Review: Idioms, T231</p> <p><b>Close Reading</b> “The Legend of Kate Shelley,” T231A–T231B</p> <p><b>Write About Two Texts</b> T232</p> <p><b>Grammar</b> Mechanics: Capitalization of Proper Nouns, T233</p>	<p><b>Word Work</b> T202–T203</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: /ôr/or, ore, oar</p> <p>-Structural Analysis</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>idea, unusual</i></p> <p><b>Integrate Ideas</b> T206–T207</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Adjectives That Compare, T205</p>	<p><b>Word Work</b> T236–T237</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Variant Vowels /ü/ and /û/</p> <p>-Structural Analysis: Contractions with <i>not</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> Text Connections, T240–T241</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> Possessive Pronouns, T239</p>
OPTIONS	<p><b>Oral Language</b> Great Inventions, T186</p> <p><b>Comprehension</b> Connections Within Text: Sequence, T187</p> <p><b>Word Work</b> T188–T191</p> <p>-Structural Analysis: Abbreviations</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Adjectives That Compare, T193</p>	<p><b>Oral Vocabulary</b> “A Hero On and Off Skis,” T220</p> <p><b>Comprehension</b> Maintain Skill: Plot: Sequence, T221</p> <p><b>Vocabulary</b> T225</p> <p><b>Word Work</b> T223</p> <p>-Structural Analysis</p> <p><b>Grammar</b> Possessive Pronouns, T227</p> <p><b>Write About the Text</b> T226</p>	<p><b>Word Work</b> T196–T197</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: Build Words with /ôr/or, ore, oar</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>idea, unusual</i></p> <p><b>Close Reading</b> <i>Thomas Edison, Inventor</i>, T191A–T191L</p> <p><b>Grammar</b> Adjectives That Compare, T199</p>	<p><b>Oral Language</b> T228</p> <p><b>Word Work</b> T229–T230</p> <p>-Phonics/Spelling: Words with Variant Vowels /ü/ and /û/</p> <p>-High-Frequency Words</p> <p>-Structural Analysis</p> <p><b>Fluency</b> T231</p> <p>-Phrasing</p> <p><b>Integrate Ideas</b> Research and Inquiry, T234–T235</p> <p><b>Grammar</b> T233</p>	<p><b>Word Work</b> T202–T203</p> <p>-Fluency: Phrasing</p> <p><b>Integrate Ideas</b> T206–T207</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T205</p>	<p><b>Integrate Ideas</b> T240–T241</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> Mechanics: Capitalization of Proper Nouns, T239</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>Words to Know</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 4

		DAY 1		DAY 2	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	<b>Build Background</b> Sounds All Around, T242–T243 <b>Oral Vocabulary</b> <i>volume, senses</i> , T242 <b>Word Work</b> T246–T249 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Introduce Diphthongs <i>ou, ow</i> -High-Frequency Words -Vocabulary: <i>scrambled, suddenly</i> <b>Shared Read</b> <i>Now, What’s That Sound?</i> , T250–T251 <b>Shared Writing</b> T252 <b>Grammar</b> Using <i>A</i> and <i>An</i> , T253	<b>Build Background</b> Preserving Our Earth, T278 <b>Oral Vocabulary</b> T280 <b>Word Work/Vocabulary</b> T282–T287 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowels /ô/: <i>a, aw, au, augh, al, and ough</i> -High-Frequency Words/Words in Context <b>Close Reading</b> <i>The Art Project</i> , T288 <b>Grammar</b> Contractions, T291	<b>Oral Language</b> Sounds All Around, T254 <b>Oral Vocabulary</b> <i>distract, nervous, senses, squeaky, volume</i> , T254 <b>Word Work</b> T256–T259 -Phonemic Awareness -Structural Analysis: <i>-er, -est</i> -Vocabulary: <i>scrambled, suddenly</i> <b>Shared Read</b> <i>Now, What’s That Sound?</i> T260–T261 -Genre: Realistic Fiction, T260 -Skill: Plot: Problem and Solution, T261 <b>Interactive Writing</b> T262 <b>Grammar</b> Using <i>This</i> and <i>That</i> , T263	<b>Oral Language</b> Preserving Our Earth, T292 <b>Word Work</b> T295 -Structural Analysis <b>Close Reading</b> <i>The Art Project</i> , T298–T305 -Genre: Fiction -Skill: Plot: Problem and Solution -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Homophones <b>Write About the Text</b> T306–T307 <b>Grammar</b> Contractions, T308–T309
	GRADE 2	<b>Comprehension</b> RL.1.2, RL.1.3 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.3, W.1.7 <b>Grammar</b> L.1.1h <b>Vocabulary</b> L.1.4b, L.1.6 <b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>Comprehension</b> RL.2.1, RL.2.3, RL.2.5 <b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3, SL.2.6 <b>Writing</b> W.2.3, W.2.4, W.2.8, W.2.10 <b>Grammar</b> L.2.2, L.2.2c <b>Vocabulary</b> L.2.4, L.2.4a, L.2.5, L.2.5a, RI.2.4 <b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c	<b>Listening Comprehension</b> “The Squeaky Bed,” T244–T245 <b>Listening Comprehension</b> Strategy: Make, Confirm, Revise Predictions, T281 -Interactive Read-Aloud: “Clean Water” <b>Write About the Text</b> Writing Fluency, T290	<b>Listening Comprehension</b> “The Squeaky Bed,” T255 <b>Word Work</b> T256–T259 -Phonics/Spelling: Review Diphthongs <i>ou, ow</i> -High-Frequency Words
OPTIONS					
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics Words to Know Comprehension	Leveled Reader Phonics Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Expression, T265</p> <p><b>Word Work</b> T266-T269</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend with Diphthongs <i>ou, ow</i></p> <p>-Vocabulary: <i>scrambled, suddenly</i></p> <p>-Vocabulary Strategy: Suffixes</p> <p><b>Close Reading</b> <i>Whistle for Willie</i>, T269A-T269P</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Capitalize/Underline Book Titles, T271</p>	<p><b>Word Work</b> T312-T313</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Words with Variant Vowel /ô/</p> <p><b>Fluency</b> T314</p> <p>-Intonation</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> "The Woodcutters Gift," T315A-T315L</p> <p><b>Grammar</b> Mechanics: Contractions/Possessive Pronouns, T317</p>	<p><b>Extend the Concept</b> T272-T273</p> <p>-Text Feature: Directions, T273</p> <p>-Close Reading: "Shake! Strike! Strum!," T273A-T273B</p> <p><b>Word Work</b> T274-T275</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Structural Analysis: <i>-er, -est</i></p> <p><b>Integrate Ideas</b> T278-T279</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Book Titles, T277</p>	<p><b>Word Work</b> T319</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p><b>Vocabulary Strategy</b> Review: Context Clues: Sentence Clues, T321</p> <p><b>Close Reading</b> "Earth's Resources," T321A-T321B</p> <p><b>Write About Two Texts</b> T316</p> <p><b>Grammar</b> Mechanics: Contractions/Possessive Pronouns, T317</p>	<p><b>Word Work</b> T280-T281</p> <p>-Phonemic Awareness: Phoneme Blending/ Substitution</p> <p>-Phonics/Spelling: Diphthongs <i>ou, ow</i></p> <p>-Structural Analysis: <i>-er, -est</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>scrambled, suddenly</i></p> <p><b>Integrate Ideas</b> T284-T285</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Mechanics: Capitalize/Underline Book Titles, T283</p>	<p><b>Word Work</b> T326-T327</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p>-Phonics/Spelling: Variant Vowel /ô/</p> <p>-Structural Analysis: Vowel Team Syllables</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> Text Connections, T330-T331</p> <p><b>Write About Two Texts</b> T328</p> <p><b>Grammar</b> Contractions, T329</p>
OPTIONS	<p><b>Oral Language</b> Sounds All Around, T264</p> <p><b>Comprehension</b> Point of View, T265</p> <p><b>Word Work</b> T266-T269</p> <p>-Structural Analysis: Inflectional Endings <i>-er, -est</i></p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Using <i>A, An, This, and That</i>, T271</p>	<p><b>Oral Vocabulary</b> "Clean Water," T310</p> <p><b>Comprehension</b> T311</p> <p><b>Vocabulary</b> T315</p> <p><b>Word Work</b> T312-T313</p> <p>-Structural Analysis</p> <p><b>Grammar</b> T317</p> <p><b>Write About the Text</b> T316</p>	<p><b>Word Work</b> T274-T275</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: <i>ou, ow</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>scrambled, suddenly</i></p> <p><b>Close Reading</b> <i>Whistle for Willie</i>, T269A-T269P</p> <p><b>Grammar</b> T277</p>	<p><b>Oral Language</b> T318</p> <p><b>Word Work</b> T319-T320</p> <p>-Phonics/Spelling: /ô/</p> <p>-High-Frequency Words</p> <p>-Structural Analysis</p> <p><b>Fluency</b> Intonation, T321</p> <p><b>Integrate Ideas</b> Research and Inquiry, T324-T325</p> <p><b>Grammar</b> T314</p>	<p><b>Word Work</b> T280-T281</p> <p>-Fluency: Expression</p> <p><b>Integrate Ideas</b> T284-T285</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> Using <i>A, An, This, and That</i>, T283</p>	<p><b>Integrate Ideas</b> T330-T331</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> Mechanics: Contractions/Possessive Pronouns, T329</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>Words to Know</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 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
GRADE 1					
CORE	GRADE 1	<b>Comprehension</b> RL.1.2, RI.1.3 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.1, W.1.7 <b>Grammar</b> L.1.1i <b>Vocabulary</b> L.1.4c, L.1.6 <b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>Oral Language</b> Build It!, T320–T321 <b>Oral Vocabulary</b> <i>project, structure</i> , T320 <b>Word Work</b> T324–T327 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: <i>oi, oy</i> -High-Frequency Words -Vocabulary: <i>balance, section</i> <b>Shared Read</b> <i>The Joy of a Ship</i> , T328–T329 <b>Shared Writing</b> T330 <b>Grammar</b> Prepositions and Prepositional Phrases, T331	<b>Oral Language</b> Build It!, T332 <b>Oral Vocabulary</b> <i>marvelous, project, structure, contented, intend</i> , T332 <b>Word Work</b> T334–T337 -Phonemic Awareness -Structural Analysis: Final Stable Syllables -Vocabulary: <i>balance, section</i> <b>Shared Read</b> <i>The Joy of a Ship</i> , T338–T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text: Cause and Effect, T339 <b>Interactive Writing</b> T340 <b>Grammar</b> T341	<b>Oral Language</b> Rights and Rules, T382 <b>Word Work</b> T385 -Structural Analysis: Alphabetical Order <b>Close Reading</b> Rights and Rules, T388–T395 -Genre: Informative -Skill: Connections Within Text: Cause and Effect -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Multiple-Meaning Words <b>Write About the Text</b> T396 <b>Grammar</b> Pronoun-Verb Agreement, T398–T399
	GRADE 2				
OPTIONS	GRADE 1	<b>Comprehension</b> RI.2.1, RI.2.3, RI.2.6 <b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3 <b>Writing</b> W.2.2, W.2.4, W.2.8, W.2.10 <b>Grammar</b> L.2.1, L.2.2 <b>Vocabulary</b> L.2.4a, L.2.5, L.2.5a, RI.2.4 <b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c	<b>Listening Comprehension</b> “The Sheep and the Pig Who Set Up House,” T322–T323 <b>Listening Comprehension Strategy:</b> Make, Confirm, Revise Predictions, T371 -Interactive Read-Aloud: “Town Rules” <b>Write About the Text</b> Writing Fluency, T380	<b>Listening Comprehension</b> “The Sheep and the Pig Who Set Up House,” T333 <b>Word Work</b> T334–T337 -Phonics/Spelling: Review Diphthongs <i>oi, oy</i> -High-Frequency Words	<b>Listening Comprehension</b> T383 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T384–T387 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T382
	GRADE 2				
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics Words to Know Comprehension	Leveled Reader Phonics Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency:</b> Intonation and Phrasing, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics/Spelling: Blend with Diphthongs <i>oi, oy</i></li> <li>-Vocabulary: balance, section</li> <li>-Vocabulary Strategy: Inflectional Endings</li> </ul> <p><b>Close Read</b> <i>Building Bridges</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar</b> Mechanics: Abbreviations, T349</p>	<p><b>Word Work</b> T402–T403</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Reversal</li> <li>-Phonics/Spelling: Short Vowel Digraphs</li> </ul> <p><b>Fluency</b> T404</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Setting the Rules</i>, T405A–T405C</p> <p><b>Grammar</b> Mechanics: Book Titles, T407</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Oral Language: Build It!, T350</li> <li>-Text Feature: Captions, T350</li> <li>-Close Read: “Small Joy,” T351</li> </ul> <p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Structural Analysis: Final Stable Syllables</li> </ul> <p><b>Integrate Ideas</b> T356–T357</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> T355</p>	<p><b>Word Work</b> T409</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b> Context Clues, T411</p> <p><b>Close Reading</b> “American Symbols,” T411A–T411B</p> <p><b>Write About Two Texts</b> T412</p> <p><b>Grammar</b> Mechanics: Book Titles, T413</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: <i>oi, oy</i></li> <li>-Structural Analysis: Final Stable Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>balance, section</i></li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> T361</p>	<p><b>Word Work</b> T416–T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling: Short Vowel Digraphs</li> <li>-Structural Analysis: Alphabetical Order</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T420–T421</p> <p><b>Write About Two Texts</b> T418</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T419</p>
OPTIONS	<p><b>Oral Language</b> Build It!, T342</p> <p><b>Comprehension</b> Main Idea and Key Details, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Final Stable Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Prepositions and Prepositional Phrases, T349</p>	<p><b>Oral Vocabulary</b> “Town Rules,” T400</p> <p><b>Comprehension</b> T401</p> <p><b>Vocabulary</b> T405</p> <p><b>Word Work</b> T403</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> T407</p> <p><b>Write About the Text</b> T406</p>	<p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: <i>oi, oy</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>balance, section</i></li> </ul> <p><b>Close Read</b> <i>Building Bridges</i>, T347A–T347F</p> <p><b>Grammar</b> Mechanics: Abbreviations, T355</p>	<p><b>Oral Language</b> T408</p> <p><b>Word Work</b> T409–T410</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: <i>/e/ea; /u/ou; /i/y</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Alphabetical Order</li> </ul> <p><b>Fluency</b> Pronunciation, T411</p> <p><b>Integrate Ideas</b> T414</p> <p><b>Grammar</b> T413</p>	<p><b>Word Work</b>, T358–T359</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation and Phrasing</li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Abbreviations, T361</p>	<p><b>Integrate Ideas</b> T420–T421</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Book Titles, T419</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>Words to Know</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 6 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<b>CORE</b>	<b>GRADE 1</b>	<b>Comprehension</b> RL.1.2 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.3, W.1.7 <b>Grammar</b> L.1.1d <b>Vocabulary</b> L.1.4, L.1.6, L.4.5c <b>Foundational Skills/Word Work</b> RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.4b	<b>Build Background</b> Taking Action, T8–T9 <b>Oral Vocabulary</b> <i>fair, conflict</i> , T8 <b>Word Work</b> T12–T15 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Identity -Phonics/Spelling: Introduce Variant Vowel /ü/ -High-Frequency Words -Vocabulary: <i>demand, emergency</i> <b>Shared Read</b> <i>Super Tools</i> , T16–T17 <b>Shared Writing</b> T18 <b>Grammar</b> Pronouns, T19	<b>Oral Language</b> Taking Action, T20 <b>Oral Vocabulary</b> <i>shift, risk, argument, fair, conflict</i> , T20 <b>Word Work</b> T22–T25 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: <i>-ful</i> and <i>-less</i> <b>Shared Read</b> <i>Super Tools</i> , T26–T27 -Genre: Fantasy, T26 -Skill: Theme, T27 <b>Interactive Writing</b> T28 <b>Grammar</b> Pronouns, T29	<b>Oral Language</b> Plant Myths and Facts, T22 <b>Word Work</b> T27 -Structural Analysis: Compound Words <b>Close Reading</b> <i>Why Fir Tree Keeps His Leaves</i> , T28 -Genre: Myth -Skill: Theme -Strategy: Reread -Vocabulary Strategy: Context Clues <b>Write About the Text</b> T36–T37 <b>Grammar</b> Adjectives, T38–T39
	<b>OPTIONS</b>	<b>Listening Comprehension</b> “The Cat’s Bell,” T10–T11	<b>Listening Comprehension</b> Strategy: Reread, T18 -Interactive Read-Aloud: “The Bluebell” <b>Write About the Text</b> Writing Fluency, T20	<b>Listening Comprehension</b> “The Cat’s Bell,” T21 <b>Word Work</b> T22–T25 -Phonics/Spelling: Review Variant Vowel /ü/ -High-Frequency Words	<b>Listening Comprehension</b> T23 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T24–T27 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T22

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Expression, T31  <b>Word Work</b> T32-T35                      -Phonemic Awareness: Identify/Generate Rhyme                      -Phonics/Spelling: Blend with Variant Vowel /ü/                      -Vocabulary: <i>demand, emergency</i>                      -Vocabulary Strategy: Synonyms  <b>Close Reading</b> <i>Click, Clack, Moo: Cows That Type</i>, T35A-T35N  <b>Independent Writing</b> T36  <b>Grammar Mechanics:</b> Capitalize <i>I</i>, T37</p>	<p><b>Word Work</b> T42-T43                      -Phonemic Awareness: Phoneme Blending                      -Phonics/Spelling: Words with Open and Closed Syllables  <b>Fluency</b> T44                      -Expression                      -High-Frequency Words  <b>Close Reading</b> <i>The Golden Flower: A Taino Myth from Puerto Rico</i>, T45A-T45L  <b>Grammar Mechanics:</b> Commas in a Series, T47</p>	<p><b>Extend the Concept</b> T38-T39                      -Text Feature: Captions, T38                      -Close Reading: "March On!" T39A-T39B  <b>Word Work</b> T40-T41                      -Phonemic Awareness: Syllable Deletion                      -Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i>  <b>Integrate Ideas</b> T44-T45                      -Research and Inquiry  <b>Independent Writing</b> T42  <b>Grammar Mechanics:</b> Capitalize <i>I</i>, T43</p>	<p><b>Word Work</b> T49                      -Phonemic Awareness: Phoneme Deletion  <b>Vocabulary Strategy</b> Review: Similes, T51  <b>Close Reading</b> "A Pumpkin Plant," T51A-T51B  <b>Write About Two Texts</b> T52  <b>Grammar Mechanics:</b> Commas in a Series, T53</p>	<p><b>Word Work</b> T46-T47                      -Phonemic Awareness: Phoneme Segmentation/ Substitution                      -Phonics/Spelling: Blend and Build Words with Variant Vowel /ü/                      -Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i>                      -High-Frequency Words                      -Vocabulary: <i>demand, emergency</i>  <b>Integrate Ideas</b> T50-T51                      -Text Connections  <b>Independent Writing</b> T48  <b>Grammar</b> Pronouns, T49</p>	<p><b>Word Work</b> T56-T57                      -Phonemic Awareness                      -Phonics/Spelling: Open and Closed Syllables                      -Structural Analysis: Compound Words                      -High-Frequency Words                      -Vocabulary  <b>Integrate Ideas</b> Text Connections, T60-T61  <b>Write About Two Texts</b> T58  <b>Grammar</b> Adjectives, T59</p>
OPTIONS	<p><b>Oral Language</b> Taking Action, T30  <b>Comprehension</b> Point of View, T31  <b>Word Work</b> T32-T35                      -Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i>                      -High-Frequency Words  <b>Grammar</b> Pronouns, T37</p>	<p><b>Oral Vocabulary</b> "The Bluebell," T40  <b>Comprehension</b> Maintain Skill: Point of View, T41  <b>Vocabulary</b> T45  <b>Word Work</b> T42-T43                      -Structural Analysis: Compound Words  <b>Grammar</b> Adjectives, T47  <b>Write About the Text</b> T46</p>	<p><b>Word Work</b> T40-T41                      -Fluency: Sound-Spellings                      -Phonics/Spelling: Variant Vowel /ü/                      -High-Frequency Words                      -Vocabulary: <i>demand, emergency</i>  <b>Close Reading</b> <i>Click, Clack, Moo: Cows That Type</i>, T35A-T35N  <b>Grammar</b> Pronouns, T43</p>	<p><b>Oral Language</b> T48  <b>Word Work</b> T49-T50                      -Phonics/Spelling: Open and Closed Syllables                      -High-Frequency Words/ Vocabulary                      -Structural Analysis: Compound Words  <b>Fluency</b> Expression, T51  <b>Integrate Ideas</b> T54-T55  <b>Grammar</b> Adjectives, T53</p>	<p><b>Word Work</b> T46-T47                      -Fluency: Expression  <b>Integrate Ideas</b> T50-T51                      -Research and Inquiry                      -Speaking and Listening  <b>Grammar Mechanics:</b> Capitalize <i>I</i>, T49</p>	<p><b>Integrate Ideas</b> T60-T61                      -Research and Inquiry                      -Speaking and Listening  <b>Grammar Mechanics:</b> Commas in a Series, 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 Words to Know Writing/Spelling Grammar	Shared Read Leveled Reader Vocabulary Writing/Spelling Grammar

## GRADES 1–2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	<b>Build Background</b> My Team, T86–T87 <b>Oral Vocabulary</b> <i>inspire, respect</i> , T86 <b>Word Work</b> T90–T93 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Variant Vowel /ô/ -High-Frequency Words -Vocabulary: <i>accept, often</i> <b>Shared Read</b> <i>All Kinds of Helpers</i> , T94–T95 <b>Shared Writing</b> T96 <b>Grammar</b> Possessive Pronouns, T97	<b>Build Background</b> We Need Energy, T98–T99 <b>Oral Vocabulary</b> T100 <b>Word Work/Vocabulary</b> T102–T107 -Phonemic Awareness: Initial Phoneme Addition -Phonics/Spelling: Introduce CVCe Syllables -High-Frequency Words/Words in Context <b>Close Reading</b> “Pedal Power,” T108–T109 <b>Grammar</b> Articles and <i>This, That, These, and Those</i> , T111	<b>Oral Language</b> My Team, T98 <b>Oral Vocabulary</b> <i>decision, distance, inspire, respect, swiftly</i> , T98 <b>Word Work</b> T100–T103 -Phonemic Awareness: Phoneme Reversal -Structural Analysis -Vocabulary: <i>accept, often</i> <b>Shared Read</b> <i>All Kinds of Helpers</i> , T104–T105 -Genre: Informational Text/ Nonfiction, T104 -Skill: Author’s Purpose, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> T107	<b>Oral Language</b> We Need Energy, T112 <b>Word Work</b> T115 -Structural Analysis: Prefixes <b>Close Reading</b> “Pedal Power,” T118–T121 -Genre: Informative -Skill: Author’s Purpose -Strategy: Reread -Vocabulary Strategy: Paragraph Clues <b>Write About the Text</b> T126–T127 <b>Grammar</b> Names and Titles, T128–T129
	OPTIONS	<b>Listening Comprehension</b> “Anansi’s Sons,” T88–T89	<b>Listening Comprehension</b> Strategy: Reread, T101 -Interactive Read-Aloud: “How Does Energy Make Your Hair Stand Up?” <b>Write About the Text</b> Writing Fluency, T110	<b>Listening Comprehension</b> “Anansi’s Sons,” T99 <b>Word Work</b> T100–T103 -Phonics/Spelling: Review Variant Vowel /ô/ -High-Frequency Words	<b>Listening Comprehension</b> T113 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T112
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics Words to Know Comprehension	Leveled Reader Phonics Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Intonation, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend with Variant Vowel /ô/</li> <li>-Vocabulary: <i>accept, often</i></li> <li>-Vocabulary Strategy: Antonyms</li> </ul> <p><b>Close Reading</b> <i>Meet Rosina</i>, T113A–T113L</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T115</p>	<p><b>Word Work</b> T132–T133</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Initial Phoneme Substitution</li> <li>-Phonics/Spelling: Words with CVCe Syllables</li> </ul> <p><b>Fluency</b> T134</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>My Light</i>, T135A–T135L</p> <p><b>Grammar</b> Mechanics: Names and Titles, T137</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Literary Element: Sensory Words, T116</li> <li>-Close Reading: “Abuelita’s Lap,” T117</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Vowel Team Syllables</li> </ul> <p><b>Integrate Ideas</b> T122–T123</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T121</p>	<p><b>Word Work</b> T139</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b> Review: Synonyms/Antonyms, T141</p> <p><b>Close Reading</b> “The Power of Water,” T141A–T141B</p> <p><b>Write About Two Texts</b> T142</p> <p><b>Grammar</b> Mechanics: Names and Titles, T143</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/Substitution</li> <li>-Phonics/Spelling: Variant Vowel /ô/</li> <li>-Structural Analysis: Vowel Team Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Possessive Pronouns, T127</p>	<p><b>Word Work</b> T146–T147</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: CVCe Syllables</li> <li>-Structural Analysis: Prefixes/Suffixes</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T150–T151</p> <p><b>Write About Two Texts</b> T148</p> <p><b>Grammar</b> Articles and <i>This, That, These, and Those</i>, T149</p>
OPTIONS	<p><b>Oral Language</b> My Team, T108</p> <p><b>Comprehension</b> Connections Within Text: Problem and Solution, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Vowel Team Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Possessive Pronouns, T115</p>	<p><b>Oral Vocabulary</b> “How Does Energy Make Your Hair Stand Up?,” T130</p> <p><b>Comprehension</b> T131</p> <p><b>Vocabulary</b> T135</p> <p><b>Word Work</b> T133</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Prefixes/Suffixes</li> </ul> <p><b>Grammar</b> T137</p> <p><b>Write About the Text</b> T136</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Word Sort with /ô/</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Meet Rosina</i>, T113A–T113L</p> <p><b>Grammar</b> Possessive Pronouns, T121</p>	<p><b>Oral Language</b> T138</p> <p><b>Word Work</b> T139–T140</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with CVCe Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Structural Analysis</b></p> <p><b>Fluency</b> T141</p> <ul style="list-style-type: none"> <li>-Intonation</li> </ul> <p><b>Integrate Ideas</b> T144–T145</p> <p><b>Grammar</b> Articles and <i>This, That, These, and Those</i>, T143</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T127</p>	<p><b>Integrate Ideas</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Names and Titles, T149</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>Words to Know</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 6 WEEK 3

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2	
GRADE 1						
<b>CORE</b>	<b>GRADE 1</b>	<b>Comprehension</b> RL.1.2, RL.1.3 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.2, W.1.7 <b>Grammar</b> L.1.1d <b>Vocabulary</b> L.1.4, L.1.6, L.4.5a <b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>Build Background</b> Weather Together, T164–T165 <b>Oral Vocabulary</b> <i>predict, cycle</i> , T164 <b>Word Work</b> T168–T171 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: <i>wr, kn, gn</i> -High-Frequency Words -Vocabulary: <i>country, gathers</i> <b>Shared Read</b> <i>Wrapped in Ice</i> , T172–T173 <b>Shared Writing</b> T174 <b>Grammar</b> Special Pronouns, T175	<b>Build Background</b> Team Up to Explore, T188 <b>Oral Vocabulary</b> T190 <b>Word Work/Vocabulary</b> T192–T195 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Introduce Consonant + <i>le</i> Syllables ( <i>el, al</i> ) -High-Frequency Words/Words in Context <b>Close Reading</b> “Dive Teams,” T198–T199 <b>Grammar</b> Adjectives That Compare, T201	<b>Oral Language</b> Weather Together, T176 <b>Oral Vocabulary</b> <i>creative, frigid, scorching, cycle, predict</i> , T176 <b>Word Work</b> T178–T181 -Phonemic Awareness -Structural Analysis -Vocabulary: <i>country, gathers</i> <b>Shared Read</b> <i>Wrapped in Ice</i> , T182–T183 -Genre: Realistic Fiction, T182 -Skill: Plot/Cause and Effect, T183 <b>Interactive Writing</b> T184 <b>Grammar</b> Special Pronouns, T185	<b>Oral Language</b> Team Up to Explore, T202 <b>Word Work</b> T205 -Structural Analysis: Contractions/Possessives <b>Close Reading</b> “Dive Teams,” T208–T213 -Genre: Informational Text -Skill: Main Idea and Key Details -Strategy: Summarize -Vocabulary Strategy: Greek/Latin Roots <b>Write About the Text</b> T216–T217 <b>Grammar</b> Adjectives That Compare, T218–T219
	GRADE 2	<b>Comprehension</b> RI.2.1, RI.2.2, RI.2.6, RI.2.8 <b>Listening/Speaking</b> SL.2.1, SL.2.2, SL.2.3 <b>Writing</b> W.2.1, W.2.4, W.2.8, W.2.10 <b>Vocabulary</b> L.2.4c, L.2.5, L.2.5a, L.4.4b, RI.2.4 <b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c	<b>Listening Comprehension</b> “Paul Bunyan and the Popcorn Blizzard,” T166–T167 <b>Listening Comprehension</b> Strategy: Summarize, T191 -Interactive Read-Aloud: “Teamwork in Space” <b>Write About the Text</b> Writing Fluency, T200	<b>Listening Comprehension</b> “Paul Bunyan and the Popcorn Blizzard,” T177 <b>Word Work</b> T178–T181 -Phonics/Spelling: Review Silent Letters <i>wr, kn, gn</i> -High-Frequency Words	<b>Listening Comprehension</b> T203 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T204–T207 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T202	
		APPROACHING LEVEL	ON LEVEL			
		GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		Leveled Reader Phonemic Awareness Phonics Structural Analysis Words to Know Comprehension	Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics Words to Know Comprehension	Leveled Reader Phonics Vocabulary Comprehension	

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Intonation, T187</p> <p><b>Word Work</b> T188–T191</p> <p>-Phonemic Awareness: Phoneme Substitution</p> <p>-Phonics/Spelling: Blend Words with Silent Letters <i>wr, kn, gn</i></p> <p>-Vocabulary: <i>country, gathers</i></p> <p>-Vocabulary Strategy: Similes</p> <p><b>Close Reading</b> <i>Rain School</i>, T191A–T191R</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Commas in Dates and Letters, T193</p>	<p><b>Word Work</b> T222–T223</p> <p>-Phonemic Awareness: Phoneme Addition/Deletion</p> <p>-Phonics/Spelling: Consonant + <i>le</i> Syllables</p> <p><b>Fluency</b> T224</p> <p>-Phrasing</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Astronaut Handbook</i>, T225A–T225J</p> <p><b>Grammar</b> Mechanics: Apostrophes with Possessive Nouns, T227</p>	<p><b>Extend the Concept</b> T194–T195</p> <p>-Text Feature: Headings, T195</p> <p>-Close Reading: “Rainy Weather,” T195A–T195B</p> <p><b>Word Work</b> T196–T197</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Structural Analysis: Compound Words</p> <p><b>Integrate Ideas</b> T200–T201</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Special Pronouns, T199</p>	<p><b>Word Work</b> T229</p> <p>-Phonemic Awareness: Phoneme Segmentation and Blending</p> <p><b>Vocabulary Strategy</b> Review: Synonyms/Antonyms, T231</p> <p><b>Close Reading</b> “Teamwork to the Top,” T231A–T231B</p> <p><b>Write About Two Texts</b> T232</p> <p><b>Grammar</b> Mechanics: Apostrophes with Possessive Nouns, T233</p>	<p><b>Word Work</b> T202–T203</p> <p>-Phonemic Awareness: Phoneme Segmentation/Substitution</p> <p>-Phonics/Spelling: <i>wr, kn, gn</i></p> <p>-Structural Analysis: Compound Words</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>country, gathers</i></p> <p><b>Integrate Ideas</b> T206–T207</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Special Pronouns, T205</p>	<p><b>Word Work</b> T236–T237</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Consonant + <i>le</i> Syllables</p> <p>-Structural Analysis: Contractions/Possessives</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> Text Connections, T240–T241</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> Adjectives That Compare, T239</p>
OPTIONS	<p><b>Oral Language</b> Weather Together, T186</p> <p><b>Comprehension</b> Theme, T187</p> <p><b>Word Work</b> T188–T191</p> <p>-Structural Analysis: Compound Words</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Special Pronouns, T193</p>	<p><b>Oral Vocabulary</b> “Teamwork in Space,” T220</p> <p><b>Comprehension</b> T221</p> <p><b>Vocabulary</b> T225</p> <p><b>Word Work</b> T222–T223</p> <p>-Structural Analysis: Contractions/Possessives</p> <p><b>Grammar</b> T227</p> <p><b>Write About the Text</b> T226</p>	<p><b>Word Work</b> T196–T197</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: <i>wr, kn, gn</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>country, gathers</i></p> <p><b>Close Reading</b> <i>Rain School</i>, T191A–T191R</p> <p><b>Grammar</b> Mechanics: Commas in Dates and Letters, T199</p>	<p><b>Oral Language</b> T228</p> <p><b>Word Work</b> T229–T230</p> <p>-Phonics/Spelling: Words with Consonant + <i>le</i> Syllables</p> <p>-High-Frequency Words</p> <p>-Structural Analysis</p> <p><b>Fluency</b> T231</p> <p>-Phrasing</p> <p><b>Integrate Ideas</b> Research and Inquiry, T234–T235</p> <p><b>Grammar</b> Adjectives That Compare, T233</p>	<p><b>Word Work</b> T202–T203</p> <p>-Fluency: Intonation</p> <p><b>Integrate Ideas</b> T206–T207</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> Mechanics: Commas in Dates and Letters, T205</p>	<p><b>Integrate Ideas</b> T240–T241</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> Mechanics: Apostrophes with Possessive Nouns, T239</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>Words to Know</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 6 WEEK 4

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 1</b></p> <p>Comprehension RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1 Vocabulary L.1.4, L.1.6, L.2.4d Foundational Skills/Word Work RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p> <p><b>GRADE 2</b></p> <p>Comprehension RI.2.1, RI.2.3, RI.2.6 Listening/Speaking SL.2.1, SL.2.1c, SL.2.2, SL.2.3 Writing W.2.2, W.2.4, W.2.8, W.2.10 Grammar L.2.4, L.2.5, L.2.5a Vocabulary RI.2.4 Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Sharing Traditions, T242–T243 <b>Oral Vocabulary</b> <i>tradition, effort</i>, T242 <b>Word Work</b> T246–T249 -Fluency: Sound Spellings -Phonological Awareness: Syllable Addition -Phonics/Spelling: Introduce Three-Letter Blends -High-Frequency Words -Vocabulary: <i>difficult, nobody</i></p> <p><b>Shared Read</b> <i>A Spring Birthday</i>, T250–T251 <b>Shared Writing</b> T252 <b>Grammar</b> <i>I and Me</i>, T253</p>	<p><b>GRADE 2</b></p> <p><b>Build Background</b> Money Matters, T278 <b>Oral Vocabulary</b> T280 <b>Word Work/Vocabulary</b> T282–T287 -Phonemic Awareness: Phoneme Segmentation -Phonics: Introduce Vowel Team Syllables -High-Frequency Words/Words in Context <b>Close Reading</b> “The Life of a Dollar Bill,” T288 <b>Grammar</b> Adverbs and Prepositional Phrases, T291</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Sharing Tradition, T254 <b>Oral Vocabulary</b> <i>ancient, movement, effort, tradition, drama</i>, T254 <b>Word Work</b> T256–T259 -Phonemic Awareness -Structural Analysis: <i>-ed, -ing</i> -Vocabulary: <i>difficult, nobody</i> <b>Shared Read</b> <i>A Spring Birthday</i>, T260–T261 -Genre: Realistic Fiction, T260 -Skill: Theme, T261 <b>Interactive Writing</b> T262 <b>Grammar</b> <i>I and Me</i>, T263</p>	<p><b>GRADE 2</b></p> <p><b>Oral Language</b> Money Matters, T292 <b>Word Work</b> T295 -Comparative Endings <i>-er, -est</i> <b>Close Reading</b> “The Life of a Dollar Bill,” T298–T305 -Genre: Expository Text -Skill: Connections Within Text: Problem and Solution -Strategy: Summarize -Vocabulary Strategy: Paragraph Clues <b>Write About the Text</b> T306–T307 <b>Grammar</b> Adverbs and Prepositional Phrases, T308–T309</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> “Let’s Dance!,” T244–T245</p>	<p><b>Listening Comprehension</b> Strategy: Summarize, T281 -Interactive Read-Aloud: “Keep the Change” <b>Write About the Text</b> Writing Fluency, T290</p>	<p><b>Listening Comprehension</b> “Let’s Dance!,” T255 <b>Word Work</b> T256–T259 -Phonics/Spelling: Review Three-Letter Blends -High-Frequency Words</p>
		<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>	
		<p><b>GRADE 1</b></p> <p>Leveled Reader Phonological Awareness Phonics Structural Analysis Words to Know Comprehension</p>	<p><b>GRADE 2</b></p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension</p>	<p><b>GRADE 1</b></p> <p>Leveled Reader Phonics Words to Know Comprehension</p>	<p><b>GRADE 2</b></p> <p>Leveled Reader Phonics Vocabulary Comprehension</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Phrasing, T265</p> <p><b>Word Work</b> T266–T269</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend with Three-Letter Blends</p> <p>-Vocabulary: <i>difficult, nobody</i></p> <p>-Vocabulary Strategy: Compound Words</p> <p><b>Close Reading</b> <i>Lissy’s Friends</i>, T269A–T269R</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Commas in Dates and Letters, T271</p>	<p><b>Word Work</b> T312–T313</p> <p>-Phonemic Awareness: Phoneme Reversal</p> <p>-Phonics/Spelling: Vowel Team Syllables</p> <p><b>Fluency</b> T314</p> <p>-Intonation</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Money Madness</i>, T315A–T315L</p> <p><b>Grammar</b> Mechanics: Capitalization, T317</p>	<p><b>Extend the Concept</b></p> <p>-Text Feature: Directions, T273</p> <p>-Close Reading: “Making Paper Shapes,” T273A–T273B</p> <p><b>Word Work</b> T274–T275</p> <p>-Phonemic Awareness Phoneme Segmentation</p> <p>-Structural Analysis: <i>-ed, -ing</i></p> <p><b>Integrate Ideas</b> T278–T279</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> T277</p>	<p><b>Word Work</b> T319</p> <p>-Phonemic Awareness: Phoneme Substitution</p> <p><b>Vocabulary Strategy</b> Review: Greek and Latin Roots, T321</p> <p><b>Close Reading</b> “King Midas and the Golden Touch,” T321A–T321B</p> <p><b>Write About Two Texts</b> T322</p> <p><b>Grammar</b> Mechanics: Capitalization, T323</p>	<p><b>Word Work</b> T280–T281</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Three-Letter Blends</p> <p>-Structural Analysis: <i>-ed, -ing</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>difficult, nobody</i></p> <p><b>Integrate Ideas</b> T284–T285</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> <i>I and Me</i>, T283</p>	<p><b>Word Work</b> T326–T327</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Vowel Team Syllables</p> <p>-Structural Analysis: Comparative Endings</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> Text Connections, T330–T331</p> <p><b>Write About Two Texts</b> T328</p> <p><b>Grammar</b> Adverbs and Prepositional Phrases, T329</p>
OPTIONS	<p><b>Oral Language</b> Sharing Traditions, T264</p> <p><b>Comprehension</b> Plot: Problem and Solution, T265</p> <p><b>Word Work</b> T266–T269</p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p>-High-Frequency Words</p> <p><b>Grammar</b> <i>I and Me</i>, T271</p>	<p><b>Oral Vocabulary</b> “Keep the Change!,” T310</p> <p><b>Comprehension</b> T311</p> <p><b>Vocabulary</b> T315</p> <p><b>Word Work</b> T313</p> <p>-Structural Analysis: <i>-er, -est,</i></p> <p><b>Grammar</b> T317</p> <p><b>Write to a Prompt</b> T316</p>	<p><b>Word Work</b> T274–T275</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: Build Words with Three-Letter Blends</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>difficult, nobody</i></p> <p><b>Close Reading</b> <i>Lissy’s Friends</i>, T269A–T269R</p> <p><b>Grammar</b> <i>I and Me</i>, T277</p>	<p><b>Oral Language</b> T318</p> <p><b>Word Work</b> T319–T320</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words</p> <p>-Structural Analysis: <i>-er, -est</i></p> <p><b>Fluency</b> T321</p> <p>-Intonation</p> <p><b>Integrate Ideas</b> T324–T325</p> <p><b>Grammar</b> Adverbs and Prepositional Phrases, T323</p>	<p><b>Word Work</b> T280–T281</p> <p>-Fluency: Phrasing</p> <p><b>Integrate Ideas</b> T284–T285</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> Mechanics: Commas in Dates and Letters, T283</p>	<p><b>Integrate Ideas</b> T330–T331</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar</b> Mechanics: Capitalization, T329</p>	
BEYOND LEVEL			ENGLISH LEARNERS				
GRADE 1	GRADE 2	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>Words to Know</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 6 WEEK 5

		DAY 1		DAY 2	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<b>CALIFORNIA STANDARDS</b>					
<b>GRADE 1</b>					
<p><b>Comprehension</b> RI.1.2, RI.2.6</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.1, W.1.7</p> <p><b>Grammar</b> L.1.1</p> <p><b>Vocabulary</b> L.1.4, L.1.6, L.4.5a</p> <p><b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>		<p><b>Build Background</b> Celebrate America!, T320–T321</p> <p><b>Oral Vocabulary</b> <i>pride, display</i>, T320</p> <p><b>Word Work</b> T324–T327</p> <p>-Fluency: Sound Spellings</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Introduce /â/ <i>air, are, ear</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>nation, unite</i></p> <p><b>Shared Read</b> <i>Share the Harvest and Give Thanks</i>, T328–T329</p> <p><b>Shared Writing</b> T330</p> <p><b>Grammar</b> T331</p>	<p><b>Build Background</b> The World of Ideas, T368</p> <p><b>Oral Vocabulary</b> T370</p> <p><b>Word Work/Vocabulary</b> T372–T377</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p>-Phonics/Spelling: <i>r</i>-Controlled Vowel Syllables</p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “A Box of Crayons,” “What Story is This?,” “The Ticket,” T378–T379</p> <p><b>Grammar</b> Adjectives and Adverbs, T381</p>	<p><b>Oral Language</b> Celebrate America!, T332</p> <p><b>Oral Vocabulary</b> <i>design, purpose, pride, display, represent</i>, T332</p> <p><b>Word Work</b> T334–T337</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p>-Vocabulary: <i>nation, unite</i></p> <p><b>Shared Read</b> <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><b>Interactive Writing</b> T340</p> <p><b>Grammar</b> T341</p>	<p><b>Oral Language</b> The World of Ideas, T382</p> <p><b>Word Work</b> T385</p> <p>-Structural Analysis: Three Syllable Words</p> <p><b>Close Reading</b> “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><b>Write About the Text</b> T396</p> <p><b>Grammar</b> Adjectives and Adverbs, T398</p>
<b>GRADE 2</b>					
<p><b>Comprehension</b> RL.2.1, RL.2.4, RL.2.6, RL.2.10</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.3, W.2.4, W.2.8, W.2.10</p> <p><b>Grammar</b> L.2.1, L.2.2</p> <p><b>Vocabulary</b> L.2.5a, L.2.6, L.4.5a, RI.2.4b</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>		<p><b>Listening Comprehension</b> “Celebrate the Flag,” T322–T323</p>	<p><b>Listening Comprehension</b> Strategy: Summarize, T371</p> <p>-Interactive Read-Aloud: “Give Me a Brown Box”</p> <p><b>Write About the Text</b> Writing Fluency, T380</p>	<p><b>Listening Comprehension</b> “Celebrate the Flag,” T333</p> <p><b>Word Work</b> T334–T337</p> <p>-Phonics/Spelling: Review /â/ <i>air, are, ear</i></p> <p>-High-Frequency Words</p>	<p><b>Listening Comprehension</b> T383</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T384–T387</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T382</p>
		BEYOND LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>Words to Know</p> <p>Comprehension</p>	<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</p> <p>Words to Know</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>

**GRADES 1–2 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5**

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p><b>Fluency</b> Phrasing, T343</p> <p><b>Word Work</b> T344–T347</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics/Spelling: /â/ <i>air, are, ear</i></p> <p>-Vocabulary: <i>nation, unite</i></p> <p>-Vocabulary Strategy: Metaphors</p> <p><b>Close Reading</b> <i>Happy Birthday, U.S.A.!</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Abbreviations, T349</p>	<p><b>Word Work</b> T402–T403</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowel Syllables</p> <p><b>Fluency</b> T404</p> <p>-Expression</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading,” T405A–T405D</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T407</p>	<p><b>Extend the Concept</b> T350</p> <p>-Text Feature: Map, T350</p> <p>-Close Reading: “A Young Nation Grows,” T351</p> <p><b>Word Work</b> T352–T353</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p><b>Integrate Ideas</b> T356–T357</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T354</p> <p><b>Grammar Mechanics:</b> Abbreviations, T355</p>	<p><b>Word Work</b> T409</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p><b>Vocabulary Strategy</b> Review: Metaphors, T411</p> <p><b>Close Reading</b> “Clay Play” and “Crayons,” T411A–T411B</p> <p><b>Write About Two Texts</b> T412</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T413</p>	<p><b>Word Work</b> T358–T359</p> <p>-Phonemic Awareness: Syllable Deletion/Addition</p> <p>-Phonics/Spelling: /â/ <i>air, are, ear</i></p> <p>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>nation, unite</i></p> <p><b>Integrate Ideas</b> T362–T363</p> <p>-Text Connections</p> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Adverbs That Tell How, T361</p>	<p><b>Word Work</b> T416–T417</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-Structural Analysis: Three (or more) Syllable Words</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p><b>Integrate Ideas</b> Text Connections, T420–T421</p> <p><b>Write About Two Texts</b> T418</p> <p><b>Grammar</b> Adjectives and Adverbs, T419</p>
OPTIONS	<p><b>Oral Language</b> Celebrate America!, T342</p> <p><b>Comprehension</b> Connections Within Text: Cause and Effect, T343</p> <p><b>Word Work</b> T344–T347</p> <p>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Adverbs That Tell How, T349</p>	<p><b>Oral Vocabulary</b> “Give Me a Brown Box,” T400</p> <p><b>Comprehension</b> Theme T401</p> <p><b>Vocabulary</b> T405</p> <p><b>Word Work</b> T403</p> <p>-Structural Analysis</p> <p><b>Grammar</b> Adjectives and Adverbs, T407</p> <p><b>Write About the Text</b> T406</p>	<p><b>Word Work</b> T352–T353</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics/Spelling: Phoneme Addition</p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>nation, unite</i></p> <p><b>Close Reading</b> <i>Happy Birthday, U.S.A.!</i>, T347A–T347F</p> <p><b>Grammar</b> Adverbs That Tell How, T355</p>	<p><b>Oral Language</b> T408</p> <p><b>Word Work</b> T409–T410</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words</p> <p>-Structural Analysis: Three Syllable Words</p> <p><b>Fluency</b> T411</p> <p>-Expression</p> <p><b>Integrate Ideas</b> Research and Inquiry, T414–T415</p> <p><b>Grammar</b> Sentences, T413</p>	<p><b>Word Work</b> T358–T359</p> <p>-Fluency: Phrasing</p> <p><b>Integrate Ideas</b> T362–T363</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar Mechanics:</b> Abbreviations, T361</p>	<p><b>Integrate Ideas</b> T420–T421</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T419</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>Words to Know</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 2–3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<b>Build Background</b> Friends Help Friends, T8–T9 <b>Oral Vocabulary</b> T10 <b>Word Work/Vocabulary</b> T12–T17 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short <i>a, i</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Little Flap Learns to Fly,” T18–T21 <b>Grammar</b> Sentences, T23	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “Bruno’s New Home,” T16–T19 <b>Grammar</b> Sentences and Fragments, T34 <b>Spelling</b> Short Vowels <i>a, i</i> , T36 <b>Build Vocabulary</b> T38	<b>Oral Language</b> Friends Help Friends, T24 <b>Word Work</b> T27 -Structural Analysis: Plural Nouns <b>Close Reading</b> “Little Flap Learns to Fly,” T30–T37 -Genre: Fantasy -Skill: Key Details -Strategy: Visualize -Vocabulary Strategy: Inflectional Endings <b>Write About the Text</b> T38–T39 <b>Grammar</b> Questions, T40–T41	<b>Close Reading</b> “Bruno’s New Home,” T16–T19 <b>Strategy</b> Visualize, T20–T21 <b>Skill</b> Character, T22–T23 <b>Vocabulary Strategy</b> Synonyms, T26–T27 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T30–T31 <b>Grammar</b> Sentences and Fragments, T34 <b>Build Vocabulary</b> T38
	GRADE 3	<b>Listening/Speaking</b> SL.3.1, RL.3.3, RL.3.7 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.3b, W.3.8, W.3.10, W.4.9a <b>Grammar</b> L.3.1i <b>Vocabulary</b> L.3.4a, L.3.4d, L.3.6 <b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Visualize, T11 -Interactive Read-Aloud: “The New Kid” <b>Write About the Text</b> Writing Fluency, T22	<b>Listening Comprehension</b> T25 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T26–T29 -Phonemic Awareness -Phonics/Spelling: Short <i>a, i</i> -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T24	<b>Genre</b> Fantasy, T24–T25 <b>Genre Writing</b> Friendly Letter: Discuss the Expert Model, T352 <b>Spelling</b> Short Vowels <i>a, i</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 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T44–T45</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Words with Short <i>a, i</i></li> </ul> <p><b>Close Reading</b> <i>Help!</i>, T47A–T47L</p> <p><b>Fluency</b> T46</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T49</p>	<p><b>Close Reading</b> <i>Wolf!</i>, T27A–T27V</p> <p><b>Grammar</b> Mechanics and Usage, T35</p>	<p><b>Word Work</b> T51</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Inflectional Endings, T53</p> <p><b>Close Reading</b> “Crayons,” T53A–T53B</p> <p><b>Write About Two Texts</b> T54</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T55</p>	<p><b>Fluency</b> T29</p> <p><b>Close Reading</b> “Jennie and the Wolf,” T27W–T27X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T40–T41</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T32</p>	<p><b>Word Work</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Short <i>a, i</i></li> <li>-Structural Analysis: Plural Nouns with <i>-s, -es</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T62–T63</p> <p><b>Write About Two Texts</b> T60</p> <p><b>Grammar</b> Sentences, T61</p>	<p><b>Integrate Ideas</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T33</p> <p><b>Spelling</b> Short Vowels <i>a, i, T37</i></p>
OPTIONS	<p><b>Oral Vocabulary</b> “The New Kid,” T42</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T43</p> <p><b>Vocabulary</b> Reinforce Vocabulary, T47</p> <p><b>Word Work</b> T45</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Plural Nouns with <i>-s, -es</i></li> </ul> <p><b>Grammar</b> Sentences, T49</p> <p><b>Write About the Text</b> T48</p>	<p><b>Phonics/Decoding</b> T28–T29</p> <ul style="list-style-type: none"> <li>-Short Vowels <i>a, i</i></li> <li>-Word Families</li> </ul> <p><b>Write About the Text</b> T32</p> <p><b>Genre Writing</b> Friendly Letter: Prewrite, T353</p> <p><b>Spelling</b> Short Vowels <i>a, i, T37</i></p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Oral Language</b> T50</p> <p><b>Word Work</b> T51–T52</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>a, i</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Plural Nouns with <i>-s, -es</i></li> </ul> <p><b>Fluency</b> T53</p> <ul style="list-style-type: none"> <li>-Expression</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T56–T57</p> <p><b>Grammar</b> Sentences, T55</p>	<p><b>Close Reading</b> <i>Wolf!</i>, T27A–T27V</p> <p><b>Genre Writing</b> Friendly Letter: Teach the Prewrite Minilesson, T353</p> <p><b>Grammar</b> Sentences and Fragments, T35</p> <p><b>Spelling</b> Short Vowels <i>a, i, T37</i></p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Integrate Ideas</b> T62–T63</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T61</p>	<p><b>Genre Writing</b> Choose Your Topic and Plan Friendly Letter, T353</p> <p><b>Grammar</b> Sentences and Fragments, T35</p> <p><b>Build Vocabulary</b> 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 1 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<p><b>GRADE 2</b></p> <p><b>Comprehension</b> RL.2.1, RL.2.3, RL.2.7</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2 SL.2.3</p> <p><b>Writing</b> W.2.3, W.2.4, W.2.8, W.2.10</p> <p><b>Vocabulary</b> L.2.4a, L.2.4c, RF.2.4b</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RL.3.1, RL.3.3, RL.3.7</p> <p><b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.3b, W.3.8, W.3.10, W.4.9a</p> <p><b>Grammar</b> L.3.1i</p> <p><b>Vocabulary</b> RL.3.4, L.3.4a, L.3.4d, L.3.6</p> <p><b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p><b>CORE</b></p>	<p><b>Build Background</b> Families Around the World, T100–T101</p> <p><b>Oral Vocabulary</b> T102</p> <p><b>Word Work/Vocabulary</b> T104–T109</p> <p>-Phonemic Awareness: Identify and Generate Rhyme</p> <p>-Phonics/Spelling: Introduce Short <i>e, o, u</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “Maria Celebrates Brazil,” T110–T113</p> <p><b>Grammar</b> Commands and Exclamations, T115</p>	<p><b>Introduce the Concept</b> T76–T77</p> <p><b>Vocabulary</b> T80–T81</p> <p><b>Close Reading</b> “The Dream Catcher,” T82–T85</p> <p><b>Grammar</b> Commands and Exclamations, T100</p> <p><b>Spelling</b> Short Vowels <i>e, o, u</i>, T102</p> <p><b>Build Vocabulary</b> T104</p>	<p><b>Oral Language</b> Families Around the World, T116</p> <p><b>Word Work</b> T119</p> <p>-Structural Analysis: Inflectional Endings <i>-s, -es</i></p> <p><b>Close Reading</b> “Maria Celebrates Brazil,” T122–T129</p> <p>-Genre: Realistic Fiction</p> <p>-Skill: Character, Setting, Events</p> <p>-Strategy: Visualize</p> <p>-Vocabulary Strategy: Root Words</p> <p><b>Write About the Text</b> T130–T131</p> <p><b>Grammar</b> Exclamations, T132–T133</p>	<p><b>Close Reading</b> “The Dream Catcher,” T82–T85</p> <p><b>Strategy</b> Visualize, T86–T87</p> <p><b>Skill</b> Sequence, T88–T89</p> <p><b>Vocabulary Strategy</b> Context Clues, T92–T93</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T96–T97</p> <p><b>Grammar</b> Commands and Exclamations, T100</p> <p><b>Build Vocabulary</b> T104</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> Strategy: Visualize, T103</p> <p>-Interactive Read-Aloud: “Dinner at Alejandro’s”</p> <p><b>Write About the Text</b> Writing Fluency, T114</p>	<p><b>Listening Comprehension</b> T78–T79</p> <p><b>Write About the Text</b> Writing Fluency, T96</p> <p><b>Genre Writing</b> Friendly Letter: Draft, T354</p>	<p><b>Listening Comprehension</b> Strategy: Visualize, T117</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T118–T121</p> <p>-Phonemic Awareness Phoneme Isolation</p> <p>-Phonics/Spelling: Short <i>e, o, u</i></p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T116</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 1 WEEK 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short <i>e, o, u</i></li> </ul> <p><b>Fluency</b> T138</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Big Red Lollipop</i>, T139A–T139L</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T141</p>	<p><b>Close Reading</b> <i>Yoon and the Jade Bracelet</i>, T93A–T93T</p> <p><b>Grammar</b> Commands and Exclamations, T101</p>	<p><b>Word Work</b> T143</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> </ul> <p><b>Vocabulary Strategy</b> Review: Inflectional Endings <i>-s, -es</i>, T145</p> <p><b>Close Reading</b> “A Look at Families,” T145A–T145B</p> <p><b>Write About Two Texts</b> T146</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T147</p>	<p><b>Fluency</b> T95</p> <p><b>Close Reading</b> “Family Traditions,” T93U–T93X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T106–T107</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T98</p>	<p><b>Word Work</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: <i>e, o, u</i></li> <li>-Structural Analysis: <i>-s, -es</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T154–T155</p> <p><b>Write About Two Texts</b> T152</p> <p><b>Grammar</b> Commands and Exclamations, T153</p>	<p><b>Integrate Ideas</b> T106–T107</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T99</p> <p><b>Spelling</b> Short Vowels <i>e, o, u</i>, T103</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Dinner at Alejandro’s” T134</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T135</p> <p><b>Vocabulary</b> T139</p> <p><b>Word Work</b> T137</p> <ul style="list-style-type: none"> <li>-Structural Analysis: <i>-s, -es</i></li> </ul> <p><b>Grammar</b> Commands and Exclamations, T141</p> <p><b>Write About the Text</b> T140</p>	<p><b>Phonics/Decoding</b> T94–T95</p> <ul style="list-style-type: none"> <li>-Short Vowels <i>e, o, u</i></li> <li>-Inflectional Endings</li> </ul> <p><b>Write About the Text</b> T98</p> <p><b>Genre Writing</b> Friendly Letter: Revise, T355</p> <p><b>Spelling</b> Short Vowels <i>e, o, u</i>, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Oral Language</b> T142</p> <p><b>Word Work</b> T143–T144</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>e, o, u</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Inflectional Endings <i>-s, -es</i></li> </ul> <p><b>Fluency</b> T145</p> <ul style="list-style-type: none"> <li>-Expression</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T148–T149</p> <p><b>Grammar</b> Commands and Exclamations, T147</p>	<p><b>Close Reading</b> <i>Yoon and the Jade Bracelet</i>, T93A–T93T</p> <p><b>Genre Writing</b> Friendly Letter: Teach the Prewrite Minilesson, T355</p> <p><b>Grammar</b> Commands and Exclamations, T101</p> <p><b>Spelling</b> Short Vowels <i>e, o, u</i>, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Integrate Ideas</b> T154–T155</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T153</p>	<p><b>Genre Writing</b> Friendly Letter: Peer Conference, T355</p> <p><b>Grammar</b> Commands and Exclamations, T101</p> <p><b>Build Vocabulary</b> T105</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/Writing</p> <p>Grammar</p>

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 2</b></p> <p><b>Comprehension</b> RL.2.1, RL.2.3, RL.2.7</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.3, W.2.4, W.2.8, W.2.10</p> <p><b>Vocabulary</b> L.2.4, L.2.4a</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RI.3.1, RI.3.8</p> <p><b>Listening/Speaking</b> SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.2a, W.3.8, W.3.10, W.4.9b</p> <p><b>Grammar</b> L.3.1i</p> <p><b>Vocabulary</b> RI.3.4, L.3.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE 2</b></p> <p><b>Build Background</b> Pets Are Our Friends, T192–T193</p> <p><b>Oral Vocabulary</b> T194</p> <p><b>Word Work/Vocabulary</b> T196–T201</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics/Spelling: Introduce Two-Letter Blends</p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> <i>Finding Cal</i>, T202–T205</p> <p><b>Grammar</b> Subjects, T207</p>	<p><b>GRADE 3</b></p> <p><b>Introduce the Concept</b> T142–T143</p> <p><b>Vocabulary</b> T146–T147</p> <p><b>Close Reading</b> “Room to Grow,” T148–T151</p> <p><b>Grammar</b> Subjects, T166</p> <p><b>Spelling</b> Final e, T168</p> <p><b>Build Vocabulary</b> T170</p>	<p><b>GRADE 2</b></p> <p><b>Oral Language</b> Pets Are Our Friends, T208</p> <p><b>Word Work</b> T211</p> <p>-Structural Analysis</p> <p><b>Close Reading</b> <i>Finding Cal</i>, T214–T221</p> <p>-Genre: Fiction</p> <p>-Skill: Character, Setting, Events</p> <p>-Strategy: Ask and Answer Questions</p> <p>-Vocabulary Strategy: Context Clues</p> <p><b>Write About the Text</b> T222–T223</p> <p><b>Grammar</b> Subjects, T224–T225</p>	<p><b>GRADE 3</b></p> <p><b>Close Reading</b> “Room to Grow,” T148–T151</p> <p><b>Strategy</b> Ask and Answer Questions, T152–T153</p> <p><b>Skill</b> Sequence, T154–T155</p> <p><b>Vocabulary Strategy</b> Compound Words, T158–T159</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T162–T163</p> <p><b>Grammar</b> Subjects, T166</p> <p><b>Build Vocabulary</b> T170</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T195</p> <p>-Interactive Read-Aloud: “My Partner and Friend”</p> <p><b>Write About the Text</b> Writing Fluency, T206</p>	<p><b>Listening Comprehension</b> T144–T145</p> <p><b>Write About the Text</b> Writing Fluency, T162</p> <p><b>Genre Writing</b> Friendly Letter: Discuss the Edited Model, T356</p>	<p><b>Listening Comprehension</b> T209</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work</b> T210–T212</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T208</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 1 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T228–T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Two-Letter Blends</li> </ul> <p><b>Fluency</b> T230</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Not Norman</i>, T231A–T231L</p> <p><b>Grammar</b> Mechanics: Letter Punctuation, T233</p>	<p><b>Close Reading</b> <i>Gary the Dreamer</i>, T159A–T159N</p> <p><b>Grammar</b> Subjects, T167</p>	<p><b>Word Work</b> T235</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> </ul> <p><b>Vocabulary Strategy</b> Review: Inflectional Endings, T237</p> <p><b>Close Reading</b> “My Puppy,” T237A–T237B</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> Mechanics: Letter Punctuation, T239</p>	<p><b>Fluency</b> T161</p> <p><b>Close Reading</b> “Sharing Polkas and Pitas,” T159O–T159P</p> <p><b>Integrate Ideas</b> Research and Inquiry, T172</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T164</p>	<p><b>Word Work</b> T242–T243</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling</li> <li>-Structural Analysis: Closed Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T246–T247</p> <p><b>Write About Two Texts</b> T244</p> <p><b>Grammar</b> Subjects, T245</p>	<p><b>Integrate Ideas</b> T172–T173</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T165</p> <p><b>Spelling</b> Final e, T169</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “My Partner and Friend,” T226</p> <p><b>Comprehension</b> Maintain Skill: Characters, Setting, Events, T227</p> <p><b>Vocabulary</b> T231</p> <p><b>Word Work</b> T229</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Subjects, T233</p> <p><b>Write About the Text</b> T232</p>	<p><b>Phonics/Decoding</b> T160–T161</p> <ul style="list-style-type: none"> <li>-Final e</li> <li>-Inflectional Endings: Drop Final e</li> </ul> <p><b>Write About the Text and Write to a Prompt</b> T164</p> <p><b>Genre Writing</b> Friendly Letter: Publish, T356</p> <p><b>Spelling</b> T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Oral Language</b> T234</p> <p><b>Word Work</b> T235–T236</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Two-Letter Blends</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Closed Syllables</li> </ul> <p><b>Fluency</b> T237</p> <ul style="list-style-type: none"> <li>-Intonation</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T240–T241</p> <p><b>Grammar</b> Subjects, T239</p>	<p><b>Close Reading</b> <i>Gary the Dreamer</i>, T159A–T159N</p> <p><b>Genre Writing</b> Friendly Letter: Evaluate, T357</p> <p><b>Grammar</b> Subjects, T167</p> <p><b>Spelling</b> T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Integrate Ideas</b> T246–T247</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Letter Punctuation, T245</p>	<p><b>Genre Writing</b> Friendly Letter: Conference with Students, T357</p> <p><b>Grammar</b> Subjects, T167</p> <p><b>Build Vocabulary</b> T171</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/Writing</p> <p>Grammar</p>

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 2</b></p> <p><b>Comprehension</b> RI.2.1, RI.2.5  <b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3  <b>Writing</b> W.2.1, W.2.4, W.2.8, W.2.10  <b>Vocabulary</b> L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4  <b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RI.3.1, RI.3.8, L.3.5a  <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3  <b>Writing</b> W.3.2a, W.3.8, W.3.10, W.4.9b  <b>Grammar</b> L.3.1i  <b>Vocabulary</b> L.3.5a, L.3.6, RI.3.4, RL.3.4  <b>Foundational Skills/Word Work</b> RF.2.3b, RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE 2</b></p> <p><b>Build Background</b> Animals Need Our Care, T284–T285  <b>Oral Vocabulary</b> T286  <b>Word Work/Vocabulary</b> T288–T293                      -Phonemic Awareness: Phoneme Segmentation                      -Phonics/Spelling: Introduce Short <i>a</i>; Long <i>a</i>: <i>a_e</i>                      -High-Frequency Words/Words in Context  <b>Close Reading</b> “Taking Care of Pepper,” T294–T297  <b>Grammar</b> Predicates, T299</p>	<p><b>GRADE 3</b></p> <p><b>Introduce the Concept</b> T208–T209  <b>Vocabulary</b> T212–T213  <b>Close Reading</b> “Mary Anderson’s Great Invention,” T214–T217  <b>Grammar</b> Predicates, T232  <b>Spelling</b> Long <i>a</i>, T234  <b>Build Vocabulary</b> T236</p>	<p><b>GRADE 2</b></p> <p><b>Oral Language</b> Animals Need Our Care, T300  <b>Word Work</b> T303                      -Structural Analysis: Inflectional Endings <i>-ed, -ing</i>  <b>Close Reading</b> “Taking Care of Pepper,” T306–T313                      -Genre: Narrative Nonfiction                      -Skill: Key Details: Use Photos                      -Strategy: Ask and Answer Questions                      -Vocabulary Strategy: Root Words  <b>Write About the Text</b> T314–T315  <b>Grammar</b> Predicates, T316–T317</p>	<p><b>GRADE 3</b></p> <p><b>Close Reading</b> “Mary Anderson’s Great Invention,” T214–T217  <b>Strategy</b> Ask and Answer Questions, T218–T219  <b>Skill</b> Cause and Effect, T220–T221  <b>Vocabulary Strategy</b> Metaphors T224–T225  <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T228–T229  <b>Grammar</b> Predicates, T232  <b>Build Vocabulary</b> T236</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> Strategy: Ask and Answer, T287                      -Interactive Read-Aloud: “All Kinds of Vets”  <b>Write About the Text</b> Writing Fluency, T298</p>	<p><b>Listening Comprehension</b> T210–T211  <b>Write About the Text</b> Writing Fluency, T228  <b>Genre Writing</b> Personal Narrative: Read Like a Writer, T358</p>	<p><b>Listening Comprehension</b> Strategy: Ask and Answer, T301                      -Interactive Read-Aloud  <b>Word Work/Vocabulary</b> T302–T305                      -Phonemic Awareness                      -Phonics/Spelling                      -High-Frequency Words/Expand Vocabulary  <b>Oral Vocabulary Words</b> T300</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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T320–T321</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short <i>a</i>; Long <i>a</i>: <i>a_e</i></li> </ul> <p><b>Fluency</b> T322</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Lola and Tiva: An Unlikely Friendship</i>, T323A–T323K</p> <p><b>Grammar</b> Mechanics: Commas, T325</p>	<p><b>Close Reading</b> <i>All Aboard! Elijah McCoy’s Steam Engine</i>, T225A–T225R</p> <p><b>Grammar</b> Predicates, T233</p>	<p><b>Word Work</b> T327–T329</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Context Clues: Sentence Clues, T329</p> <p><b>Close Reading</b> “Animal Needs,” T329A–T329B</p> <p><b>Write About Two Texts</b> T330</p> <p><b>Grammar</b> Mechanics: Commas, T331</p>	<p><b>Fluency</b> T227</p> <p><b>Close Reading</b> “Lighting the World,” T225S–T225T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T238–T239</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T230</p>	<p><b>Word Work</b> T334–T335</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling</li> <li>-Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T338–T339</p> <p><b>Write About Two Texts</b> T336</p> <p><b>Write to a Prompt</b> T336</p> <p><b>Grammar</b> Predicates, T337</p>	<p><b>Integrate Ideas</b> T238–T239</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T231</p> <p><b>Spelling</b> Long <i>a</i>, T235</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “All Kinds of Vets,” T318</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T319</p> <p><b>Vocabulary</b> Reinforce Vocabulary, T323</p> <p><b>Word Work</b> T321</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Predicates, T325</p> <p><b>Write About the Text</b> T324</p>	<p><b>Phonics/Decoding</b> T226–T227</p> <ul style="list-style-type: none"> <li>-Long <i>a</i> Spellings, T226</li> <li>-Plurals <i>-s</i> and <i>-es</i>, T227</li> </ul> <p><b>Write About the Text</b> T230</p> <p><b>Genre Writing</b> Personal Narrative: Prewrite, T359</p> <p><b>Spelling</b> Long <i>a</i>, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Oral Language</b> T326</p> <p><b>Word Work</b> T327–T328</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>a</i>; Long <i>a</i>: <i>a_e</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i></li> </ul> <p><b>Fluency</b> Intonation, T329</p> <p><b>Integrate Ideas</b> Research and Inquiry, T332–T333</p> <p><b>Grammar</b> Predicates, T331</p>	<p><b>Close Reading</b> <i>All Aboard! Elijah McCoy’s Steam Engine</i>, T225A–T225R</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Prewrite Minilesson, T359</p> <p><b>Grammar</b> Predicates, T233</p> <p><b>Spelling</b> Long <i>a</i>, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Integrate Ideas</b> T338–T339</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas, T337</p>	<p><b>Genre Writing</b> Personal Narrative: Choose Your Topic and Plan, T359</p> <p><b>Grammar</b> Predicates, T233</p> <p><b>Build Vocabulary</b> T237</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 2	GRADE 2	GRADE 3	GRADE 2	GRADE 3
	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE		<p><b>Build Background</b> Families Working Together, T376–T377</p> <p><b>Oral Vocabulary</b> T378</p> <p><b>Word Work/Vocabulary</b> T380–T385</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics/Spelling: Introduce Short <i>i</i>; Long <i>i</i>; <i>i_e</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> <i>Families Work!</i>, T386–T387</p> <p><b>Grammar</b> Expanding and Combining Sentences, T389</p>	<p><b>Introduce the Concept</b> T274–T275</p> <p><b>Vocabulary</b> T278–T279</p> <p><b>Close Reading</b> “A Natural Beauty,” T280–T281</p> <p><b>Grammar</b> Simple and Compound Sentences, T296</p> <p><b>Spelling</b> Long <i>o</i>, T298</p> <p><b>Build Vocabulary</b> T300</p>	<p><b>Oral Language</b> Families Working Together, T390</p> <p><b>Word Work</b> T393</p> <p>-Structural Analysis: Possessives</p> <p><b>Close Reading</b> <i>Families Work!</i>, T396–T403</p> <p>-Genre: Expository Text</p> <p>-Skill: Key Details</p> <p>-Strategy: Ask and Answer Questions</p> <p>-Vocabulary Strategy</p> <p><b>Write About the Text</b> T404–T405</p> <p><b>Grammar</b> T406–T407</p>	<p><b>Close Reading</b> “A Natural Beauty,” T280–T281</p> <p><b>Strategy</b> Ask and Answer Questions, T282–T283</p> <p><b>Skill</b> Main Idea and Key Details, T284–T285</p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words, T288–T289</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T292–T293</p> <p><b>Grammar</b> Simple and Compound Sentences, T296</p> <p><b>Build Vocabulary</b> T300</p>
OPTIONS		<p><b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T379</p> <p>-Interactive Read-Aloud: “Families Today”</p> <p><b>Write About the Text</b> Writing Fluency, T388</p>	<p><b>Listening Comprehension</b> T276–T277</p> <p><b>Write About the Text</b> Writing Fluency, T292</p> <p><b>Genre Writing</b> Personal Narrative: Draft, T360</p>	<p><b>Listening Comprehension</b> Ask and Answer Questions, T391</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T392–T395</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T390</p>	<p><b>Genre</b> Expository Text, T286–T287</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Draft Minilessons, T360</p> <p><b>Spelling</b> Long <i>o</i>, T298</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 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 1 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T410–T411</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short <i>i</i> and Long <i>i</i>: <i>i_e</i></li> </ul> <p><b>Fluency</b> T412</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Families Working Together</i>, T413A–T413D</p> <p><b>Grammar</b> Mechanics: Quotation Marks: T415</p>	<p><b>Close Reading A</b> <i>Mountain of History</i>, T289A–T289D</p> <p><b>Grammar</b> Simple and Compound Sentences, T297</p>	<p><b>Word Work</b> T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Root Words, T419</p> <p><b>Close Reading</b> “Why We Work,” T419A–T419B</p> <p><b>Write About Two Texts</b> T420</p> <p><b>Grammar</b> Mechanics: Quotation Marks, T421</p>	<p><b>Fluency</b> T291</p> <p><b>Close Reading</b> “A Landmark Street,” T289E–T289F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T302–T303</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T294</p>	<p><b>Word Work</b> T424–T425</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling</li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T428–T429</p> <p><b>Write About Two Texts</b> T426</p> <p><b>Grammar</b> T427</p>	<p><b>Integrate Ideas</b> T302–T303</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T295</p> <p><b>Spelling</b> Long <i>o</i>, T299</p>
OPTIONS	<p><b>Oral Vocabulary</b> “Families Today,” T408</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T409</p> <p><b>Vocabulary</b> T413</p> <p><b>Word Work</b> T411</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Possessives</li> </ul> <p><b>Grammar</b> T415</p> <p><b>Write About the Text</b> T414</p>	<p><b>Phonics/Decoding</b> T290–T291</p> <ul style="list-style-type: none"> <li>-Long <i>o</i>: <i>o</i>, <i>ow</i>, <i>o_e</i>, <i>oa</i>, <i>oe</i>, T290</li> <li>-Compound Words, T291</li> </ul> <p><b>Write About the Text</b> T294</p> <p><b>Genre Writing</b> Personal Narrative: Revise, T361</p> <p><b>Spelling</b> Long <i>o</i>, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Oral Language</b> T416</p> <p><b>Word Work</b> T417–T418</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>i</i> and Long <i>i</i>: <i>i_e</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> Phrasing, T419</p> <p><b>Integrate Ideas</b> Research and Inquiry, T422–T423</p> <p><b>Grammar</b> Expanding and Combining Sentences, T421</p>	<p><b>Close Reading A</b> <i>Mountain of History</i>, T289A–T289D</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Revise Minilesson, T361</p> <p><b>Grammar</b> Simple and Compound Sentences, T297</p> <p><b>Spelling</b> Long <i>o</i>, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Integrate Ideas</b> T428–T429</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Quotation Marks: T427</p>	<p><b>Genre Writing</b> Personal Narrative: Peer Conferences, T361</p> <p><b>Grammar</b> Simple and Compound Sentences, T297</p> <p><b>Build Vocabulary</b> T301</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/Writing</p> <p>Grammar</p>



## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<b>Build Background</b> Animals and Nature, T8–T9 <b>Oral Vocabulary</b> T10 <b>Word Work/Vocabulary</b> T12–T17 -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Introduce Short <i>o</i> , Long <i>o</i> : <i>o_e</i> -High-Frequency Words/Words in Context <b>Close Reading</b> <i>A Visit to the Desert</i> , T18–T21 <b>Grammar</b> Nouns, T23	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–15 <b>Close Reading</b> “Anansi Learns a Lesson,” T16–T19 <b>Grammar</b> Kinds of Nouns, T34 <b>Spelling</b> Long <i>i</i> and long <i>u</i> , T36 <b>Build Vocabulary</b> T38	<b>Oral Language</b> Animals and Nature, T24 <b>Word Work</b> T27 -Structural Analysis: Inflectional Endings <i>-ed</i> , <i>-ing</i> <b>Close Reading</b> <i>A Visit to the Desert</i> , T30–T37 -Genre: Realistic Fiction -Skill: Character, Setting, Plot -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Prefixes <b>Write About the Text</b> T38–T39 <b>Grammar</b> Nouns, T40–T41	<b>Close Reading</b> “Anansi Learns a Lesson,” T16–T19 <b>Strategy</b> Make, Confirm, or Revise Predictions, T20–T21 <b>Skill</b> Theme, T22–T23 <b>Vocabulary Strategy</b> Antonyms, T26–T27 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T30–T31 <b>Grammar</b> Kinds of Nouns, T34 <b>Build Vocabulary</b> T38
	GRADE 3	<b>Comprehension</b> RL.3.1, RL.3.2 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.3a, W.3.8, W.3.10, W.4.9a <b>Grammar</b> L.3.1a, L.3.1c <b>Vocabulary</b> L.3.4a, L.3.6, RL.3.4 <b>Foundational Skills/Word Work</b> RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Make, Confirm, Review Predictions, T11 -Interactive Read-Aloud: “Swamp Life” <b>Write About the Text</b> Writing Fluency, T22	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T30 <b>Genre Writing</b> How-To: Read Like a Writer, T352	<b>Listening Comprehension</b> Strategy: Make, Confirm, Revise Predictions, T25 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T26–T29 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words <b>Oral Vocabulary Words</b> T24
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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T44–T45</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short <i>o</i>, Long <i>o</i>: <i>o_e</i></li> </ul> <p><b>Fluency</b> T46</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Sled Dogs Run</i>, T47A–T47K</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T49</p>	<p><b>Close Reading</b> <i>Roadrunner’s Dance</i>, T27A–T27T</p> <p><b>Grammar</b> Kinds of Nouns, T35</p>	<p><b>Word Work</b> T51</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> </ul> <p><b>Vocabulary Strategy</b> Review: Root Words, T53</p> <p><b>Close Reading</b> “Cold Dog, Hot Fox,” T53A–T53B</p> <p><b>Write About Two Texts</b> T54</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T55</p>	<p><b>Fluency</b> T29</p> <p><b>Close Reading</b> “Deltona is Going Batty,” T27U–T27X</p> <p><b>Integrate Ideas</b> Inquiry Space, T40–T41</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T32</p>	<p><b>Word Work</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling</li> <li>-Structural Analysis: <i>-ed</i>, <i>-ing</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T62–T63</p> <p><b>Write About Two Texts</b> T60</p> <p><b>Grammar</b> Nouns, T61</p>	<p><b>Integrate Ideas</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T33</p> <p><b>Spelling</b> Long <i>i</i> and long <i>u</i>, T37</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Swamp Life,” T42</p> <p><b>Comprehension</b> Maintain Skill: Key Details: Use Illustrations, T43</p> <p><b>Vocabulary</b> T47</p> <p><b>Word Work</b> T45</p> <ul style="list-style-type: none"> <li>-Structural Analysis: <i>-ed</i>, <i>-ing</i></li> </ul> <p><b>Grammar</b> Nouns, T49</p> <p><b>Write About the Text</b> T48</p>	<p><b>Phonics/Decoding</b> T28–T29</p> <ul style="list-style-type: none"> <li>-Long <i>i</i> and Long <i>u</i></li> <li>-Plural Words with <i>y</i> to <i>i</i></li> </ul> <p><b>Write About the Text</b> T32</p> <p><b>Genre Writing</b> How-To: Prewrite, T353</p> <p><b>Spelling</b> Long <i>i</i> and long <i>u</i>, T37</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Oral Language</b> T50</p> <p><b>Word Work</b> T51–T52</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Short <i>o</i> and Long <i>o</i>: <i>o_e</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i></li> </ul> <p><b>Fluency</b> T53</p> <ul style="list-style-type: none"> <li>-Phrasing</li> </ul> <p><b>Integrate Ideas</b> T56–T57</p> <p><b>Grammar</b> Nouns, T55</p>	<p><b>Close Reading</b> <i>Roadrunner’s Dance</i>, T27A–T27T</p> <p><b>Genre Writing</b> How-To: Teach the Prewrite Minilesson, T353</p> <p><b>Grammar</b> Kinds of Nouns, T35</p> <p><b>Spelling</b> Long <i>i</i> and long <i>u</i>, T37</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Integrate Ideas</b> T62–T63</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T61</p>	<p><b>Genre Writing</b> How-To: Choose Your Topic and Plan, T353</p> <p><b>Grammar</b> Kinds of Nouns, T35</p> <p><b>Build Vocabulary</b> T39</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 2

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3	
CORE	GRADE 2	<b>Build Background</b> Animals in Stories, T100–T101 <b>Oral Vocabulary</b> T102 <b>Word Work/Vocabulary</b> T104–T109 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Introduce Long <i>u</i> : <i>u_e</i> -High-Frequency Words/Words in Context <b>Close Reading</b> <i>The Boy Who Cried Wolf</i> , T110–T113 <b>Grammar</b> Singular and Plural Nouns, T115	<b>Introduce the Concept</b> T76–T77 <b>Vocabulary</b> T80–T81 <b>Close Reading</b> “Sailing to America,” T82–T85 <b>Grammar</b> Singular and Plural Nouns, T100 <b>Spelling</b> Long <i>e</i> , T102 <b>Build Vocabulary</b> T104	<b>Oral Language</b> Animals in Stories, T116 <b>Word Work</b> T119 -Structural Analysis: CVCe Syllables <b>Close Reading</b> <i>The Boy Who Cried Wolf</i> , T122–T129 -Genre: Fable -Skill: Plot: Problem and Solution -Strategy: Make Predictions -Vocabulary Strategy: Suffixes <b>Write About the Text</b> T130–T131 <b>Grammar</b> Singular and Plural Nouns, T132–T133	<b>Close Reading</b> “Sailing to America,” T82–T85 <b>Strategy</b> Make, Confirm, or Revise Predictions T86–T87 <b>Skill</b> Theme, T88–T89 <b>Vocabulary Strategy</b> Figurative Language: Similes, T92–T93 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T96–T97 <b>Grammar</b> Singular and Plural Nouns, T100 <b>Build Vocabulary</b> T104	
	GRADE 3	<b>Comprehension</b> RL.3.1, RL.3.2, RL.3.10 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.1a, W.3.8, W.3.10, W.4.9a <b>Grammar</b> L.3.1b, L.3.2f <b>Vocabulary</b> L.3.4a, L.3.5a, L.3.6, RL.3.4 <b>Foundational Skills/Word Work</b> RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Make, Confirm, Revise Predictions, T103 -Interactive Read-Aloud: “The Fox and the Crane” <b>Write About the Text</b> Writing Fluency, T114	<b>Listening Comprehension</b> T117 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T118–T121 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T116	<b>Genre</b> Historical Fiction T90–T91 <b>Genre Writing</b> How-To: Teach the Draft Minilessons, T354 <b>Spelling</b> Long <i>e</i> , T102	
OPTIONS			APPROACHING LEVEL		ON LEVEL	
	GRADE 2	GRADE 3	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 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Short <i>u</i>, Long <i>u</i>: <i>u_e</i></li> </ul> <p><b>Fluency</b> T138</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Wolf! Wolf!</i> T139A–T139N</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T141</p>	<p><b>Close Reading</b> <i>The Castle on Hester Street</i>, T93A–T93R</p> <p><b>Grammar</b> Singular and Plural Nouns, T101</p>	<p><b>Word Work</b> T143</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b> Review: Prefixes, T145</p> <p><b>Close Reading</b> <i>Cinderella and Friends</i>, T145A–T145B</p> <p><b>Write About Two Texts</b> T146</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T147</p>	<p><b>Fluency</b> T95</p> <p><b>Close Reading</b> “Next Stop America!,” T93S–T93V</p> <p><b>Integrate Ideas</b> Inquiry Space, T106–T107</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T98</p>	<p><b>Word Work</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Short <i>u</i>, Long <i>u</i>: <i>u_e</i></li> <li>-Structural Analysis: CVCe Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T154–T155</p> <p><b>Write About Two Texts</b> T152</p> <p><b>Grammar</b> T153</p>	<p><b>Integrate Ideas</b> T106–T107</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T99</p> <p><b>Spelling</b> Long <i>e</i>, T103</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “The Fox and the Crane,” T134</p> <p><b>Comprehension</b> T135</p> <p><b>Vocabulary</b> T139</p> <p><b>Word Work</b> T137</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> T141</p> <p><b>Write About the Text</b> T140</p>	<p><b>Phonics/Decoding</b> T94–T95</p> <ul style="list-style-type: none"> <li>-Long <i>e</i></li> <li>-Inflectional Endings</li> </ul> <p><b>Write About the Text</b> T98</p> <p><b>Genre Writing</b> How-To: Revise, T355</p> <p><b>Spelling</b> Long <i>e</i>, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Oral Language</b> T142</p> <p><b>Word Work</b> T143–T144</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T145</p> <ul style="list-style-type: none"> <li>-Expression</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T148–T149</p> <p><b>Grammar</b> Singular and Plural Nouns, T147</p>	<p><b>Close Reading</b> <i>The Castle on Hester Street</i>, T93A–T93R</p> <p><b>Genre Writing</b> How-To: Teach the Revise Minilesson, T355</p> <p><b>Grammar</b> Singular and Plural Nouns, T101</p> <p><b>Spelling</b> Long <i>e</i>, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Integrate Ideas</b> T154–T155</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T153</p>	<p><b>Genre Writing</b> How-To: Peer Conferences, T355</p> <p><b>Grammar</b> Singular and Plural Nouns, T101</p> <p><b>Build Vocabulary</b> T105</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 3

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3	
GRADE 2						
CORE	GRADE 2	<b>Comprehension</b> RI.2.1, RI.2.2, RI.2.6 <b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3 <b>Writing</b> W.2.2, W.2.4, W.2.8, W.2.10 <b>Vocabulary</b> L.2.4b, L.2.4a, L.2.4b, L.2.4c, L.2.4e <b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c	<b>Build Background</b> Animal Habitats, T192–T193 <b>Oral Vocabulary</b> T194 <b>Word Work/Vocabulary</b> T196–T201 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Soft c and g -High-Frequency Words/Words in Context <b>Close Reading</b> <i>A Prairie Guard Dog</i> , T202–T205 <b>Grammar</b> Kinds of Nouns, T207	<b>Introduce the Concept</b> T142–T143 <b>Vocabulary</b> T146–T147 <b>Close Reading</b> “Every Vote Counts!,” T148–151 <b>Grammar</b> Special Nouns, T166 <b>Spelling</b> Words with Silent Letters, T168 <b>Build Vocabulary</b> T170	<b>Oral Language</b> Animal Habitats, T208 <b>Word Work</b> T211 -Structural Analysis: Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i> <b>Close Reading</b> <i>A Prairie Guard Dog</i> , T214–T221 -Genre: Narrative Nonfiction -Skill: Main Topic and Key Details -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Suffixes <b>Write About the Text</b> T222–T223 <b>Grammar</b> Kinds of Nouns, T224–T225	<b>Close Reading</b> “Every Vote Counts!,” T148–T151 <b>Strategy</b> Reread, T152–T153 <b>Skill</b> Author’s Point of View, T154–T155 <b>Vocabulary Strategy</b> Prefixes, T158–T159 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T162–T163 <b>Grammar</b> Special Nouns, T166 <b>Build Vocabulary</b> T170
	GRADE 3		<b>Comprehension</b> RI.3.1, RI.3.6 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.1a, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1b, L.3.2f <b>Vocabulary</b> L.3.4a, L.3.4b, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Make, Confirm, Revise Predictions, T195 -Interactive Read-Aloud: “Explore a Coral Reef” <b>Write About the Text</b> Writing Fluency, T206	<b>Listening Comprehension</b> T144–T145 <b>Write About the Text</b> Writing Fluency, T162 <b>Genre Writing</b> How-To: Discuss the Edited Model, T356	<b>Listening Comprehension</b> T209 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T210–T213 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T208
OPTIONS						
GRADE 2						
GRADE 3						
APPROACHING LEVEL		GRADE 2	GRADE 3	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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T228–T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i></li> </ul> <p><b>Fluency</b> T230</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Turtle, Turtle, Watch Out!</i>, T231A–T231L</p> <p><b>Grammar Mechanics:</b> Capital Letters, T233</p>	<p><b>Close Reading</b> <i>Vote!</i>, T159A–T159V</p> <p><b>Grammar</b> Special Nouns, T167</p>	<p><b>Word Work</b> T235</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b> Review: Root Words, T237</p> <p><b>Close Reading</b> “At Home in the River,” T237A–T237B</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar Mechanics:</b> Capital Letters, T239</p>	<p><b>Fluency</b> T161</p> <p><b>Close Reading</b> “A Plan for the People,” T159W–T159Z</p> <p><b>Integrate Ideas</b> Inquiry Space, T172–T173</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T164</p>	<p><b>Word Work</b> T242–T243</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i></li> <li>-Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T246–T247</p> <p><b>Write About Two Texts</b> T244</p> <p><b>Grammar</b> Kinds of Nouns, T245</p>	<p><b>Integrate Ideas</b> T172–T173</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T165</p> <p><b>Spelling</b> Words with Silent Letters, T169</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Explore a Coral Reef,” T226</p> <p><b>Comprehension</b> T227</p> <p><b>Vocabulary</b> T231</p> <p><b>Word Work</b> T229</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Kinds of Nouns, T233</p> <p><b>Write About the Text</b> T232</p>	<p><b>Phonics/Decoding</b> T160–T161</p> <ul style="list-style-type: none"> <li>-Words with Silent Letters</li> <li>-Singular and Plural Possessives</li> </ul> <p><b>Write About the Text</b> T164</p> <p><b>Genre Writing</b> How-To: Publish, T356</p> <p><b>Spelling</b> Words with Silent Letters, T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Oral Language</b> T234</p> <p><b>Word Work</b> T235–T236</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i></li> </ul> <p><b>Fluency</b> Phrasing, T237</p> <p><b>Integrate Ideas</b> Research and Inquiry, T240–T241</p> <p><b>Grammar</b> Kinds of Nouns, T239</p>	<p><b>Close Reading</b> <i>Vote!</i>, T159A–T159V</p> <p><b>Genre Writing</b> How-To: Evaluate, T357</p> <p><b>Grammar</b> Special Nouns, T167</p> <p><b>Spelling</b> Words with Silent Letters, T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Integrate Ideas</b> T246–T247</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Capital Letters, T245</p>	<p><b>Genre Writing</b> How-To: Conference with Students, T357</p> <p><b>Grammar</b> Special Nouns, T167</p> <p><b>Build Vocabulary</b> T171</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 2		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	<b>GRADE 2</b> Comprehension RI.2.1, RI.2.2, RI.2.6 Listening/Speaking SL.2.1c, SL.2.2, SL.2.3 Writing W.2.1, W.2.4, W.2.8, W.2.10 Grammar RF.2.3 Vocabulary L.2.4, L.2.4a Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	<b>Build Background</b> Baby Animals, T284-T285 <b>Oral Vocabulary</b> T286 <b>Word Work/Vocabulary</b> T288-T293 -Phonological Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Consonant Digraphs -High-Frequency Words/Words in Context <b>Close Reading</b> <i>Eagles and Eaglets</i> , T294-T297 <b>Grammar</b> Plural Nouns, T299	<b>Introduce the Concept</b> Survival, T208-T209 <b>Vocabulary</b> T212-T213 <b>Close Reading</b> “Kids to the Rescue!,” T214-T217 <b>Grammar</b> Combining Sentences, T232 <b>Spelling</b> Three-Letter Blends, T234 <b>Build Vocabulary</b> T236	<b>Oral Language</b> Baby Animals, T300 <b>Word Work</b> T303 -Structural Analysis: Suffixes <i>-ful</i> , <i>-less</i> , <b>Close Reading</b> <i>Eagles and Eaglets</i> , T306-T313 -Genre: Expository Text -Skill: Main Topic and Key Details -Strategy: Reread -Vocabulary Strategy: Multiple-Meaning Words <b>Write About the Text</b> T314-T315 <b>Grammar</b> Plural Nouns, T316-T317	<b>Close Reading</b> “Kids to the Rescue!,” T214-T217 <b>Strategy</b> Reread, T218-T219 <b>Skill</b> Author’s Point of View, T220-T221 <b>Vocabulary Strategy</b> Strategy: Suffixes <i>-ful</i> and <i>-less</i> , T224-T225 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T228-T229 <b>Grammar</b> Combining Sentences, T232 <b>Build Vocabulary</b> T236
	OPTIONS	<b>Listening Comprehension</b> Strategy: Reread, T287 -Interactive Read-Aloud: “Wild Animal Families” <b>Write About the Text</b> Writing Fluency, T298	<b>Listening Comprehension</b> T210-T211 <b>Write About the Text</b> Writing Fluency, T228 <b>Genre Writing</b> Explanatory Essay: Read Like a Writer, T358	<b>Listening Comprehension</b> Strategy: Reread, T301 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T302-T305 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T300	<b>Genre</b> Expository Text, T222-T223 <b>Genre Writing</b> Explanatory Essay: Discuss the Expert Model, T358 <b>Spelling</b> 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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T320–T321</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Consonant Digraphs</li> </ul> <p><b>Fluency</b> T322</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Baby Bears</i>, T323A–T323J</p> <p><b>Grammar</b> Mechanics: Abbreviations, T325</p>	<p><b>Close Reading</b> <i>Whooping Cranes in Danger</i>, T225A–T225N</p> <p><b>Grammar</b> Combining Sentences, T233</p>	<p><b>Word Work</b> T327</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b> Review: Inflectional Endings, T320</p> <p><b>Close Reading</b> “From Caterpillar to Butterfly,” T329A–T329B</p> <p><b>Write About Two Texts</b> T330</p> <p><b>Grammar</b> Mechanics: Abbreviations, T331</p>	<p><b>Fluency</b> T227</p> <p><b>Close Reading</b> “Help the Manatees!,” T225O–T225P</p> <p><b>Integrate Ideas</b> Inquiry Space, T238–T239</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T230</p>	<p><b>Word Work</b> T334–T335</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling</li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T338–T339</p> <p><b>Write About Two Texts</b> T336</p> <p><b>Write to a Prompt</b> T336</p> <p><b>Grammar</b> Plural Nouns, T337</p>	<p><b>Integrate Ideas</b> T238–T239</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T231</p> <p><b>Spelling</b> Three-Letter Blends, T235</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Wild Animal Families,” T318</p> <p><b>Comprehension</b> Maintain Skill: Key Details: Use Photos, T319</p> <p><b>Vocabulary</b> T323</p> <p><b>Word Work</b> T320–T321</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> T325</p> <p><b>Write About the Text</b> T324</p>	<p><b>Phonics/Decoding</b> T226–T227</p> <ul style="list-style-type: none"> <li>-Three-Letter Blends</li> <li>-Closed Syllables</li> </ul> <p><b>Write About the Text</b> T230</p> <p><b>Genre Writing</b> Explanatory Essay: Prewrite, T359</p> <p><b>Spelling</b> Three-Letter Blends, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Oral Language</b> T326</p> <p><b>Word Work</b> T327–T328</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Consonant Digraphs</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Suffixes <i>-ful</i>, <i>-less</i></li> </ul> <p><b>Fluency</b> Pronunciation, T329</p> <p><b>Integrate Ideas</b> Research and Inquiry, T332–T333</p> <p><b>Grammar</b> Plural Nouns, T331</p>	<p><b>Close Reading</b> <i>Whooping Cranes in Danger</i>, T225A–T225N</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Prewrite Minilesson, T359</p> <p><b>Grammar</b> Combining Sentences, T233</p> <p><b>Spelling</b> Three-Letter Blends, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Integrate Ideas</b> T338–T339</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Abbreviations, T337</p>	<p><b>Genre Writing</b> Explanatory Essay: Choose Your Topic and Plan, T359</p> <p><b>Grammar</b> Combining Sentences, T233</p> <p><b>Build Vocabulary</b> T237</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/Writing</p> <p>Grammar</p>



## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<p><b>Build Background</b> Animals in Poems, T376–T377</p> <p><b>Oral Vocabulary</b> T378</p> <p><b>Word Work/Vocabulary</b> T380–T385</p> <p>-Phonological Awareness: Identify/Generate Rhyme</p> <p>-Phonics/Spelling: Introduce Three-Letter Blends</p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird,” T386–T387</p> <p><b>Grammar</b> Possessive Nouns, T389</p>	<p><b>Introduce the Concept</b> T274–T275</p> <p><b>Vocabulary</b> T278–T279</p> <p><b>Close Reading</b> “Empanada Day,” T280–T281</p> <p><b>Grammar</b> Possessive Nouns, T296</p> <p><b>Spelling</b> Digraphs, T298</p> <p><b>Build Vocabulary</b> T300</p>	<p><b>Oral Language</b> Animals in Poems, T390</p> <p><b>Word Work</b> T393</p> <p>-Structural Analysis</p> <p><b>Close Reading</b> “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird,” T396–T403</p> <p>-Genre: Poetry</p> <p>-Skill: Key Details</p> <p>-Literary Elements: Rhythm</p> <p>-Vocabulary Strategy</p> <p><b>Write About the Text</b> T404–T405</p> <p><b>Grammar</b> Possessive Nouns, T406–T407</p>	<p><b>Close Reading</b> “Empanada Day,” T280–T281</p> <p><b>Skill</b> Point of View, T284–T285</p> <p><b>Literary Elements</b> Alliteration and Rhyme, T286–T287</p> <p><b>Vocabulary Strategy</b> Figurative Language: Simile, T288–T289</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T292–T293</p> <p><b>Grammar</b> Possessive Nouns, T296</p> <p><b>Build Vocabulary</b> T300</p>
	OPTIONS	<p><b>Listening Comprehension</b> Strategy: Reread, T379</p> <p>-Interactive Read-Aloud: “The Furry Alarm Clock” and “Little Crocodile”</p> <p><b>Write About the Text</b> Writing Fluency, T388</p>	<p><b>Listening Comprehension</b> T276–T277</p> <p><b>Write About the Text</b> Writing Fluency, T292</p> <p><b>Genre Writing</b> Explanatory Essay: Draft, T360</p>	<p><b>Listening Comprehension</b> Strategy: Reread, T391</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T392–T395</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T390</p>	<p><b>Genre</b> Limerick and Free Verse, T282–T283</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Draft Minilesson, T360</p> <p><b>Spelling</b> Digraphs, T298</p>

GRADE 2
<p><b>Comprehension</b> RL.2.1, RL.2.4</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.3, W.2.4, W.2.8, W.2.10</p> <p><b>Vocabulary</b> L.2.4a, L.2.4c, L.2.4e</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>
GRADE 3
<p><b>Comprehension</b> RL.3.5, RL.3.6, RL.3.10</p> <p><b>Listening/Speaking</b> SL.3.1 b, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.3b, W.3.8, W.3.10, W.4.9a</p> <p><b>Grammar</b> L.3.2d</p> <p><b>Vocabulary</b> L.3.5a, L.3.5b, RI.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</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 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T410–T411</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Three-Letter Blends</li> </ul> <p><b>Fluency</b> T412</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> “Beetles” and “The Little Turtle,” T413A–T413D</p> <p><b>Grammar Mechanics:</b> Apostrophes, T415</p>	<p><b>Close Reading</b> “The Inventor Thinks Up Helicopters” and “Ornithopter,” T289A–T289D</p> <p><b>Grammar</b> Possessive Nouns, T297</p>	<p><b>Word Work</b> T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> </ul> <p><b>Vocabulary Strategy</b> Review: Root Words, T419</p> <p><b>Close Reading</b> “Gray Goose,” T419A–T419B</p> <p><b>Write About Two Texts</b> T420</p> <p><b>Grammar Mechanics:</b> Apostrophes, T421</p>	<p><b>Fluency</b> T291</p> <p><b>Close Reading</b> “Montgolfier Brothers’ Hot Air Balloon,” T289E–T289F</p> <p><b>Integrate Ideas</b> Inquiry Space, T302–T303</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T294–T295</p>	<p><b>Word Work</b> T424–T425</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling: Words with Three-Letter Blends</li> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words/ Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T424–T425</p> <p><b>Write About Two Texts</b> T426</p> <p><b>Grammar</b> Possessive Nouns, T427</p>	<p><b>Integrate Ideas</b> T302–T303</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T295</p> <p><b>Spelling</b> Digraphs T299</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “The Furry Alarm Clock” and “Little Crocodile,” T408</p> <p><b>Comprehension</b> T409</p> <p><b>Vocabulary</b> T413</p> <p><b>Word Work</b> T411</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Compound Words</li> </ul> <p><b>Grammar</b> T415</p> <p><b>Write About the Text</b> T414</p>	<p><b>Phonics/Decoding</b> T290–T291</p> <ul style="list-style-type: none"> <li>-Digraphs</li> <li>-Open Syllables</li> </ul> <p><b>Write About the Text</b> T294</p> <p><b>Genre Writing</b> Explanatory Essay: Revise, T361</p> <p><b>Spelling</b> Digraphs, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Oral Language</b> T416</p> <p><b>Word Work</b> T417–T418</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Three-Letter Blends</li> <li>-High-Frequency Words</li> </ul> <ul style="list-style-type: none"> <li>-Structural Analysis: Compound Words</li> </ul> <p><b>Fluency</b> Phrasing, T419</p> <p><b>Integrate Ideas</b> Research and Inquiry, T422–T423</p> <p><b>Grammar</b> Possessive Nouns, T421</p>	<p><b>Close Reading</b> “The Inventor Thinks Up Helicopters” and “Ornithopter,” T289A–T289D</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Revise Minilesson, T361</p> <p><b>Grammar</b> Possessive Nouns, T297</p> <p><b>Spelling</b> Digraphs T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Integrate Ideas</b> T424–T425</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Apostrophes, T427</p>	<p><b>Genre Writing</b> Explanatory Essay: Peer Conferences, T361</p> <p><b>Grammar</b> Possessive Nouns, T297</p> <p><b>Build Vocabulary</b> T301</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/Writing</p> <p>Grammar</p>

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

		DAY 1		DAY 2					
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 2</b></p> <p><b>Comprehension</b> RI.2.1, RI.2.3, RI.2.6, RI.2.8, RI.2.9</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.2, W.2.4, W.2.8, W.2.10</p> <p><b>Grammar</b> L.2.1, L.2.2</p> <p><b>Vocabulary</b> L.2.4d, L.2.5, L.2.5a, L.2.6, RI.2.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RL.3.1, RL.3.3</p> <p><b>Listening/Speaking</b> SL.3.1b, SL.3.1c, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.3b, W.3.8, W.3.10, W.4.9a</p> <p><b>Grammar</b> L.3.1a, L.3.2c</p> <p><b>Vocabulary</b> L.3.4a, L.3.6, RL.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c</p>									
	CORE	<b>GRADE 2</b>	<p><b>Build Background</b> The Earth’s Forces, T8–T9</p> <p><b>Oral Vocabulary</b> T10</p> <p><b>Word Work/Vocabulary</b> T12–T17</p> <p>-Phonemic Awareness: Identify/Generate Rhyme</p> <p>-Phonics/Spelling: Introduce Long <i>a: a, ai, ay, ae, ei, igh, ey</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> <i>Magnets Work!</i>, T18–T21</p> <p><b>Grammar</b> Action Verbs, T23</p>	<b>GRADE 3</b>	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Inchworm’s Tale,” T16–T19</p> <p><b>Grammar</b> Action Verbs, T34</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T36</p> <p><b>Build Vocabulary</b> T38</p>	<b>GRADE 2</b>	<p><b>Oral Language</b> The Earth’s Forces, T24</p> <p><b>Word Work</b></p> <p>-Structural Analysis: Contractions with <i>’s, ’re, ’ll, ’ve</i></p> <p><b>Close Reading</b> <i>Magnets Work!</i>, T32–T37</p> <p>-Genre: Expository Text</p> <p>-Skill: Author’s Purpose</p> <p>-Strategy: Reread</p> <p>-Vocabulary Strategy: Similes</p> <p><b>Write About the Text</b> T38–T39</p> <p><b>Grammar</b> Action Verbs, T40–T41</p>	<b>GRADE 3</b>	<p><b>Close Reading</b> “Inchworm’s Tale,” T16–T19</p> <p><b>Strategy</b> Visualize T20–T21</p> <p><b>Skill</b>, Problem and Solution T22–T23</p> <p><b>Vocabulary Strategy</b> Synonyms, T26–T27</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T30–T31</p> <p><b>Grammar</b> Action Verbs, T34</p> <p><b>Build Vocabulary</b> T38</p>
		OPTIONS		<p><b>Listening Comprehension</b> Strategy: Reread, T11</p> <p>-Interactive Read-Aloud: “Apples and Gravity”</p> <p><b>Write About the Text</b> Writing Fluency, T22</p>		<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T30</p> <p><b>Genre Writing</b>, Opinion Letter: Read Like a Writer, T352</p>		<p><b>Listening Comprehension</b> Strategy: Reread, T25</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T26–T29</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T24</p>	
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>					
		<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 2</b>	<b>GRADE 3</b>				
		<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 3 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<b>Word Work</b> T44–T45 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>a</i> <b>Fluency</b> T46 -Intonation -High-Frequency Words <b>Close Reading</b> <i>I Fall Down</i> , T47A–T47J <b>Grammar Mechanics:</b> Abbreviations, T49	<b>Close Reading</b> <i>Martina the Beautiful Cockroach</i> , T27A–T27V <b>Grammar</b> Action Verbs, T35	<b>Word Work</b> T51 -Phonemic Awareness: Phoneme Categorization <b>Vocabulary Strategy</b> Review: Root Words, T53 <b>Close Reading</b> “Move It!,” T53A–T53B <b>Write About Two Texts</b> T54 <b>Grammar Mechanics:</b> Abbreviations, T55	<b>Fluency</b> T29 <b>Close Reading</b> “Get a Backbone!,” T27W–T27Z <b>Integrate Ideas</b> Inquiry Space T40–T41 <b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T32	<b>Word Work</b> T58–T59 -Phonemic Awareness -Structural Analysis: Contractions with ‘ <i>s</i> , ‘ <i>re</i> , ‘ <i>ll</i> , ‘ <i>ve</i> -High-Frequency Words -Vocabulary <b>Integrate Ideas</b> Text Connections, T62–T63 <b>Write About Two Texts</b> T60 <b>Grammar</b> Action Verbs, T61	<b>Integrate Ideas</b> T40–T41 -Text Connections -Inquiry Space, T41 <b>Weekly Assessment</b> <b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T33 <b>Spelling</b> <i>r</i> -Controlled Vowels /ûr/, T37
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<b>Oral Vocabulary</b> “Apples and Gravity,” T42 <b>Comprehension</b> Review: Main Topic and Key Details, T43 <b>Vocabulary</b> T47 <b>Word Work</b> T44–T45 -Structural Analysis <b>Grammar</b> Action Verbs, T49 <b>Write About the Text</b> T48	<b>Phonics/Decoding</b> T28–T29 - <i>r</i> -Controlled Vowels -Contractions <b>Write About the Text</b> T32 <b>Genre Writing</b> Opinion Letter: Prewrite, T353 <b>Spelling</b> <i>r</i> -Controlled Vowels /ûr/, T37 <b>Build Vocabulary</b> T39	<b>Oral Language</b> T50 <b>Word Work</b> T51–T52 -Phonics/Spelling: Words with Long <i>a</i> -High-Frequency Words -Structural Analysis: Contractions with ‘ <i>s</i> , ‘ <i>re</i> , ‘ <i>ll</i> , ‘ <i>ve</i> <b>Fluency</b> Intonation, T53 <b>Integrate Ideas</b> Research and Inquiry, T56–T57 <b>Grammar</b> Action Verbs, T55	<b>Close Reading</b> <i>Martina the Beautiful Cockroach</i> , T27A–T27V <b>Genre Writing</b> Opinion Letter: Teach the Prewrite Minilesson, T353 <b>Grammar</b> Action Verbs, T35 <b>Spelling</b> <i>r</i> -Controlled Vowels /ûr/, T37 <b>Build Vocabulary</b> T39	<b>Integrate Ideas</b> T62–T63 -Research and Inquiry -Speaking and Listening <b>Grammar</b> Mechanics: Abbreviations, T61	<b>Genre Writing</b> Opinion Letter: Choose Your Topic and Plan, T353 <b>Grammar</b> Action Verbs, T35 <b>Build Vocabulary</b> T39	

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 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<b>CORE</b>	<b>GRADE 2</b>	<b>Build Background</b> Look at the Sky, T100–T101 <b>Oral Vocabulary</b> T102 <b>Word Work/Vocabulary</b> T104–T107 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Long <i>i: l, y, igh, ie</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Starry Night,” T110–T113 <b>Grammar</b> Present-Tense Verbs, T115	<b>Introduce the Concept</b> T76–T77 <b>Vocabulary</b> T80–T81 <b>Close Reading</b> “Jane’s Discovery,” T82–T85 <b>Grammar</b> Present-Tense Verbs and Subject-Verb Agreement, T100 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ör/, T102 <b>Build Vocabulary</b> T104	<b>Oral Language</b> Look at the Sky, T116 <b>Word Work</b> T119 -Structural Analysis: Open Syllables <b>Close Reading</b> “Starry Night,” T122–T129 -Genre: Fiction -Skill: Plot: Sequence -Strategy: Reread -Vocabulary Strategy: Compound Words <b>Write About the Text</b> T130–T131 <b>Grammar</b> Present-Tense Verbs, T132–T133	<b>Close Reading</b> “Jane’s Discovery,” T82–T85 <b>Strategy</b> Visualize, T86–T87 <b>Skill</b> Cause and Effect, T88–T89 <b>Vocabulary Strategy</b> Figurative Language: Idioms, T92–T93 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T96–T97 <b>Grammar</b> Present-Tense Verbs and Subject-Verb Agreement, T100 <b>Build Vocabulary</b> T104
	<b>GRADE 3</b>	<b>Comprehension</b> RL.2.1, RL.2.5 <b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3 <b>Writing</b> W.2.3, W.2.4, W.2.8, W.2.10 <b>Grammar</b> L.2.1, L.2.2 <b>Vocabulary</b> L.2.4, L.2.4d, L.2.5, L.2.5a, RI.2.4 <b>Foundational Skills/Word Work</b> RF.2.1c, RF.2.4a, RF.2.4b	<b>Comprehension</b> RL.3.1, RL.3.3 <b>Listening/Speaking</b> SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.3a, W.3.8, W.3.10, W.4.9a <b>Grammar</b> L.3.1a, L.3.1f <b>Vocabulary</b> L.3.5a, L.3.6, RL.3.4 <b>Foundational Skills/Word Work</b> RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> T117 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T118–T121 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T116	<b>Genre</b> Historical Fiction, T90–T91 <b>Genre Writing</b> Opinion Letter: Teach the Draft Minilesson, T354 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ör/, T102
<b>OPTIONS</b>	<b>GRADE 2</b>	<b>Listening Comprehension</b> Strategy: Reread, T103 -Interactive Read-Aloud: “The Hidden Sun” <b>Write About the Text</b> Writing Fluency, T114	<b>Listening Comprehension</b> T78–T79 <b>Write About the Text</b> Writing Fluency, T96 <b>Genre Writing</b> Opinion Letter: Draft, T354	<b>Listening Comprehension</b> T117 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T118–T121 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T116	<b>Genre</b> Historical Fiction, T90–T91 <b>Genre Writing</b> Opinion Letter: Teach the Draft Minilesson, T354 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ör/, T102
	<b>GRADE 3</b>	<b>Listening Comprehension</b> Strategy: Reread, T103 -Interactive Read-Aloud: “The Hidden Sun” <b>Write About the Text</b> Writing Fluency, T114	<b>Listening Comprehension</b> T78–T79 <b>Write About the Text</b> Writing Fluency, T96 <b>Genre Writing</b> Opinion Letter: Draft, T354	<b>Listening Comprehension</b> T117 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T118–T121 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T116	<b>Genre</b> Historical Fiction, T90–T91 <b>Genre Writing</b> Opinion Letter: Teach the Draft Minilesson, T354 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ör/, 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	GRADE 2	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Long <i>i</i></li> </ul> <p><b>Fluency</b> T138</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Mr. Putter &amp; Tabby See the Stars</i>, T139A–T139L</p> <p><b>Grammar</b> Present-Tense Verbs, T141</p>	<p><b>Close Reading</b> <i>Finding Lincoln</i>, T93A–T93R</p> <p><b>Grammar</b> Present-Tense Verbs and Subject-Verb Agreement, T101</p>	GRADE 2	<p><b>Word Work</b> T143</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Similes, T145</p> <p><b>Close Reading</b> “Day to Night,” T145A–T145B</p> <p><b>Write About Two Texts</b> T146</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T147</p>	GRADE 3	<p><b>Fluency</b> T95</p> <p><b>Close Reading</b> “A Great American Teacher,” T93S–T93T</p> <p><b>Integrate Ideas</b> Inquiry Space, T106–T107</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T98</p>	GRADE 2	<p><b>Word Work</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Words with Long <i>i</i></li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T154–T155</p> <p><b>Write About Two Texts</b> T152</p> <p><b>Grammar</b> Present-Tense Verbs, T153</p>	GRADE 3	<p><b>Integrate Ideas</b> T106–T107</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T99</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ör/, T103</p>
	OPTIONS	<p><b>Oral Vocabulary</b> “The Hidden Sun,” T134</p> <p><b>Comprehension</b> T135</p> <p><b>Vocabulary</b> T139</p> <p><b>Word Work</b> T137</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T141</p> <p><b>Write About the Text</b> T140</p>	<p><b>Phonics/Decoding</b> T94–T95</p> <ul style="list-style-type: none"> <li>-<i>r</i>-Controlled Vowels /är/ and /ör/</li> <li>-Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i></li> </ul> <p><b>Write About the Text</b> T98</p> <p><b>Genre Writing</b> Opinion Letter: Revise, T355</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ör/, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Oral Language</b> T142</p> <p><b>Word Work</b> T143–T144</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Long <i>i</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Open Syllables</li> </ul> <p><b>Fluency</b> Intonation, T145</p> <p><b>Integrate Ideas</b> Research and Inquiry, T148–T149</p> <p><b>Grammar</b> Present-Tense Verbs, T147</p>	<p><b>Close Reading</b> <i>Finding Lincoln</i>, T93A–T93R</p> <p><b>Genre Writing</b> Opinion Letter: Teach the Revise Minilesson, T355</p> <p><b>Grammar</b> Present-Tense Verbs and Subject-Verb Agreement, T101</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ör/, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Integrate Ideas</b> T154–T155</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T153</p>	<p><b>Genre Writing</b> Opinion Letter: Peer Conferences, T355</p> <p><b>Grammar</b> Present-Tense Verbs and Subject-Verb Agreement, T101</p> <p><b>Build Vocabulary</b> T105</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	<b>GRADE 2</b>	<b>Build Background</b> Ways People Help, T192–T193 <b>Oral Vocabulary</b> T194 <b>Word Work/Vocabulary</b> T196–T201 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Long <i>o</i> : <i>o</i> , <i>oa</i> , <i>ow</i> , <i>oe</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Lighting Lives,” T202–T205 <b>Grammar</b> Past-Tense Verbs, T207	<b>Introduce the Concept</b> T142–T143 <b>Vocabulary</b> T146–T147 <b>Close Reading</b> “Earth and Its Neighbors,” T148–T151 <b>Grammar</b> Past-Tense Verbs, T166 <b>Spelling</b> <i>r</i> -Controlled Vowels / <i>âr</i> /, / <i>îr</i> /, T168 <b>Build Vocabulary</b> T170	<b>Oral Language</b> Ways People Help, T208 <b>Word Work</b> T211 -Structural Analysis: Contractions with <i>not</i> <b>Close Reading</b> “Lighting Lives,” T214–T221 -Genre: Narrative Nonfiction -Skill: Author’s Purpose -Strategy: Ask and Answer Questions -Vocabulary Strategy: Synonyms <b>Write About the Text</b> T222–T223 <b>Grammar</b> Past- and Future-Tense Verbs, T224–T225	<b>Close Reading</b> “Earth and Its Neighbors,” T148–T151 <b>Strategy</b> Summarize, T152–T153 <b>Skill</b> Main Idea and Key Details, T154–T155 <b>Vocabulary Strategy</b> Suffixes, T158–T159 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T162–T163 <b>Grammar</b> Past-Tense Verbs, T166 <b>Build Vocabulary</b> T170
	<b>GRADE 3</b>	<b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T195 -Interactive Read-Aloud: “Color Your Community” <b>Write About the Text</b> Writing Fluency, T206	<b>Listening Comprehension</b> T144–T145 <b>Write About the Text</b> Writing Fluency, T162 <b>Genre Writing</b> Opinion Letter: Discuss the Edited Model, T356	<b>Listening Comprehension</b> T209 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T210–T213 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T208	<b>Genre</b> Expository Text, T156–T157 <b>Genre Writing</b> Opinion Letter: Proofread/Edit, T356 <b>Spelling</b> <i>r</i> -Controlled Vowels / <i>âr</i> /, / <i>îr</i> /, T168
OPTIONS			<b>APPROACHING LEVEL</b>	<b>ON LEVEL</b>	
			GRADE 2	GRADE 3	GRADE 2
		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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T228–T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> </ul> <p><b>Fluency</b> T230</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Biblioburro: A True Story From Colombia</i>, T231A–T231L</p> <p><b>Grammar Mechanics</b>: Letter Punctuation, T233</p>	<p><b>Close Reading</b> <i>Earth</i>, T159A–T159P</p> <p><b>Grammar</b> Past-Tense Verbs, T167</p>	<p><b>Word Work</b> T235</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> </ul> <p><b>Vocabulary Strategy</b></p> <p>Review: Compound Words, T237</p> <p><b>Close Reading</b> “The Enormous Turnip,” T237A–T237B</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> Mechanics: Letter Punctuation, T239</p>	<p><b>Fluency</b> T161</p> <p><b>Close Reading</b> “Coyote and the Jar of Stars,” T159Q–T159R</p> <p><b>Integrate Ideas</b> Inquiry Space, T172–T173</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T164</p>	<p><b>Word Work</b> T242–T243</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T246–T247</p> <p><b>Write About Two Texts</b> T244</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T245</p>	<p><b>Integrate Ideas</b> T172–T173</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T165</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /â/r/, /îr/, T169</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Color Your Community,” T226</p> <p><b>Comprehension</b> Review: Main Topic and Key Details, T227</p> <p><b>Vocabulary</b> T231</p> <p><b>Word Work</b> T228–T229</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> T233</p> <p><b>Write About the Text</b> T232</p>	<p><b>Phonics/Decoding</b> T160–T161</p> <ul style="list-style-type: none"> <li>-<i>r</i>-Controlled Vowels</li> <li>-Suffixes <i>-y</i> and <i>-ly</i></li> </ul> <p><b>Write About the Text</b> T164</p> <p><b>Genre Writing</b> Opinion Letter: Publish, T356</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /â/r/, /îr/, T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Oral Language</b> T234</p> <p><b>Word Work</b> T235–T236</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Contractions with <i>not</i></li> </ul> <p><b>Fluency</b> Expression, T237</p> <p><b>Integrate Ideas</b> Research and Inquiry, T240–T241</p> <p><b>Grammar</b> Past- and Future-Tense Verbs, T239</p>	<p><b>Close Reading</b> <i>Earth</i>, T159A–T159P</p> <p><b>Genre Writing</b> Opinion Letter: Evaluate, T357</p> <p><b>Grammar</b> Past-Tense Verbs, T167</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /â/r/, /îr/, T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Integrate Ideas</b> T246–T247</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Letter Punctuation, T245</p>	<p><b>Genre Writing</b> Opinion Letter: Conference with Students, T357</p> <p><b>Grammar</b> Past-Tense Verbs, T167</p> <p><b>Build Vocabulary</b> T171</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/Writing</p> <p>Grammar</p>



## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<b>Build Background</b> Weather Alert!, T284–T285 <b>Oral Vocabulary</b> T286 <b>Word Work/Vocabulary</b> T288–T293 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Long e: e, ee, ea, ie, y, ey, e_e -High-Frequency Words/Words in Context <b>Close Reading</b> “Tornado!,” T294–T295 <b>Grammar</b> The Verb <i>Have</i> , T297	<b>Introduce the Concept</b> T208–T209 <b>Vocabulary</b> T212–T213 <b>Close Reading</b> “Bats Did It First,” T214–T217 <b>Grammar</b> Future-Tense Verbs, T232 <b>Spelling</b> Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , T234 <b>Build Vocabulary</b> T236	<b>Oral Language</b> Weather Alert!, T300 <b>Word Work</b> T303 -Structural Analysis: Plurals -s, -es <b>Close Reading</b> “Tornado!,” T306–T311 -Genre: Expository Text -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Antonyms <b>Write About the Text</b> T314–T315 <b>Grammar</b> The Verb <i>Have</i> , T316–T317	<b>Close Reading</b> “Bats Did It First,” T214–T217 <b>Strategy</b> Summarize, T218–T219 <b>Skill</b> Main Idea and Key Details, T220–T221 <b>Vocabulary Strategy</b> Root Words, T224–T225 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T228–T229 <b>Grammar</b> Future-Tense Verbs, T232 <b>Build Vocabulary</b> T236
	GRADE 3	<b>Comprehension</b> RI.3.2, RI.3.5 <b>Listening/Speaking</b> SL.3.1a, SL.3.1d, SL.3.2, SL.3.3, W.3.2d <b>Writing</b> W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1e, L.3.2a <b>Vocabulary</b> L.3.4a, L.3.4c, L.3.5b, RF.3.3b <b>Foundational Skills/Word Work</b> RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4.b	<b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T287 -Interactive Read-Aloud: “Clouds All Around” <b>Write About the Text</b> Writing Fluency, T298	<b>Listening Comprehension</b> T210–T211 <b>Write About the Text</b> Writing Fluency, T228 <b>Genre Writing</b> Book Review: Read Like a Writer, T358	<b>Listening Comprehension</b> Ask and Answer Questions, T301 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T302–T305 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T300
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 3 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<b>Word Work</b> T320–T321 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long e <b>Fluency</b> T322 -Phrasing -High-Frequency Words <b>Close Reading</b> <i>Wild Weather</i> , T323A–T323H <b>Grammar</b> Mechanics: Book Titles, T325	<b>Close Reading</b> <i>Big Ideas From Nature</i> , T225A–T225L <b>Grammar</b> Future-Tense Verbs, T233	<b>Word Work</b> T327 -Phonemic Awareness: Identify Syllables <b>Vocabulary Strategy</b> Review: Synonyms, T329 <b>Close Reading</b> “Can You Predict the Weather?,” T329A–T329B <b>Write About Two Texts</b> T330 <b>Grammar</b> Mechanics: Book Titles, T331	<b>Fluency</b> T227 <b>Close Reading</b> “Perdix Invents the Saw,” T225M–T225N <b>Integrate Ideas</b> Inquiry Space, T238–T239 <b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T230	<b>Word Work</b> T334–T335 -Phonemic Awareness -Phonics/Spelling: Words with Long e -Structural Analysis -High-Frequency Words -Vocabulary <b>Integrate Ideas</b> Text Connections, T338–T339 <b>Write About Two Texts</b> T336 <b>Write to a Prompt</b> T336 <b>Grammar</b> T337	<b>Integrate Ideas</b> T238–T239 -Text Connections -Inquiry Space <b>Weekly Assessment</b> <b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T231 <b>Spelling</b> Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , T235
OPTIONS	<b>Oral Vocabulary</b> “Clouds All Around,” T318 <b>Comprehension</b> T319 <b>Vocabulary</b> T323 <b>Word Work</b> T321 -Structural Analysis <b>Grammar</b> The Verb <i>Have</i> , T325 <b>Write About the Text</b> T324	<b>Phonics/Decoding</b> T226–T227 -Prefixes -Syllables with Final e <b>Write About the Text</b> T230 <b>Genre Writing:</b> Book Review: Prewrite, T359 <b>Spelling</b> Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , T235 <b>Build Vocabulary</b> T237	<b>Oral Language</b> T326 <b>Word Work</b> T327–T328 -Phonics/Spelling -High-Frequency Words -Structural Analysis: Plurals -s, -es <b>Fluency</b> T329 -Phrasing <b>Integrate Ideas</b> Research and Inquiry, T332–T333 <b>Grammar</b> The Verb <i>Have</i> , T331	<b>Close Reading</b> <i>Big Ideas From Nature</i> , T225A–T225L <b>Genre Writing</b> Book Review: Teach the Prewrite Minilesson, T359 <b>Grammar</b> Future-Tense Verbs, T233 <b>Spelling</b> Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , T235 <b>Build Vocabulary</b> T237	<b>Integrate Ideas</b> T338–T339 -Research and Inquiry -Speaking and Listening <b>Grammar</b> Mechanics: Book Titles, T337	<b>Genre Writing</b> Book Review: Choose Your Topic, T359 <b>Grammar</b> Future-Tense Verbs, T233 <b>Build Vocabulary</b> T237	

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 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<b>Build Background</b> Express Yourself, T376–T377 <b>Oral Vocabulary</b> T378 <b>Word Work/Vocabulary</b> T380–T385 -Phonemic Awareness: Addition/Deletion -Phonics/Spelling: Long <i>u</i> : <i>u_e</i> , <i>ew</i> , <i>ue</i> , <i>u</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “They’ve Got the Beat!,” T386–T387 <b>Grammar</b> Combining and Rearranging Sentences, T389	<b>Introduce the Concept</b> T274–T275 <b>Vocabulary</b> T278–T279 <b>Close Reading</b> “The Long Road to Oregon,” T280–T281 <b>Grammar</b> Combining Sentences with Verbs, T296 <b>Spelling</b> Diphthongs, T298 <b>Build Vocabulary</b> T300	<b>Oral Language</b> Express Yourself, T390 <b>Word Work</b> T393 -Structural Analysis: Comparative Endings <i>-er</i> , <i>-est</i> <b>Close Reading</b> “They’ve Got the Beat!,” T396–T403 -Genre: Expository Text -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Prefixes <b>Write About the Text</b> T404–T405 <b>Grammar</b> T406–T407	<b>Close Reading</b> “The Long Road to Oregon,” T280–T281 <b>Strategy</b> Summarize, T282–T283 <b>Skill</b> Sequence, T284–T285 <b>Vocabulary Strategy</b> Suffixes, T288–T289 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T292–T293 <b>Grammar</b> Combining Sentences with Verbs, T296 <b>Build Vocabulary</b> T300
	OPTIONS	GRADE 3	<b>Listening Comprehension</b> Strategy: Ask and Answer Questions, T379 -Interactive Read-Aloud: “Why People Drum” <b>Write About the Text</b> Writing Fluency, T388	<b>Listening Comprehension</b> T276–T277 <b>Write About the Text</b> Writing Fluency, T292 <b>Genre Writing</b> Book Review: Draft, T360	<b>Listening Comprehension</b> T391 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T392–T395 -Phonological Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T390
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T410–T411</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Long <i>u</i></li> </ul> <p><b>Fluency</b> T412</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Many Ways to Enjoy Music</i>, T413A–T413D</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T415</p>	<p><b>Close Reading</b> <i>Riding the Rails West!</i>, T289A–T289D</p> <p><b>Grammar</b> Combining Sentences with Verbs, T297</p>	<p><b>Word Work</b> T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition and Deletion</li> </ul> <p><b>Vocabulary Strategy</b> Review: Antonyms, T419</p> <p><b>Close Reading</b> “A Musical Museum,” T419A–T419B</p> <p><b>Write About Two Texts</b> T420</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T421</p>	<p><b>Fluency</b> T291</p> <p><b>Close Reading</b> “Discovering Life Long Ago,” T289E–T289F</p> <p><b>Integrate Ideas</b> Inquiry Space, T302–T303</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T294</p>	<p><b>Word Work</b> T424–T425</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling: Long <i>u</i></li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T428–T429</p> <p><b>Write About Two Texts</b> T426</p> <p><b>Grammar</b> Combining and Rearranging Sentences, T427</p>	<p><b>Integrate Ideas</b> T302–T303</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T295</p> <p><b>Spelling</b> Diphthongs, T299</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Why People Drum,” T408</p> <p><b>Comprehension</b> T409</p> <p><b>Vocabulary</b> T413</p> <p><b>Word Work</b> T411</p> <ul style="list-style-type: none"> <li>-Structural Analysis: <i>-er, -est</i></li> </ul> <p><b>Grammar</b> T415</p> <p><b>Write About the Text</b> T414</p>	<p><b>Phonics/Decoding</b> T290–T291</p> <ul style="list-style-type: none"> <li>-Diphthongs /oi/ and /ou/</li> <li>-Prefixes <i>un-, non-, dis-</i>, T291</li> </ul> <p><b>Write About the Text</b> T294</p> <p><b>Genre Writing Book</b> Review: Revise, T361</p> <p><b>Spelling</b> Diphthongs, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Oral Language</b> T416</p> <p><b>Word Work</b> T417–T419</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Long <i>u</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> Pronunciation, T419</p> <p><b>Integrate Ideas</b> Research and Inquiry, T422–T423</p> <p><b>Grammar</b> Combining and Rearranging Sentences, T421</p>	<p><b>Close Reading</b> <i>Riding the Rails West!</i>, T289A–T289D</p> <p><b>Genre Writing Book</b> Review: Teach the Revise Minilesson, T361</p> <p><b>Grammar</b> Combining Sentences with Verbs, T297</p> <p><b>Spelling</b> Diphthongs, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Integrate Ideas</b> T428–T429</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T427</p>	<p><b>Genre Writing Book</b> Review: Peer Conferences, T361</p> <p><b>Grammar</b> Combining Sentences with Verbs, T297</p> <p><b>Build Vocabulary</b> T301</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/Writing</p> <p>Grammar</p>

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 2</b></p> <p>Comprehension RI.2.1, RI.2.3, RI.2.9</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3, SL.2.6</p> <p>Writing W.2.2, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.2, L.2.2a</p> <p>Vocabulary L.2.4, L.2.4d, L.2.5, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p> <p><b>GRADE 3</b></p> <p>Comprehension RL.3.1, RL.3.6</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.3.1a, L.3.1d</p> <p>Vocabulary L.3.4c, L.3.5b, L.3.6</p> <p>Foundational Skills/Word Work L.3.4c, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE 2</b></p> <p><b>Build Background</b> Different Places, T8–T9</p> <p><b>Oral Vocabulary</b> T10</p> <p><b>Word Work/Vocabulary</b> T12–T17</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics/Spelling: Introduce Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “Alaska: A Special Place,” T18–T19</p> <p><b>Grammar</b> Linking Verbs, T21</p>	<p><b>GRADE 3</b></p> <p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Nail Soup,” T16–T17</p> <p><b>Grammar</b> Linking Verbs, T32</p> <p><b>Spelling</b> Variant Vowels /ü/, /û/, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 2</b></p> <p><b>Oral Language</b> Different Places, T22</p> <p><b>Word Work</b> T25</p> <p>-Structural Analysis: Prefixes/Suffixes</p> <p><b>Close Reading</b> “Alaska: A Special Place,” T28–T35</p> <p>-Genre: Expository Text</p> <p>-Skill: Connections Within Text: Compare and Contrast</p> <p>-Strategy: Reread</p> <p>-Vocabulary Strategy: Compound Words</p> <p><b>Write About the Text</b> Ideas, T36–T37</p> <p><b>Grammar</b> Linking Verbs, T38–T39</p>	<p><b>GRADE 3</b></p> <p><b>Close Reading</b> “Nail Soup,” T16–T17</p> <p><b>Strategy</b> Ask and Answer Questions, T18–T19</p> <p><b>Skill</b> Point of View, T20–T21</p> <p><b>Vocabulary Strategy</b> Root Words, T24–T25</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Linking Verbs, T32</p> <p><b>Build Vocabulary</b> T36</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> Strategy: Reread, T11</p> <p>-Interactive Read-Aloud: “Where Do You Live?”</p> <p><b>Write About the Text</b> Writing Fluency, T20</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Fictional Narrative: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> Strategy: Reread, T23</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T24–T27</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Words with Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T22</p>
		<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>	
		<p><b>GRADE 2</b></p> <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><b>GRADE 3</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 2</b></p> <p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p><b>GRADE 3</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T42–T43</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Silent Letters <i>wr, kn, gn, mb, sc</i></li> </ul> <p><b>Fluency</b> T44</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> “Rainforests,” T45A–T45L</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns, T47</p>	<p><b>Close Reading</b> <i>The Real Story of Stone Soup</i>, T25A–T25T</p> <p><b>Grammar</b> Linking Verbs, T33</p>	<p><b>Word Work</b> T49</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Prefixes, T51</p> <p><b>Close Reading</b> “African Savannas,” T51A–T51B</p> <p><b>Write About Two Texts</b> T52</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns, T53</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Healthful Food Choices,” T25U–T25V</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Word Work</b> T56–T57</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling: Silent Letters</li> <li>-Structural Analysis: Prefixes/Suffixes</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T60–T61</p> <p><b>Write About Two Texts</b> T58</p> <p><b>Grammar</b> Linking Verbs, T59</p>	<p><b>Integrate Ideas</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Variant Vowels /ü/, /û/, T35</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Where Do You Live?,” T40</p> <p><b>Comprehension</b> T41</p> <p><b>Word Work</b> T42–T43</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Prefixes/Suffixes</li> </ul> <p><b>Vocabulary</b> T45</p> <p><b>Grammar</b> Linking Verbs, T47</p> <p><b>Write About the Text</b> T46</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <ul style="list-style-type: none"> <li>-/ü/: <i>oo, ew, u_e, ue, u, ui, ou</i>; /û/: <i>oo, ou</i></li> <li>-Roots in Related Words</li> </ul> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Fictional Narrative: Prewrite, T345</p> <p><b>Spelling</b> T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Oral Language</b> T48</p> <p><b>Word Work</b> T49–T50</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Silent Letters</li> <li>-High-Frequency Words</li> </ul> <ul style="list-style-type: none"> <li>-Structural Analysis: Prefixes/Suffixes</li> </ul> <p><b>Fluency</b> Pronunciation, T51</p> <p><b>Integrate Ideas</b> Research and Inquiry, T54–T55</p> <p><b>Grammar</b> Linking Verbs, T53</p>	<p><b>Close Reading</b> <i>The Real Story of Stone Soup</i>, T25A–T25T</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Linking Verbs, T33</p> <p><b>Spelling</b> Variant Vowels /ü/, /û/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Integrate Ideas</b> T60–T61</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns, T59</p>	<p><b>Genre Writing</b> Fictional Narrative: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Linking Verbs, T33</p> <p><b>Build Vocabulary</b> T37</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 2

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3	
CORE	GRADE 2	<b>Build Background</b> Earth Changes, T98–T99 <b>Oral Vocabulary</b> T100 <b>Word Work/Vocabulary</b> T102–T107 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce <i>r</i> -Controlled Vowels /úr/: <i>er, ir, ur, or</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Into the Sea,” T108–T109 <b>Grammar</b> Helping Verbs, T111	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “The Impossible Pet Show,” T80–T81 <b>Grammar</b> Contractions with <i>Not</i> , T96 <b>Spelling</b> Plural Words, T98 <b>Build Vocabulary</b> T100	<b>Oral Language</b> Earth Changes, T112 <b>Word Work</b> T115 -Structural Analysis <b>Close Reading</b> “Into the Sea,” T118–T125 -Genre: Information Text -Skill: Connections Within Text: Cause and Effect -Strategy: Reread -Vocabulary Strategy: Context Clues <b>Write About the Text</b> T126–T127 <b>Grammar</b> Helping Verbs, T128–T129	<b>Close Reading</b> “The Impossible Pet Show,” T80–T81 <b>Strategy</b> Ask and Answer Questions, T82–T83 <b>Skill</b> Point of View, T84–T85 <b>Vocabulary Strategy</b> Prefixes, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Contractions with <i>Not</i> , T96 <b>Build Vocabulary</b> T100	
	GRADE 3	<b>Comprehension</b> RL.3.1, RL.3.6, SL.3.1c <b>Listening/Speaking</b> SL.3.1c, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.1a, W.3.8, W.3.10, W.4.9a <b>Grammar</b> L.3.2f <b>Vocabulary</b> L.3.4b, L.3.6, RL.3.4 <b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Reread, T101 -Interactive Read-Aloud: “Earth Changes” <b>Write About the Text</b> Writing Fluency, T110 <b>Genre Writing</b> Fictional Narrative: Draft, T346	<b>Listening Comprehension</b> T113 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T112	<b>Genre</b> Realistic Fiction, T86–T87 <b>Genre Writing</b> Fictional Narrative: Teach the Draft Minilesson, T346 <b>Spelling</b> Plural Words, T98	
OPTIONS			APPROACHING LEVEL		ON LEVEL	
	GRADE 2	GRADE 3	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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T132–T133</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: <i>r</i>-Controlled Vowels /ûr/</li> </ul> <p><b>Fluency</b> T134</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Volcanoes</i>, T135A–T135H</p> <p><b>Grammar</b> Mechanics: Quotation Marks, T137</p>	<p><b>Close Reading</b> <i>The Talented Clementine</i>, T89A–T89T</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T97</p>	<p><b>Word Work</b> T139</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b></p> <p>Review: Compound Words, T141</p> <p><b>Close Reading</b> “To the Rescue,” T141A–T141B</p> <p><b>Write About Two Texts</b> T142</p> <p><b>Grammar</b> Mechanics: Quotation Marks, T143</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> <i>Clementine and the Family Meeting</i>, T89U–T89Z</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Word Work</b> T146–T147</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling</li> <li>-Structural Analysis: Inflectional Endings</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T150–T151</p> <p><b>Write About Two Texts</b> T148</p> <p><b>Grammar</b> Helping Verbs, T149</p>	<p><b>Integrate Ideas</b> T102–T103</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Plural Words, T99</p>
OPTIONS	<p><b>Oral Vocabulary</b> “Earth Changes,” T130</p> <p><b>Comprehension</b> Maintain Skill: Main Topic and Key Details, T131</p> <p><b>Vocabulary</b> T135</p> <p><b>Word Work</b> T133</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Vocabulary</b> T135</p> <p><b>Grammar</b> T137</p> <p><b>Write About the Text</b> T136</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <ul style="list-style-type: none"> <li>-Plural Words</li> <li>-Syllables with Vowel Teams</li> </ul> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Fictional Narrative: Revise, T347</p> <p><b>Spelling</b> Plural Words, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Oral Language</b> T138</p> <p><b>Word Work</b> T139–T140</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowels</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Inflectional Endings</li> </ul> <p><b>Fluency</b> T141</p> <ul style="list-style-type: none"> <li>-Phrasing</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T144–T145</p> <p><b>Grammar</b> Helping Verbs, T143</p>	<p><b>Close Reading</b> <i>The Talented Clementine</i>, T89A–T89T</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T97</p> <p><b>Spelling</b> Plural Words, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Integrate Ideas</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Quotation Marks, T149</p>	<p><b>Genre Writing</b> Fictional Narrative: Peer Conferences, T347</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T97</p> <p><b>Build Vocabulary</b> T101</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/Writing</p> <p>Grammar</p>



## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<b>GRADE 2</b>	CORE	<b>Build Background</b> Our Culture Makes Us Special, T188 <b>Oral Vocabulary</b> T190 <b>Word Work/Vocabulary</b> T192–T197 -Phonemic Awareness: Generate Rhyme -Phonics/Spelling: Introduce r-Controlled Vowels -High-Frequency Words/Words in Context <b>Close Reading</b> “Happy New Year,” T198–T199 <b>Grammar</b> Irregular Verbs, T201	<b>Introduce the Concept</b> T138–139 <b>Vocabulary</b> Words in Context, T142–T143 <b>Close Reading</b> “Gray Wolf! Red Fox!,” T144–T145 <b>Grammar</b> Main and Helping Verbs, T160 <b>Spelling</b> Variant Vowels /ô/, T162 <b>Build Vocabulary</b> T164	<b>Oral Language</b> Our Culture Makes Us Special, T202 <b>Word Work</b> T205 -Structural Analysis: Irregular Plurals <b>Close Reading</b> “Happy New Year,” T208–T211 -Genre: Realistic Fiction -Skill: Plot: Compare and Contrast -Strategy: Visualize -Vocabulary Strategy: Similes <b>Write About the Text</b> T216–T217 <b>Grammar</b> Irregular Verbs, T218–T219	<b>Close Reading</b> “Gray Wolf! Red Fox!,” T144–T145 <b>Strategy</b> Reread, T146–T147 <b>Skill</b> Compare and Contrast, T148–T149 <b>Vocabulary Strategy</b> Sentence Clues, T152–T153 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Main and Helping Verbs, T160 <b>Build Vocabulary</b> T164
<b>GRADE 3</b>		OPTIONS	<b>Listening Comprehension</b> Strategy: Visualize, T191 -Interactive Read-Aloud: “My New School” <b>Write About the Text</b> Writing Fluency, T200	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Fictional Narrative: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T203 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T204–T207 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T202

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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /ôr/or, ore, oar; /är/ar</li> </ul> <p><b>Fluency</b> T224</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Dear Primo: A Letter to My Cousin</i>, T225A–T225P</p> <p><b>Grammar</b> Mechanics: Book Titles, T227</p>	<p><b>Close Reading</b> <i>Amazing Wildlife of the Mojave</i>, T153A–T153N</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p>	<p><b>Word Work</b> T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Initial Sound Substitution</li> </ul> <p><b>Vocabulary Strategy</b> Review: Multiple-Meaning Words, T231</p> <p><b>Close Reading</b> “Games Around the World,” T231A–T231B</p> <p><b>Write About Two Texts</b> T232</p> <p><b>Grammar</b> Mechanics: Book Titles, T233</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Little Half Chick,” T153O–T153P</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Word Work</b> T236–T237</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowels /ôr/or, ore, oar; /är/ar</li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T240–T241</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> T239</p>	<p><b>Integrate Ideas</b> T166–T167</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Variant Vowel /ô/, T163</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “My New School,” T220</p> <p><b>Comprehension</b> T221</p> <p><b>Word Work</b> T223</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Vocabulary</b> T225</p> <p><b>Grammar</b> T227</p> <p><b>Write About the Text</b> T226</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <ul style="list-style-type: none"> <li>-Variant Vowel /ô/</li> <li>-Greek and Latin Roots</li> </ul> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Fictional Narrative: Publish, T348</p> <p><b>Spelling</b> Variant Vowel /ô/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Oral Language</b> T228</p> <p><b>Word Work</b> T229–T230</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /ôr/or, ore, oar; /är/ar</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T231</p> <ul style="list-style-type: none"> <li>-Expression</li> </ul> <p><b>Integrate Ideas</b> T234–T235</p> <p><b>Grammar</b> Irregular Verbs, T233</p>	<p><b>Close Reading</b> <i>Amazing Wildlife of the Mojave</i>, T153A–T153N</p> <p><b>Genre Writing</b> Fictional Narrative: Evaluate, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Spelling</b> Variant Vowel /ô/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Integrate Ideas</b> T240–T241</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Book Titles, T239</p>	<p><b>Genre Writing</b> Fictional Narrative: Conference with Students, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Build Vocabulary</b> T165</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<b>CORE</b>	<b>GRADE 2</b>	<b>Build Background</b> Folktales About Nature, T278 <b>Oral Vocabulary</b> T280 <b>Word Work/Vocabulary</b> T282–T287 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: <i>r</i> -Controlled Vowels: /îr/ -High-Frequency Words/Words in Context <b>Grammar</b> Irregular Verbs, T291	<b>Introduce the Concept</b> T202–T203 <b>Vocabulary</b> T206–T207 <b>Close Reading</b> “Firsts in Flight,” T208–T209 <b>Grammar</b> Complex Sentences, T224 <b>Spelling</b> Homophones, T226 <b>Build Vocabulary</b> T228	<b>Oral Language</b> Folktales About Nature, T292 <b>Word Work</b> T295 -Structural Analysis: Abbreviations <b>Close Reading</b> “Why the Sun and Moon Live in the Sky,” T298–T305 -Genre: Drama/Folktales -Skill: Theme -Strategy: Visualize -Vocabulary Strategy: Root Words <b>Write About the Text</b> T306–T307 <b>Grammar</b> Irregular Verbs, T308–T309	<b>Close Reading</b> “Firsts in Flights,” T208–T209 <b>Strategy</b> Reread, T210–T211 <b>Skill</b> Cause and Effect, T212–T213 <b>Vocabulary Strategy</b> Multiple-Meaning Words, T216–T217 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220–T221 <b>Grammar</b> Complex Sentences, T224 <b>Build Vocabulary</b> T228
	<b>GRADE 3</b>	<b>Comprehension</b> RI.3.1, RI.3.3, RI.3.8 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.2a, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1h, L.3.1i <b>Vocabulary</b> L.3.4a, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Visualize, T281 -Interactive Read-Aloud: “How Thunder and Lightning Came to Be” <b>Write About the Text</b> Writing Fluency, T290	<b>Listening Comprehension</b> T204–T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Poetry: Read Like a Writer, T350	<b>Listening Comprehension</b> Strategy: Visualize, T293 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T294–T296 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T292
<b>OPTIONS</b>					

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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T312–T313</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Identify Syllables</li> <li>-Phonics/Spelling: <i>r</i>-Controlled Vowel /ir/</li> </ul> <p><b>Fluency</b> T314</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>How the Beetle Got Her Colors</i>, T315A–T315F</p> <p><b>Grammar Mechanics:</b> Letter Punctuation, T317</p>	<p><b>Close Reading</b> <i>Hot Air Balloons</i>, T217A–T217P</p> <p><b>Grammar</b> Complex Sentences, T225</p>	<p><b>Word Work</b> T319</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> </ul> <p><b>Vocabulary Strategy</b> Review: Suffixes, T321</p> <p><b>Close Reading</b> “How the Finch Got Its Colors,” T321A–T321B</p> <p><b>Write About Two Texts</b> T322</p> <p><b>Grammar</b> Mechanics: Letter Punctuation, T323</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Bellerophon and Pegasus,” T217Q–T217R</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Word Work</b> T326–T327</p> <ul style="list-style-type: none"> <li>-Phonological Awareness: Phonics/Spelling</li> <li>-Structural Analysis: Abbreviations</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T330–T331</p> <p><b>Write About Two Texts</b> T328</p> <p><b>Grammar</b> Irregular Verbs, T329</p>	<p><b>Integrate Ideas</b> T230–T231</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Homophones, T227</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “How Thunder and Lightning Came to Be,” T310</p> <p><b>Comprehension</b> T311</p> <p><b>Word Work</b> T313</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Vocabulary</b> T315</p> <p><b>Grammar</b> Irregular Verbs, T317</p> <p><b>Write About the Text</b> T316</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Homophones</li> <li>-<i>r</i>-Controlled Vowel Syllables</li> </ul> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Poetry: Prewrite, T351</p> <p><b>Spelling</b> Homophones, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Oral Language</b> T318</p> <p><b>Word Work</b> T319–T320</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /ir/ <i>eer</i>, <i>ere</i>, <i>ear</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Abbreviations</li> </ul> <p><b>Fluency</b> Expression, T321</p> <p><b>Integrate Ideas</b> Research and Inquiry, T324–T325</p> <p><b>Grammar</b> T323</p>	<p><b>Close Reading</b> <i>Hot Air Balloons</i>, T217A–T217P</p> <p><b>Genre Writing</b> Poetry: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Complex Sentences, T225</p> <p><b>Spelling</b> Homophones, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Integrate Ideas</b> T330–T331</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Letter Punctuation, T329</p>	<p><b>Genre Writing</b> Poetry: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Complex Sentences, T225</p> <p><b>Build Vocabulary</b> T229</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
GRADE 2					
<p><b>Comprehension</b> RL.2.1, RL.2.2, RL.2.10</p> <p><b>Listening/Speaking</b> SL.2.1a, SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.2, W.2.4, W.2.8, W.2.10</p> <p><b>Grammar</b> L.2.1, L.2.2, L.2.2c, L.2.2d</p> <p><b>Vocabulary</b> L.2.5, L.2.5a, L.2.6, L.4.5a</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>	CORE	<p><b>Build Background</b> Poems About Nature, T368</p> <p><b>Oral Vocabulary</b> T370</p> <p><b>Word Work/Vocabulary</b> T372–T377</p> <p>-Phonological Awareness: Identify Syllables</p> <p>-Phonics/Spelling: Introducing <i>r</i>-Controlled Vowels: /<i>â</i>/<i>r are, air, ear, ere</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “Snow Shape,” T378</p> <p><b>Grammar</b> Contractions, T381</p>	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Ginger’s Fingers,” “The Giant,” and “Captain’s Log,” T272–T273</p> <p><b>Grammar</b> Irregular Verbs, T288</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Oral Language</b> Poems About Nature, T382</p> <p><b>Word Work</b> T385</p> <p>-Structural Analysis</p> <p><b>Close Reading</b> “Snow Shape,” Nature Walk,” In the Sky,” T388–T395</p> <p>-Genre: Free Verse</p> <p>-Skill: Theme</p> <p>-Strategy: Repetition</p> <p>-Vocabulary Strategy: Similes</p> <p><b>Write About the Text</b> T396</p> <p><b>Grammar</b> Contractions, T398</p>	<p><b>Close Reading</b> “Ginger’s Fingers,” “The Giant,” and “Captain’s Log,” T272–T273</p> <p><b>Skill</b> Theme, T276–T277</p> <p><b>Literary Element</b> Repetition and Rhyme, T278–T279</p> <p><b>Vocabulary Strategy</b> Metaphors, T280–T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Irregular Verbs, T288</p> <p><b>Build Vocabulary</b> T292</p>
GRADE 3					
<p><b>Comprehension</b> RL.3.1, RL.3.2, RL.3.5</p> <p><b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.3d, W.3.8, W.3.10, W.4.9a</p> <p><b>Grammar</b> L.3.1d, L.3.1f</p> <p><b>Vocabulary</b> L.3.5a, L.3.5b, RL.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	OPTIONS	<p><b>Listening Comprehension</b> Strategy: Visualize, T371</p> <p>-Interactive Read-Aloud: “Redwood National Forest”</p> <p><b>Write About the Text</b> Writing Fluency, T380</p>	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Poetry: Draft, T352</p>	<p><b>Listening Comprehension</b> T383</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T384–T387</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T382</p>	<p><b>Genre</b> Narrative and Free Verse, T274–T275</p> <p><b>Genre Writing</b> Poetry: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T290</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 4 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T402–T403</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: <i>r</i>-Controlled Vowel: /âr/</li> </ul> <p><b>Close Reading</b> “April Rain Song,” “Rain Poem,” T405A–T405D</p> <p><b>Grammar</b> Mechanics: Apostrophes in Contractions, T407</p>	<p><b>Close Reading</b> “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones,” T281A–T281D</p> <p><b>Grammar</b> Irregular Verbs, T289</p>	<p><b>Word Work</b> T409</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> </ul> <p><b>Vocabulary Strategy</b> Review: Multiple-Meaning Words, T411</p> <p><b>Close Reading</b> “Helicopters,” “Windy Tree,” T411A–T411B</p> <p><b>Write About Two Texts</b> T412</p> <p><b>Grammar</b> Mechanics: Apostrophes in Contractions, T413</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Narcissa,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Word Work</b> T416–T417</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: <i>r</i>-Controlled Vowel: /âr/ <i>are, air, ear, ere</i></li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T420–T421</p> <p><b>Write About Two Texts</b> T418</p> <p><b>Grammar</b> Contractions, T419</p>	<p><b>Integrate Ideas</b> T294–T295</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Inquiry Space</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T291</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Redwood National Forest,” T400</p> <p><b>Comprehension</b> Maintain Skill: Key Details, T401</p> <p><b>Word Work</b> T403</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Vocabulary</b> T405</p> <p><b>Grammar</b> Contractions, T407</p> <p><b>Write About the Text</b> T406</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <ul style="list-style-type: none"> <li>-Soft <i>c</i> and <i>g</i>, T282</li> <li>-Words with <i>-er</i> and <i>-est</i>, T283</li> </ul> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Poetry: Revise, T353</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Oral Language</b> T408</p> <p><b>Word Work</b> T409–T410</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</li> </ul> <p><b>Fluency</b> Phrasing, T411</p> <p><b>Integrate Ideas</b> Research and Inquiry, T414–T415</p> <p><b>Grammar</b> Contractions, T413</p>	<p><b>Close Reading</b> “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones,” T281A–T281D</p> <p><b>Genre Writing</b> Poetry: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Integrate Ideas</b> T420–T421</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Apostrophes in Contractions, T419</p>	<p><b>Genre Writing</b> Poetry: Peer Conferences, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Build Vocabulary</b> T293</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/Writing</p> <p>Grammar</p>

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 2</b></p> <p><b>Comprehension</b> RL.2.1, RL.2.2, RL.2.6</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.1, W.2.4, W.2.8, W.2.10</p> <p><b>Grammar</b> L.2.1, L.2.2</p> <p><b>Vocabulary</b> L.1.4b, L.2.4, L.2.5a, RI.2.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RL.3.1, RL.3.2, RL.3.6</p> <p><b>Listening/Speaking</b> SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.3b, W.3.8, W.3.10, W.4.9a</p> <p><b>Grammar</b> L.3.1a, L.3.1f</p> <p><b>Vocabulary</b> L.3.4c, RL.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>					
	<b>CORE</b>	<p><b>GRADE 2</b></p> <p><b>Build Background</b> Being a Good Citizen, T8–T9</p> <p><b>Oral Vocabulary</b> T10</p> <p><b>Word Work/Vocabulary</b> T12–T17</p> <p>-Phonemic Awareness: Phoneme Reversal</p> <p>-Phonics/Spelling: Introduce Diphthongs: <i>ou, ow</i></p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> “A Difficult Decision,” T18–T19</p> <p><b>Grammar</b> Pronouns, T21</p>	<p><b>GRADE 3</b></p> <p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Juanita and the Beanstalk,” T16–T17</p> <p><b>Grammar</b> Singular and Plural Nouns, T32</p> <p><b>Spelling</b> Compound Words, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 2</b></p> <p><b>Oral Language</b> Being a Good Citizen, T22</p> <p><b>Word Work</b> T25</p> <p>-Structural Analysis: Irregular Plurals, T25</p> <p><b>Close Reading</b> “A Difficult Decision,” T28–T35</p> <p>-Genre: Realistic Fiction</p> <p>-Skill: Point of View</p> <p>-Strategy: Summarize</p> <p>-Vocabulary Strategy: Suffixes</p> <p><b>Write About the Text</b> T36–T37</p> <p><b>Grammar</b> Pronouns, T38–T39</p>	<p><b>GRADE 3</b></p> <p><b>Close Reading</b> “Juanita and the Beanstalk,” T16–T17</p> <p><b>Strategy</b> Summarize, T18–T19</p> <p><b>Skill</b> Point of View, T20–T21</p> <p><b>Vocabulary Strategy</b> Root Words, T24–T25</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Singular and Plural Nouns, T32</p> <p><b>Build Vocabulary</b> T36</p>
	<b>OPTIONS</b>	<p><b>Listening Comprehension</b> Strategy: Summarize, T11</p> <p>-Interactive Read-Aloud: “A Boy Named Martin”</p> <p><b>Write About the Text</b> Writing Fluency, T20</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Opinion Essay: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> Strategy: Summarize, T23</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T24–T27</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T22</p>	<p><b>Genre</b> Fairy Tale, T22–T23</p> <p><b>Genre Writing</b> Opinion Essay: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Compound Words, T34</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
		<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 5 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T42–T43</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Diphthongs: <i>ou, ow</i></li> </ul> <p><b>Fluency</b> T44</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Grace for President</i>, T45A–T45L</p> <p><b>Grammar</b> Mechanics: Quotation Marks, T47</p>	<p><b>Close Reading</b> <i>Clever Jack Takes the Cake</i>, T25A–T25T</p> <p><b>Grammar</b> Singular and Plural Nouns, T33</p>	<p><b>Word Work</b> T49</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Initial and Final Sound Substitution</li> </ul> <p><b>Vocabulary Strategy</b> Review: Compound Words, T51</p> <p><b>Close Reading</b> “Helping to Make Smiles,” T51A–T51B</p> <p><b>Write About Two Texts</b> T52</p> <p><b>Grammar</b> Mechanics: Quotation Marks, T53</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “When Corn Was Cash,” T25U–T25X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Word Work</b> T56–T57</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling: Diphthongs <i>ou, ow</i></li> <li>-Structural Analysis: Irregular Plurals</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T60–T61</p> <p><b>Write About Two Texts</b> T58</p> <p><b>Grammar</b> Pronouns, T59</p>	<p><b>Integrate Ideas</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Compound Words, T35</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “A Boy Named Martin,” T40</p> <p><b>Comprehension</b> Maintain Skill: Theme, T41</p> <p><b>Vocabulary</b> Reinforce Vocabulary, T45</p> <p><b>Word Work</b> T43</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Pronouns, T47</p> <p><b>Write About the Text</b> T46</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <ul style="list-style-type: none"> <li>-Compound Words</li> <li>-Consonants + <i>le</i> Syllables</li> </ul> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Opinion Essay: Prewrite, T345</p> <p><b>Spelling</b> Compound Words, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Oral Language</b> T48</p> <p><b>Word Work</b> T49–T50</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Diphthongs <i>ou, ow</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Irregular Plurals</li> </ul> <p><b>Fluency</b> T51</p> <ul style="list-style-type: none"> <li>-Intonation</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T54–T55</p> <p><b>Grammar</b> Pronouns, T53</p>	<p><b>Close Reading</b> <i>Clever Jack Takes the Cake</i>, T25A–T25T</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Singular and Plural Nouns, T33</p> <p><b>Spelling</b> Compound Words, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Integrate Ideas</b> T60–T61</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Quotation Marks, T59</p>	<p><b>Genre Writing</b> Opinion Essay: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Singular and Plural Nouns, T33</p> <p><b>Build Vocabulary</b> T37</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/Writing</p> <p>Grammar</p>



## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<b>Build Background</b> Cooperation Works!, T98–T99 <b>Oral Vocabulary</b> T100 <b>Word Work/Vocabulary</b> T102–T107 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Diphthongs <i>oy, oi</i> -High-Frequency Words/Words in Context <b>Close Reading</b> “Soccer Friends,” T108–T109 <b>Grammar</b> Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i> , T111	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “The New Hoop,” T80–T81 <b>Grammar</b> Subject and Object Pronouns, T96 <b>Spelling</b> Inflectional Endings <i>-ed, -ing, -s</i> , T98 <b>Build Vocabulary</b> T100	<b>Oral Language</b> Cooperation Works!, T112 <b>Word Work</b> T115 -Structural Analysis <b>Close Reading</b> “Soccer Friends,” T118–T125 -Genre: Informative -Skill: Point of View -Strategy: Summarize -Vocabulary Strategy: Idioms <b>Practice</b> <i>Your Turn</i> , 212–217 <b>Write About the Text</b> T126–T127 <b>Grammar</b> Pronouns with <i>-self</i> and <i>-selves</i> , T128–T129	<b>Close Reading</b> “The New Hoop,” T80–T81 <b>Strategy</b> Summarize, T82–T83 <b>Skill</b> Point of View, T84–T85 <b>Vocabulary Strategy</b> Homographs, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Subject and Object Pronouns, T96 <b>Build Vocabulary</b> T100
	GRADE 3	<b>Comprehension</b> RL.3.1, RL.3.2, RL.3.6 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.3a, W.3.8, W.3.9a, W.3.10 <b>Grammar</b> L.3.1a <b>Vocabulary</b> L.3.4a, L.3.4d, L.3.6, RL.3.4 <b>Foundational Skills/Word Work</b> RF.3.3a, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Summarize, T101 -Interactive Read-Aloud: “My First Day” <b>Write About the Text</b> Writing Fluency, T110	<b>Listening Comprehension</b> T76–T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre Writing</b> Opinion Essay: Draft, T346	<b>Listening Comprehension</b> T113 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T112
		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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T132–T133</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Words with Diphthongs <i>oy, oi</i></li> </ul> <p><b>Fluency</b> T134</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Once Upon a Baby Brother</i>, T135A–T135P</p> <p><b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i>, T137</p>	<p><b>Close Reading</b> <i>Bravo, Tavo!</i>, T89A–T89V</p> <p><b>Grammar</b> Subject and Object Pronouns, T97</p>	<p><b>Word Work</b> T139</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> </ul> <p><b>Vocabulary Strategy</b> Review: Suffixes, T141</p> <p><b>Close Reading</b> “Bully-Free Zone,” T141A–T141B</p> <p><b>Write About Two Texts</b> T142</p> <p><b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i>, T143</p>	<p><b>Fluency</b> Phrasing, T91</p> <p><b>Close Reading</b> “Trash into Art,” T89W–T89Z</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Word Work</b> T146–T147</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling</li> <li>-Structural Analysis: Consonant + <i>le (el, al)</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T150–T151</p> <p><b>Write About Two Texts</b> T148</p> <p><b>Grammar</b> Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T149</p>	<p><b>Integrate Ideas</b> T102–T103</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Inflectional Endings <i>-ed, -ing, -s</i>, T99</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “My First Day!” T130</p> <p><b>Comprehension</b> Maintain Skill: Theme, T131</p> <p><b>Word Work</b> T133</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Pronouns, T137</p> <p><b>Write About the Text</b> T136</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <ul style="list-style-type: none"> <li>-Inflectional Endings, T90</li> <li>-Suffixes <i>-ful, -less, -able</i></li> </ul> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Opinion Essay: Revise, T347</p> <p><b>Spelling</b> Inflectional Endings <i>-ed, -ing, -s</i>, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Oral Language</b> T138</p> <p><b>Word Work</b> T139–T140</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Diphthongs <i>oy, oi</i></li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> Expression, T141</p> <p><b>Integrate Ideas</b> Research and Inquiry, T144–T145</p> <p><b>Grammar</b> Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T143</p>	<p><b>Close Reading</b> <i>Bravo, Tavo!</i>, T89A–T89V</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Subject and Object Pronouns, T97</p> <p><b>Spelling</b> Inflectional Endings <i>-ed, -ing, -s</i>, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Integrate Ideas</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i>, T149</p>	<p><b>Genre Writing</b> Opinion Essay: Peer Conferences, T347</p> <p><b>Grammar</b> Subject and Object Pronouns, T97</p> <p><b>Build Vocabulary</b> T101</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/Writing</p> <p>Grammar</p>

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<p><b>GRADE 2</b></p> <p><b>Comprehension</b> RI.2.1, RI.2.3, RI.2.6</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.2, W.2.4, W.2.8, W.2.10</p> <p><b>Grammar</b> L.1.1d, L.2.1, L.2.2, L.2.2a</p> <p><b>Vocabulary</b> L.4.5c, RI.2.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RI.3.1, RI.3.6</p> <p><b>Listening/Speaking</b> SL.3.1c, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.2, W.3.8, W.3.10, W.4.9b</p> <p><b>Grammar</b> L.3.1a, L.3.1f</p> <p><b>Vocabulary</b> L.3.4a, L.3.4c, L.3.6, RI.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p><b>CORE</b></p>	<p><b>Build Background</b> Our Heroes, T188</p> <p><b>Oral Vocabulary</b> T190</p> <p><b>Word Work/Vocabulary</b> T192–T197</p> <p>-Phonological Awareness: Identify Syllables</p> <p>-Phonics/Spelling: Introduce Variant Vowels /û/: oo, u, u_e, ew, ue, ui and /ù/: oo, u, ou</p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> César Chávez, T198–T199</p> <p><b>Grammar</b> Possessive Pronouns, T201</p>	<p><b>Introduce the Concept</b> T138–139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Rescue Dogs Save the Day,” T144–T145</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T160</p> <p><b>Spelling</b> Closed Syllables VC/CV, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Oral Language</b> Our Heroes, T202</p> <p><b>Word Work</b> T205</p> <p>-Structural Analysis: Contractions with <i>not</i></p> <p><b>Close Reading</b> T208–T215</p> <p>-Genre: Informative</p> <p>-Skill: Connections Within Text: Sequence</p> <p>-Strategy: Summarize</p> <p>-Vocabulary Strategy: Synonyms</p> <p><b>Write About the Text</b> T216–T217</p> <p><b>Grammar</b> Possessive Pronouns, T218–T219</p>	<p><b>Close Reading</b> “Rescue Dogs Save the Day,” T144–T145</p> <p><b>Strategy</b> Ask and Answer Questions, T146–T147</p> <p><b>Skill</b> Author’s Point of View, T148–T149</p> <p><b>Vocabulary Strategy</b> Context Clues, T152–T153</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T160</p> <p><b>Build Vocabulary</b> T164</p>
			<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> Strategy: Summarize, T191</p> <p>-Interactive Read-Aloud: “A Hero On and Off Skis”</p> <p><b>Write About the Text</b> Writing Fluency, T200</p>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Opinion Essay: Discuss the Edited Model, T346</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 5 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Variant Vowels /ü/ and /û/</li> </ul> <p><b>Fluency</b> T224</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> “Brave Bessie,” T225A–T225H</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns, T227</p>	<p><b>Close Reading</b> <i>Wildfires</i>, T153A–T153N</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p>	<p><b>Word Work</b> T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Identify Syllables</li> </ul> <p><b>Vocabulary Strategy</b> Review: Idioms, T231</p> <p><b>Close Reading</b> “The Legend of Kate Shelley,” T231A–T231B</p> <p><b>Write About Two Texts</b> T232</p> <p><b>Grammar</b> Mechanics: Capitalization of Proper Nouns, T233</p>	<p><b>Fluency</b> Phrasing and Rate, T155</p> <p><b>Close Reading</b> “Windy Gale and the Great Hurricane,” T153O–T153P</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Word Work</b> T236–T237</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling: Variant Vowels /ü/ and /û/</li> <li>-Structural Analysis: Contractions with <i>not</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T240–T241</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> Possessive Pronouns, T239</p>	<p><b>Integrate Ideas</b> T166–T167</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Closed Syllables VC/CV, T163</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “A Hero On and Off Skis,” T220</p> <p><b>Comprehension</b> Maintain Skill: Plot: Sequence, T221</p> <p><b>Vocabulary</b> T225</p> <p><b>Word Work</b> T223</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Contractions with <i>not</i></li> </ul> <p><b>Grammar</b> T227</p> <p><b>Write About the Text</b> T226</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <ul style="list-style-type: none"> <li>-Closed Syllables</li> <li>-Roots in Related Words</li> </ul> <p><b>Write About the Text and Write to a Prompt</b> T158</p> <p><b>Genre Writing</b> Opinion Essay: Publish, T348</p> <p><b>Spelling</b> Closed Syllables VC/CV, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Oral Language</b> T228</p> <p><b>Word Work</b> T229–T231</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Contractions with <i>not</i></li> </ul> <p><b>Fluency</b> T231</p> <ul style="list-style-type: none"> <li>-Phrasing</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T234–T235</p> <p><b>Grammar</b> Possessive Pronouns, T233</p>	<p><b>Close Reading</b> <i>Wildfires</i>, T153A–T153N</p> <p><b>Genre Writing</b> Opinion Essay: Evaluate, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Spelling</b> Closed Syllables VC/CV, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Integrate Ideas</b> T240–T241</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Capitalization of Proper Nouns, T239</p>	<p><b>Genre Writing</b> Opinion Essay: Conference with Students, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Build Vocabulary</b> T165</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<b>Build Background</b> Preserving Our Earth, T278 <b>Oral Vocabulary</b> T280 <b>Word Work/Vocabulary</b> T282–T287 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowel /ô/: <i>a, aw, au, augh, al,</i> and <i>ough</i> -High-Frequency Words/Words in Context <b>Close Reading</b> <i>The Art Project</i> , T288 <b>Grammar</b> Contractions, T291	<b>Introduce the Concept</b> T202–T203 <b>Vocabulary</b> T206–T207 <b>Close Reading</b> “Dolores Huerta: Growing Up Strong,” T208–T209 <b>Grammar</b> Possessive Pronouns, T224 <b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i> , T226 <b>Build Vocabulary</b> T228	<b>Oral Language</b> Preserving Our Earth, T292 <b>Word Work</b> T295 -Structural Analysis: Vowel Team Syllables <b>Close Reading</b> <i>The Art Project</i> , T298–T305 -Genre: Fiction -Skill: Plot: Problem and Solution -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Homophones <b>Write About the Text</b> T306–T307 <b>Grammar</b> Contractions, T308–T309	<b>Close Reading</b> “Dolores Huerta: Growing Up Strong,” T208–T209 <b>Strategy</b> Ask and Answer Questions, T210–T211 <b>Skill</b> Author’s Point of View, T212–T213 <b>Vocabulary Strategy</b> Prefixes and Suffixes, T216–T217 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220–T221 <b>Grammar</b> Possessive Pronouns, T224 <b>Build Vocabulary</b> T228
	GRADE 3	<b>Listening Comprehension</b> Strategy: Make, Confirm, Revise Predictions, T281 -Interactive Read-Aloud: “Clean Water” <b>Write About the Text</b> Writing Fluency, T290	<b>Listening Comprehension</b> T204–T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Book Review: Read Like a Writer, T350	<b>Listening Comprehension</b> T295 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T294–T297 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T292	<b>Genre</b> Biography, T214–T215 <b>Genre Writing</b> Book Review: Discuss the Expert Model, T350 <b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i> , T226
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 5 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T312–T313</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Variant Vowel /ô/</li> </ul> <p><b>Fluency</b> T314</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> “The Woodcutters Gift,” T315A–T315L</p> <p><b>Grammar</b> Mechanics: Contractions/Possessive Pronouns, T317</p>	<p><b>Close Reading</b> <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>, T217A–T217T</p> <p><b>Grammar</b> Possessive Pronouns, T225</p>	<p><b>Word Work</b> T319</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> </ul> <p><b>Vocabulary Strategy</b> Review: Context Clues: Sentence Clues, T321</p> <p><b>Close Reading</b> “Earth’s Resources,” T321A–T321B</p> <p><b>Write About Two Texts</b> T316</p> <p><b>Grammar</b> Mechanics: Contractions/Possessive Pronouns, T317</p>	<p><b>Fluency</b> Phrasing and Rate, T219</p> <p><b>Close Reading</b> “Susan B. Anthony Takes Action!,” T217U–T217X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Word Work</b> T326–T327</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Variant Vowel /ô/</li> <li>-Structural Analysis: Vowel Team Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T330–T331</p> <p><b>Write About Two Texts</b> T328</p> <p><b>Grammar</b> Contractions, T329</p>	<p><b>Integrate Ideas</b> T230–T231</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i>, T227</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Clean Water,” T310</p> <p><b>Comprehension</b> T311</p> <p><b>Vocabulary</b> Reinforce Vocabulary, T315</p> <p><b>Word Work</b> T312–T313</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Contractions, T317</p> <p><b>Write About the Text</b> T316</p>	<p><b>Phonics/Decoding</b></p> <ul style="list-style-type: none"> <li>-Inflectional Endings <i>y</i> to <i>i</i>, T218</li> <li>-Suffixes <i>-ful</i>, <i>-ness</i>, <i>-less</i>, T219</li> </ul> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing Book</b> Review: Prewrite, T351</p> <p><b>Spelling</b> T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Oral Language</b> T318</p> <p><b>Word Work</b> T319–T320</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Variant Vowel /ô/</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Vowel Team Syllables</li> </ul> <p><b>Fluency</b> Intonation, T321</p> <p><b>Integrate Ideas</b> Research and Inquiry, T324–T325</p> <p><b>Grammar</b> Contractions, T314</p>	<p><b>Close Reading</b> <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>, T217A–T217T</p> <p><b>Genre Writing Book</b> Review: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Integrate Ideas</b> T330–T331</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Contractions/Possessive Pronouns, T329</p>	<p><b>Genre Writing Book</b> Review: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Build Vocabulary</b> T229</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
GRADE 2					
<p><b>Comprehension</b> RI.2.1, RI.2.3, RI.2.6</p> <p><b>Listening/Speaking</b> SL.2.1c, SL.2.2, SL.2.3</p> <p><b>Writing</b> W.2.2, W.2.4, W.2.8, W.2.10</p> <p><b>Grammar</b> L.2.1, L.2.2</p> <p><b>Vocabulary</b> L.2.4a, L.2.5, L.2.5a, RI.2.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.4a, RF.2.4b, RF.2.4c</p>	CORE	<p><b>Build Background</b> Rights and Rules, T368</p> <p><b>Oral Vocabulary</b> T370</p> <p><b>Word Work/Vocabulary</b> T372–T377</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics/Spelling: Introduce Short Vowel Digraphs /e/ea; /u/ou; /i/y</p> <p>-High-Frequency Words/Words in Context</p> <p><b>Close Reading</b> <i>Visiting the Past</i>, T378–T379</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T381</p>	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Here Comes Solar Power,” T272–T273</p> <p><b>Grammar</b> Pronoun-Verb Contractions, T288</p> <p><b>Spelling</b> Open Syllables CVC, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Oral Language</b> Rights and Rules, T382</p> <p><b>Word Work</b> T385</p> <p>-Structural Analysis</p> <p><b>Close Reading</b> Rights and Rules, T388–T395</p> <p>-Genre: Informative</p> <p>-Skill: Connections Within Text: Cause and Effect</p> <p>-Strategy: Make, Confirm, Revise Predictions</p> <p>-Vocabulary Strategy</p> <p><b>Write About the Text</b> T396</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T398–T399</p>	<p><b>Close Reading</b> “Here Comes Solar Power,” T272–T273</p> <p><b>Strategy</b> Ask and Answer Questions, T274–T275</p> <p><b>Skill</b> Cause and Effect, T276–T277</p> <p><b>Vocabulary Strategy</b> Homophones, T280–T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Pronoun-Verb Contractions, T288</p> <p><b>Build Vocabulary</b> T292</p>
GRADE 3					
<p><b>Comprehension</b> RI.3.1, RI.3.3</p> <p><b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.1a, W.3.8, W.3.10, W.4.9b</p> <p><b>Grammar</b> L.3.1a, L.3.2</p> <p><b>Vocabulary</b> L.3.4a, L.3.4d, L.3.6, RI.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3a, RF.3.3b, RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	OPTIONS	<p><b>Listening Comprehension</b> Strategy: Make, Confirm, Revise Predictions, T371</p> <p>-Interactive Read-Aloud: “Town Rules”</p> <p><b>Write About the Text</b> Writing Fluency, T380</p>	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Book Review: Draft, T352</p>	<p><b>Listening Comprehension</b> T383</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T384–T387</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T382</p>	<p><b>Genre</b> Expository Text, T278–T279</p> <p><b>Genre Writing</b> Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Open Syllables CVC, T290</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 5 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T402–T403</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Reversal</li> <li>-Phonics/Spelling: Short Vowel Digraphs</li> </ul> <p><b>Fluency</b> T404</p> <ul style="list-style-type: none"> <li>-Pronunciation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Setting the Rules</i>, T405A–T405C</p> <p><b>Grammar</b> Mechanics: Book Titles, T407</p>	<p><b>Close Reading</b> <i>It’s All in the Wind</i>, T281A–T281D</p> <p><b>Grammar</b> Pronoun-Verb Contractions, T289</p>	<p><b>Word Work</b> T409</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b> Context Clues, T411</p> <p><b>Close Reading</b> “American Symbols,” T411A–T411B</p> <p><b>Write About Two Texts</b> T412</p> <p><b>Grammar</b> Mechanics: Book Titles, T413</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Power for All,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Word Work</b> T416–T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Blending</li> <li>-Phonics/Spelling: Short Vowel Digraphs</li> <li>-Structural Analysis: Alphabetical Order</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T420–T421</p> <p><b>Write About Two Texts</b> T418</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T419</p>	<p><b>Integrate Ideas</b> T294–T295</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Open Syllables CVC, T291</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Town Rules,” T400</p> <p><b>Comprehension</b> T401</p> <p><b>Vocabulary</b> Reinforce Vocabulary T405</p> <p><b>Word Work</b> T403</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Mechanics: Book Titles, T407</p> <p><b>Write About the Text</b> T406</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <ul style="list-style-type: none"> <li>-Open Syllables</li> <li>-Prefixes and Suffixes</li> </ul> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Book Review: Revise, T353</p> <p><b>Spelling</b> Open Syllables CVC, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Oral Language</b> T408</p> <p><b>Word Work</b> T409–T410</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: /e/ ea; /u/ ou; /i/ y</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> Pronunciation, T411</p> <p><b>Integrate Ideas</b> Research and Inquiry, T414</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T413</p>	<p><b>Close Reading</b> <i>It’s All in the Wind</i>, T281A–T281D</p> <p><b>Genre Writing</b> Book Review: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Pronoun-Verb Contractions, T289</p> <p><b>Spelling</b> Open Syllables CVC, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Integrate Ideas</b> T420–T421</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Book Titles, T419</p>	<p><b>Genre Writing</b> Book Review: Peer Conferences, T353</p> <p><b>Grammar</b> Pronoun-Verb Contractions, T289</p> <p><b>Build Vocabulary</b> T293</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/Writing</p> <p>Grammar</p>



## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<b>Build Background</b> Plant Myths and Facts, T8–T9 <b>Oral Vocabulary</b> T10 <b>Word Work/Vocabulary</b> T12–T17 -Phonemic Awareness: Identify and Make Oral Rhymes -Phonics/Spelling: Open, Closed Syllables -High-Frequency Words/ Vocabulary in Context <b>Close Reading</b> <i>Why Fir Tree Keeps His Leaves</i> , T18–T19 <b>Grammar</b> Adjectives, T21	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “Athena and Arachne,” T16–T17 <b>Grammar</b> Adjectives and Articles, T32 <b>Spelling</b> Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , and <i>dis-</i> , T34 <b>Build Vocabulary</b> T36	<b>Oral Language</b> Plant Myths and Facts, T22 <b>Word Work</b> T27 -Structural Analysis: Compound Words <b>Close Reading</b> <i>Why Fir Tree Keeps His Leaves</i> , T28 -Genre: Myth -Skill: Theme -Strategy: Reread -Vocabulary Strategy: Context Clues <b>Write About the Text</b> T36–T37 <b>Grammar</b> Adjectives, T38–T39	<b>Close Reading</b> “Athena and Arachne,” T16–T17 <b>Strategy</b> Make, Confirm, or Revise Predictions, T18–T19 <b>Skill</b> Theme, T20–T21 <b>Vocabulary Strategy</b> Root Words, T24–T25 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Adjectives and Articles, T32 <b>Build Vocabulary</b> T36
	GRADE 3	<b>Comprehension</b> L.3.1, RL.3.2 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.1a, W.3.8, W.3.10 <b>Grammar</b> L.3.1a <b>Vocabulary</b> L.3.4c, L.3.5b, L.3.6 <b>Foundational Skills/Word Work</b> RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Reread, T18 -Interactive Read-Aloud: “The Bluebell” <b>Write About the Text</b> Writing Fluency, T20	<b>Listening Comprehension</b> T23 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T24–T27 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T22	<b>Genre</b> Myth/Drama, T22–T23 <b>Genre Writing</b> Feature Article: Discuss the Expert Model, T344 <b>Spelling</b> Prefixes <i>un-</i> , <i>re-</i> , <i>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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T42–T43</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Words with Open and Closed Syllables</li> </ul> <p><b>Fluency</b> T44</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>The Golden Flower: A Taino Myth from Puerto Rico</i>, T45A–T45L</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T47</p>	<p><b>Close Reading</b> <i>King Midas and the Golden Touch</i>, T25A–T25P</p> <p><b>Grammar</b> Adjectives and Articles, T33</p>	<p><b>Word Work</b> T49</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> </ul> <p><b>Vocabulary Strategy</b> Review: Similes, T51</p> <p><b>Close Reading</b> “A Pumpkin Plant,” T51A–T51B</p> <p><b>Write About Two Texts</b> T52</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T53</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Carlos’s Gift,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Word Work</b> T56–T57</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Open and Closed Syllables</li> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T60–T61</p> <p><b>Write About Two Texts</b> T58</p> <p><b>Grammar</b> Adjectives, T59</p>	<p><b>Integrate Ideas</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i> and <i>dis-</i>, T35</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “The Bluebell,” T40</p> <p><b>Comprehension</b> Maintain Skill: Point of View, T41</p> <p><b>Vocabulary</b> Reinforce Vocabulary, T45</p> <p><b>Word Work</b> T42–T43</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> Adjectives, T47</p> <p><b>Write About the Text</b> T46</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <ul style="list-style-type: none"> <li>-Prefixes</li> <li>-Roots in Related Words</li> </ul> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Feature Article and Prewrite, T345</p> <p><b>Spelling</b> Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, and <i>dis-</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Oral Language</b> T48</p> <p><b>Word Work</b> T49–T50</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Open and Closed Syllables</li> <li>-High-Frequency Words/Vocabulary</li> <li>-Structural Analysis: Compound Words</li> </ul> <p><b>Fluency</b> Expression, T51</p> <p><b>Integrate Ideas</b> T54–T55</p> <p><b>Grammar</b> Adjectives, T53</p>	<p><b>Close Reading</b> <i>King Midas and the Golden Touch</i>, T25A–T25P</p> <p><b>Genre Writing</b> Feature Article: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> T33</p> <p><b>Spelling</b> Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, and <i>dis-</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Integrate Ideas</b> T60–T61</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T59</p>	<p><b>Genre Writing</b> Feature Article: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> T33</p> <p><b>Build Vocabulary</b> T37</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<b>CORE</b>	<b>GRADE 2</b>	<b>Build Background</b> We Need Energy, T98–T99 <b>Oral Vocabulary</b> T100 <b>Word Work/Vocabulary</b> T102–T107 -Phonemic Awareness: Initial Phoneme Addition -Phonics/Spelling: Introduce CVCe Syllables -High-Frequency Words/Vocabulary in Context <b>Close Reading</b> “Pedal Power,” T108–T109 <b>Grammar</b> Articles and <i>This, That, These, and Those</i> , T111	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “The Big Blizzard,” T80–T81 <b>Grammar</b> Adjectives That Compare, T96 <b>Spelling</b> Consonant + /e Syllables T98 <b>Build Vocabulary</b> T100	<b>Oral Language</b> We Need Energy, T112 <b>Word Work</b> T115 -Structural Analysis: Prefixes <b>Close Reading</b> “Pedal Power,” T118–T121 -Genre: Informative -Skill: Author’s Purpose -Strategy: Reread -Vocabulary Strategy: Paragraph Clues <b>Write About the Text</b> T126–T127 <b>Grammar</b> Names and Titles, T128–T129	<b>Close Reading</b> “The Big Blizzard,” T80–T81 <b>Strategy</b> Make, Confirm, or Revise Predictions, T82–T83 <b>Skill</b> Theme, T84–T85 <b>Vocabulary Strategy</b> Idioms, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Adjectives That Compare, T96 <b>Build Vocabulary</b> T100
	<b>GRADE 3</b>	<b>Comprehension</b> RL.3.1, RL.3.2 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.1a, W.3.8, W.3.10 <b>Grammar</b> L.3.1g <b>Vocabulary</b> L.3.5a, L.3.5b, RL.3.4 <b>Foundational Skills/Word Work</b> RF.3.3b, RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Reread, T101 -Interactive Read-Aloud: “How Does Energy Make Your Hair Stand Up?” <b>Write About the Text</b> Writing Fluency, T110	<b>Listening Comprehension</b> T76–T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre Writing</b> Feature Article: Draft, T346	<b>Listening Comprehension</b> Strategy: Reread, T113 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T112
<b>OPTIONS</b>					

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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T132–T133</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Initial Phoneme Substitution</li> <li>-Phonics/Spelling: Words with CVCe Syllables</li> </ul> <p><b>Close Reading</b> <i>My Light</i>, T135A–T135L</p> <p><b>Fluency</b> T134</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Mechanics: Names and Titles, T137</p>	<p><b>Close Reading</b> <i>Nora’s Ark</i>, T89A–T89V</p> <p><b>Grammar</b> Adjectives That Compare, T97</p>	<p><b>Word Work</b> T139</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> </ul> <p><b>Vocabulary Strategy</b> Review: Synonyms/Antonyms, T141</p> <p><b>Close Reading</b> “The Power of Water,” T141A–T141B</p> <p><b>Write About Two Texts</b> T142</p> <p><b>Grammar</b> Mechanics: Names and Titles, T143</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “The Wind and the Sun,” T89W–T89X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Word Work</b> T146–T147</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: CVCe Syllables</li> <li>-Structural Analysis</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T150–T151</p> <p><b>Write About Two Texts</b> T148</p> <p><b>Grammar</b> Articles and <i>This, That, These, and Those</i>, T149</p>	<p><b>Integrate Ideas</b> T102–T103</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T99</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “How Does Energy Make Your Hair Stand Up?,” T130</p> <p><b>Comprehension</b> Maintain Skill: Connections Within Text: Cause and Effect, T131</p> <p><b>Vocabulary</b> T135</p> <p><b>Word Work</b> T133</p> <ul style="list-style-type: none"> <li>-Structural Analysis</li> </ul> <p><b>Grammar</b> T137</p> <p><b>Write About the Text</b> T136</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <ul style="list-style-type: none"> <li>-Consonant + <i>le</i> Syllables, T90</li> <li>-Latin Suffixes, T91</li> </ul> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Feature Article: Revise, T347</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Oral Language</b> T138</p> <p><b>Word Work</b> T139–T140</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with CVCe Syllables</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Prefixes/Suffixes</li> </ul> <p><b>Fluency</b> T141</p> <ul style="list-style-type: none"> <li>-Intonation</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T144–T145</p> <p><b>Grammar</b> T143</p>	<p><b>Close Reading</b> <i>Nora’s Ark</i>, T89A–T89V</p> <p><b>Genre Writing</b> Feature Article: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Adjectives That Compare, T97</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Integrate Ideas</b> T150–T151</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Names and Titles, T149</p>	<p><b>Genre Writing</b> Feature Article: Peer Conferences, T347</p> <p><b>Grammar</b> Adjectives That Compare, T97</p> <p><b>Build Vocabulary</b> T101</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<b>CORE</b>	<b>GRADE 2</b>	<b>Build Background</b> Team Up to Explore, T188 <b>Oral Vocabulary</b> T190 <b>Word Work/Vocabulary</b> T192–T195 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Introduce Consonant + <i>le</i> Syllables ( <i>el, al</i> ) -High-Frequency Words/ Vocabulary in Context <b>Close Reading</b> “Dive Teams,” T198–T199 <b>Grammar</b> Adjectives That Compare, T201	<b>Introduce the Concept</b> T138–139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “Rocketing Into Space,” T144–T145 <b>Grammar</b> Adverbs, T160 <b>Spelling</b> Vowel Team Syllables, T162 <b>Build Vocabulary</b> T164	<b>Oral Language</b> Team Up to Explore, T202 <b>Word Work</b> T205 -Structural Analysis: Contractions/ Possessives <b>Close Reading</b> “Dive Teams,” T208–T213 -Genre: Informative -Skill: Main Idea and Key Details -Strategy: Summarize -Vocabulary Strategy <b>Write About the Text</b> T216–T217 <b>Grammar</b> Adjectives That Compare, T218–T219	<b>Close Reading</b> “Rocketing Into Space,” T144–T145 <b>Strategy</b> Reread, T146–T147 <b>Skill</b> Problem and Solution, T148–T149 <b>Vocabulary Strategy</b> Greek and Latin Roots, T152–T153 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Adverbs, T160 <b>Build Vocabulary</b> T164
	<b>GRADE 3</b>	<b>Comprehension</b> RI.3.1, RI.3.3, RI.3.10 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.2a, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1a, L.3.1g <b>Vocabulary</b> L.3.4c, L.3.5b, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> Strategy: Summarize, T191 -Interactive Read-Aloud: “Teamwork in Space” <b>Write About the Text</b> Writing Fluency, T200 <b>Genre Writing</b> Feature Article: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T203 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T204–T207 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T202	<b>Genre</b> Biography, T150–T151 <b>Genre Writing</b> Feature Article: Proofread/Edit, T348 <b>Spelling</b> Vowel Team Syllables, T162
<b>OPTIONS</b>					

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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition/ Deletion</li> <li>-Phonics/Spelling: Consonant + /e Syllables</li> </ul> <p><b>Fluency</b> T224</p> <ul style="list-style-type: none"> <li>-Phrasing</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Astronaut Handbook</i>, T225A–T225J</p> <p><b>Grammar</b> Mechanics: Apostrophes with Possessive Nouns, T227</p>	<p><b>Close Reading</b> <i>Out of this World! The Ellen Ochoa Story</i>, T153A–T153L</p> <p><b>Grammar</b> Adverbs, T161</p>	<p><b>Word Work</b> T229</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation and Blending</li> </ul> <p><b>Vocabulary Strategy</b> Review: Synonyms/ Antonyms, T231</p> <p><b>Close Reading</b> “Teamwork to the Top,” T231A–T231B</p> <p><b>Write About Two Texts</b> T232</p> <p><b>Grammar</b> Mechanics: Apostrophes with Possessive Nouns, T233</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “A Flight to Lunar City,” T153M–T153N</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Word Work</b> T236–T237</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling: Consonant + /e Syllables</li> <li>-Structural Analysis: Contractions/Possessives</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T240–T241</p> <p><b>Write About Two Texts</b> T238</p> <p><b>Grammar</b> Adjectives That Compare, T239</p>	<p><b>Integrate Ideas</b> T166–T167</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Teamwork in Space,”</p> <p><b>Comprehension</b> T221</p> <p><b>Vocabulary</b> T225</p> <p><b>Word Work</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Fluency: Pronunciation</li> <li>-Structural Analysis: Contractions/Possessives</li> <li>-High Frequency Words</li> </ul> <p><b>Grammar</b> Adjectives That Compare, T227</p> <p><b>Write About the Text</b> T226</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <ul style="list-style-type: none"> <li>-Vowel Team Syllables</li> <li>-Greek and Latin Roots</li> </ul> <p><b>Write About the Text and Write to a Prompt</b> T158</p> <p><b>Genre Writing</b> Feature Article: Publish, T348</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Oral Language</b> T228</p> <p><b>Word Work</b> T229–T230</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling</li> <li>-High-Frequency Words</li> <li>-Structural Analysis: Contractions/Possessives</li> </ul> <p><b>Fluency</b> T231</p> <ul style="list-style-type: none"> <li>-Phrasing</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T234–T235</p> <p><b>Grammar</b> Adjectives That Compare, T233</p>	<p><b>Close Reading</b> <i>Out of this World! The Ellen Ochoa Story</i>, T153A–T153L</p> <p><b>Genre Writing</b> Feature Article: Evaluate, T349</p> <p><b>Grammar</b> Adverbs, T161</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Integrate Ideas</b> T240–T241</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Apostrophes with Possessive Nouns, T239</p>	<p><b>Genre Writing</b> Feature Article: Conference with Students, T349</p> <p><b>Grammar</b> Adverbs, T161</p> <p><b>Build Vocabulary</b> T165</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/Writing</p> <p>Grammar</p>

## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<b>CORE</b>	<b>GRADE 2</b>	<b>Build Background</b> Money Matters, T278 <b>Oral Vocabulary</b> T280 <b>Word Work/Vocabulary</b> T282–T287 -Phonemic Awareness: Phoneme Segmentation -Phonics: Introduce Vowel Team Syllables -High-Frequency Words and Vocabulary <b>Close Reading</b> “The Life of a Dollar Bill,” T288 <b>Grammar</b> Adverbs and Prepositional Phrases, T291	<b>Introduce the Concept</b> T202–T203 <b>Vocabulary</b> T206–T207 <b>Close Reading</b> “Butterflies Big and Small,” T208–T209 <b>Grammar</b> Adverbs That Compare, T224 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T226 <b>Build Vocabulary</b> T228	<b>Oral Language</b> Money Matters, T292 <b>Word Work</b> T295 -Comparative Endings <i>-er</i> , <i>-est</i> <b>Close Reading</b> “The Life of a Dollar Bill,” T298–T305 -Genre: Expository Text -Skill: Problem and Solution -Vocabulary Strategy: Paragraph Clues <b>Write About the Text</b> T306–T307 <b>Grammar</b> Adverbs and Prepositional Phrases, T308–T309	<b>Close Reading</b> “Butterflies Big and Small,” T208–T209 <b>Strategy</b> Reread, T210–T211 <b>Skill</b> Compare and Contrast, T212–T213 <b>Vocabulary Strategy</b> Context Clues, T216–T217 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220–T221 <b>Grammar</b> Adverbs That Compare, T224 <b>Build Vocabulary</b> T228
	<b>GRADE 3</b>	<b>Comprehension</b> RI.3.1, RI.3.8 <b>Listening/Speaking</b> SL.3.1c, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.2d, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1a, L.3.1g <b>Vocabulary</b> L.3.4a, L.3.5b, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	<b>Listening Comprehension</b> T204–T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Research Report: Read Like a Writer, T350	<b>Listening Comprehension</b> T293 -Interactive Read-Aloud <b>Word Work/Vocabulary</b> T294–T297 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <b>Oral Vocabulary Words</b> T292	<b>Genre</b> Expository Text, T214–T215 <b>Genre Writing</b> Research Report: Discuss the Expert Model, T350 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T226
<b>OPTIONS</b>					

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	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T312–T313</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Reversal</li> <li>-Phonics/Spelling: Vowel Team Syllables</li> </ul> <p><b>Fluency</b> T314</p> <ul style="list-style-type: none"> <li>-Intonation</li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Money Madness</i>, T315A–T315L</p> <p><b>Grammar</b> Mechanics: Capitalization, T317</p>	<p><b>Close Reading</b> <i>Alligators and Crocodiles</i>, T217A–T217X</p> <p><b>Grammar</b> Adverbs That Compare, T225</p>	<p><b>Word Work</b> T319</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> </ul> <p><b>Vocabulary Strategy</b></p> <p>Review: Greek and Latin Roots, T321</p> <p><b>Close Reading</b> “King Midas and the Golden Touch,” T321A–T321B</p> <p><b>Write About Two Texts</b> T322</p> <p><b>Grammar</b> Mechanics: Capitalization, T323</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Monkey and the Crocodile,” T217Y–T217Z</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Word Work</b> T326–T327</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonics/Spelling: Vowel Team Syllables</li> <li>-Structural Analysis: Comparative Endings</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T330–T331</p> <p><b>Write About Two Texts</b> T328</p> <p><b>Grammar</b> Adverbs and Prepositional Phrases, T329</p>	<p><b>Integrate Ideas</b> T230–T231</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b></p> <p>Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Keep the Change!,” T310</p> <p><b>Comprehension</b> T311</p> <p><b>Vocabulary</b> T315</p> <p><b>Word Work</b> T312–T315</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Comparative Endings <i>-er</i>, <i>-est</i></li> </ul> <p><b>Grammar</b> Adverbs and Prepositional Phrases, T317</p> <p><b>Write to a Prompt</b> T316</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <ul style="list-style-type: none"> <li>-<i>r</i>-Controlled Vowel Syllables, T218</li> <li>-Latin Suffixes, T219</li> </ul> <p><b>Write About the Text and Write to a Prompt</b> T222</p> <p><b>Genre Writing</b> Research Report: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Oral Language</b> T318</p> <p><b>Word Work</b> T319–T320</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with Vowel Team Syllables</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T321</p> <ul style="list-style-type: none"> <li>-Intonation</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T324–T325</p> <p><b>Grammar</b> T323</p> <p><b>Genre</b> Informative</p>	<p><b>Close Reading</b> <i>Alligators and Crocodiles</i>, T217A–T217X</p> <p><b>Genre Writing</b> Research Report: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Adverbs That Compare, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Integrate Ideas</b> T330–T331</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar</b> Mechanics: Capitalization, T329</p>	<p><b>Genre Writing</b> Research Report: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Adverbs That Compare, T225</p> <p><b>Build Vocabulary</b> T229</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/Writing</p> <p>Grammar</p>



## GRADES 2–3 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<p><b>Build Background</b> The World of Ideas, T368</p> <p><b>Oral Vocabulary</b> T370</p> <p><b>Word Work/Vocabulary</b> T372–T377</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: <i>r</i>-Controlled Vowel Syllables</p> <p>-High-Frequency Words/Vocabulary in Context</p> <p><b>Close Reading</b> “A Box of Crayons,” “What Story is This?,” “The Ticket,” T378–T379</p> <p><b>Grammar</b> Adjectives and Adverbs, T381</p>	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “The Camping Trip” and “Bubble Gum,” T272–T273</p> <p><b>Grammar</b> Prepositions, T288</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i>, and <i>-ly</i>, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Oral Language</b> The World of Ideas, T382</p> <p><b>Word Work</b> T385</p> <p>-Structural Analysis</p> <p><b>Close Reading</b> “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><b>Write About the Text</b> T396</p> <p><b>Grammar</b> Adjectives and Adverbs, T398</p>	<p><b>Close Reading</b> “The Camping Trip” and “Bubble Gum,” T272–T273</p> <p><b>Skill</b> Point of View, T276–T277</p> <p><b>Literary Element</b> Rhythmn and Rhyme, T278–T279</p> <p><b>Vocabulary Strategy</b> Idioms, T280–T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Prepositions, T288</p> <p><b>Build Vocabulary</b> T292</p>
	OPTIONS		<p><b>Listening Comprehension</b> Strategy: Summarize, T371</p> <p>-Interactive Read-Aloud: “Give Me a Brown Box”</p> <p><b>Write About the Text</b> Writing Fluency, T380</p>	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Research Report: Draft, T352</p>	<p><b>Listening Comprehension</b> T383</p> <p>-Interactive Read-Aloud</p> <p><b>Word Work/Vocabulary</b> T384–T387</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p><b>Oral Vocabulary Words</b> T382</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 6 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p><b>Word Work</b> T402–T403</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowel Syllables</li> </ul> <p><b>Close Reading</b> “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading,” T405A–T405D</p> <p><b>Fluency</b> T134</p> <ul style="list-style-type: none"> <li>-Expression</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T407</p>	<p><b>Close Reading</b> “Ollie’s Escape,” T281A–T281D</p> <p><b>Grammar</b> Prepositions, T289</p>	<p><b>Word Work</b> T409–T410</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> </ul> <p><b>Vocabulary Strategy</b> Review: Metaphors, T411</p> <p><b>Close Reading</b> “Clay Play” and “Crayons,” T411A–T411B</p> <p><b>Write About Two Texts</b> T412</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T413</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “The Gentleman Bookworm,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Word Work</b> T416–T417</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness</li> <li>-Phonics/Spelling</li> <li>-Structural Analysis: Three (or more) Syllable Words</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> Text Connections, T420–T421</p> <p><b>Write About Two Texts</b> T418</p> <p><b>Grammar</b> Adjectives and Adverbs, T419</p>	<p><b>Integrate Ideas</b> T294–T295</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i> and <i>-ly</i>, T291</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p><b>Oral Vocabulary</b> “Give Me a Brown Box,” T400</p> <p><b>Comprehension</b> The World of Ideas, T401</p> <p><b>Vocabulary</b> T405</p> <p><b>Word Work</b> T403</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Three (or more) Syllable Words</li> </ul> <p><b>Grammar</b> T407</p> <p><b>Write About the Text</b> T406</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <ul style="list-style-type: none"> <li>-Suffixes <i>-ful</i>, <i>-less</i>, <i>-ly</i></li> <li>-Frequently Misspelled Words</li> </ul> <p><b>Write About the Text and Write to a Prompt</b> T286</p> <p><b>Genre Writing</b> Research Report: Revise, T353</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i>, <i>-ly</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Oral Language</b> T408</p> <p><b>Word Work</b> T409–T410</p> <ul style="list-style-type: none"> <li>-Phonics/Spelling: Words with <i>r</i>-Controlled Vowel Syllables</li> <li>-High-Frequency Words</li> <li>-Structural Analysis</li> </ul> <p><b>Fluency</b> T411</p> <ul style="list-style-type: none"> <li>-Expression</li> </ul> <p><b>Integrate Ideas</b> Research and Inquiry, T414–T415</p> <p><b>Grammar</b> Sentences, T413</p>	<p><b>Close Reading</b> “Ollie’s Escape,” T281A–T281D</p> <p><b>Genre Writing</b> Research Report: Teach the Minilessons, T353</p> <p><b>Grammar</b> Prepositions, T289</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i>, and <i>-ly</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Integrate Ideas</b> T420–T421</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> <li>-Speaking and Listening</li> </ul> <p><b>Grammar Mechanics:</b> Sentence Punctuation, T419</p>	<p><b>Genre Writing</b> Research Report: Peer Conferences, T353</p> <p><b>Grammar</b> Prepositions, T289</p> <p><b>Build Vocabulary</b> T293</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/Writing</p> <p>Grammar</p>

## GRADES 3–4 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2		
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 3</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	
	<b>GRADE 3</b>	CORE	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Bruno’s New Home,” T16–T19</p> <p><b>Grammar</b> Sentences and Fragments, T34</p> <p><b>Spelling</b> Short Vowels <i>a, i</i>, T36</p> <p><b>Build Vocabulary</b> T38</p>	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “The Dragon Problem,” T16–T17</p> <p><b>Grammar</b> Sentences, T32</p> <p><b>Spelling</b> Short Vowels, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “Bruno’s New Home,” T16–T19</p> <p><b>Strategy</b> Visualize, T20–T21</p> <p><b>Skill</b> Character, T22–T23</p> <p><b>Vocabulary Strategy</b> Synonyms, T26–T27</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T30–T31</p> <p><b>Grammar</b> Sentences and Fragments, T34</p> <p><b>Build Vocabulary</b> T38</p>	<p><b>Close Reading</b> “The Dragon Problem,” T16–T17</p> <p><b>Strategy</b> Make Predictions, T18–T19</p> <p><b>Skill</b> Sequence, T20–T21</p> <p><b>Vocabulary Strategy</b> Synonyms, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Sentences, T32</p> <p><b>Build Vocabulary</b> T36</p>
	<b>GRADE 4</b>		OPTIONS	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T30</p> <p><b>Genre Writing</b> Friendly Letter: Read Like a Writer, T352</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Friendly Letter: Read Like a Writer, T344</p>	<p><b>Genre</b> Fantasy, T24–T25</p> <p><b>Genre Writing</b> Friendly Letter: Discuss the Expert Model, T352</p> <p><b>Spelling</b> Short Vowels <i>a, i</i>, T36</p>
		<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>		
		<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 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Wolf</i>, T27A–T27V</p> <p><b>Grammar</b> Mechanics and Usage, T35</p>	<p><b>Close Reading</b> <i>The Princess and the Pizza</i>, T25A–T25R</p> <p><b>Grammar</b> Sentences, T33</p>	<p><b>Fluency</b> T29</p> <p><b>Close Reading</b> “Jennie and the Wolf,” T27W–T27X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T40–T41</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T32</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Tomas and His Sons,” T25S–T25V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T40–T41</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T33</p> <p><b>Spelling</b> Short Vowels <i>a, i</i>, T37</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Short Vowels, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T28–T29</p> <p>-Short Vowels <i>a, i</i></p> <p>-Word Families</p> <p><b>Write About the Text</b> T32</p> <p><b>Genre Writing</b> Friendly Letter: Prewrite, T353</p> <p><b>Spelling</b> Short Vowels <i>a, i</i>, T37</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Short Vowels</p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Friendly Letter: Prewrite, T345</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Wolf</i>, T27A–T27V</p> <p><b>Genre Writing</b> Friendly Letter: Teach the Prewrite Minilesson, T353</p> <p><b>Grammar</b> Sentences and Fragments, T35</p> <p><b>Spelling</b> Short Vowels <i>a, i</i>, T37</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Close Reading</b> <i>The Princess and the Pizza</i>, T25A–T25R</p> <p><b>Genre Writing</b> Friendly Letter: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Sentences, T33</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Choose Your Topic and Plan Friendly Letter, T353</p> <p><b>Grammar</b> Sentences and Fragments, T35</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Genre Writing</b> Friendly Letter: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Sentences, T33</p> <p><b>Build Vocabulary</b> 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 1 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 3	GRADE 3	GRADE 4	GRADE 3	GRADE 4
	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4
	CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4
	OPTIONS	GRADE 3	GRADE 4	GRADE 3	GRADE 4
APPROACHING LEVEL		ON LEVEL			
GRADE 3		GRADE 4		GRADE 4	

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Yoon and the Jade Bracelet</i>, T93A–T93T</p> <p><b>Grammar</b> Commands and Exclamations, T101</p>	<p><b>Close Reading</b> <i>Experts, Incorporated</i>, T89A–T89L</p> <p><b>Grammar</b> Subjects and Predicates, T97</p>	<p><b>Fluency</b> T95</p> <p><b>Close Reading</b> “Family Traditions,” T93U–T93X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T106–T107</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T98</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Speaking out to Stop Bullying,” T89M–T89P</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Integrate Ideas</b> T106–T107</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T99</p> <p><b>Spelling</b> Short Vowels <i>e, o, u</i>, T103</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Long <i>a</i>, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T94–T95</p> <p>-Short Vowels <i>e, o, u</i></p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T98</p> <p><b>Genre Writing</b> Friendly Letter: Revise, T355</p> <p><b>Spelling</b> Short Vowels <i>e, o, u</i>, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Long <i>a</i></p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Friendly Letter: Revise, T347</p> <p><b>Spelling</b> Long <i>a</i>, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Yoon and the Jade Bracelet</i>, T93A–T93T</p> <p><b>Genre Writing</b> Friendly Letter: Teach the Minilesson, T355</p> <p><b>Grammar</b> Commands and Exclamations, T101</p> <p><b>Spelling</b> Short Vowels <i>e, o, u</i>, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Close Reading</b> <i>Experts, Incorporated</i>, T89A–T89L</p> <p><b>Genre Writing</b> Friendly Letter: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Subjects and Predicates, T97</p> <p><b>Spelling</b> Long <i>a</i>, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Friendly Letter: Peer Conference, T355</p> <p><b>Grammar</b> Commands and Exclamations, T101</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Genre Writing</b> Friendly Letter: Peer Conferences, T347</p> <p><b>Grammar</b> Subjects and Predicates, T97</p> <p><b>Build Vocabulary</b> T101</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 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 3	GRADE 4	GRADE 3	GRADE 4
GRADE 3					
<p><b>Comprehension</b> RI.3.1, RI.3.8</p> <p><b>Listening/Speaking</b> SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.2a, W.3.8, W.3.10, W.4.9b</p> <p><b>Grammar</b> L.3.1i</p> <p><b>Vocabulary</b> RI.3.4, L.3.6</p> <p><b>Foundational Skills/Word Work</b> RF.1.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	CORE	<p><b>Introduce the Concept</b> T142–T143</p> <p><b>Vocabulary</b> T146–T147</p> <p><b>Close Reading</b> “Room to Grow,” T148–T151</p> <p><b>Grammar</b> Subjects, T166</p> <p><b>Spelling</b> Final e, T168</p> <p><b>Build Vocabulary</b> T170</p>	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “A World of Change,” T144–T145</p> <p><b>Grammar</b> Compound Sentences, T160</p> <p><b>Spelling</b> Long e, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Room to Grow,” T148–T151</p> <p><b>Strategy</b> Ask and Answer Questions, T152–T153</p> <p><b>Skill</b> Sequence, T154–T155</p> <p><b>Vocabulary Strategy</b> Compound Words, T158–T159</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T162–T163</p> <p><b>Grammar</b> Subjects, T166</p> <p><b>Build Vocabulary</b> T170</p>	<p><b>Close Reading</b> “A World of Change,” T144–T145</p> <p><b>Strategy</b> Summarize: Reread, T146–T147</p> <p><b>Skill</b> Compare and Contrast, T148–T149</p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words, T152–T153</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Compound Sentences, T160</p> <p><b>Build Vocabulary</b> T164</p>
GRADE 4					
<p><b>Comprehension</b> RI.4.1, RL.4.5</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.2b, W.4.9b, W.4.10</p> <p><b>Grammar</b> L.4.2c</p> <p><b>Vocabulary</b> L.4.4a, L.4.6, RI.4.4</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p>	OPTIONS	<p><b>Listening Comprehension</b> T144–T145</p> <p><b>Write About the Text</b> Writing Fluency, T162</p> <p><b>Genre Writing</b> Friendly Letter: Discuss the Edited Model, T356</p>	<p><b>Listening Comprehension</b> “Avalanche,” T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Friendly Letter: Discuss the Edited Model, T348</p>	<p><b>Genre</b> Narrative Nonfiction, T156–T157</p> <p><b>Genre Writing</b> Friendly Letter: Proofread/Edit, T356</p> <p><b>Spelling</b> Final e, T168</p>	<p><b>Genre</b> Expository Text, T150–T151</p> <p><b>Genre Writing</b> Friendly Letter: Proofread/Edit, T348</p> <p><b>Spelling</b> Long e, T162</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 1 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Gary the Dreamer</i>, T159A–T159N</p> <p><b>Grammar</b> Subjects, T167</p>	<p><b>Close Reading</b> <i>Earthquakes</i>, T153A–T153L</p> <p><b>Grammar</b> Compound Sentences, T161</p>	<p><b>Fluency</b> T161</p> <p><b>Close Reading</b> “Sharing Polkas and Pitas,” T159O–T159P</p> <p><b>Integrate Ideas</b> Research and Inquiry, T172</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T164</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Tornado,” T153M–T153N</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T172–T173</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T165</p> <p><b>Spelling</b> Final e, T169</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Long e, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T160–T161</p> <p>-Final e</p> <p>-Inflectional Endings: Drop Final e</p> <p><b>Write About the Text and Write to a Prompt</b> T164</p> <p><b>Genre Writing</b> Friendly Letter: Publish, T356</p> <p><b>Spelling</b> T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Long e</p> <p>-Plurals</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Friendly Letter: Publish, T348</p> <p><b>Spelling</b> Long e, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Gary the Dreamer</i>, T159A–T159N</p> <p><b>Genre Writing</b> Friendly Letter: Evaluate, T357</p> <p><b>Grammar</b> Subjects, T167</p> <p><b>Spelling</b> T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Close Reading</b> <i>Earthquakes</i>, T153A–T153L</p> <p><b>Genre Writing</b> Friendly Letter: Evaluate, T349</p> <p><b>Grammar</b> Compound Sentences, T161</p> <p><b>Spelling</b> Long e, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Friendly Letter: Conference with Students, T357</p> <p><b>Grammar</b> Subjects, T167</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Genre Writing</b> Friendly Letter: Conference with Students, T349</p> <p><b>Grammar</b> Compound Sentences, T161</p> <p><b>Build Vocabulary</b> T165</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 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 3		GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE	<b>Comprehension</b> RI.3.1, RI.3.8, L.3.5a <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.2a, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1i <b>Vocabulary</b> L.3.5a, L.3.6, RI.3.4, RL.3.4 <b>Foundational Skills/Word Work</b> RF.2.3b, RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	<b>Introduce the Concept</b> T208-T209 <b>Vocabulary</b> T212-T213 <b>Close Reading</b> “Mary Anderson’s Great Invention,” T214-T217 <b>Grammar</b> Predicates, T232 <b>Spelling</b> Long <i>a</i> , T234 <b>Build Vocabulary</b> T236	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “The Big Race,” T208-T209 <b>Grammar</b> Clauses and Complex Sentences, T224 <b>Spelling</b> Long <i>i</i> , T226 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Mary Anderson’s Great Invention,” T214-T217 <b>Strategy</b> Ask and Answer Questions, T218-T219 <b>Skill</b> Cause and Effect, T220-T221 <b>Vocabulary Strategy</b> Metaphors T224-T225 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T228-T229 <b>Grammar</b> Predicates, T232 <b>Build Vocabulary</b> T236	<b>Close Reading</b> “The Big Race,” T208-T209 <b>Strategy</b> Reread, T210-T211 <b>Skill</b> Cause and Effect, T212-T213 <b>Vocabulary Strategy</b> Context Clues, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Clauses and Complex Sentences, T224 <b>Build Vocabulary</b> T228
	OPTIONS	<b>Comprehension</b> RI.4.1, RI.4.5 <b>Listening/Speaking</b> SL.4.1c, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.2b, W.4.9b, W.4.10 <b>Grammar</b> L.4.1a, L.4.2c <b>Vocabulary</b> L.4.4a, L.4.4c, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	<b>Listening Comprehension</b> T210-T211 <b>Write About the Text</b> Writing Fluency, T228 <b>Genre Writing</b> Personal Narrative: Read Like a Writer, T358	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Personal Narrative: Read Like a Writer, T350	<b>Genre</b> Biography, T222-T223 <b>Genre Writing</b> Personal Narrative: Discuss the Expert Model, T358 <b>Spelling</b> Long <i>a</i> , T234
		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	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>All Aboard! Elijah McCoy’s Steam Engine</i>, T225A–T225R</p> <p><b>Grammar</b> Predicates, T233</p>	<p><b>Close Reading</b> <i>A Crash Course in Forces and Motion with Max Axiom</i>, T217A–T217R</p> <p><b>Grammar</b> Clauses and Complex Sentences, T225</p>	<p><b>Fluency</b> T227</p> <p><b>Close Reading</b> “Lighting the World,” T225S–T225T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T238–T239</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T230</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Box-Zip Project,” T217S–T217V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T238–T239</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T231</p> <p><b>Spelling</b> Long <i>a</i>, T235</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Long <i>i</i>, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T226–T227</p> <p>-Long <i>a</i> Spellings</p> <p>-Plurals -<i>s</i> and -<i>es</i></p> <p><b>Write About the Text</b> T230</p> <p><b>Genre Writing</b> Personal Narrative: Prewrite, T359</p> <p><b>Spelling</b> Long <i>a</i>, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Long <i>i</i></p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Personal Narrative: Prewrite, T351</p> <p><b>Spelling</b> Long <i>i</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>All Aboard! Elijah McCoy’s Steam Engine</i>, T225A–T225R</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Prewrite Minilesson, T359</p> <p><b>Grammar</b> Predicates, T233</p> <p><b>Spelling</b> Long <i>a</i>, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Close Reading</b> <i>A Crash Course in Forces and Motion with Max Axiom</i>, T217A–T217R</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Clauses and Complex Sentences, T225</p> <p><b>Spelling</b> Long <i>i</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Personal Narrative: Choose Your Topic and Plan, T359</p> <p><b>Grammar</b> Predicates, T233</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Genre Writing</b> Personal Narrative: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Clauses and Complex Sentences, T225</p> <p><b>Build Vocabulary</b> 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 1 WEEK 5

		DAY 1		DAY 2					
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RI.3.1, RI.3.2, RI.3.10</p> <p><b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.1a, W.3.8, W.3.10, W.4.9b</p> <p><b>Grammar</b> L.3.1h, L.3.1i</p> <p><b>Vocabulary</b> L.3.4a, L.3.5b, RI.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c</p> <p><b>GRADE 4</b></p> <p><b>Comprehension</b> RI.4.1, RI.4.2</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.1a, W.4.9b, W.4.10</p> <p><b>Grammar</b> L.3.4b, L.4.1f</p> <p><b>Vocabulary</b> L.4.6, RI.4.4</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p>									
	<b>CORE</b>	<b>GRADE 3</b>	<p><b>Introduce the Concept</b> T274-T275</p> <p><b>Vocabulary</b> T278-T279</p> <p><b>Close Reading</b> “A Natural Beauty,” T280-T281</p> <p><b>Grammar</b> Simple and Compound Sentences, T296</p> <p><b>Spelling</b> Long o, T298</p> <p><b>Build Vocabulary</b> T300</p>	<b>GRADE 4</b>	<p><b>Introduce the Concept</b> T266-T267</p> <p><b>Vocabulary</b> T270-T271</p> <p><b>Close Reading</b> “Dollars and Sense,” T272-T273</p> <p><b>Grammar</b> Run-On Sentences, T288</p> <p><b>Spelling</b> Long o, T290</p> <p><b>Build Vocabulary</b> T292</p>	<b>GRADE 3</b>	<p><b>Close Reading</b> “A Natural Beauty,” T280-T281</p> <p><b>Strategy</b> Ask and Answer Questions, T282-T283</p> <p><b>Skill</b> Main Idea and Key Details, T284-T285</p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words, T288-T289</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T292-T293</p> <p><b>Grammar</b> Simple and Compound Sentences, T296</p> <p><b>Build Vocabulary</b> T300</p>	<b>GRADE 4</b>	<p><b>Close Reading</b> “Dollars and Sense,” T272-T273</p> <p><b>Strategy</b> Reread, T274-T275</p> <p><b>Skill</b> Main Idea and Key Details, T276-T277</p> <p><b>Vocabulary Strategy</b> Suffixes, T280-T281</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284-T285</p> <p><b>Grammar</b> Run-On Sentences, T288</p> <p><b>Build Vocabulary</b> T292</p>
		<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T276-T277</p> <p><b>Write About the Text</b> Writing Fluency, T292</p> <p><b>Genre Writing</b> Personal Narrative: Draft, T360</p>	<p><b>Listening Comprehension</b> T268-T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Personal Narrative: Draft, T352</p>	<p><b>Genre</b> Expository Text, T286-T287</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Draft Minilesson, T360</p> <p><b>Spelling</b> Long o, T298</p>	<p><b>Genre</b> Persuasive Article, T278-T279</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Long o, T290</p>			
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>					
	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>					
	<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 1 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>A Mountain of History</i>, T289A–T289D</p> <p><b>Grammar</b> Simple and Compound Sentences, T297</p>	<p><b>Close Reading</b> <i>Kids in Business</i>, T281A–T281D</p> <p><b>Grammar</b> Run-On Sentences, T289</p>	<p><b>Fluency</b> T291</p> <p><b>Close Reading</b> “A Landmark Street,” T289E–T289F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T302–T303</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T294</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Starting a Successful Business,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Integrate Ideas</b> T302–T303</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T295</p> <p><b>Spelling</b> Long o, T299</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Long o, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T290–T291</p> <p>-Long o: o, ow, o_e, oa, oe</p> <p>-Compound Words</p> <p><b>Write About the Text</b> T294</p> <p><b>Genre Writing</b> Personal Narrative: Revise, T361</p> <p><b>Spelling</b> Long o, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Long o</p> <p>-Compound Words</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Personal Narrative: Revise, T353</p> <p><b>Spelling</b> Long o, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>A Mountain of History</i>, T289A–T289D</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Revise Minilesson, T361</p> <p><b>Grammar</b> Simple and Compound Sentences, T297</p> <p><b>Spelling</b> Long o, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Close Reading</b> <i>Kids in Business</i>, T281A–T281D</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Run-On Sentences, T289</p> <p><b>Spelling</b> Long o, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Personal Narrative: Peer Conferences, T361</p> <p><b>Grammar</b> Simple and Compound Sentences, T297</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Genre Writing</b> Personal Narrative: Peer Conferences, T353</p> <p><b>Grammar</b> Run-On Sentences, T289</p> <p><b>Build Vocabulary</b> T293</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 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 3	GRADE 3	GRADE 4	GRADE 3	GRADE 4
	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE		<p><b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–15</p> <p><b>Close Reading</b> “Anansi Learns a Lesson,” T16–T19</p> <p><b>Grammar</b> Kinds of Nouns, T34</p> <p><b>Spelling</b> Long <i>i</i> and long <i>u</i>, T36</p> <p><b>Build Vocabulary</b> T38</p>	<p><b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “The Fisherman and the Kaha Bird,” T16–T17</p> <p><b>Grammar</b> Common and Proper Nouns, T32</p> <p><b>Spelling</b> Prefixes, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “Anansi Learns a Lesson,” T16–T19</p> <p><b>Strategy</b> Make, Confirm, or Revise Predictions, T20–T21</p> <p><b>Skill</b> Theme, T22–T23</p> <p><b>Vocabulary Strategy</b> Antonyms, T26–T27</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T30–T31</p> <p><b>Grammar</b> Kinds of Nouns, T34</p> <p><b>Build Vocabulary</b> T38</p>	<p><b>Close Reading</b> “The Fisherman and the Kaha Bird,” T16–T17</p> <p><b>Strategy</b> Ask and Answer Questions, T18–T19</p> <p><b>Skill</b> Theme, T20–T21</p> <p><b>Vocabulary Strategy</b> Root Words, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Common and Proper Nouns, T32</p> <p><b>Build Vocabulary</b> T36</p>
OPTIONS		<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T30</p> <p><b>Genre Writing</b> How-To: Read Like a Writer, T352</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Explanatory Essay: Read Like a Writer, T344</p>	<p><b>Genre</b> Folktale, T24–T25</p> <p><b>Genre Writing</b> How-To: Discuss the Expert Model, T352</p> <p><b>Spelling</b> Long <i>i</i> and long <i>u</i>, T36</p>	<p><b>Genre</b> Folktale, T22–T23</p> <p><b>Genre Writing</b> Explanatory Essay: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Prefixes, T34</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 2 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Roadrunner’s Dance</i>, T27A–T27T</p> <p><b>Grammar</b> Kinds of Nouns, T35</p>	<p><b>Close Reading</b> <i>The Secret Message</i>, T25A–T25P</p> <p><b>Grammar</b> Common and Proper Nouns, T33</p>	<p><b>Fluency</b> T29</p> <p><b>Close Reading</b> “Deltona is Going Batty,” T27U–T27X</p> <p><b>Integrate Ideas</b> Inquiry Space, T40–T41</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T32</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “The Fox and the Goat,” T25Q–T25R</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T40–T41</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T33</p> <p><b>Spelling</b> Long <i>i</i> and long <i>u</i>, T37</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Prefixes, T35</p>
OPTIONS	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
	<p><b>Phonics/Decoding</b> T28–T29</p> <p>-Long <i>i</i> and Long <i>u</i></p> <p>-Plural Words with <i>y</i> to <i>i</i></p> <p><b>Write About the Text</b> T32</p> <p><b>Genre Writing</b> How-To: Prewrite, T353</p> <p><b>Spelling</b> Long <i>i</i> and Long <i>u</i>, T37</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Prefixes</p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Explanatory Essay: Prewrite, T345</p> <p><b>Spelling</b> Prefixes, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Roadrunner’s Dance</i>, T27A–T27T</p> <p><b>Genre Writing</b> How-To: Teach the Prewrite Minilesson, T353</p> <p><b>Grammar</b> Kinds of Nouns, T35</p> <p><b>Spelling</b> Long <i>i</i> and long <i>u</i>, T37</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Close Reading</b> <i>The Secret Message</i>, T25A–T25P</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Common and Proper Nouns, T33</p> <p><b>Spelling</b> Prefixes, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> How-To: Choose Your Topic and Plan, T353</p> <p><b>Grammar</b> Kinds of Nouns, T35</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Genre Writing</b> Explanatory Essay: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Common and Proper Nouns, T33</p> <p><b>Build Vocabulary</b> 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 2 WEEK 2

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

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

		DAY 1		DAY 2		
CALIFORNIA STANDARDS						
GRADE 3		GRADE 3	GRADE 4	GRADE 3	GRADE 4	
CORE	GRADE 3	<b>Comprehension</b> RI.3.1, RI.3.6 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.1a, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1b, L.3.2f <b>Vocabulary</b> L.3.4a, L.3.4b, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	<b>Introduce the Concept</b> T142–T143 <b>Vocabulary</b> T146–T147 <b>Close Reading</b> “Every Vote Counts!,” T148–151 <b>Grammar</b> Special Nouns, T166 <b>Spelling</b> Words with Silent Letters, T168 <b>Build Vocabulary</b> T170	<b>Introduce the Concept</b> T138–T139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “Rescuing Our Reefs,” T144–T145 <b>Grammar</b> Irregular Plural Nouns, T160 <b>Spelling</b> Three-Letter Blends, T162 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “Every Vote Counts!,” T148–T151 <b>Strategy</b> Reread, T152–T153 <b>Skill</b> Author’s Point of View, T154–T155 <b>Vocabulary Strategy</b> Prefixes, T158–T159 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T162–T163 <b>Grammar</b> Special Nouns, T166 <b>Build Vocabulary</b> T170	<b>Close Reading</b> “Rescuing Our Reefs,” T144–T145 <b>Strategy</b> T146–T147 <b>Skill</b> Main Idea and Key Details, T148–T149 <b>Vocabulary Strategy</b> Context Clues, T152–T153 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Irregular Plural Nouns, T160 <b>Build Vocabulary</b> T164
	GRADE 4	<b>Comprehension</b> RI.4.1, RI.4.2 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.2b, W.4.9b, W.4.10 <b>Grammar</b> L.3.1b <b>Vocabulary</b> L.4.4a, L.4.6, RI.4.4 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	<b>Listening Comprehension</b> T144–T145 <b>Write About the Text</b> Writing Fluency, T162 <b>Genre Writing</b> How-To: Discuss the Edited Model, T356	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Explanatory Essay: Discuss the Edited Model, T348	<b>Genre</b> Prefixes, T156–T157 <b>Genre Writing</b> How-To: Proofread/Edit, T356 <b>Spelling</b> Words with Silent Letters, T168	<b>Genre</b> Narrative Nonfiction, T150–T151 <b>Genre Writing</b> Explanatory Essay: Proofread/Edit, T348 <b>Spelling</b> Three-Letter Blends 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 2 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Vote!</i>, T159A–T159V</p> <p><b>Grammar</b> Special Nouns, T167</p>	<p><b>Close Reading</b> <i>The Buffalo Are Back</i>, T153A–T153R</p> <p><b>Grammar</b> Irregular Plural Nouns, T161</p>	<p><b>Fluency</b> T161</p> <p><b>Close Reading</b> “A Plan for the People,” T159W–T159Z</p> <p><b>Integrate Ideas</b> Inquiry Space, T172–T173</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T164</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Energy in the Ecosystem,” T153S–T153V</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T172–T173</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T165</p> <p><b>Spelling</b> Words with Silent Letters, T169</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Three-Letter Blends T163</p>
OPTIONS	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
	<p><b>Phonics/Decoding</b> T160–T161</p> <p>-Words with Silent Letters</p> <p>-Singular and Plural Possessives</p> <p><b>Write About the Text</b> T164</p> <p><b>Genre Writing</b> How-To: Publish, T356</p> <p><b>Spelling</b> Words with Silent Letters, T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Three-Letter Blends</p> <p>-Words Ending in <i>-er</i> and <i>-est</i></p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Explanatory Essay: Publish, T348</p> <p><b>Spelling</b> Three-Letter Blends T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Vote!</i>, T159A–T159V</p> <p><b>Genre Writing</b> How-To Evaluate, T357</p> <p><b>Grammar</b> Special Nouns, T167</p> <p><b>Spelling</b> Words with Silent Letters, T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Close Reading</b> <i>The Buffalo Are Back</i>, T153A–T153R</p> <p><b>Genre Writing</b> Explanatory Essay: Evaluate, T349</p> <p><b>Grammar</b> Irregular Plural Nouns, T161</p> <p><b>Spelling</b> Three-Letter Blends T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> How-To: Conference with Students, T357</p> <p><b>Grammar</b> Special Nouns, T167</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Genre Writing</b> Explanatory Essay: Conference with Students, T349</p> <p><b>Grammar</b> Irregular Plural Nouns, T161</p> <p><b>Build Vocabulary</b> T165</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 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 3		GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE	<b>Comprehension</b> RI.3.1, RI.3.2, RI.3.6 <b>Listening/Speaking</b> SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.6 <b>Writing</b> W.3.2b, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1a, L.3.2b <b>Vocabulary</b> L.3.4b, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	<b>Introduce the Concept</b> Survival, T208-T209 <b>Vocabulary</b> T212-T213 <b>Close Reading</b> “Kids to the Rescue!,” T214-T217 <b>Grammar</b> Combining Sentences, T232 <b>Spelling</b> Three-Letter Blends, T234 <b>Build Vocabulary</b> T236	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206 <b>Close Reading</b> “Animal Adaptations,” T208-T209 <b>Grammar</b> Possessive Nouns, T224 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ör/, T226 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Kids to the Rescue!,” T214-T217 <b>Strategy</b> Reread, T218-T219 <b>Skill</b> Author’s Point of View, T220-T221 <b>Vocabulary Strategy</b> Strategy: Suffixes <i>-ful</i> and <i>-less</i> , T224-T225 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T228-T229 <b>Grammar</b> Combining Sentences, T232 <b>Build Vocabulary</b> T236	<b>Close Reading</b> “Animal Adaptations,” T208-T209 <b>Strategy</b> Summarize, T210-T211 <b>Skill</b> Main Idea and Key Details, T212-T213 <b>Vocabulary Strategy</b> Prefixes, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Nouns, T224 <b>Build Vocabulary</b> T228
	OPTIONS	<b>Listening Comprehension</b> T210-T211 <b>Write About the Text</b> Writing Fluency, T228 <b>Genre Writing</b> Explanatory Essay: Read Like a Writer, T358	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> How-To Text: Read Like a Writer, T350	<b>Genre</b> Expository Text, T222-T223 <b>Genre Writing</b> Explanatory Essay: Discuss the Expert Model, T358 <b>Spelling</b> Three-Letter Blends, T234	<b>Genre</b> Expository Text, T214-T215 <b>Genre Writing</b> How-To Text: Discuss the Expert Model, T350 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ör/, 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 2 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Whooping Cranes in Danger</i>, T225A–T225N</p> <p><b>Grammar</b> Combining Sentences, T233</p>	<p><b>Close Reading</b> <i>Spiders</i>, T217A–T217R</p> <p><b>Grammar</b> Possessive Nouns, T225</p>	<p><b>Fluency</b> T227</p> <p><b>Close Reading</b> “Help the Manatees!,” T225O–T225P</p> <p><b>Integrate Ideas</b> Inquiry Space, T238–T239</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T230</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Anansi and the Birds,” T217S–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T238–T239</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T231</p> <p><b>Spelling</b> Three-Letter Blends, T235</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ör/, T227</p>
OPTIONS	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
	<p><b>Phonics/Decoding</b> T226–T227</p> <p>-Three-Letter Blends</p> <p>-Closed Syllables</p> <p><b>Write About the Text</b> T230</p> <p><b>Genre Writing</b> Explanatory Essay: Prewrite, T359</p> <p><b>Spelling</b> Three-Letter Blends, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-<i>r</i>-Controlled Vowels /är/ and /ör/</p> <p>-Suffixes <i>-ful</i> and <i>-less</i></p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> How-To Text: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ör/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Whooping Cranes in Danger</i>, T225A–T225N</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Prewrite Minilesson, T359</p> <p><b>Grammar</b> Combining Sentences, T233</p> <p><b>Spelling</b> Three-Letter Blends, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Close Reading</b> <i>Spiders</i>, T217A–T217R</p> <p><b>Genre Writing</b> How-To Text: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ör/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Explanatory Essay: Choose Your Topic and Plan, T359</p> <p><b>Grammar</b> Combining Sentences, T233</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Genre Writing</b> How-To Text: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Build Vocabulary</b> 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 2 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 3	GRADE 4	GRADE 3	GRADE 4
<p><b>GRADE 3</b></p> <p><b>Comprehension</b> RL.3.5, RL.3.6, RL.3.10</p> <p><b>Listening/Speaking</b> SL.3.1 b, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.3b, W.3.8, W.3.10, W.4.9a</p> <p><b>Grammar</b> L.3.2d</p> <p><b>Vocabulary</b> L.3.5a, L.3.5b, RI.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p> <p><b>GRADE 4</b></p> <p><b>Comprehension</b> RL.4.1, RL.4.6</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.1a, W.4.9b, W.4.10</p> <p><b>Grammar</b> L.3.i</p> <p><b>Vocabulary</b> L.4.5a, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p>	<p><b>CORE</b></p>	<p><b>Introduce the Concept</b> T274-T275</p> <p><b>Vocabulary</b> T278-T279</p> <p><b>Close Reading</b> “Empanada Day,” T280-T281</p> <p><b>Grammar</b> Possessive Nouns, T296</p> <p><b>Spelling</b> Digraphs T298</p> <p><b>Build Vocabulary</b> T300</p>	<p><b>Introduce the Concept</b> T266-T267</p> <p><b>Vocabulary</b> T270-T271</p> <p><b>Close Reading</b> “Dog,” “The Eagle,” “Chimpanzee,” “Rat,” T272-T273</p> <p><b>Grammar</b> Combining Sentences, T288</p> <p><b>Spelling</b> Suffixes, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “Empanada Day,” T280-T281</p> <p><b>Skill Point of View</b>, T284-T285</p> <p><b>Literary Elements</b> Alliteration and Rhyme, T286-T287</p> <p><b>Vocabulary Strategy</b> Figurative Language: Simile, T288-T289</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T292-T293</p> <p><b>Grammar</b> Possessive Nouns, T296</p> <p><b>Build Vocabulary</b> T300</p>	<p><b>Close Reading</b> “Dog,” “The Eagle,” “Chimpanzee,” “Rat,” T272-T273</p> <p><b>Skill Point of View</b>, T276-T277</p> <p><b>Literary Elements</b> Meter and Rhyme, T278-T279</p> <p><b>Vocabulary Strategy</b> Figurative Language, T280-T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284-T285</p> <p><b>Grammar</b> Combining Sentences, T288</p> <p><b>Build Vocabulary</b> T292</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> T276-T277</p> <p><b>Write About the Text</b> Writing Fluency, T292</p> <p><b>Genre Writing</b> Explanatory Essay: Draft, T360</p>	<p><b>Listening Comprehension</b> T268-T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> How-To Text: Draft, T352</p>	<p><b>Genre</b> Limerick and Free Verse, T282-T283</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Draft Minilesson, T360</p> <p><b>Spelling</b> Digraphs T298</p>
			<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>
		<p><b>GRADE 3</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p><b>GRADE 4</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p><b>GRADE 3</b></p> <p>Leveled Reader Vocabulary Comprehension</p>	<p><b>GRADE 4</b></p> <p>Leveled Reader Vocabulary Comprehension</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> “The Inventor Thinks Up Helicopters” and “Ornithopter,” T289A–T289D</p> <p><b>Grammar</b> Possessive Nouns, T297</p>	<p><b>Close Reading</b> “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” T281A–T281D</p> <p><b>Grammar</b> Combining Sentences, T289</p>	<p><b>Fluency</b> T291</p> <p><b>Close Reading</b> “Montgolfier Brothers’ Hot Air Balloon,” T289E–T289F</p> <p><b>Integrate Ideas</b> Inquiry Space, T302–T303</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T294–T295</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Fog,” “White Cat Winter,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Integrate Ideas</b> T302–T303</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T295</p> <p><b>Spelling</b> Digraphs T299</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffixes, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T290–T291</p> <p>-Digraphs</p> <p>-Open Syllables</p> <p><b>Write About the Text</b> T294</p> <p><b>Genre Writing</b> Explanatory Essay: Revise, T361</p> <p><b>Spelling</b> Digraphs, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Suffixes</p> <p>-Contractions</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> How-To Text: Revise, T353</p> <p><b>Spelling</b> Suffixes, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “The Inventor Thinks Up Helicopters” and “Ornithopter,” T289A–T289D</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Revise Minilesson, T361</p> <p><b>Grammar</b> Possessive Nouns, T297</p> <p><b>Spelling</b> Digraphs T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Close Reading</b> “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” T281A–T281D</p> <p><b>Genre Writing</b> How-To Text: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Combining Sentences, T289</p> <p><b>Spelling</b> Suffixes, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Explanatory Essay: Peer Conferences, T361</p> <p><b>Grammar</b> Possessive Nouns, T297</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Genre Writing</b> How-To Text: Peer Conferences, T353</p> <p><b>Grammar</b> Combining Sentences, T289</p> <p><b>Build Vocabulary</b> T293</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 3 WEEK 1

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RL.3.1, RL.3.3</p> <p><b>Listening/Speaking</b> SL.3.1b, SL.3.1c, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.3b, W.3.8, W.3.10, W.4.9a,</p> <p><b>Grammar</b> L.3.1a, L.3.2c</p> <p><b>Vocabulary</b> L.3.4a, L.3.6, RL.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c</p> <p><b>GRADE 4</b></p> <p><b>Comprehension</b> RL.4.1, RL.4.3, RL.4.6</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.3c, W.4.9a, W.4.10</p> <p><b>Grammar</b> L.3.1d, L.3.1e, L.4.2a</p> <p><b>Vocabulary</b> L.4.4a, L.4.4c, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p>					
	<b>CORE</b>	<p><b>GRADE 3</b></p> <p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Inchworm’s Tale,” T16–T19</p> <p><b>Grammar</b> Action Verbs, T34</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T36</p> <p><b>Build Vocabulary</b> T38</p>	<p><b>GRADE 4</b></p> <p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “At the Library,” T16–T17</p> <p><b>Grammar</b> Action Verbs, T32</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 3</b></p> <p><b>Close Reading</b> “Inchworm’s Tale,” T16–T19</p> <p><b>Strategy</b> Visualize T20–T21</p> <p><b>Skill</b>, Problem and Solution T22–T23</p> <p><b>Vocabulary Strategy</b> Synonyms, T26–T27</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T30–T31</p> <p><b>Grammar</b> Action Verbs, T34</p> <p><b>Build Vocabulary</b> T38</p>	<p><b>GRADE 4</b></p> <p><b>Close Reading</b> “At the Library,” T16–T17</p> <p><b>Strategy</b> Visualize, T18–T19</p> <p><b>Skill</b> Point of View, T20–T21</p> <p><b>Vocabulary Strategy</b> Context Clues, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Action Verbs, T32</p> <p><b>Build Vocabulary</b> T36</p>
	<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T30</p> <p><b>Genre Writing</b>, Opinion Letter: Read Like a Writer, T352</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Book Review: Read Like a Writer, T344</p>	<p><b>Genre</b> Folktale, T24–T25</p> <p><b>Genre Writing</b> Opinion Letter: Discuss the Expert Model, T352</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T36</p>	<p><b>Genre</b> Fantasy, T22–T33</p> <p><b>Genre Writing</b> Book Review: Discuss the Expert Model, T344</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T34</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
		<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	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Martina the Beautiful Cockroach</i>, T27A–T27V</p> <p><b>Grammar</b> Action Verbs, T35</p>	<p><b>Close Reading</b> <i>The Cricket in Times Square</i>, T25A–T25R</p> <p><b>Grammar</b> Action Verbs, T33</p>	<p><b>Fluency</b> T29</p> <p><b>Close Reading</b> “Get a Backbone!,” T27W–T27Z</p> <p><b>Integrate Ideas</b> Inquiry Space T40–T41</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T32</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “The Girl and the Chenoo,” T25S–T25T</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Integrate Ideas</b> T40–T41</p> <p>-Text Connections</p> <p>-Inquiry Space, T41</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T33</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T37</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>- Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T28–T29</p> <p>-<i>r</i>-Controlled Vowels</p> <p>-Contractions</p> <p><b>Write About the Text</b> T32</p> <p><b>Genre Writing</b> Opinion Letter: Prewrite, T353</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T37</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-<i>r</i>-Controlled Vowels <i>er, ir,</i> and <i>ur</i></p> <p>-Closed Syllables</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Book Review: Prewrite, T345</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Martina the Beautiful Cockroach</i>, T27A–T27V</p> <p><b>Genre Writing</b> Opinion Letter: Teach the Prewrite Minilesson, T353</p> <p><b>Grammar</b> Action Verbs, T35</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T37</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Close Reading</b> <i>The Cricket in Times Square</i>, T25A–T25R</p> <p><b>Genre Writing</b> Book Review: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Action Verbs, T33</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Opinion Letter: Choose Your Topic and Plan, T353</p> <p><b>Grammar</b> Action Verbs, T35</p> <p><b>Build Vocabulary</b> T39</p>	<p><b>Genre Writing</b> Book Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Action Verbs, T33</p> <p><b>Build Vocabulary</b> 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 3 WEEK 2

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Finding Lincoln</i>, T93A–T93R</p> <p><b>Grammar</b> Present-Tense Verbs and Subject-Verb Agreement, T101</p>	<p><b>Close Reading</b> <i>Aguinaldo</i>, T89A–T89N</p> <p><b>Grammar</b> Verb Tenses, T97</p>	<p><b>Fluency</b> T95</p> <p><b>Close Reading</b> “A Great American Teacher,” T93S–T93T</p> <p><b>Integrate Ideas</b> Inquiry Space, T106–T107</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T98</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Partaking in Public Service,” T89O–T89R</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Integrate Ideas</b> T106–T107</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T99</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T103</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>- Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Silent Letters, T99</p>
OPTIONS	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
	<p><b>Phonics/Decoding</b> T94–T95</p> <p>-<i>r</i>-Controlled Vowels /är/ and /ôr/</p> <p>-Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i></p> <p><b>Write About the Text</b> T98</p> <p><b>Genre Writing</b> Opinion Letter: Revise, T355</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Words with Silent Letters</p> <p>-Open Syllables</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Book Review: Revise, T347</p> <p><b>Spelling</b> Silent Letters, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Finding Lincoln</i>, T93A–T93R</p> <p><b>Genre Writing</b> Opinion Letter: Teach the Revise Minilesson, T355</p> <p><b>Grammar</b> Present-Tense Verbs and Subject-Verb Agreement, T101</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T103</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Close Reading</b> <i>Aguinaldo</i>, T89A–T89N</p> <p><b>Genre Writing</b> Book Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Spelling</b> Silent Letters, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Opinion Letter: Peer Conferences, T355</p> <p><b>Grammar</b> Present-Tense Verbs and Subject-Verb Agreement, T101</p> <p><b>Build Vocabulary</b> T105</p>	<p><b>Genre Writing</b> Book Review: Peer Conferences, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Build Vocabulary</b> T101</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 3 WEEK 3

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 3</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
<b>CORE</b>		<p><b>Introduce the Concept</b> T142–T143</p> <p><b>Vocabulary</b> T146–T147</p> <p><b>Close Reading</b> “Earth and Its Neighbors,” T148–T151</p> <p><b>Grammar</b> Past-Tense Verbs, T166</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /<i>â</i>r/, /<i>î</i>r/, T168</p> <p><b>Build Vocabulary</b> T170</p>	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Judy’s Appalachia,” T144–T145</p> <p><b>Grammar</b> Main and Helping Verbs, T160</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Earth and Its Neighbors,” T148–T151</p> <p><b>Strategy</b> Summarize, T152–T153</p> <p><b>Skill</b> Main Idea and Key Details, T154–T155</p> <p><b>Vocabulary Strategy</b> Suffixes, T158–T159</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T162–T163</p> <p><b>Grammar</b> Past-Tense Verbs, T166</p> <p><b>Build Vocabulary</b> T170</p>	<p><b>Close Reading</b> “Judy’s Appalachia,” T144–T145</p> <p><b>Strategy</b> Reread, T146–T147</p> <p><b>Skill</b> Author’s Point of View, T148–T149</p> <p><b>Vocabulary Strategy</b> Synonyms and Antonyms, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Main and Helping Verbs, T160</p> <p><b>Build Vocabulary</b> T164</p>
<b>OPTIONS</b>		<p><b>Listening Comprehension</b> T144–T145</p> <p><b>Write About the Text</b> Writing Fluency, T162</p> <p><b>Genre Writing</b> Opinion Letter: Discuss the Edited Model, T356</p>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T158</p> <p><b>Genre Writing</b> Book Review: Discuss the Edited Model, T348</p>	<p><b>Genre</b> Expository Text, T156–T157</p> <p><b>Genre Writing</b> Opinion Letter: Proofread/Edit, T356</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /<i>â</i>r/, /<i>î</i>r/, T168</p>	<p><b>Genre</b> Biography, T150–T151</p> <p><b>Genre Writing</b> Book Review: Proofread/Edit, T348</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T162</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
		<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 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Earth</i>, T159A–T159P</p> <p><b>Grammar</b> Past-Tense Verbs, T167</p>	<p><b>Close Reading</b> <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i>, T153A–T153T</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p>	<p><b>Fluency</b> T161</p> <p><b>Close Reading</b> “Coyote and the Jar of Stars,” T159Q–T159R</p> <p><b>Integrate Ideas</b> Inquiry Space, T172–T173</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T164</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement,” T153U–T153X</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T172–T173</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T165</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /â/r/, /î/r/, T169</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T163</p>
OPTIONS	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
	<p><b>Phonics/Decoding</b> T160–T161</p> <p>-<i>r</i>-Controlled Vowels</p> <p>-Suffixes <i>-y</i> and <i>-ly</i></p> <p><b>Write About the Text</b> T164</p> <p><b>Genre Writing</b> Opinion Letter: Publish, T356</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /â/r/, /î/r/, T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Soft <i>c</i> and <i>g</i></p> <p>-Final <i>e</i> Syllables</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Book Review: Publish, T348</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Earth</i>, T159A–T159P</p> <p><b>Genre Writing</b> Opinion Letter: Evaluate, T357</p> <p><b>Grammar</b> Past-Tense Verbs, T167</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /â/r/, /î/r/, T169</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Close Reading</b> <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i>, T153A–T153T</p> <p><b>Genre Writing</b> Book Review: Evaluate, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Opinion Letter: Conference with Students, T357</p> <p><b>Grammar</b> Past-Tense Verbs, T167</p> <p><b>Build Vocabulary</b> T171</p>	<p><b>Genre Writing</b> Book Review: Conference with Students, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Build Vocabulary</b> T165</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 3 WEEK 4

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>  <b>GRADE 3</b> Comprehension RI.3.2, RI.3.5 Listening/Speaking SL.3.1a, SL.3.1d, SL.3.2, SL.3.3, W.3.2d Writing W.3.8, W.3.10, W.4.9b Grammar L.3.1e, L.3.2a Vocabulary L.3.4a, L.3.4c, L.3.5b, RF.3.3b Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4.b  <b>GRADE 4</b> Comprehension RI.4.1, RI.4.3, RI.4.8 Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3, L.4.6 Writing W.4.2b, W.4.9b, W.4.10 Grammar L.3.1d, L.3.1f Vocabulary L.4.4b, L.4.6 Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c					
	<b>CORE</b>	<b>GRADE 3</b> Introduce the Concept T208-T209 Vocabulary T212-T213 Close Reading “Bats Did It First,” T214-T217 Grammar Future-Tense Verbs, T232 Spelling Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , T234 Build Vocabulary T236	<b>GRADE 4</b> Introduce the Concept T202-T203 Vocabulary T206-T207 Close Reading “Words for Change,” T208-T209 Grammar Linking Verbs, T224 Spelling Plurals, T226 Build Vocabulary T228	<b>GRADE 3</b> 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	<b>GRADE 4</b> Close Reading “Words for Change,” T208-T209 Strategy 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, T224 Build Vocabulary T228
	<b>OPTIONS</b>	Listening Comprehension T210-T211 Write About the Text Writing Fluency, T228 Genre Writing Book Review: Read Like a Writer, T358	Listening Comprehension T204-T205 Write About the Text Writing Fluency, T220 Genre Writing Book Review: Read Like a Writer, T350	Genre Expository Text, T222-T223 Genre Writing Book Review: Discuss the Expert Model, T358 Spelling Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , T234	Genre Biography, T214-T215 Genre Writing Book Review: Discuss the Expert Model, T350 Spelling Plurals, T226
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
		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	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Big Ideas From Nature</i>, T225A–T225L</p> <p><b>Grammar</b> Future-Tense Verbs, T233</p>	<p><b>Close Reading</b> <i>Abe’s Honest Words: The Life of Abraham Lincoln</i>, T217A–T217V</p> <p><b>Grammar</b> Linking Verbs, T225</p>	<p><b>Fluency</b> T227</p> <p><b>Close Reading</b> “Perdix Invents the Saw,” T225M–T225N</p> <p><b>Integrate Ideas</b> Inquiry Space, T238–T239</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T230</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “A New Birth of Freedom,” T217W–T217X</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Integrate Ideas</b> T238–T239</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T231</p> <p><b>Spelling</b> Prefixes <i>pre-</i>, <i>dis-</i>, <i>mis-</i>, T235</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Plurals, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T226–T227</p> <p>-Prefixes</p> <p>-Syllables with Final <i>e</i></p> <p><b>Write About the Text</b> T230</p> <p><b>Genre Writing:</b> Book Review Prewrite, T359</p> <p><b>Spelling</b> Prefixes <i>pre-</i>, <i>dis-</i>, <i>mis-</i>, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Plurals</p> <p>-Suffixes <i>-ment</i>, <i>-ness</i>, <i>-age</i>, and <i>-ence</i></p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Book Review: Prewrite, T345</p> <p><b>Spelling</b> Plurals, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Big Ideas From Nature</i>, T225A–T225L</p> <p><b>Genre Writing</b> Book Review: Teach the Prewrite Minilesson, T359</p> <p><b>Grammar</b> Future-Tense Verbs, T233</p> <p><b>Spelling</b> Prefixes <i>pre-</i>, <i>dis-</i>, <i>mis-</i>, T235</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Close Reading</b> <i>Abe’s Honest Words: The Life of Abraham Lincoln</i>, T217A–T217V</p> <p><b>Genre Writing</b> Book Review: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Linking Verbs, T255</p> <p><b>Spelling</b> Plurals, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Book Review: Choose Your Topic, T359</p> <p><b>Grammar</b> Future-Tense Verbs, T233</p> <p><b>Build Vocabulary</b> T237</p>	<p><b>Genre Writing</b> Book Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Build Vocabulary</b> 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 3 WEEK 5

		DAY 1		DAY 2		
<b>CALIFORNIA STANDARDS</b>						
<b>GRADE 3</b>		<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	
<p><b>Comprehension</b> RI.3.2, RI.3.8, RI.3.10</p> <p><b>Listening/Speaking</b> SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, W.3.1a</p> <p><b>Writing</b> W.3.8, W.3.10, W.4.9b</p> <p><b>Grammar</b> L.3.1b, L.3.1f, L.3.2b, L.3.2e</p> <p><b>Vocabulary</b> L.3.4b, RF.3.3b, RI.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3a, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c</p>		<b>CORE</b>	<p><b>Introduce the Concept</b> T274-T275</p> <p><b>Vocabulary</b> T278-T279</p> <p><b>Close Reading</b> “The Long Road to Oregon,” T280-T281</p> <p><b>Grammar</b> Combining Sentences with Verbs, T296</p> <p><b>Spelling</b> Diphthongs, T298</p> <p><b>Build Vocabulary</b> T300</p>	<p><b>Introduce the Concept</b> T266-T267</p> <p><b>Vocabulary</b> T270-T271</p> <p><b>Close Reading</b> “Food Fight,” T272-T273</p> <p><b>Grammar</b> Irregular Verbs, T288</p> <p><b>Spelling</b> Compound Words, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “The Long Road to Oregon,” T280-T281</p> <p><b>Strategy</b> Summarize, T282-T283</p> <p><b>Skill</b> Sequence, T284-T285</p> <p><b>Vocabulary Strategy</b> Suffixes, T288-T289</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T292-T293</p> <p><b>Grammar</b> Combining Sentences with Verbs, T296</p> <p><b>Build Vocabulary</b> T300</p>	<p><b>Close Reading</b> “Food Fight,” T272-T273</p> <p><b>Strategy</b> Reread, T274-T275</p> <p><b>Skill</b> Author’s Point of View, T276-T277</p> <p><b>Vocabulary Strategy</b> Greek Roots, T280-T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284-T285</p> <p><b>Grammar</b> Irregular Verbs, T288</p> <p><b>Build Vocabulary</b> T292</p>
<b>GRADE 4</b>		<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T276-T277</p> <p><b>Write About the Text</b> Writing Fluency, T292</p> <p><b>Genre Writing</b> Book Review: Draft, T360</p>	<p><b>Listening Comprehension</b> T268-T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Opinion Essay: Draft, T352</p>	<p><b>Genre</b> Expository Text, T286-T287</p> <p><b>Genre Writing</b> Book Review: Teach the Draft Minilesson, T360</p> <p><b>Spelling</b> Diphthongs, T298</p>	<p><b>Genre</b> Persuasive Article, T278-T279</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Compound Words, T290</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>		
		<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	
		<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 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Riding the Rails West!</i>, T289A–T289D</p> <p><b>Grammar</b> Combining Sentences with Verbs, T297</p>	<p><b>Close Reading</b> “A New Kind of Corn,” T281A–T281D</p> <p><b>Grammar</b> Irregular Verbs, T289</p>	<p><b>Fluency</b> T291</p> <p><b>Close Reading</b> “Discovering Life Long Ago,” T289E–T289F</p> <p><b>Integrate Ideas</b> Inquiry Space, T302–T303</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T294</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “The Pick of the Patch,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T302–T303</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T295</p> <p><b>Spelling</b> Diphthongs, T299</p>	<p><b>Integrate Ideas</b> T294</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Compound Words, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T290–T291</p> <p>-Diphthongs /oi/ and /ou/</p> <p>-Prefixes <i>un-</i>, <i>non-</i>, <i>dis-</i>, T291</p> <p><b>Write About the Text</b> T294</p> <p><b>Genre Writing Book</b> Review: Revise, T361</p> <p><b>Spelling</b> Diphthongs, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Compound Words</p> <p>-Roots and Unrelated Words</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Opinion Essay: Revise, T353</p> <p><b>Spelling</b> Compound Words, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>Riding the Rails West!</i>, T289A–T289D</p> <p><b>Genre Writing Book</b> Review: Teach the Revise Minilessons, T361</p> <p><b>Grammar</b> Combining Sentences with Verbs, T297</p> <p><b>Spelling</b> Diphthongs, T299</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Close Reading</b> “A New Kind of Corn,” T281A–T281D</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Revise Minilessons, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Spelling</b> Compound Words, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing Book</b> Review: Peer Conferences, T361</p> <p><b>Grammar</b> Combining Sentences with Verbs, T297</p> <p><b>Build Vocabulary</b> T301</p>	<p><b>Genre Writing</b> Opinion Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Build Vocabulary</b> T293</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 4 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 3	GRADE 3	GRADE 4	GRADE 3	GRADE 4
	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE		<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Nail Soup,” T16–T17</p> <p><b>Grammar</b> Linking Verbs, T32</p> <p><b>Spelling</b> Variant Vowels /ü/, /û/, /ù/, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “A World Without Rules,” T16–T17</p> <p><b>Grammar</b> Pronouns and Antecedents, T32</p> <p><b>Spelling</b> Inflectional Endings, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “Nail Soup,” T16–T17</p> <p><b>Strategy</b> Ask and Answer Questions, T18–T19</p> <p><b>Skill</b> Point of View, T20–T21</p> <p><b>Vocabulary Strategy</b> Root Words, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Linking Verbs, T32</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “A World Without Rules,” T16–T17</p> <p><b>Strategy</b> Ask and Answer Questions, T18–T19</p> <p><b>Skill</b> Cause and Effect, T20–T21</p> <p><b>Vocabulary Strategy</b> Latin Roots, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Pronouns and Antecedents, T32</p> <p><b>Build Vocabulary</b> T36</p>
OPTIONS		<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Fictional Narrative: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Fictional Narrative: Read Like a Writer, T344</p>	<p><b>Genre</b> Folktale, T22–T23</p> <p><b>Genre Writing</b> Fictional Narrative: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Variant Vowels /ü/, /û/, /ù/, T34</p>	<p><b>Genre</b> Narrative Fiction, T22–T23</p> <p><b>Genre Writing</b> Fictional Narrative: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Inflectional Endings, T34</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 4 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>The Real Story of Stone Soup</i>, T25A–T25T</p> <p><b>Grammar</b> Linking Verbs, T33</p>	<p><b>Close Reading</b> <i>See How They Run</i>, T25A–T25N</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Healthful Food Choices,” T25U–T25V</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “The Birth of American Democracy,” T25O–T25R</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Variant Vowels /û/, /û/, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Inflectional Endings, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-/û/: oo, ew, u_e, ue, u, ui, ou; /û/: oo, ou</p> <p>-Roots in Related Words</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Fictional Narrative: Prewrite, T345</p> <p><b>Spelling</b> Variant Vowels /û/, /û/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Inflectional Endings</p> <p>-Vowel Team Syllables</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Fictional Narrative: Prewrite, T345</p> <p><b>Spelling</b> Inflectional Endings, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Real Story of Stone Soup</i>, T25A–T25T</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Linking Verbs, T33</p> <p><b>Spelling</b> Variant Vowels /û/, /û/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>See How They Run</i>, T25A–T25N</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Spelling</b> Inflectional Endings, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Fictional Narrative: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Linking Verbs, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Fictional Narrative: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Build Vocabulary</b> 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 4 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 3		GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE	<p><b>Comprehension</b> RL.3.1, RL.3.6, SL.3.1c</p> <p><b>Listening/Speaking</b> SL.3.1c, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.1a, W.3.8, W.3.10, W.4.9a</p> <p><b>Grammar</b> L.3.2f</p> <p><b>Vocabulary</b> L.3.4b, L.3.6, RL.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The Impossible Pet Show,” T80–T81</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T96</p> <p><b>Spelling</b> Plural Words, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The TimeSpecs 3000,” T80–T81</p> <p><b>Grammar</b> Types of Pronouns, T96</p> <p><b>Spelling</b> Inflectional Endings: <i>y</i> to <i>i</i>, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The Impossible Pet Show,” T80–T81</p> <p><b>Strategy</b> Ask and Answer Questions, T82–T83</p> <p><b>Skill</b> Point of View, T84–T85</p> <p><b>Vocabulary Strategy</b> Prefixes, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The TimeSpecs 3000,” T80–T81</p> <p><b>Strategy</b> Make Predictions, T82–T83</p> <p><b>Skill</b> Point of View, T84–T85</p> <p><b>Vocabulary Strategy</b> Figurative Language, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Types of Pronouns, T96</p> <p><b>Build Vocabulary</b> T100</p>
	OPTIONS	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Fictional Narrative: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Fictional Narrative: Draft, T346</p>	<p><b>Genre</b> Realistic Fiction, T86–T87</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Plural Words, T98</p>	<p><b>Genre</b> Fantasy, T86–T87</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Inflectional Endings: <i>y</i> to <i>i</i>, T98</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 4 WEEK 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>The Talented Clementine</i>, T89A–T89T</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T97</p>	<p><b>Close Reading</b> <i>LaRue for Mayor</i>, T89A–T89V</p> <p><b>Grammar</b> Types of Pronouns, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> <i>Clementine and the Family Meeting</i>, T89U–T89Z</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Bringing Government Home: Understanding State and Local Government,” T89V–T89Z</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>- Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Plural Words, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>- Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Inflectional Endings: <i>y</i> to <i>i</i>, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Plural Words</p> <p>-Syllables with Vowel Teams</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Fictional Narrative: Revise, T347</p> <p><b>Spelling</b> Plural Words, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Inflectional Endings: Changing <i>y</i> to <i>i</i></p> <p>-r-Controlled Vowel Syllables</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Fictional Narrative: Revise, T347</p> <p><b>Spelling</b> Inflectional Endings: <i>y</i> to <i>i</i>, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>The Talented Clementine</i>, T89A–T89T</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T97</p> <p><b>Spelling</b> Plural Words, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>LaRue for Mayor</i>, T89A–T89V</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Types of Pronouns, T97</p> <p><b>Spelling</b> Inflectional Endings: <i>y</i> to <i>i</i>, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Fictional Narrative: Peer Conferences, T347</p> <p><b>Grammar</b> Contractions with <i>Not</i>, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Fictional Narrative: Peer Conferences, T347</p> <p><b>Grammar</b> Types of Pronouns, T97</p> <p><b>Build Vocabulary</b> T101</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 4 WEEK 3

		DAY 1		DAY 2	
		GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE	GRADE 3	<p><b>Introduce the Concept</b> T138–139</p> <p><b>Vocabulary</b> Words in Context, T142–T143</p> <p><b>Close Reading</b> “Gray Wolf! Red Fox!,” T144–T145</p> <p><b>Grammar</b> Main and Helping Verbs, T160</p> <p><b>Spelling</b> Variant Vowels /ô/, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “A Telephone Mix-Up,” T144–T145</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T160</p> <p><b>Spelling</b> Words with /û/, /ù/, and /ü/, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Gray Wolf! Red Fox!,” T144–T145</p> <p><b>Strategy</b> Reread, T146–T147</p> <p><b>Skill</b> Compare and Contrast, T148–T149</p> <p><b>Vocabulary Strategy</b> Sentence Clues, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Main and Helping Verbs, T160</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “A Telephone Mix-Up,” T144–T145</p> <p><b>Strategy</b> Make Predictions, T146–T147</p> <p><b>Skill</b> Point of View, T148–T149</p> <p><b>Vocabulary Strategy</b> Synonyms, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T160</p> <p><b>Build Vocabulary</b> T164</p>
	OPTIONS		<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Fictional Narrative: Discuss the Edited Model, T348</p>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T146</p> <p><b>Genre Writing</b> Fictional Narrative: Discuss the Edited Model, T348</p>	<p><b>Genre</b> Expository Text, T150–T151</p> <p><b>Genre Writing</b> Fictional Narrative: Proofread/Edit, T348</p> <p><b>Spelling</b> Variant Vowels /ô/, T162</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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Amazing Wildlife of the Mojave</i>, T153A–T153N</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p>	<p><b>Close Reading</b> <i>The Moon Over Star</i>, T153A–T153R</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Little Half Chick,” T153O–T153P</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “3 ... 2 ... 1 We Have Spin-Off!” T153S–T153V</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Variant Vowel /ô/, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Words with /ü/, /û/, and /û/, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Variant Vowel /ô/</p> <p>-Greek and Latin Roots</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Fictional Narrative: Publish, T348</p> <p><b>Spelling</b> Variant Vowel /ô/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Words with /ü/, /û/, and /û/</p> <p>-Consonant + /e/ Syllables</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Fictional Narrative: Publish, T348</p> <p><b>Spelling</b> Words with /ü/, /û/, and /û/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Amazing Wildlife of the Mojave</i>, T153A–T153N</p> <p><b>Genre Writing</b> Fictional Narrative: Evaluate, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Spelling</b> Variant Vowel /ô/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Moon Over Star</i>, T153A–T153R</p> <p><b>Genre Writing</b> Fictional Narrative: Evaluate, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Spelling</b> Words with /ü/, /û/, and /û/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Fictional Narrative: Conference with Students, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Fictional Narrative: Conference with Students, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Build Vocabulary</b> T165</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 4 WEEK 4

		DAY 1		DAY 2		
CALIFORNIA STANDARDS						
GRADE 3		GRADE 3	GRADE 4	GRADE 3	GRADE 4	
CORE	GRADE 3	<b>Comprehension</b> RI.3.1, RI.3.3, RI.3.8 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.2a, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1h, L.3.1i <b>Vocabulary</b> L.3.4a, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “Firsts in Flight,” T208-T209 <b>Grammar</b> Complex Sentences, T224 <b>Spelling</b> Homophones, T226 <b>Build Vocabulary</b> T228	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “Wonders of the Night Sky,” T208-T209 <b>Grammar</b> Possessive Pronouns, T224 <b>Spelling</b> Diphthongs /oi/ and /ou/, T226 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Firsts in Flights,” T208-T209 <b>Strategy</b> Reread, T210-T211 <b>Skill</b> Cause and Effect, T212-T213 <b>Vocabulary Strategy</b> Multiple-Meaning Words, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Complex Sentences, T224 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Wonders of the Night Sky,” T208-T209 <b>Strategy</b> Ask and Answer Questions, T210-T211 <b>Skill</b> Cause and Effect, T212-T213 <b>Vocabulary Strategy</b> Context Clues, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Pronouns, T224 <b>Build Vocabulary</b> T228
	OPTIONS	GRADE 4	<b>Comprehension</b> RI.4.1, RI.4.5 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.2a, W.4.9b, W.4.10 <b>Grammar</b> L.4.1g <b>Vocabulary</b> L.4.4a, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.4a, RF.4.4b, RF.4.4c, RF.4.5b	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Poetry: Read Like a Writer, T350	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Poetry: Read Like a Writer, T350	<b>Genre</b> Expository Text, T214-T215 <b>Genre Writing</b> Poetry: Discuss the Expert Model, T350 <b>Spelling</b> Homophones, 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	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Hot Air Balloons</i>, T217A–T217P</p> <p><b>Grammar</b> Complex Sentences, T225</p>	<p><b>Close Reading</b> <i>Why Does the Moon Change Shape?</i>, T217A–T217P</p> <p><b>Grammar</b> Possessive Pronouns, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Bellerophon and Pegasus,” T217Q–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “How It Came to Be,” T217Q–T217R</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Homophones, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Diphthongs /oi/ and /ou/, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Homophones</p> <p>-r-Controlled Vowel Syllables</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing Poetry:</b> Prewrite, T351</p> <p><b>Spelling</b> Homophones, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Diphthongs /oi/ and /ou/</p> <p>-Greek and Latin Roots</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing Poetry:</b> Prewrite, T351</p> <p><b>Spelling</b> Diphthongs /oi/ and /ou/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Hot Air Balloons</i>, T217A–T217P</p> <p><b>Genre Writing Poetry:</b> Teach the Prewrite Miniesson, T351</p> <p><b>Grammar</b> Complex Sentences, T225</p> <p><b>Spelling</b> Homophones, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Why Does the Moon Change Shape?</i>, T217A–T217P</p> <p><b>Genre Writing Poetry:</b> Teach the Prewrite Miniesson, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Spelling</b> Diphthongs /oi/ and /ou/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing Poetry:</b> Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Complex Sentences, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing Poetry:</b> Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Build Vocabulary</b> 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 4 WEEK 5

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>  <b>GRADE 3</b> Comprehension RL.3.1, RL.3.2, RL.3.5 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 Vocabulary L.3.5a, L.3.5b, RL.3.4 Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c  <b>GRADE 4</b> Comprehension RL.4.1, RL.4.2 Listening/Speaking SL.4.1b, SL.4.2 Writing W.4.3d, W.4.9b, W.4.10 Grammar L.4.1g Vocabulary L.4.4a, L.4.6 Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c					
	<b>CORE</b>	<b>GRADE 3</b> 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	<b>GRADE 4</b> 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 / <i>ô</i> /, T290 Build Vocabulary T292	<b>GRADE 3</b> Close Reading “Ginger’s Fingers,” “The Giant,” and “Captain’s Log,” T272–T273 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	<b>GRADE 4</b> 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
	<b>OPTIONS</b>	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 and Free Verse, T274–T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Soft <i>c</i> and <i>g</i> , T290	Genre Narrative Poem, T274–T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Variant Vowel / <i>ô</i> /, T292
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 3</b> Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	<b>GRADE 4</b> Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	<b>GRADE 3</b> Leveled Reader Vocabulary Comprehension	<b>GRADE 4</b> Leveled Reader Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones,” T281A–T281D</p> <p><b>Grammar</b> Irregular Verbs, T289</p>	<p><b>Close Reading</b> “Swimming to the Rock,” “The Moondust Footprint,” T281A–T281D</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Narcissa,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Genius,” “Winner,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Variant Vowel /ô/, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Soft <i>c</i> and <i>g</i></p> <p>-Words with <i>-er</i> and <i>-est</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Poetry: Revise, T353</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Variant Vowel /ô/</p> <p>-Frequently Confused Words</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Poetry: Revise, T353</p> <p><b>Spelling</b> Variant Vowel /ô/, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones,” T281A–T281D</p> <p><b>Genre Writing</b> Poetry: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “Swimming to the Rock,” “The Moondust Footprint,” T281A–T281D</p> <p><b>Genre Writing</b> Poetry: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p> <p><b>Spelling</b> Variant Vowel /ô/, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Poetry: Peer Conferences, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Poetry: Peer Conferences, T353</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p> <p><b>Build Vocabulary</b> T293</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 1

		DAY 1		DAY 2		
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 3</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	
	<b>GRADE 4</b>	<b>CORE</b>	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Juanita and the Beanstalk,” T16–T17</p> <p><b>Grammar</b> Singular and Plural Nouns, T32</p> <p><b>Spelling</b> Compound Words, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Sadie’s Game,” T16–T17</p> <p><b>Grammar</b> Adjectives, T32</p> <p><b>Spelling</b> Closed Syllables, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “Juanita and the Beanstalk,” T16–T17</p> <p><b>Strategy</b> Summarize, T18–T19</p> <p><b>Skill</b> Point of View, T20–T21</p> <p><b>Vocabulary Strategy</b> Root Words, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Singular and Plural Nouns, T32</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “Sadie’s Game,” T16–T17</p> <p><b>Strategy</b> Visualize, T18–T19</p> <p><b>Skill</b> Character, Setting, Plot: Problem and Solution, T20–T21</p> <p><b>Vocabulary Strategy</b> Figurative Language, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Adjectives, T32</p> <p><b>Build Vocabulary</b> T36</p>
	<p><b>Comprehension</b> RL.3.1, RL.3.2, RL.3.6</p> <p><b>Listening/Speaking</b> SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3</p> <p><b>Writing</b> W.3.3b, W.3.8, W.3.10, W.4.9a</p> <p><b>Grammar</b> L.3.1a, L.3.1f</p> <p><b>Vocabulary</b> L.3.4c, RL.3.4</p> <p><b>Foundational Skills/Word Work</b> RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>		<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Opinion Essay: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Expository Letter: Read Like A Writer, T344</p>	<p><b>Genre</b> Fairy Tale, T22–T23</p> <p><b>Genre Writing</b> Opinion Essay: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Compound Words, T34</p>
<p><b>Comprehension</b> RL.4.1, RL.4.3</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.3d, W.4.9a, W.4.10</p> <p><b>Grammar</b> L.4.1d</p> <p><b>Vocabulary</b> L.4.5a, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p>	<b>APPROACHING LEVEL</b>	<b>ON LEVEL</b>		<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>
		<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 5 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Clever Jack Takes the Cake</i>, T25A–T25T</p> <p><b>Grammar</b> Singular and Plural Nouns, T33</p>	<p><b>Close Reading</b> <i>Mama, I’ll Give You the World</i>, T25A–T25R</p> <p><b>Grammar</b> Adjectives, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “When Corn Was Cash,” T25U–T25X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “What If It Happened to You?,” T25S–T25V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Compound Words, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Closed Syllables, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Compound Words</p> <p>-Consonants + /e Syllables</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Opinion Essay: Prewrite, T345</p> <p><b>Spelling</b> Compound Words, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Closed Syllables</p> <p>-Latin Prefixes</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Expository Letter: Prewrite, T345</p> <p><b>Spelling</b> Closed Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Clever Jack Takes the Cake</i>, T25A–T25T</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Singular and Plural Nouns, T33</p> <p><b>Spelling</b> Compound Words, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Mama, I’ll Give You the World</i>, T25A–T25R</p> <p><b>Genre Writing</b> Expository Letter: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Adjectives, T33</p> <p><b>Spelling</b> Closed Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Opinion Essay: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Singular and Plural Nouns, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Expository Letter: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Adjectives, T33</p> <p><b>Build Vocabulary</b> 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 5 WEEK 2

DAY 1		DAY 2		
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>
<b>CORE</b>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The New Hoop,” T80–T81</p> <p><b>Grammar</b> Subject and Object Pronouns, T96</p> <p><b>Spelling</b> Inflectional Endings <i>-ed, -ing, -s</i>, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “My Big Brother, Johnny Kaw,” T80–T81</p> <p><b>Grammar</b> Articles, T96</p> <p><b>Spelling</b> Open Syllables, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The New Hoop,” T80–T81</p> <p><b>Strategy</b> Summarize, T82–T83</p> <p><b>Skill</b> Point of View, T84–T85</p> <p><b>Vocabulary Strategy</b> Homographs, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Subject and Object Pronouns, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “My Big Brother, Johnny Kaw,” T80–T81</p> <p><b>Strategy</b> Visualize, T82–T83</p> <p><b>Skill</b> Character, Setting, Plot: Cause and Effect, T84–T85</p> <p><b>Vocabulary Strategy</b> Homographs, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Articles, T96</p> <p><b>Build Vocabulary</b> T100</p>
<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Opinion Essay: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Expository Letter: Draft, T346</p>	<p><b>Genre</b> Realistic Fiction, T86–T87</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Inflectional Endings <i>-ed, -ing, -s</i>, T98</p>	<p><b>Genre</b> Tall Tale, T86–T87</p> <p><b>Genre Writing</b> Expository Letter: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Open Syllables, T98</p>
<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>		
<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	
<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 5 WEEK 2

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 3	GRADE 3	GRADE 4	GRADE 3	GRADE 4
	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE		<p><b>Introduce the Concept</b> T138–139 <b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Rescue Dogs Save the Day,” T144–T145</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T160</p> <p><b>Spelling</b> Closed Syllables VC/CV, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Stephanie Kwolek: Inventor,” T144–T145</p> <p><b>Grammar</b> Adjectives that Compare, T160</p> <p><b>Spelling</b> Vowel Teams, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Rescue Dogs Save the Day,” T144–T145</p> <p><b>Strategy</b> Ask and Answer Questions, T146–T147</p> <p><b>Skill</b> Author’s Point of View, T148–T149</p> <p><b>Vocabulary Strategy</b> Context Clues, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T160</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Stephanie Kwolek: Inventor,” T144–T145</p> <p><b>Strategy</b> Summarize, T146–T147</p> <p><b>Skill</b> Text Structure: Problem and Solution, T148–T149</p> <p><b>Vocabulary Strategy</b> Greek Roots, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Adjectives that Compare, T160</p> <p><b>Build Vocabulary</b> T164</p>
OPTIONS		<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Opinion Essay: Discuss the Edited Model, T346</p>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Expository Letter: Discuss the Edited Model, T348</p>	<p><b>Genre</b> Expository Text, T150–T151</p> <p><b>Genre Writing</b> Opinion Essay: Proofread/Edit, T348</p> <p><b>Spelling</b> Closed Syllables VC/CV, T162</p>	<p><b>Genre</b> Biography, T150–T151</p> <p><b>Genre Writing</b> Expository Letter: Proofread/Edit, T348</p> <p><b>Spelling</b> Vowel Teams, T162</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 5 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Wildfires</i>, T153A–T153N</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p>	<p><b>Close Reading</b> <i>How Ben Franklin Stole the Lightning</i>, T153A–T153R</p> <p><b>Grammar</b> Adjectives that Compare, T161</p>	<p><b>Fluency</b> Phrasing and Rate, T155</p> <p><b>Close Reading</b> “Windy Gale and the Great Hurricane,” T153O–T153P</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Energy Is Everywhere!,” T153S–T153V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Closed Syllables VC/CV, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Vowel Teams, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Closed Syllables</p> <p>-Roots in Related Words</p> <p><b>Write About the Text and Write to a Prompt</b> T158</p> <p><b>Genre Writing</b> Opinion Essay: Publish, T348</p> <p><b>Spelling</b> Closed Syllables VC/CV, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Vowel Teams</p> <p>-Greek and Latin Roots</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Expository Letter: Publish, T348</p> <p><b>Spelling</b> Vowel Teams, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Wildfires</i>, T153A–T153N</p> <p><b>Genre Writing</b> Opinion Essay: Evaluate, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Spelling</b> Closed Syllables VC/CV, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>How Ben Franklin Stole the Lightning</i>, T153A–T153R</p> <p><b>Genre Writing</b> Expository Letter: Evaluate, T349</p> <p><b>Grammar</b> Adjectives that Compare, T161</p> <p><b>Spelling</b> Vowel Teams, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Opinion Essay: Conference with Students, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Expository Letter: Conference with Students, T349</p> <p><b>Grammar</b> Adjectives that Compare, T161</p> <p><b>Build Vocabulary</b> T165</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 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE	GRADE 3	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “Dolores Huerta: Growing Up Strong,” T208-T209 <b>Grammar</b> Possessive Pronouns, T224 <b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i> , T226 <b>Build Vocabulary</b> T228	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “Your World Up Close,” T208-T209 <b>Grammar</b> Comparing with <i>More</i> and <i>Most</i> , T224 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T226 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Dolores Huerta: Growing Up Strong,” T208-T209 <b>Strategy</b> Ask and Answer Questions, T210-T211 <b>Skill</b> Author’s Point of View, T212-T213 <b>Vocabulary Strategy</b> Prefixes and Suffixes, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Pronouns, T224 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Your World Up Close,” T208-T209 <b>Strategy</b> Summarize, T210-T211 <b>Skill</b> Text Structure: Sentence, T212-T213 <b>Vocabulary Strategy</b> Context Clues, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Comparing with <i>More</i> and <i>Most</i> , T224 <b>Build Vocabulary</b> T228
	GRADE 4	<b>Comprehension</b> RI.3.1, RI.3.6 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.2a, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1a, L.3.2d <b>Vocabulary</b> L.3.4a, L.3.4b, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c			
OPTIONS	GRADE 3	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Book Review: Read Like a Writer, T350	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Research Paper: Read Like A Writer, T350	<b>Genre</b> Biography, T214-T215 <b>Genre Writing</b> Book Review: Discuss the Expert Model, T350 <b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i> , T226	<b>Genre</b> Expository Text, T214-T215 <b>Genre Writing</b> Research Paper: Discuss the Expert Model, T350 <b>Spelling</b> <i>r</i> -Controlled Vowels, T226
	GRADE 4	<b>Comprehension</b> RI.4.1, RI.4.5 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.1a, W.4.9b, W.4.10 <b>Grammar</b> L.4.2c <b>Vocabulary</b> L.4.5c, L.4.6 <b>Skills/Word Work</b> RF.4.3a, RF.4.4b, RF.4.4c			
		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	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>, T217A–T217T</p> <p><b>Grammar</b> Possessive Pronouns, T225</p>	<p><b>Close Reading</b> <i>A Drop of Water</i>, T217A–T217T</p> <p><b>Grammar</b> Comparing with <i>More and Most</i>, T225</p>	<p><b>Fluency</b> Phrasing and Rate, T219</p> <p><b>Close Reading</b> “Susan B. Anthony Takes Action!,” T217U–T217X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Incredible Shrinking Potion,” T217U–T217X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i>, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Inflectional Endings <i>y</i> to <i>i</i></p> <p>-Suffixes <i>-ful</i>, <i>-ness</i>, <i>-less</i></p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Book Review: Prewrite, T351</p> <p><b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-<i>r</i>-Controlled Words</p> <p>-Frequently Misspelled Words</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Research Paper: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>, T217A–T217T</p> <p><b>Genre Writing</b> Book Review: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Spelling</b> Inflectional Endings <i>y</i> to <i>i</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>A Drop of Water</i>, T217A–T217T</p> <p><b>Genre Writing</b> Research Paper: Teach The Prewrite Minilesson, T351</p> <p><b>Grammar</b> Comparing with <i>More and Most</i>, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Book Review: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Research Paper: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Comparing with <i>More and Most</i>, T225</p> <p><b>Build Vocabulary</b> 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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 3</b></p> <p><b>Comprehension</b> RI.3.1, RI.3.3  <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3  <b>Writing</b> W.3.1a, W.3.8, W.3.10, W.4.9b  <b>Grammar</b> L.3.1a, L.3.2  <b>Vocabulary</b> L.3.4a, L.3.4d, L.3.6, RI.3.4  <b>Foundational Skills/Word Work</b> RF.3.3a, RF.3.3b, RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p> <p><b>GRADE 4</b></p> <p><b>Comprehension</b> RI.4.2, RI.4.5  <b>Listening/Speaking</b> SL.4.1a, SL.4.2  <b>Writing</b> W.4.9b, W.4.10  <b>Grammar</b> L.4.2c  <b>Vocabulary</b> L.4.5b, L.4.6  <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p>					
	<b>CORE</b>	<p><b>GRADE 3</b></p> <p><b>Introduce the Concept</b> T266–T267  <b>Vocabulary</b> T270–T271  <b>Close Reading</b> “Here Comes Solar Power,” T272–T273  <b>Grammar</b> Pronoun-Verb Contractions, T288  <b>Spelling</b> Open Syllables CVC, T290  <b>Build Vocabulary</b> T292</p>	<p><b>GRADE 4</b></p> <p><b>Introduce the Concept</b> T266–T267  <b>Vocabulary</b> T270–T271  <b>Close Reading</b> “Where It All Began,” T272–T273  <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i>, T288  <b>Spelling</b> Consonant and <i>le</i> Syllables, T290  <b>Build Vocabulary</b> T292</p>	<p><b>GRADE 3</b></p> <p><b>Close Reading</b> “Here Comes Solar Power,” T272–T273  <b>Strategy</b> Ask and Answer Questions, T274–T275  <b>Skill</b> Cause and Effect, T276–T277  <b>Vocabulary Strategy</b> Homophones, T280–T281  <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285  <b>Grammar</b> Pronoun-Verb Contractions, T288  <b>Build Vocabulary</b> T292</p>	<p><b>GRADE 4</b></p> <p><b>Close Reading</b> “Where It All Began,” T272–T273  <b>Strategy</b> Summarize, T274–T275  <b>Skill</b> Sequence, T276–T277  <b>Vocabulary Strategy</b> Figurative Language, T280–T281  <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285  <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i>, T288  <b>Build Vocabulary</b> T292</p>
	<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T268–T269  <b>Write About the Text</b> Writing Fluency, T284  <b>Genre Writing</b> Book Review: Draft, T352</p>	<p><b>Listening Comprehension</b> T268–T269  <b>Write About the Text</b> Writing Fluency, T284  <b>Genre Writing</b> Research Report: Draft, T352</p>	<p><b>Genre</b> Expository Text, T278–T279  <b>Genre Writing</b> Teach the Draft Minilessons, T352  <b>Spelling</b> Open Syllables CVC, T290</p>	<p><b>Genre</b> Informational Article, T278–T279  <b>Genre Writing</b> Research Report: Teach the Draft Minilessons, T352  <b>Spelling</b> Consonant and <i>le</i> Syllables, T290</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<p><b>GRADE 3</b></p> <p>Leveled Reader                      Phonics/Decoding                      Vocabulary                      Comprehension                      Fluency</p>	<p><b>GRADE 4</b></p> <p>Leveled Reader                      Phonics/Decoding                      Vocabulary                      Comprehension                      Fluency</p>	<p><b>GRADE 3</b></p> <p>Leveled Reader                      Vocabulary                      Comprehension</p>	<p><b>GRADE 4</b></p> <p>Leveled Reader                      Vocabulary                      Comprehension</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>It's All in the Wind</i>, T281A–T281D</p> <p><b>Grammar</b> Pronoun-Verb Contractions, T289</p>	<p><b>Close Reading</b> “Rediscovering Our Spanish Beginnings,” T281A–T281D</p> <p><b>Grammar</b> Comparing with <i>Good and Bad</i>, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Power for All,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “History’s Mysteries,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Open Syllables CVC, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Consonant + /e Syllables, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Open Syllables</p> <p>-Prefixes and Suffixes</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Book Review: Revise, T353</p> <p><b>Spelling</b> Open Syllables CVC, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Consonant + /e Syllables</p> <p>-Latin Suffixes</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Research Report: Teach the Revise Minilesson, T353</p> <p><b>Spelling</b> Consonant + /e Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>It's All in the Wind</i>, T281A–T281D</p> <p><b>Genre Writing</b> Book Review: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Pronoun-Verb Contractions, T289</p> <p><b>Spelling</b> Open Syllables CVC, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “Rediscovering Our Spanish Beginnings,” T281A–T281D</p> <p><b>Genre Writing</b> Research Report: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Comparing with <i>Good and Bad</i>, T289</p> <p><b>Spelling</b> Consonant + /e Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Book Review: Peer Conferences, T353</p> <p><b>Grammar</b> Pronoun-Verb Contractions, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Research Report: Peer Conferences, T353</p> <p><b>Grammar</b> Comparing with <i>Good and Bad</i>, T289</p> <p><b>Build Vocabulary</b> T293</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 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 3		GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE	<b>Comprehension</b> RL.3.1, RL.3.2 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.1a, W.3.8, W.3.10 <b>Grammar</b> L.3.1a <b>Vocabulary</b> L.3.4c, L.3.5b, L.3.6 <b>Foundational Skills/Word Work</b> RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “Athena and Arachne,” T16–T17 <b>Grammar</b> Adjectives and Articles, T32 <b>Spelling</b> Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , and <i>dis-</i> , T34 <b>Build Vocabulary</b> T36	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “A Surprise Reunion,” T16–T17 <b>Grammar</b> Adverbs, T32 <b>Spelling</b> Words with /əŋ/, T34 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “Athena and Arachne,” T16–T17 <b>Strategy</b> Make, Confirm, or Revise Predictions, T18–T19 <b>Skill</b> Theme, T20–T21 <b>Vocabulary Strategy</b> Root Words, T24–T25 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Adjectives and Articles, T32 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “A Surprise Reunion,” T16–T17 <b>Strategy</b> Reread, T18–T19 <b>Skill</b> Theme, T20–T21 <b>Vocabulary Strategy</b> Connotation and Denotation, T24–T25 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Adverbs, T32 <b>Build Vocabulary</b> T36
	OPTIONS	<b>Comprehension</b> RL.4.1, RL.4.2 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.3d, W.4.9a, W.4.10 <b>Grammar</b> L.3.5a, L.4.1a <b>Vocabulary</b> L4.4a, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Feature Article: Read Like a Writer, T344	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Book Review: Read Like a Writer, T344	<b>Genre</b> Myth/Drama, T22–T23 <b>Genre Writing</b> Feature Article: Discuss the Expert Model, T344 <b>Spelling</b> Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , and <i>dis-</i> , 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	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>King Midas and the Golden Touch</i>, T25A–T25P</p> <p><b>Grammar</b> Adjectives and Articles, T33</p>	<p><b>Close Reading</b> <i>The Game of Silence</i>, T25A–T25N</p> <p><b>Grammar</b> Adverbs, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Carlos’s Gift,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Native Americans: Yesterday and Today,” T25O–T25R</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i> and <i>dis-</i>, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Words with /ən/, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Prefixes</p> <p>-Roots in Related Words</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Feature Article and Prewrite, T345</p> <p><b>Spelling</b> Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, and <i>dis-</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Words with /ən/</p> <p>-Number Prefixes</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Book Review: Prewrite, T345</p> <p><b>Spelling</b> Words with /ən/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>King Midas and the Golden Touch</i>, T25A–T25P</p> <p><b>Genre Writing</b> Feature Article: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> T33</p> <p><b>Spelling</b> Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, and <i>dis-</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Game of Silence</i>, T25A–T25N</p> <p><b>Genre Writing</b> Book Review: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Spelling</b> Words with /ən/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Feature Article: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Book Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Build Vocabulary</b> 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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 3	GRADE 4	GRADE 3	GRADE 4
<b>CORE</b>	<b>GRADE 3</b>	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “The Big Blizzard,” T80–T81 <b>Grammar</b> Adjectives That Compare, T96 <b>Spelling</b> Consonant + /e Syllables T98 <b>Build Vocabulary</b> T100	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “Freedom at Fort Mose,” T80–T81 <b>Grammar</b> Comparing with Adverbs, T96 <b>Spelling</b> Homophones T98 <b>Build Vocabulary</b> T100	<b>Close Reading</b> “The Big Blizzard,” T80–T81 <b>Strategy</b> Make, Confirm, or Revise Predictions, T82–T83 <b>Skill</b> Theme, T84–T85 <b>Vocabulary Strategy</b> Idioms, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Adjectives That Compare, T96 <b>Build Vocabulary</b> T100	<b>Close Reading</b> “Freedom at Fort Mose,” T80–T81 <b>Strategy</b> Reread, T82–T83 <b>Skill</b> Theme, T84–T85 <b>Vocabulary Strategy</b> Homophones, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Comparing with Adverbs, T96 <b>Build Vocabulary</b> T100
	<b>OPTIONS</b>	<b>Listening Comprehension</b> T76–T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre</b> Writing Feature Article: Draft, T346	<b>Listening Comprehension</b> T76–T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre</b> Writing Book Review: Draft, T346	<b>Genre</b> Historical Fiction, T86–T87 <b>Genre</b> Writing Feature Article: Teach the Draft Minilessons, T346 <b>Spelling</b> Consonant + /e Syllables T98	<b>Genre</b> Historical Fiction, T86–T87 <b>Genre</b> Writing Book Review: Teach the Draft Minilessons, T346 <b>Spelling</b> 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
CALIFORNIA STANDARDS					
<b>GRADE 3</b>					
<b>Comprehension</b> RL.3.1, RL.3.2 <b>Listening/Speaking</b> SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.1a, W.3.8, W.3.10 <b>Grammar</b> L.3.1g <b>Vocabulary</b> L.3.5a, L.3.5b, RL.3.4 <b>Foundational Skills/Word Work</b> RF.3.3b, RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c					
<b>GRADE 4</b>					
<b>Comprehension</b> RL.4.1, RL.4.2 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.9a, W.4.10 <b>Grammar</b> L.4.2a, L.4.2b, L.4.2c <b>Vocabulary</b> L.4.4a, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c					

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Nora’s Ark</i>, T89A–T89V</p> <p><b>Grammar</b> Adjectives That Compare, T97</p>	<p><b>Close Reading</b> <i>Valley of the Moon</i>, T89A–T89P</p> <p><b>Grammar</b> Comparing with Adverbs, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “The Wind and the Sun,” T89W–T89X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “One Nation, Many Cultures,” T89Q–T89T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Homophones, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Consonant + <i>le</i> Syllables, T90</p> <p>-Latin Suffixes</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Feature Article: Revise, T347</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Homophones</p> <p>-Latin Suffixes</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Book Review: Revise, T347</p> <p><b>Spelling</b> Homophones, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Nora’s Ark</i>, T89A–T89V</p> <p><b>Genre Writing</b> Feature Article: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Adjectives That Compare, T97</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Valley of the Moon</i>, T89A–T89P</p> <p><b>Genre Writing</b> Book Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Comparing with Adverbs, T97</p> <p><b>Spelling</b> Homophones, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Feature Article: Peer Conferences, T347</p> <p><b>Grammar</b> Adjectives That Compare, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Book Review: Peer Conferences, T347</p> <p><b>Grammar</b> Comparing with Adverbs, T97</p> <p><b>Build Vocabulary</b> T101</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 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 3	GRADE 4	GRADE 3	GRADE 4
<b>CORE</b>	<b>GRADE 3</b>	<b>Introduce the Concept</b> T138–139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “Rocketing Into Space,” T144–T145 <b>Grammar</b> Adverbs, T160 <b>Spelling</b> Vowel Team Syllables, T162 <b>Build Vocabulary</b> T164	<b>Introduce the Concept</b> T138–T139 <b>Vocabulary</b> Words in Context, T142–T143 <b>Close Reading</b> “The Great Energy Debate,” T144–T145 <b>Grammar</b> Negatives, T160 <b>Spelling</b> Prefixes, T162 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “Rocketing Into Space,” T144–T145 <b>Strategy</b> Reread, T146–T147 <b>Skill</b> Problem and Solution, T148–T149 <b>Vocabulary Strategy</b> Greek and Latin Roots, T152–T153 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Adverbs, T160 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “The Great Energy Debate,” T144–T145 <b>Strategy</b> Ask and Answer Questions, T146–T147 <b>Skill</b> Main Idea and Key Details, T148–T149 <b>Vocabulary Strategy</b> Latin and Greek Prefixes, T152–T153 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Negatives, T160 <b>Build Vocabulary</b> T164
	<b>OPTIONS</b>	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Feature Article: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Book Review: Discuss the Edited Model, T348	<b>Genre</b> Biography, T150–T151 <b>Genre Writing</b> Feature Article: Proofread/Edit, T348 <b>Spelling</b> Vowel Team Syllables, T162	<b>Genre</b> Narrative Nonfiction, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> 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
CALIFORNIA STANDARDS					
<b>GRADE 3</b>					
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, W.3.8, W.3.10, W.4.9b Grammar L.3.1a, L.3.1g Vocabulary L.3.4c, L.3.5b, RI.3.4 Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c					
<b>GRADE 4</b>					
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 Vocabulary L.4.4b, L.4.6 Foundational Skills/Word Work RF.4.4a, RF.4.4b, RF.4.4c					

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

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

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

## GRADES 3–4 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 4

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 3	GRADE 4	GRADE 3	GRADE 4	
<b>GRADE 3</b>	CORE	<b>Comprehension</b> RI.3.1, RI.3.8 <b>Listening/Speaking</b> SL.3.1c, SL.3.1d, SL.3.2, SL.3.3 <b>Writing</b> W.3.2d, W.3.8, W.3.10, W.4.9b <b>Grammar</b> L.3.1a, L.3.1g <b>Vocabulary</b> L.3.4a, L.3.5b, RI.3.4 <b>Foundational Skills/Word Work</b> RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “Butterflies Big and Small,” T208-T209 <b>Grammar</b> Adverbs That Compare, T224 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T226 <b>Build Vocabulary</b> T228	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206 <b>Close Reading</b> “The History of Money,” T208-T209 <b>Grammar</b> Prepositions, T224 <b>Spelling</b> Suffixes, T226 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Butterflies Big and Small,” T208-T209 <b>Strategy</b> Reread, T210-T211 <b>Skill</b> Compare and Contrast, T212-T213 <b>Vocabulary Strategy</b> Context Clues, T216-T217 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Adverbs That Compare, T224 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “The History of Money,” T208-T209 <b>Strategy</b> Ask and Answer Questions, T210-T211 <b>Skill</b> Main Idea and Key Details, T212-T213 <b>Vocabulary Strategy</b> Proverbs and Adages, T216-T217 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Prepositions, T224 <b>Build Vocabulary</b> T228
<b>GRADE 4</b>		OPTIONS	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Research Report: Read Like a Writer, T350	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Opinion Essay: Read Like a Writer, T350	<b>Genre</b> Expository Text, T214-T215 <b>Genre Writing</b> Research Report: Discuss the Expert Model, T350 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T226	<b>Genre</b> Expository Text, T214-T215 <b>Genre Writing</b> Opinion Essay: Discuss the Expert Model, T350 <b>Spelling</b> Suffixes, T226
			<b>APPROACHING LEVEL</b>	<b>ON LEVEL</b>		
		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	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> <i>Alligators and Crocodiles</i>, T217A–T217X</p> <p><b>Grammar</b> Adverbs That Compare, T225</p>	<p><b>Close Reading</b> <i>The Big Picture of Economics</i>, T217A–T217L</p> <p><b>Grammar</b> Prepositions, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Monkey and the Crocodile,” T217Y–T217Z</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Miller’s Good Luck,” T217M–T217N</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Suffixes, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-<i>r</i>-Controlled Vowel Syllables</p> <p>-Latin Suffixes</p> <p><b>Write About the Text and Write to a Prompt</b> T222</p> <p><b>Genre Writing</b> Research Report: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Suffixes</p> <p>-Greek and Latin Roots</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Opinion Essay: Prewrite, T351</p> <p><b>Spelling</b> Suffixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Alligators and Crocodiles</i>, T217A–T217X</p> <p><b>Genre Writing</b> Research Report: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Adverbs That Compare, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>The Big Picture of Economics</i>, T217A–T217L</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Prepositions, T225</p> <p><b>Spelling</b> Suffixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Research Report: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Adverbs That Compare, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Opinion Essay: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Prepositions, T225</p> <p><b>Build Vocabulary</b> 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 6 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 3	GRADE 3	GRADE 4	GRADE 3	GRADE 4
	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4
CORE		<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “The Camping Trip” and “Bubble Gum,” T272–T273</p> <p><b>Grammar</b> Prepositions, T288</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i>, and <i>-ly</i>, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Climbing Blue Hill,” “My Name is Ivy,” and “Collage,” T272–T273</p> <p><b>Grammar</b> Using Prepositions, T288</p> <p><b>Spelling</b> Prefixes and Suffixes, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “The Camping Trip” and “Bubble Gum,” T272–T273</p> <p><b>Skill</b> Point of View, T276–T277</p> <p><b>Literary Elements</b> Rhythm and Rhyme, T278–T279</p> <p><b>Vocabulary Strategy</b> Idioms, T280–T281</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Prepositions, T288</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “Climbing Blue Hill,” “My Name is Ivy,” and “Collage,” T272–T273</p> <p><b>Skill</b> Theme, T276–T277</p> <p><b>Literary Elements</b> T278–T279</p> <p><b>Vocabulary Strategy</b> Figurative Language, T280–T281</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Using Prepositions, T288</p> <p><b>Build Vocabulary</b> T292</p>
OPTIONS		<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Research Report: Draft, T352</p>	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Opinion Essay: Draft, T352</p>	<p><b>Genre</b> Narrative Poem, T274–T275</p> <p><b>Genre Writing</b> Research Report: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i>, and <i>-ly</i>, T290</p>	<p><b>Genre</b> Free Verse Poetry, T274–T275</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Prefixes and Suffixes, T290</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 6 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 3	GRADE 4	GRADE 3	GRADE 4	GRADE 3	GRADE 4	
		<p><b>Close Reading</b> “Ollie’s Escape,” T281A–T281D</p> <p><b>Grammar</b> Prepositions, T289</p>	<p><b>Close Reading</b> “The Drum,” “Birdfoot’s Grampa,” “My Chinatown,” T281A–T281D</p> <p><b>Grammar</b> Mechanics and Usage, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “The Gentleman Bookworm,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Growing Up,” “My People,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i> and <i>-ly</i>, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Prefixes and Suffixes, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Suffixes <i>-ful</i>, <i>-less</i>, <i>-ly</i></p> <p>-Frequently Misspelled Words</p> <p><b>Write About the Text and Write to a Prompt</b> T286</p> <p><b>Genre Writing</b> Research Report: Revise, T353</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i>, <i>-ly</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Prefixes and Suffixes</p> <p>-Words from Around the World</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Opinion Essay: Revise, T353</p> <p><b>Spelling</b> Prefixes and Suffixes, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “Ollie’s Escape,” T281A–T281D</p> <p><b>Genre Writing</b> Research Report: Teach the Minilesson, T353</p> <p><b>Grammar</b> Prepositions, T289</p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-less</i>, and <i>-ly</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “The Drum,” “Birdfoot’s Grampa,” “My Chinatown,” T281A–T281D</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Using Prepositions, T289</p> <p><b>Spelling</b> Prefixes and Suffixes, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Research Report: Peer Conferences, T353</p> <p><b>Grammar</b> Prepositions, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Opinion Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Using Prepositions, T289</p> <p><b>Build Vocabulary</b> T293</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 4–5 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2	
CORE	GRADE 4	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “The Dragon Problem,” T16–T17</p> <p><b>Grammar</b> Sentences, T32</p> <p><b>Spelling</b> Short Vowels, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “A Fresh Idea,” T16–T17</p> <p><b>Grammar</b> Sentences, T32</p> <p><b>Spelling</b> Short Vowels, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “The Dragon Problem,” T16–T17</p> <p><b>Strategy</b> Make Predictions, T18–T19</p> <p><b>Skill</b> Sequence, T20–T21</p> <p><b>Vocabulary Strategy</b> Synonyms, T24–T25</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Sentences, T32</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “A Fresh Idea,” T16–T17</p> <p><b>Strategy</b> Reread, T18–T19</p> <p><b>Skill</b> Character, Setting, Plot: Sequence, T20–T21</p> <p><b>Vocabulary Strategy</b> Context Clues: Sentence Clues, T24–T25</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Sentences, T32</p> <p><b>Build Vocabulary</b> T36</p>
	GRADE 5	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Friendly Letter: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Autobiographical Sketch: Read Like a Writer, T344</p>	<p><b>Genre</b> Fairy Tale, T22–T23</p> <p><b>Genre Writing</b> Friendly Letter: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Short Vowels, T34</p>	<p><b>Genre</b> Realistic Fiction, T22–T23</p> <p><b>Genre Writing</b> Autobiographical Sketch: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Short Vowels, T34</p>
OPTIONS	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>
	GRADE 5				

CALIFORNIA STANDARDS
GRADE 4
<p><b>Comprehension</b> RL.4.1, RL.4.3</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.3b, W.4.9a, W.4.10</p> <p><b>Grammar</b> L.4.1f, L.4.3b</p> <p><b>Vocabulary</b> L.4.5c, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.4a, RF.4.4b, RF.4.4c</p>
GRADE 5
<p><b>Comprehension</b> RL.5.1, RL.5.3, RF.5.4c</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.3d, W.5.9a, W.5.10</p> <p><b>Grammar</b> L.5.1i, L.5.2c</p> <p><b>Vocabulary</b> L.5.4a, L.5.6, RL.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4b, RF.5.4c</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><b>Close Reading</b> <i>The Princess and the Pizza</i>, T25A–T25R</p> <p><b>Grammar</b> Sentences, T33</p>	<p><b>Close Reading</b> <i>One Hen</i>, T25A–T25P</p> <p><b>Grammar</b> Sentences, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Tomas and His Sons,” T25S–T25V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Banks: Their Business and Yours,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Short Vowels, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Short Vowels, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Short Vowels</p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Friendly Letter: Prewrite, T345</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Short Vowels</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Autobiographical Sketch: Prewrite, T345</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Princess and the Pizza</i>, T25A–T25R</p> <p><b>Genre Writing</b> Friendly Letter: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Sentences, T33</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>One Hen</i>, T25A–T25P</p> <p><b>Genre Writing</b> Autobiographical Sketch: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Sentences, T33</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Friendly Letter: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Sentences, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Autobiographical Sketch: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Sentences, T33</p> <p><b>Build Vocabulary</b> 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

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 4	GRADE 5	GRADE 4	GRADE 5	
CORE	GRADE 4	<b>Comprehension</b> RL.4.1, RL.4.3 <b>Listening/Speaking</b> SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.3b, W.4.9a, W.4.10 <b>Grammar</b> L.4.1f <b>Vocabulary</b> L.4.5b, L.4.6, R.4.4 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “The Talent Show,” T80–T81 <b>Grammar</b> Subjects and Predicates, T96 <b>Spelling</b> Long <i>a</i> , T98 <b>Build Vocabulary</b> T100	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “Whitewater Adventure,” T80–T81 <b>Grammar</b> Subjects and Predicates, T96 <b>Spelling</b> Long Vowels, T98 <b>Build Vocabulary</b> T100	<b>Close Reading</b> “The Talent Show,” T80–T81 <b>Strategy</b> Make Predictions, T82–T83 <b>Skill</b> Problem and Solution, T84–T85 <b>Vocabulary Strategy</b> Figurative Language, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Subjects and Predicates, T96 <b>Build Vocabulary</b> T100	<b>Close Reading</b> “Whitewater Adventure,” T80–T81 <b>Strategy</b> Reread, T82–T83 <b>Skill</b> Character, Setting, Plot: Problem and Solution, T84–T85 <b>Vocabulary Strategy</b> Idioms, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Subjects and Predicates, T96 <b>Build Vocabulary</b> T100
	OPTIONS		<b>Listening Comprehension</b> T76–T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre Writing</b> Friendly Letter: Draft, T346	<b>Listening Comprehension</b> T76–T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre Writing</b> Autobiographical Sketch: Draft, T346	<b>Genre</b> Realistic Fiction, T86–T87 <b>Genre Writing</b> Friendly Letter: Teach the Draft Minilesson, T346 <b>Spelling</b> Long <i>a</i> , T98	<b>Genre</b> Realistic Fiction, T86–T87 <b>Genre Writing</b> Autobiographical Sketch: Teach the Draft Minilesson, T346 <b>Spelling</b> Long Vowels, 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 1 WEEK 2

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 4				
	GRADE 5				
	CORE	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “A World of Change,” T144–T145</p> <p><b>Grammar</b> Compound Sentences, T160</p> <p><b>Spelling</b> Long e, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Introduce the Concept</b> T138–139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “A Life in the Woods,” T144–T145</p> <p><b>Grammar</b> Compound Sentences and Conjunctions, T160</p> <p><b>Spelling</b> Words with /ū/, /û/, and /ü/, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “A World of Change,” T144–T145</p> <p><b>Strategy</b> Summarize: Reread, T146–T147</p> <p><b>Skill</b> Compare and Contrast, T148–T149</p> <p><b>Vocabulary Strategy</b> Multiple-Meaning Words, T152–T153</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Compound Sentences, T160</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “A Life in the Woods,” T144–T145</p> <p><b>Strategy</b> Ask and Answer Questions, T146–T147</p> <p><b>Skill</b> Cause and Effect, T148–T149</p> <p><b>Vocabulary Strategy</b> Homographs, T152–T153</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Compound Sentences and Conjunctions, T160</p> <p><b>Build Vocabulary</b> T164</p>
	OPTIONS	<p><b>Listening Comprehension</b> “Avalanche,” T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Friendly Letter: Discuss the Edited Model, T348</p>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Autobiographical Sketch: Discuss the Edited Model, T348</p>	<p><b>Genre</b> Expository Text, T150–T151</p> <p><b>Genre Writing</b> Friendly Letter: Proofread/Edit, T348</p> <p><b>Spelling</b> Long e, T162</p>	<p><b>Genre</b> Narrative Nonfiction, T150–T151</p> <p><b>Genre Writing</b> Autobiographical Sketch: Proofread/Edit, T348</p> <p><b>Spelling</b> Words with /ū/, /û/, and /ü/, T162</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 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Earthquakes</i>, T153A–T153L</p> <p><b>Grammar</b> Compound Sentences, T161</p>	<p><b>Close Reading</b> <i>Camping with the President</i>, T153A–T153R</p> <p><b>Grammar</b> Compound Sentences and Conjunctions, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Tornado,” T153M–T153N</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “A Walk with Teddy,” T153S–T153V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Long e, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Words with /ū/, /û/, and /ü/, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Long e</p> <p>-Plurals</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Friendly Letter: Publish, T348</p> <p><b>Spelling</b> Long e, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Words with /ū/, /û/, and /ü/</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Autobiographical Sketch: Publish, T348</p> <p><b>Spelling</b> Words with /ū/, /û/, and /ü/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Earthquakes</i>, T153A–T153L</p> <p><b>Genre Writing</b> Friendly Letter: Evaluate, T349</p> <p><b>Grammar</b> Compound Sentences, T161</p> <p><b>Spelling</b> Long e, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Camping with the President</i>, T153A–T153R</p> <p><b>Genre Writing</b> Autobiographical Sketch: Evaluate, T349</p> <p><b>Grammar</b> Compound Sentences and Conjunctions, T161</p> <p><b>Spelling</b> Words with /ū/, /û/, and /ü/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Friendly Letter: Conference with Students, T349</p> <p><b>Grammar</b> Compound Sentences, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Autobiographical Sketch: Conference with Students, T349</p> <p><b>Grammar</b> Compound Sentences and Conjunctions, T161</p> <p><b>Build Vocabulary</b> 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 1 WEEK 4

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

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 4</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>CORE</b>		<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Dollars and Sense,” T272–T273</p> <p><b>Grammar</b> Run-On Sentences, T288</p> <p><b>Spelling</b> Long o, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Are Electronic Devices Good for Us?,” T272–T273</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T288</p> <p><b>Spelling</b> r-Controlled Vowels /ûr/, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “Dollars and Sense,” T272–T273</p> <p><b>Strategy</b> Reread, T274–T275</p> <p><b>Skill</b> Main Idea and Key Details, T276–T277</p> <p><b>Vocabulary Strategy</b> Suffixes, T280–T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Run-On Sentences, T288</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “Are Electronic Devices Good for Us?,” T272–T273</p> <p><b>Strategy</b> Reread, T274–T275</p> <p><b>Skill</b> Author’s Point of View, T276–T277</p> <p><b>Vocabulary Strategy</b> Greek and Latin Prefixes, T280–T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T288</p> <p><b>Build Vocabulary</b> T292</p>
<b>OPTIONS</b>		<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Personal Narrative: Draft, T352</p>	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Personal Narrative: Draft, T352</p>	<p><b>Genre</b> Persuasive Article, T278–T279</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Long o, T290</p>	<p><b>Genre</b> Persuasive Article, T278–T279</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> r-Controlled Vowels /ûr/, T290</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
		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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Kids in Business</i>, T281A–T281D</p> <p><b>Grammar</b> Run-On Sentences, T289</p>	<p><b>Close Reading</b> “The Future of Transportation,” T281A–T281D</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Starting a Successful Business,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Getting From Here to There,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Long o, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> r-Controlled Vowels /ûr/, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Long o</p> <p>-Compound Words</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Personal Narrative: Revise, T353</p> <p><b>Spelling</b> Long o, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-r-Controlled Vowels /ûr/</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Personal Narrative: Revise, T353</p> <p><b>Spelling</b> r-Controlled Vowels /ûr/, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>Kids in Business</i>, T281A–T281D</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Run-On Sentences, T289</p> <p><b>Spelling</b> Long o, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “The Future of Transportation,” T281A–T281D</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T289</p> <p><b>Spelling</b> r-Controlled Vowels /ûr/, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Personal Narrative: Peer Conferences, T353</p> <p><b>Grammar</b> Run-On Sentences, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Personal Narrative: Peer Conferences, T353</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T289</p> <p><b>Build Vocabulary</b> T293</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 2 WEEK 1

		DAY 1		DAY 2					
<b>CALIFORNIA STANDARDS</b>									
<b>GRADE 4</b>									
<p><b>Comprehension</b> RL.4.1, RL.4.2</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.3b, W.4.10</p> <p><b>Grammar</b> L.3.1a, L.3.1c, L.4.2a</p> <p><b>Vocabulary</b> L.3.4c, L.4.4c, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4b, RF.4.4c</p>		<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “The Fisherman and the Kaha Bird,” T16–T17</p> <p><b>Grammar</b> Common and Proper Nouns, T32</p> <p><b>Spelling</b> Prefixes, T34</p> <p><b>Build Vocabulary</b> T36</p>		<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Creating a Nation,” T16–T17</p> <p><b>Grammar</b> Kinds of Nouns, T32</p> <p><b>Spelling</b> Variant Vowel /ô/, T34</p> <p><b>Build Vocabulary</b> T36</p>		<p><b>Close Reading</b> “The Fisherman and the Kaha Bird,” T16–T17</p> <p><b>Strategy</b> Ask and Answer Questions, T18–T19</p> <p><b>Skill</b> Theme, T20–T21</p> <p><b>Vocabulary Strategy</b> Root Words, T24–T25</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Common and Proper Nouns, T32</p> <p><b>Build Vocabulary</b> T36</p>		<p><b>Close Reading</b> “Creating a Nation,” T16–T17</p> <p><b>Strategy</b> Reread, T18–T19</p> <p><b>Skill</b> Text Structure: Problem and Solution, T20–T21</p> <p><b>Vocabulary Strategy</b> Context Clues: Definitions and Restatements, T24–T25</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Kinds of Nouns, T32</p> <p><b>Build Vocabulary</b> T36</p>	
<b>GRADE 5</b>									
<p><b>Comprehension</b> RI.5.1, RI.5.3, RI.5.5</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.2a, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.3.1a, L.3.1c</p> <p><b>Vocabulary</b> L.5.4a, L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>		<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Explanatory Essay: Read Like a Writer, T344</p>		<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Invitation with Directions: Read Like a Writer, T344</p>		<p><b>Genre</b> Folktale, T22–T23</p> <p><b>Genre Writing</b> Explanatory Essay: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Prefixes, T34</p>		<p><b>Genre</b> Expository Text, T22–T23</p> <p><b>Genre Writing</b> Invitation with Directions: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Variant Vowel /ô/, T34</p>	
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>					
		<b>GRADE 4</b>		<b>GRADE 4</b>					
		<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>	
		<b>GRADE 5</b>		<b>GRADE 5</b>					

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>The Secret Message</i>, T25A–T25P</p> <p><b>Grammar</b> Common and Proper Nouns, T33</p>	<p><b>Close Reading</b> <i>Who Wrote the U.S. Constitution?</i>, T25A–T25R</p> <p><b>Grammar</b> Kinds of Nouns, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “The Fox and the Goat,” T25Q–T25R</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Parchment and Ink,” T25S–T25V</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Prefixes, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Variant Vowel /ô/, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Prefixes</p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Explanatory Essay: Prewrite, T345</p> <p><b>Spelling</b> Prefixes, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Variant Vowel /ô/;</p> <p>Diphthongs /oi/, /ou/</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Invitation with Directions: Prewrite, T345</p> <p><b>Spelling</b> Variant Vowel /ô/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Secret Message</i>, T25A–T25P</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Common and Proper Nouns, T33</p> <p><b>Spelling</b> Prefixes, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Who Wrote the U.S. Constitution?</i>, T25A–T25R</p> <p><b>Genre Writing</b> Invitation with Directions: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Kinds of Nouns, T33</p> <p><b>Spelling</b> Variant Vowel /ô/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Explanatory Essay: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Common and Proper Nouns, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Invitation with Directions: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Kinds of Nouns, T33</p> <p><b>Build Vocabulary</b> 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 2 WEEK 2

		DAY 1		DAY 2		
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 4</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	
	<b>GRADE 5</b>	<b>CORE</b>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The Ant and the Grasshopper,” T80–T81</p> <p><b>Grammar</b> Singular and Plural Nouns, T96</p> <p><b>Spelling</b> Digraphs, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “A Modern Cinderella,” T80–T81</p> <p><b>Grammar</b> Singular and Plural Nouns, T96</p> <p><b>Spelling</b> Plurals, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The Ant and the Grasshopper,” T80–T81</p> <p><b>Strategy</b> Ask and Answer Questions, T82–T83</p> <p><b>Skill</b> Theme, T84–T85</p> <p><b>Vocabulary Strategy</b> Context Clues, T88–T89</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Singular and Plural Nouns, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “A Modern Cinderella,” T80–T81</p> <p><b>Strategy</b> Make Predictions, T82–T83</p> <p><b>Skill</b> Character, Setting, Plot: Compare and Contrast Events, T84–T85</p> <p><b>Vocabulary Strategy</b> Simile and Metaphor, T88–T89</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Singular and Plural Nouns, T96</p> <p><b>Build Vocabulary</b> T100</p>
	<p><b>Comprehension</b> RL.4.1, RL.4.2</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.3b, W.4.9b, W.4.10</p> <p><b>Grammar</b> L.3.1b, L.5.2a</p> <p><b>Vocabulary</b> L.4.5c, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p>		<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Explanatory Essay: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Invitation with Directions: Draft, T346</p>	<p><b>Genre</b> Drama, T86–T87</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Digraphs, T98</p>	<p><b>Genre</b> Fairy Tale, T86–T87</p> <p><b>Genre Writing</b> Invitation with Directions: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Plurals, T98</p>
	<b>GRADE 4</b>	<b>OPTIONS</b>	<p><b>Comprehension</b> RL.5.1, RL.5.3</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.3a, W.5.9a, W.5.10</p> <p><b>Grammar</b> L.3.1b</p> <p><b>Vocabulary</b> L.5.5a, L.5.6, RL.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>	<p><b>Approaching Level</b></p> <p style="text-align: center;"><b>GRADE 4</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p><b>On Level</b></p> <p style="text-align: center;"><b>GRADE 4</b></p> <p>Leveled Reader Vocabulary Comprehension</p>	<p><b>Approaching Level</b></p> <p style="text-align: center;"><b>GRADE 5</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>
<b>GRADE 5</b>	<p><b>Approaching Level</b></p> <p style="text-align: center;"><b>GRADE 5</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>		<p><b>On Level</b></p> <p style="text-align: center;"><b>GRADE 5</b></p> <p>Leveled Reader Vocabulary Comprehension</p>			

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Ranita, the Frog Princess</i>, T89A–T89R</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p>	<p><b>Close Reading</b> <i>Where the Mountain Meets the Moon</i>, T89A–T89P</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “The Moonlight Concert Mystery,” T89S–T89T</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “The Princess and the Pea,” T89Q–T89T</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Digraphs, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Plurals, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Digraphs</p> <p>-Possessives</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Explanatory Essay: Revise, T347</p> <p><b>Spelling</b> Digraphs, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Plurals</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Invitation with Directions: Revise, T347</p> <p><b>Spelling</b> Plurals, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Ranita, the Frog Princess</i>, T89A–T89R</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p> <p><b>Spelling</b> Digraphs, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Where the Mountain Meets the Moon</i>, T89A–T89P</p> <p><b>Genre Writing</b> Invitation with Directions: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p> <p><b>Spelling</b> Plurals, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Explanatory Essay: Peer Conferences, T347</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Invitation with Directions: Peer Conferences, T347</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p> <p><b>Build Vocabulary</b> T101</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 2 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>The Buffalo Are Back</i>, T153A–T153R</p> <p><b>Grammar</b> Irregular Plural Nouns, T161</p>	<p><b>Close Reading</b> <i>The Boy Who Drew Birds</i>, T153A–T153N</p> <p><b>Grammar</b> More Plural Nouns, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Energy in the Ecosystem,” T153S–T153V</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Daedalus and Icarus,” T153O–T153R</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Three-Letter Blends, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Inflectional Endings, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Three-Letter Blends</p> <p>-Words Ending in <i>-er</i> and <i>-est</i></p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Explanatory Essay: Publish, T348</p> <p><b>Spelling</b> Three-Letter Blends, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Invitation with Directions: Publish, T348</p> <p><b>Spelling</b> Inflectional Endings, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Buffalo Are Back</i>, T153A–T153R</p> <p><b>Genre Writing</b> Explanatory Essay: Evaluate, T349</p> <p><b>Grammar</b> Irregular Plural Nouns, T161</p> <p><b>Spelling</b> Three-Letter Blends T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Boy Who Drew Birds</i>, T153A–T153N</p> <p><b>Genre Writing</b> Invitation with Directions: Evaluate, T349</p> <p><b>Grammar</b> More Plural Nouns, T161</p> <p><b>Spelling</b> Inflectional Endings, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Explanatory Essay: Conference with Students, T349</p> <p><b>Grammar</b> Irregular Plural Nouns, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Invitation with Directions: Conference with Students, T349</p> <p><b>Grammar</b> More Plural Nouns, T161</p> <p><b>Build Vocabulary</b> 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 2 WEEK 4

		DAY 1		DAY 2		
CALIFORNIA STANDARDS						
GRADE 4		GRADE 4	GRADE 5	GRADE 4	GRADE 5	
CORE	GRADE 4	<b>Comprehension</b> RI.4.1, RI.4.2, R.I.43 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.2.b, W.4.9b, W.4.10 <b>Grammar</b> L.3.2d <b>Vocabulary</b> L.4.4b, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206 <b>Close Reading</b> “Animal Adaptations,” T208-T209 <b>Grammar</b> Possessive Nouns, T224 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ôr/, T226 <b>Build Vocabulary</b> T228	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “The Magical Lost Brocade,” T208-T209 <b>Grammar</b> Possessive Nouns, T224 <b>Spelling</b> Contractions, T226 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Animal Adaptations,” T208-T209 <b>Strategy</b> Summarize, T210-T211 <b>Skill</b> Main Idea and Key Details, T212-T213 <b>Vocabulary Strategy</b> Prefixes, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Nouns, T224 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “The Magical Lost Brocade,” T208-T209 <b>Strategy</b> Summarize Make Predictions, T210-T211 <b>Skill</b> Theme, T212-T213 <b>Vocabulary Strategy</b> Personification, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Nouns, T224 <b>Build Vocabulary</b> T228
	GRADE 5	<b>Comprehension</b> RL.5.1, RL.5.2 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.3b, W.5.9a, W.5.10 <b>Grammar</b> L.3.2d <b>Vocabulary</b> L.5.5a, L.5.6, RL.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> How-To Text: Read Like a Writer, T350	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Explanatory Essay: Read Like a Writer, T350	<b>Genre</b> Expository Text, T214-T215 <b>Genre Writing</b> How-To Text: Discuss the Expert Model, T350 <b>Spelling</b> <i>r</i> -Controlled Vowels /är/ and /ôr/, T226	<b>Genre</b> Folktale, T214-T215 <b>Genre Writing</b> Explanatory Essay: Discuss the Expert Model, T350 <b>Spelling</b> 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	GRADE 4	<p><b>Close Reading</b> <i>Spiders</i>, T217A–T217R</p> <p><b>Grammar</b> Possessive Nouns, T225</p>	<p><b>Close Reading</b> <i>Blancaflor</i>, T217A–T217P</p> <p><b>Grammar</b> Possessive Nouns, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Anansi and the Birds,” T217S–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “From Tale to Table,” T217Q–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Contractions, T227</p>
	OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-<i>r</i>-Controlled Vowels /är/ and /ôr/</p> <p>-Suffixes <i>-ful</i> and <i>-less</i></p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> How-To Text: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Contractions</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Explanatory Essay: Prewrite, T351</p> <p><b>Spelling</b> Contractions, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Spiders</i>, T217A–T217R</p> <p><b>Genre Writing</b> How-To Text: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /är/ and /ôr/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Blancaflor</i>, T217A–T217P</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Spelling</b> Contractions, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> How-To Text: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Explanatory Essay: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Build Vocabulary</b> T229</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 2 WEEK 5

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>					
<b>GRADE 4</b>		<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
CORE	GRADE 4	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Dog,” “The Eagle,” “Chimpanzee,” “Rat,” T272–T273</p> <p><b>Grammar</b> Combining Sentences, T288</p> <p><b>Spelling</b> Suffixes T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “A Simple Plan” and “Rescue,” T272–T273</p> <p><b>Grammar</b> Prepositional Phrases, T288</p> <p><b>Spelling</b> Closed Syllables, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “Dog,” “The Eagle,” “Chimpanzee,” “Rat,” T272–T273</p> <p><b>Skill</b> Point of View, T276–T277</p> <p><b>Literary Elements</b> Meter and Rhyme, T278–T279</p> <p><b>Vocabulary Strategy</b> Figurative Language, T280–T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Combining Sentences, T288</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “A Simple Plan” and “Rescue,” T272–T273</p> <p><b>Skill</b> Theme, T276–T277</p> <p><b>Literary Elements</b> Repetition and Rhyme, T278–T279</p> <p><b>Vocabulary Strategy</b> Homographs, T280–T281</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Prepositional Phrases, T288</p> <p><b>Build Vocabulary</b> T292</p>
	GRADE 5	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> How-To Text: Draft, T352</p>	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Explanatory Essay: Draft, T352</p>	<p><b>Genre</b> Lyric Poetry and Haiku, T274–T275</p> <p><b>Genre Writing</b> How-To Text: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Suffixes, T290</p>	<p><b>Genre</b> Narrative and Free Verse, T274–T275</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Closed Syllables, T290</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
		<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 2 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” T281A–T281D</p> <p><b>Grammar</b> Combining Sentences, T289</p>	<p><b>Close Reading</b> “Stage Fright” and “Catching Quiet,” T281A–T281D</p> <p><b>Grammar</b> Prepositional Phrases, T291</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Fog,” “White Cat Winter,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Foul Shot,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffixes, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Closed Syllables, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Suffixes</p> <p>-Contractions</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> How-To Text: Revise, T353</p> <p><b>Spelling</b> Suffixes, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Closed Syllables</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Explanatory Essay: Revise, T353</p> <p><b>Spelling</b> Closed Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk,” T281A–T281D</p> <p><b>Genre Writing</b> How-To Text: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Combining Sentences, T289</p> <p><b>Spelling</b> Suffixes, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “Stage Fright” and “Catching Quiet,” T281A–T281D</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Prepositional Phrases, T289</p> <p><b>Spelling</b> Closed Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> How-To Text: Peer Conferences, T353</p> <p><b>Grammar</b> Combining Sentences, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Explanatory Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Prepositional Phrases, T289</p> <p><b>Build Vocabulary</b> T293</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 1

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 4</b></p> <p><b>Comprehension</b> RL.4.1, RL.4.3, RL.4.6</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.3c, W.4.9a, W.4.10</p> <p><b>Grammar</b> L.3.1d, L.3.1e, L.4.2a</p> <p><b>Vocabulary</b> L.4.4a, L.4.4c, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p> <p><b>GRADE 5</b></p> <p><b>Comprehension</b> RL.5.1, RL.5.2</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.3b, W.5.9a, W.5.10</p> <p><b>Grammar</b> L.3.1a, L.3.1f</p> <p><b>Vocabulary</b> L.5.4a, L.5.6, RL.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>					
	<p><b>CORE</b></p>	<p><b>GRADE 4</b></p> <p><b>Introduce the Concept</b> T10-T11</p> <p><b>Vocabulary</b> T14-T15</p> <p><b>Close Reading</b> "At the Library," T16-T17</p> <p><b>Grammar</b> Action Verbs, T32</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 5</b></p> <p><b>Introduce the Concept</b> T10-T11</p> <p><b>Vocabulary</b> T14-T15</p> <p><b>Close Reading</b> "A Reluctant Traveler," T16-T17</p> <p><b>Grammar</b> Action Verbs, T32</p> <p><b>Spelling</b> Open Syllables, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 4</b></p> <p><b>Close Reading</b> "At the Library," T16-T17</p> <p><b>Strategy</b> Visualize, T18-T19</p> <p><b>Skill</b> Point of View, T20-T21</p> <p><b>Vocabulary Strategy</b> Context Clues, T24-T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28-T29</p> <p><b>Grammar</b> Action Verbs, T32</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 5</b></p> <p><b>Close Reading</b> "A Reluctant Traveler," T16-T17</p> <p><b>Strategy</b> Summarize, T18-T19</p> <p><b>Skill</b> Theme, T20-T21</p> <p><b>Vocabulary Strategy</b> Context Clues: Cause and Effect, T24-T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28-T29</p> <p><b>Grammar</b> Action Verbs, T32</p> <p><b>Build Vocabulary</b> T36</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> T12-T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Book Review: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> T12-T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Book Review: Read Like a Writer, T344</p>	<p><b>Genre</b> Fantasy, T22-T23</p> <p><b>Genre Writing</b> Book Review: Discuss the Expert Model, T344</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T34</p>
		<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>	
	<p><b>GRADE 4</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 5</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 4</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p><b>GRADE 5</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>The Cricket in Times Square</i>, T25A–T25R</p> <p><b>Grammar</b> Action Verbs, T33</p>	<p><b>Close Reading</b> <i>They Don't Mean It!</i>, T25A–T25N</p> <p><b>Grammar</b> Action Verbs, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “The Girl and the Chenoo,” T25S–T25T</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Where Did That Come From?,” T25O–T25P</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Open Syllables, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-<i>r</i>-Controlled Vowels <i>er, ir,</i> and <i>ur</i></p> <p>-Closed Syllables</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing Book</b> Review: Prewrite, T345</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Open Syllables</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing Book</b> Review: Prewrite, T345</p> <p><b>Spelling</b> Open Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Cricket in Times Square</i>, T25A–T25R</p> <p><b>Genre Writing Book</b> Review: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Action Verbs, T33</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>They Don't Mean It!</i>, T25A–T25N</p> <p><b>Genre Writing Book</b> Review: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Action Verbs, T33</p> <p><b>Spelling</b> Open Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing Book</b> Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Action Verbs, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing Book</b> Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Action Verbs, T33</p> <p><b>Build Vocabulary</b> 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 3 WEEK 2

		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
GRADE 4					
GRADE 5					
CORE		<p><b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “Remembering Hurricane Katrina,” T80–T81</p> <p><b>Grammar</b> Verb Tenses, T96</p> <p><b>Spelling</b> Silent Letters, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “Survivaland,” T80–T81</p> <p><b>Grammar</b> Verb Tenses, T96</p> <p><b>Spelling</b> Open Syllables (V/V), T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “Remembering Hurricane Katrina,” T80–T81</p> <p><b>Strategy</b> Visualize, T82–T83</p> <p><b>Skill</b> Point of View, T84–T85</p> <p><b>Vocabulary Strategy</b> Context Clues, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Verb Tenses, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “Survivaland,” T80–T81</p> <p><b>Strategy</b> Summarize, T82–T83</p> <p><b>Skill</b> Theme T84–T85</p> <p><b>Vocabulary Strategy</b> Context Clues: Comparison, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Verb Tenses, T96</p> <p><b>Build Vocabulary</b> T100</p>
OPTIONS		<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Book Review: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Book Review: Draft, T346</p>	<p><b>Genre</b> Realistic Fiction, T86–T87</p> <p><b>Genre Writing</b> Book Review: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Silent Letters, T98</p>	<p><b>Genre</b> Fantasy, T86–T87</p> <p><b>Genre Writing</b> Book Review: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Open Syllables (V/V), T98</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 3 WEEK 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Aguinaldo</i>, T89A–T89N</p> <p><b>Grammar</b> Verb Tenses, T97</p>	<p><b>Close Reading</b> <i>Weslandia</i>, T89A–T89P</p> <p><b>Grammar</b> Verb Tenses, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Partaking in Public Service,” T89O–T89R</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Plants with a Purpose,” T89Q–T89R</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Silent Letters, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Open Syllables (V/V), T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Words with Silent Letters</p> <p>-Open Syllables</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing Book</b> Review: Revise, T347</p> <p><b>Spelling</b> Silent Letters, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Open Syllables (V/V)</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing Book</b> Review: Revise, T347</p> <p><b>Spelling</b> Open Syllables (V/V), T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Aguinaldo</i>, T89A–T89N</p> <p><b>Genre Writing Book</b> Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Spelling</b> Silent Letters, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Weslandia</i>, T89A–T89P</p> <p><b>Genre Writing Book</b> Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Spelling</b> Open Syllables (V/V), T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing Book</b> Review: Peer Conferences, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing Book</b> Review: Peer Conferences, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Build Vocabulary</b> T101</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 3

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 4</b></p> <p><b>Comprehension</b> RI.4.1, RI.4.3, RI.4.8</p> <p><b>Listening/Speaking</b> SL.4.1c, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.1a, W.4.9b, W.4.10</p> <p><b>Grammar</b> L.4.1c</p> <p><b>Vocabulary</b> L.4.4c, L.4.5c, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p> <p><b>GRADE 5</b></p> <p><b>Comprehension</b> RI.5.1, RI.5.2</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.2b, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.5.1b, L.5.1c</p> <p><b>Vocabulary</b> L.5.4b, L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>					
	<b>CORE</b>	<p><b>GRADE 4</b></p> <p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Judy’s Appalachia,” T144–T145</p> <p><b>Grammar</b> Main and Helping Verbs, T160</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>GRADE 5</b></p> <p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Patterns of Change,” T144–T145</p> <p><b>Grammar</b> Main Verbs and Helping Verbs, T160</p> <p><b>Spelling</b> Vowel Team Syllables, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>GRADE 4</b></p> <p><b>Close Reading</b> “Judy’s Appalachia,” T144–T145</p> <p><b>Strategy</b> Reread, T146–T147</p> <p><b>Skill</b> Author’s Point of View, T148–T149</p> <p><b>Vocabulary Strategy</b> Synonyms and Antonyms, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Main and Helping Verbs, T160</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>GRADE 5</b></p> <p><b>Close Reading</b> “Patterns of Change,” T144–T145</p> <p><b>Strategy</b> Ask and Answer Questions, T146–T147</p> <p><b>Skill</b> Main Idea and Key Details, T148–T149</p> <p><b>Vocabulary Strategy</b> Greek Roots, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Main Verbs and Helping Verbs, T160</p> <p><b>Build Vocabulary</b> T164</p>
<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Book Review: Discuss the Edited Model, T348</p>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Book Review: Discuss the Edited Model, T348</p>	<p><b>Genre</b> Biography, T150–T151</p> <p><b>Genre Writing</b> Book Review: Proofread/Edit, T348</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T162</p>	<p><b>Genre</b> Expository Text, T150–T151</p> <p><b>Genre Writing</b> Book Review: Proofread/Edit, T348</p> <p><b>Spelling</b> Vowel Team Syllables, T162</p>	
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
		<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 3 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i>, T153A–T153T</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p>	<p><b>Close Reading</b> <i>The Story of Snow</i>, T153A–T153P</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement,” T153U–T153X</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Fibonacci’s Amazing Find,” T153Q–T153T</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Soft <i>c</i> and <i>g</i></p> <p>-Final <i>e</i> Syllables</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing Book</b> Review: Publish, T348</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Vowel Team Syllables</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing Book</b> Review: Publish, T348</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i>, T153A–T153T</p> <p><b>Genre Writing Book</b> Review: Evaluate, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Spelling</b> Soft <i>c</i> and <i>g</i>, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Story of Snow</i>, T153A–T153P</p> <p><b>Genre Writing Book</b> Review: Evaluate, T349</p> <p><b>Grammar</b> Main Verbs and Helping Verbs, T161</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing Book</b> Review: Conference with Students, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing Book</b> Review: Conference with Students, T349</p> <p><b>Grammar</b> Main Verbs and Helping Verbs, T161</p> <p><b>Build Vocabulary</b> 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

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 4	GRADE 5	GRADE 4	GRADE 5	
<b>CORE</b>	<b>GRADE 4</b>	<b>Comprehension</b> RI.4.1, RI.4.3, RI.4.8 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3, L.4.6 <b>Writing</b> W.4.2b, W.4.9b, W.4.10 <b>Grammar</b> L.3.1d, L.3.1f <b>Vocabulary</b> L.4.4b, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “Words for Change,” T208-T209 <b>Grammar</b> Linking Verbs, T224 <b>Spelling</b> Plurals, T226 <b>Build Vocabulary</b> T228	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “Gulf Spill Superheroes,” T208-T209 <b>Grammar</b> Linking Verbs, T224 <b>Spelling</b> Consonant + /e Syllables, T226 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Words for Change,” T208-T209 <b>Strategy</b> Reread, T210-T211 <b>Skill</b> Author’s Point of View, T212-T213 <b>Vocabulary Strategy</b> Latin and Greek Suffixes, T216-T217 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Linking Verbs, T224 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Gulf Spill Superheroes,” T208-T209 <b>Strategy</b> Ask and Answer Questions, T210-T211 <b>Skill</b> Main Idea and Key Details, T212-T213 <b>Vocabulary Strategy</b> Latin Roots, T216-T217 <b>Write About the Text</b> Model Note Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Linking Verbs, T224 <b>Build Vocabulary</b> T228
	<b>OPTIONS</b>		<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Opinion Essay: Read Like a Writer, T350	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Opinion Essay: Read Like a Writer, T350	<b>Genre</b> Biography, T214-T215 <b>Genre Writing</b> Opinion Essay: Discuss the Expert Model, T350 <b>Spelling</b> Plurals, T226	<b>Genre</b> Expository Text, T214-T215 <b>Genre Writing</b> Opinion Essay: Discuss the Expert Model, T350 <b>Spelling</b> Consonant + /e 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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Abe’s Honest Words: The Life of Abraham Lincoln</i>, T217A–T217V</p> <p><b>Grammar</b> Linking Verbs, T225</p>	<p><b>Close Reading</b> <i>Winter’s Tail</i>, T217A–T217P</p> <p><b>Grammar</b> Linking Verbs, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “A New Birth of Freedom,” T217W–T217X</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Helping Hands,” T217Q–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Plurals, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T227</p>
OPTIONS	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Plurals</p> <p>-Suffixes <i>-ment</i>, <i>-ness</i>, <i>-age</i>, and <i>-ence</i></p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Opinion Essay: Prewrite, T351</p> <p><b>Spelling</b> Plurals, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Consonant + <i>le</i> Syllables</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Opinion Essay: Prewrite, T351</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Abe’s Honest Words: The Life of Abraham Lincoln</i>, T217A–T217V</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Minilesson, T351</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Spelling</b> Plurals, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Winter’s Tail</i>, T217A–T217P</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Minilesson, T351</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Opinion Essay: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Opinion Essay: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Build Vocabulary</b> T229</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 5

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 4	GRADE 5	GRADE 4	GRADE 5	
<b>CORE</b>	<b>GRADE 4</b>	<b>Comprehension</b> RI.4.1, RI.4.8 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.1c, W.4.9b, W.4.10 <b>Grammar</b> L.3.1d <b>Vocabulary</b> L.4.4b, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “Food Fight,” T272–T273 <b>Grammar</b> Irregular Verbs, T288 <b>Spelling</b> Compound Words, T290 <b>Build Vocabulary</b> T292	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “What Was the Purpose of the Inca’s Strange Strings?,” T272–T273 <b>Grammar</b> Irregular Verbs, T288 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T290 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “Food Fight,” T272–T273 <b>Strategy</b> Reread, T274–T275 <b>Skill</b> Author’s Point of View, T276–T277 <b>Vocabulary Strategy</b> Greek Roots, T280–T281 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Irregular Verbs, T288 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “What Was the Purpose of the Inca’s Strange Strings?,” T272–T273 <b>Strategy</b> Summarize, T274–T275 <b>Skill</b> Author’s Point of View, T276–T277 <b>Vocabulary Strategy</b> Context Clues, T280–T281 <b>Write About the Text Model</b> Note Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Irregular Verbs, T288 <b>Build Vocabulary</b> T292
	<b>OPTIONS</b>	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Opinion Essay: Draft, T352	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Opinion Essay: Draft, T352	<b>Genre</b> Persuasive Article, T278–T279 <b>Genre Writing</b> Opinion Essay: Teach the Draft Minilesson, T352 <b>Spelling</b> Compound Words, T290	<b>Genre</b> Persuasive Article, T278–T279 <b>Genre Writing</b> Opinion Essay: Teach the Draft Minilesson, T352 <b>Spelling</b> <i>r</i> -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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> “A New Kind of Corn,” T281A–T281D</p> <p><b>Grammar</b> Irregular Verbs, T289</p>	<p><b>Close Reading</b> “Machu Picchu: Ancient City,” T281A–T281D</p> <p><b>Grammar</b> Irregular Verbs, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “The Pick of the Patch,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Dig This Technology!,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Compound Words, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Compound Words</p> <p>-Roots and Unrelated Words</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Opinion Essay: Revise, T353</p> <p><b>Spelling</b> Compound Words, T291</p> <p>Build Vocabulary T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-<i>r</i>-Controlled Vowel Syllables</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Opinion Essay: Revise, T353</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “A New Kind of Corn,” T281A–T281D</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Spelling</b> Compound Words, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “Machu Picchu: Ancient City,” T281A–T281D</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Opinion Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Opinion Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Build Vocabulary</b> T293</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 4 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
CORE		<p><b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “A World Without Rules,” T16–T17</p> <p><b>Grammar</b> Pronouns and Antecedents, T32</p> <p><b>Spelling</b> Inflectional Endings, T34 <b>Build Vocabulary</b> T36</p>	<p><b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “How Mighty Kate Stopped the Train,” T16–T17</p> <p><b>Grammar</b> Pronouns and Antecedents, T32</p> <p><b>Spelling</b> Words with Final /əl/ and /ən/, T34 <b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “A World Without Rules,” T16–T17</p> <p><b>Strategy</b> Ask and Answer Questions, T18–T19</p> <p><b>Skill</b> Cause and Effect, T20–T21</p> <p><b>Vocabulary Strategy</b> Latin Roots, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Pronouns and Antecedents, T32 <b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “How Mighty Kate Stopped the Train,” T16–T17</p> <p><b>Strategy</b> Visualize, T18–T19</p> <p><b>Skill</b> Point of View, T20–T21</p> <p><b>Vocabulary Strategy</b> Synonyms and Antonyms, T24–T25</p> <p><b>Write About the Text Model</b> Note Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Pronouns and Antecedents, T32 <b>Build Vocabulary</b> T36</p>
OPTIONS		<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Fictional Narrative: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Fictional Narrative: Read Like a Writer, T344</p>	<p><b>Genre</b> Narrative Fiction, T22–T23</p> <p><b>Genre Writing</b> Fictional Narrative: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Inflectional Endings, T34</p>	<p><b>Genre</b> Tall Tale, T22–T23</p> <p><b>Genre Writing</b> Fictional Narrative: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Words with Final /əl/ and /ən/, T34</p>
		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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>See How They Run</i>, T25A–T25N</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p>	<p><b>Close Reading</b> <i>Davy Crockett Saves the World</i>, T25A–T25P</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “The Birth of American Democracy,” T25O–T25R</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “How Grandmother Spider Stole the Sun,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Inflectional Endings, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Words with Final /əɪ/ and /ən/, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Inflectional Endings</p> <p>-Vowel Team Syllables</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Fictional Narrative: Prewrite, T345</p> <p><b>Spelling</b> Inflectional Endings, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Words with Final /əɪ/ and /ən/</p> <p><b>Write About the Text and Write to a Prompt</b> T30</p> <p><b>Genre Writing</b> Fictional Narrative: Prewrite, T345</p> <p><b>Spelling</b> Words with Final /əɪ/ and /ən/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>See How They Run</i>, T25A–T25N</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Spelling</b> Inflectional Endings, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Davy Crockett Saves the World</i>, T25A–T25P</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Spelling</b> Words with Final /əɪ/ and /ən/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Fictional Narrative: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Fictional Narrative: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Build Vocabulary</b> 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 4 WEEK 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>LaRue for Mayor</i>, T89A–T89V</p> <p><b>Grammar</b> Types of Pronouns, T97</p>	<p><b>Close Reading</b> <i>A Window Into History: The Mystery of the Cellar Window</i>, T89A–T89L</p> <p><b>Grammar</b> Kinds of Pronouns, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Bringing Government Home: Understanding State and Local Government,” T89W–T89Z</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “A Second Chance for Chip: The Case of the Curious Canine,” T89M–T89P</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Inflectional Endings: <i>y</i> to <i>i</i>, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Prefixes, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Inflectional Endings: Changing <i>y</i> to <i>i</i></p> <p>-<i>r</i>-Controlled Vowel Syllables</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Fictional Narrative: Revise, T347</p> <p><b>Spelling</b> Inflectional Endings: <i>y</i> to <i>i</i>, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Prefixes</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Fictional Narrative: Revise, T347</p> <p><b>Spelling</b> Prefixes, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>LaRue for Mayor</i>, T89A–T89V</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Types of Pronouns, T97</p> <p><b>Spelling</b> Inflectional Endings: <i>y</i> to <i>i</i>, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>A Window Into History: The Mystery of the Cellar Window</i>, T89A–T89L</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Kinds of Pronouns, T97</p> <p><b>Spelling</b> Prefixes, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Fictional Narrative: Peer Conferences, T347</p> <p><b>Grammar</b> Types of Pronouns, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Fictional Narrative: Peer Conferences, T347</p> <p><b>Grammar</b> Kinds of Pronouns, T97</p> <p><b>Build Vocabulary</b> T101</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 4 WEEK 3

		DAY 1		DAY 2		
		GRADE 4	GRADE 5	GRADE 4	GRADE 5	
CORE	GRADE 4	<b>Introduce the Concept</b> T138–T139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “A Telephone Mix-Up,” T144–T145 <b>Grammar</b> Pronoun-Verb Agreement, T160 <b>Spelling</b> Words with /ü/, /û/, and /û/, T162 <b>Build Vocabulary</b> T164	<b>Introduce the Concept</b> T138–139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “Frederick Douglass: Freedom’s Voice,” T144–T145 <b>Grammar</b> Pronoun-Verb Agreement, T160 <b>Spelling</b> Homographs, T162 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “A Telephone Mix-Up,” T144–T145 <b>Strategy</b> Make Predictions, T146–T147 <b>Skill</b> Point of View, T148–T149 <b>Vocabulary Strategy</b> Synonyms, T152–T153 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Pronoun-Verb Agreement, T160 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “Frederick Douglass: Freedom’s Voice,” T144–T145 <b>Strategy</b> Summarize, T146–T147 <b>Skill</b> Author’s Point of View, T148–T149 <b>Vocabulary Strategy</b> Prefixes and Suffixes, T152–T153 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Pronoun-Verb Agreement, T160 <b>Build Vocabulary</b> T164	
	GRADE 5	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Fictional Narrative: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Fictional Narrative: Discuss the Edited Model, T348	<b>Genre</b> Historical Fiction, T150–T151 <b>Genre Writing</b> Fictional Narrative: Proofread/Edit, T348 <b>Spelling</b> Words with /ü/, /û/, and /û/, T162	<b>Genre</b> Biography, T150–T151 <b>Genre Writing</b> Fictional Narrative: Proofread/Edit, T348 <b>Spelling</b> Homographs, T162	
OPTIONS			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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>The Moon Over Star</i>, T153A–T153R</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p>	<p><b>Close Reading</b> <i>Rosa</i>, T153A–T153R</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “3 ... 2 ... 1 We Have Spin-Off!” T153S–T153V</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Our Voices, Our Votes,” T153S–T153V</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>- Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Words with /ü/, /ú/, and /û/, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Homographs, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Words with /ü/, /ú/, and /û/</p> <p>-Consonant + /e Syllables</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Fictional Narrative: Publish, T348</p> <p><b>Spelling</b> Words with /ü/, /ú/, and /û/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Homographs</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Fictional Narrative: Publish, T348</p> <p><b>Spelling</b> Homographs, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Moon Over Star</i>, T153A–T153R</p> <p><b>Genre Writing</b> Fictional Narrative: Evaluate, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Spelling</b> Words with /ü/, /ú/, and /û/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Rosa</i>, T153A–T153R</p> <p><b>Genre Writing</b> Fictional Narrative: Evaluate, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Spelling</b> Homographs, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Fictional Narrative: Conference with Students, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Fictional Narrative: Conference with Students, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Build Vocabulary</b> 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 4 WEEK 4

		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	GRADE 4	GRADE 5
	ON LEVEL	GRADE 4	GRADE 5	GRADE 4	GRADE 5
CORE	<p><b>Comprehension</b> RI.4.1, RI.4.5</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.2a, W.4.9b, W.4.10</p> <p><b>Grammar</b> L.4.1g</p> <p><b>Vocabulary</b> L.4.4a, L.4.6</p> <p><b>Foundational Skills/Word Work</b> RF.4.4a, RF.4.4b, RF.4.4c, RF.4.5b</p>	<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Wonders of the Night Sky,” T208-T209</p> <p><b>Grammar</b> Possessive Pronouns, T224</p> <p><b>Spelling</b> Diphthongs /oi/ and /ou/, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Power from Nature,” T208-T209</p> <p><b>Grammar</b> Possessive Pronouns, T224</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Wonders of the Night Sky,” T208-T209</p> <p><b>Strategy</b> Ask and Answer Questions, T210-T211</p> <p><b>Skill</b> Cause and Effect, T212-T213</p> <p><b>Vocabulary Strategy</b> Context Clues, T216-T217</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Possessive Pronouns, T224</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Power from Nature,” T208-T209</p> <p><b>Strategy</b> Summarize, T210-T211</p> <p><b>Skill</b> Author’s Point of View, T212-T213</p> <p><b>Vocabulary Strategy</b> Context Clues, T216-T217</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Possessive Pronouns, T224</p> <p><b>Build Vocabulary</b> T228</p>
	OPTIONS	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Poetry: Read Like a Writer, T350</p>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Poetry: Read Like a Writer, T350</p>	<p><b>Genre</b> Expository Text, T214-T215</p> <p><b>Genre Writing</b> Poetry: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Diphthongs /oi/ and /ou/, T226</p>	<p><b>Genre</b> Expository Text, T214-T215</p> <p><b>Genre Writing</b> Poetry: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T226</p>
	<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 4 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Why Does the Moon Change Shape?</i>, T217A–T217P</p> <p><b>Grammar</b> Possessive Pronouns, T225</p>	<p><b>Close Reading</b> <i>One Well</i>, T217A–T217R</p> <p><b>Grammar</b> Possessive Pronouns, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “How It Came to Be,” T217Q–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Dirt on Dirt,” T217S–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Diphthongs /oi/ and /ou/, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Diphthongs /oi/ and /ou/</p> <p>-Greek and Latin Roots</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing Poetry:</b> Prewrite, T351</p> <p><b>Spelling</b> Diphthongs /oi/ and /ou/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Words with /chər/ and /zhər/</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing Poetry:</b> Prewrite, T351</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Why Does the Moon Change Shape?</i>, T217A–T217P</p> <p><b>Genre Writing Poetry:</b> Teach the Prewrite Miniesson, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Spelling</b> Diphthongs /oi/ and /ou/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>One Well</i>, T217A–T217R</p> <p><b>Genre Writing Poetry:</b> Teach the Prewrite Miniesson, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing Poetry:</b> Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing Poetry:</b> Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Build Vocabulary</b> T229</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 4 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> “Swimming to the Rock,” “The Moondust Footprint,” T281A–T281D</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p>	<p><b>Close Reading</b> “Words Free as Confetti” and “Dreams,” T281A–T281D</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Genius,” “Winner,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “A Story of How a Wall Stands,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Variant Vowel /ô/, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffixes <i>-ance</i> or <i>-ence</i>, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Variant Vowel /ô/</p> <p>-Frequently Confused Words</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing Poetry:</b> Revise, T353</p> <p><b>Spelling</b> Variant Vowel /ô/, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Suffixes <i>-ance</i> and <i>-ence</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing Poetry:</b> Revise, T353</p> <p><b>Spelling</b> Suffixes <i>-ance</i> or <i>-ence</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “Swimming to the Rock,” “The Moondust Footprint,” T281A–T281D</p> <p><b>Genre Writing Poetry:</b> Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p> <p><b>Spelling</b> Variant Vowel /ô/, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “Words Free as Confetti” and “Dreams,” T281A–T281D</p> <p><b>Genre Writing Poetry:</b> Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p> <p><b>Spelling</b> Suffixes <i>-ance</i> or <i>-ence</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing Poetry:</b> Peer Conferences, T353</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing Poetry:</b> Peer Conferences, T353</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p> <p><b>Build Vocabulary</b> T293</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 5 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 4	GRADE 5	GRADE 4	GRADE 5
CORE	GRADE 4	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “Sadie’s Game,” T16–T17 <b>Grammar</b> Adjectives, T32 <b>Spelling</b> Closed Syllables, T34 <b>Build Vocabulary</b> T36	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “Miguel in the Middle,” T16–T17 <b>Grammar</b> Independent and Dependent Clauses, T32 <b>Spelling</b> Words with Suffixes, T34 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “Sadie’s Game,” T16–T17 <b>Strategy</b> Visualize, T18–T19 <b>Skill</b> Character, Setting, Plot: Problem and Solution, T20–T21 <b>Vocabulary Strategy</b> Figurative Language, T24–T25 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Adjectives, T32 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “Miguel in the Middle,” T16–T17 <b>Strategy</b> Make Predictions, T18–T19 <b>Skill</b> Character, Setting, Plot: Compare and Contrast Settings, T20–T21 <b>Vocabulary Strategy</b> Context Clues: Comparison, T24–T25 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Independent and Dependent Clauses, T32 <b>Build Vocabulary</b> T36
	GRADE 5	<b>Listening Comprehension</b> RL.5.1, RL.5.3 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.1a, W.5.9a, W.5.10 <b>Grammar</b> L.3.1i, L.5.1a <b>Vocabulary</b> L.5.4a, L.5.6, RL.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Expository Letter: Read Like A Writer, T344	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Informational Article: Read Like a Writer, T344	<b>Genre</b> Realistic Fiction, T22–T23 <b>Genre Writing</b> Expository Letter: Discuss the Expert Model, T344 <b>Spelling</b> Closed Syllables, T34
OPTIONS					
		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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Mama, I'll Give You the World,</i> T25A–T25R</p> <p><b>Grammar</b> Adjectives, T33</p>	<p><b>Close Reading</b> <i>Ida B...</i>, T25A–T25N</p> <p><b>Grammar</b> Independent and Dependent Clauses, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “What If It Happened to You?,” T25S–T25V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “A Dusty Ride,” T25O–T25R</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Closed Syllables, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Words with Suffixes, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Closed Syllables</p> <p>-Latin Prefixes</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Expository Letter: Prewrite, T345</p> <p><b>Spelling</b> Closed Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Suffixes</p> <p><b>Write About the Text and Write to a Prompt</b> T30</p> <p><b>Genre Writing</b> Informational Article: Prewrite, T345</p> <p><b>Spelling</b> Words with Suffixes, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Mama, I'll Give You the World,</i> T25A–T25R</p> <p><b>Genre Writing</b> Expository Letter: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Adjectives, T33</p> <p><b>Spelling</b> Closed Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Ida B...</i>, T25A–T25N</p> <p><b>Genre Writing</b> Informational Article: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Independent and Dependent Clauses, T33</p> <p><b>Spelling</b> Words with Suffixes, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Expository Letter: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Adjectives, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Informational Article: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Independent and Dependent Clauses, T33</p> <p><b>Build Vocabulary</b> 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 5 WEEK 2

		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
CORE		<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “My Big Brother, Johnny Kaw,” T80–T81</p> <p><b>Grammar</b> Articles, T96</p> <p><b>Spelling</b> Open Syllables, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The Day the Rollets Got Their Moxie Back,” T80–T81</p> <p><b>Grammar</b> Complex Sentences, T96</p> <p><b>Spelling</b> Homophones, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “My Big Brother, Johnny Kaw,” T80–T81</p> <p><b>Strategy</b> Visualize, T82–T83</p> <p><b>Skill</b> Character, Setting, Plot: Cause and Effect, T84–T85</p> <p><b>Vocabulary Strategy</b> Homographs, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Articles, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The Day the Rollets Got Their Moxie Back,” T80–T81</p> <p><b>Strategy</b> Make Predictions, T82–T83</p> <p><b>Skill</b> Character, Setting, Plot: Compare and Contrast Characters, T84–T85</p> <p><b>Vocabulary Strategy</b> Idioms, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Complex Sentences, T96</p> <p><b>Build Vocabulary</b> T100</p>
	OPTIONS	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Expository Letter: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Informational Article: Draft, T346</p>	<p><b>Genre</b> Tall Tale, T86–T87</p> <p><b>Genre Writing</b> Expository Letter: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Open Syllables, T98</p>	<p><b>Genre</b> Historical Fiction, T86–T87</p> <p><b>Genre Writing</b> Informational Article: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Homophones, T98</p>
		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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Apples to Oregon</i>, T89A–T89R</p> <p><b>Grammar</b> Mechanics and Usage, T97</p>	<p><b>Close Reading</b> <i>Bud, Not Buddy</i>, T89A–T89P</p> <p><b>Grammar</b> Complex Sentences, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Westward Bound: Settling the American West,” T89S–T89V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Musical Impressions of the Great Depression,” T89Q–T89T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Open Syllables, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Homophones, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Open Syllables</p> <p>-Irregular Plurals</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Expository Letter: Revise, T347</p> <p><b>Spelling</b> Open Syllables, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Homophones</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Informational Article: Revise, T347</p> <p><b>Spelling</b> Homophones, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Apples to Oregon</i>, T89A–T89R</p> <p><b>Genre Writing</b> Expository Letter: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Articles, T97</p> <p><b>Spelling</b> Open Syllables, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Bud, Not Buddy</i>, T89A–T89P</p> <p><b>Genre Writing</b> Informational Article: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Complex Sentences, T97</p> <p><b>Spelling</b> Homophones, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Expository Letter: Peer Conferences T347</p> <p><b>Grammar</b> Articles, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Informational Article: Peer Conference, T347</p> <p><b>Grammar</b> Complex Sentences, T97</p> <p><b>Build Vocabulary</b> T101</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 5 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 4		GRADE 4	GRADE 5	GRADE 4	GRADE 5
CORE	Comprehension RI.4.1, RI.4.3, RI.4.5	Introduce the Concept T138–T139	Introduce the Concept T138–139	Close Reading “Stephanie Kwolek: Inventor,” T144–T145	Close Reading “Forests on Fire,” T144–T145
	Listening/Speaking SL.4.1b, SL.4.1d, SL.4.2, SL.4.3	Vocabulary T142–T143	Vocabulary T142–T143	Strategy Summarize, T146–T147	Strategy Ask and Answer Questions, T146–T147
OPTIONS	Writing W.4.9b, W.4.10	Close Reading “Stephanie Kwolek: Inventor,” T144–T145	Close Reading “Forests on Fire,” T144–T145	Skill Text Structure: Problem and Solution, T148–T149	Skill Text Structure: Compare and Contrast, T148–T149
	Grammar L.3.1g	Grammar Adjectives that Compare, T160	Grammar Adjectives, T160	Vocabulary Strategy Greek Roots, T152–T153	Vocabulary Strategy Context Clues, T152–T153
Vocabulary L.4.6, RI.4.4, L.4.5c		Spelling Vowel Teams, T162	Spelling Prefixes, T162	Write About the Text Model Note-Taking and Write to a Prompt, T156–T157	Write About the Text Model Note Taking and Write to a Prompt, T156–T157
Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c		Build Vocabulary T164	Build Vocabulary T164	Grammar Adjectives that Compare, T160	Grammar Adjectives, T160
GRADE 5				Build Vocabulary T164	Build Vocabulary T164
Comprehension RI.5.1, RI.5.3, RI.5.5		Listening Comprehension T140–T141	Listening Comprehension T140–T141	Genre Biography, T150–T151	Genre Expository Text, T150–T151
Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3		Write About the Text Writing Fluency, T156	Write About the Text Writing Fluency, T156	Genre Writing Expository Letter: Proofread/Edit, T348	Genre Writing Informational Article: Proofread/Edit, T348
Writing W.5.2a, W.5.9b, W.5.10		Genre Writing Expository Letter: Discuss the Edited Model, T348	Genre Writing Informational Article: Discuss the Edited Model, T348	Spelling Vowel Teams, T162	Spelling Prefixes, T162
Grammar L.3.1a, L.5.2d					
Vocabulary L.5.4a, L.5.6, RI.5.4					
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c					
		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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>How Ben Franklin Stole the Lightning</i>, T153A–T153R</p> <p><b>Grammar</b> Adjectives that Compare, T161</p>	<p><b>Close Reading</b> <i>Global Warming</i>, T153A–T153P</p> <p><b>Grammar</b> Adjectives, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Energy Is Everywhere!,” T153S–T153V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “When Volcanoes Erupt,” T153Q–T153T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Vowel Teams, T165</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Prefixes, T165</p>
OPTIONS	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Vowel Teams</p> <p>-Greek and Latin Roots</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Expository Letter: Publish, T348</p> <p><b>Spelling</b> Vowel Teams, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Prefixes</p> <p><b>Write About the Text and Write to a Prompt</b> T158</p> <p><b>Genre Writing</b> Informational Article: Publish, T348</p> <p><b>Spelling</b> Prefixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>How Ben Franklin Stole the Lightning</i>, T153A–T153R</p> <p><b>Genre Writing</b> Expository Letter: Evaluate, T349</p> <p><b>Grammar</b> Adjectives that Compare, T161</p> <p><b>Spelling</b> Vowel Teams, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Global Warming</i>, T153A–T153P</p> <p><b>Genre Writing</b> Informational Article: Evaluate, T349</p> <p><b>Grammar</b> Adjectives, T161</p> <p><b>Spelling</b> Prefixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Expository Letter: Conference with Students, T349</p> <p><b>Grammar</b> Adjectives that Compare, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Informational Article: Conference with Students, T349</p> <p><b>Grammar</b> Adjectives, T161</p> <p><b>Build Vocabulary</b> 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 5 WEEK 4

		DAY 1		DAY 2		
<b>CALIFORNIA STANDARDS</b>						
<b>GRADE 4</b>		<b>GRADE 4</b>		<b>GRADE 4</b>		
<p><b>Comprehension</b> RI.4.1, RI.4.5</p> <p><b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3</p> <p><b>Writing</b> W.4.1a, W.4.9b, W.4.10</p> <p><b>Grammar</b> L.4.2c</p> <p><b>Vocabulary</b> L.4.5c, L.4.6</p> <p><b>Skills/Word Work</b> RF.4.3a, RF.4.4b, RF.4.4c</p>		<b>CORE</b>	<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Your World Up Close,” T208-T209</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T224</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Changing Views of Earth,” T208-T209</p> <p><b>Grammar</b> Adjectives That Compare, T224</p> <p><b>Spelling</b> Suffixes <i>-less</i> and <i>-ness</i>, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Your World Up Close,” T208-T209</p> <p><b>Strategy</b> Summarize, T210-T211</p> <p><b>Skill</b> Text Structure: Sentence, T212-T213</p> <p><b>Vocabulary Strategy</b> Context Clues, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T224</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Changing Views of Earth,” T208-T209</p> <p><b>Strategy</b> Ask and Answer Questions, T210-T211</p> <p><b>Skill</b> Cause and Effect, T212-T213</p> <p><b>Vocabulary Strategy</b> Greek Roots, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Adjectives That Compare, T224</p> <p><b>Build Vocabulary</b> T228</p>
<b>GRADE 5</b>		<b>GRADE 5</b>		<b>GRADE 5</b>		
<p><b>Comprehension</b> RI.5.1, RI.5.3, RI.5.5</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.2b, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.3.1g</p> <p><b>Vocabulary</b> L.5.4b, L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>		<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Research Paper: Read Like A Writer, T350</p>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Research Report: Read Like a Writer, T350</p>	<p><b>Genre</b> Expository Text, T214-T215</p> <p><b>Genre Writing</b> Research Paper: Discuss the Expert Model, T350</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T226</p>	<p><b>Genre</b> Expository Text, T214-T215</p> <p><b>Genre Writing</b> Research Report: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Suffixes <i>-less</i> and <i>-ness</i>, T226</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>		
		<b>GRADE 4</b>		<b>GRADE 4</b>		
		<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>	
		<b>GRADE 5</b>		<b>GRADE 5</b>		

GRADES 4–5 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>A Drop of Water</i>, T217A–T217T</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T225</p>	<p><b>Close Reading</b> <i>When is a Planet Not a Planet?</i>, T217A–T217R</p> <p><b>Grammar</b> Adjectives That Compare, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Incredible Shrinking Potion,” T217U–T217X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “New Moon,” T217S–T217T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Suffixes <i>-less</i> and <i>-ness</i>, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-<i>r</i>-Controlled Words</p> <p>-Frequently Misspelled Words</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Research Paper: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Suffixes <i>-less</i> and <i>-ness</i></p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Research Report: Prewrite, T351</p> <p><b>Spelling</b> Suffixes <i>-less</i> and <i>-ness</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>A Drop of Water</i>, T217A–T217T</p> <p><b>Genre Writing</b> Research Paper: Teach The Prewrite Minilesson, T351</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>When is a Planet Not a Planet?</i>, T217A–T217R</p> <p><b>Genre Writing</b> Research Report: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Adjectives That Compare, T225</p> <p><b>Spelling</b> Suffixes <i>-less</i> and <i>-ness</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Research Paper: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Research Report: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Adjectives That Compare, T225</p> <p><b>Build Vocabulary</b> T229</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 5 WEEK 5

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 4	GRADE 5	GRADE 4	GRADE 5	
CORE	GRADE 4	<b>Comprehension</b> RI.4.2, RI.4.5 <b>Listening/Speaking</b> SL.4.1a, SL.4.2 <b>Writing</b> W.4.9b, W.4.10 <b>Grammar</b> L.4.2c <b>Vocabulary</b> L.4.5b, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “Where It All Began,” T272–T273 <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i> , T288 <b>Spelling</b> Consonant and <i>le</i> Syllables, T290 <b>Build Vocabulary</b> T292	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “Should Plants and Animals from Other Places Live Here?,” T272–T273 <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i> , T288 <b>Spelling</b> Suffix <i>-ion</i> , T290 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “Where It All Began,” T272–T273 <b>Strategy</b> Summarize, T274–T275 <b>Skill</b> Sequence, T276–T277 <b>Vocabulary Strategy</b> Figurative Language, T280–T281 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i> , T288 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “Should Plants and Animals from Other Places Live Here?,” T272–T273 <b>Strategy</b> Ask and Answer Questions, T274–T275 <b>Skill</b> Author’s Point of View, T276–T277 <b>Vocabulary Strategy</b> Root Words, T280–T281 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i> , T288 <b>Build Vocabulary</b> T292
	OPTIONS		<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Research Report: Draft, T352	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Research Report: Draft, T352	<b>Genre</b> Informational Article, T278–T279 <b>Genre Writing</b> Research Report: Teach the Draft Minilesson, T352 <b>Spelling</b> Consonant and <i>le</i> Syllables, T290	<b>Genre</b> Persuasive Article, T278–T279 <b>Genre Writing</b> Research Report: Teach the Draft Minilesson, T352 <b>Spelling</b> 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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> "Rediscovering Our Spanish Beginnings," T281A–T281D</p> <p><b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i>, T289</p>	<p><b>Close Reading</b> <i>The Case of the Missing Bees</i>, T281A–T281D</p> <p><b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i>, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> "History's Mysteries," T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> "Busy, Beneficial Bees," T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffix <i>-ion</i>, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Consonant + <i>le</i> Syllables</p> <p>-Latin Suffixes</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Research Report: Teach the Revise Minilesson, T353</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Words with <i>-ion</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Research Report: Revise, T353</p> <p><b>Spelling</b> Suffix <i>-ion</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> "Rediscovering Our Spanish Beginnings," T281A–T281D</p> <p><b>Genre Writing</b> Research Report: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i>, T289</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>The Case of the Missing Bees</i>, T281A–T281D</p> <p><b>Genre Writing</b> Research Report: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i>, T289</p> <p><b>Spelling</b> Suffix <i>-ion</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Research Report: Peer Conferences, T353</p> <p><b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i>, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Research Report: Peer Conferences, T353</p> <p><b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i>, T289</p> <p><b>Build Vocabulary</b> T293</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 6 WEEK 1

		DAY 1		DAY 2					
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 4</b></p> <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>Vocabulary L.4.4a, L.4.6</p> <p>Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c</p> <p><b>GRADE 5</b></p> <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>Vocabulary L.5.5c, L.5.6, RL.5.4</p> <p>Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>									
	<b>CORE</b>	<b>GRADE 4</b>	<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 /ən/, T34</p> <p>Build Vocabulary T36</p>	<b>GRADE 5</b>	<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>	<b>GRADE 4</b>	<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>	<b>GRADE 5</b>	<p>Close Reading “Shipped Out,” T16–T17</p> <p>Strategy Summarize, T18–T19</p> <p>Skill Theme, T20–T21</p> <p>Vocabulary Strategy Homophones, 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>
		<b>OPTIONS</b>	<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>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 /ən/, 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>			
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>					
	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 4</b>	<b>GRADE 5</b>					
	<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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>The Game of Silence</i>, T25A–T25N</p> <p><b>Grammar</b> Adverbs, T33</p>	<p><b>Close Reading</b> <i>The Unbreakable Code</i>, T25A–T25P</p> <p><b>Grammar</b> Adverbs, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Native Americans: Yesterday and Today,” T25O–T25R</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Allies in Action,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Words with /ən/, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Words with Greek Roots, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Words with /ən/</p> <p>-Number Prefixes</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing Book</b> Review: Prewrite, T345</p> <p><b>Spelling</b> Words with /ən/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Words with Greek Roots</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing Book</b> Review: Prewrite, T345</p> <p><b>Spelling</b> Words with Greek Roots, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Game of Silence</i>, T25A–T25N</p> <p><b>Genre Writing Book</b> Review: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Spelling</b> Words with /ən/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Unbreakable Code</i>, T25A–T25P</p> <p><b>Genre Writing Book</b> Review: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Spelling</b> Words with Greek Roots, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing Book</b> Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing Book</b> Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Build Vocabulary</b> 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 6 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 4	GRADE 5	GRADE 4	GRADE 5
CORE	GRADE 4	<b>Introduce the Concept</b> T74-T75 <b>Vocabulary</b> T78-T79 <b>Close Reading</b> “Freedom at Fort Mose,” T80-T81 <b>Grammar</b> Comparing with Adverbs, T96 <b>Spelling Homophones</b> , T98 <b>Build Vocabulary</b> T100	<b>Introduce the Concept</b> T74-T75 <b>Vocabulary</b> Words in Context, T78-T79 <b>Close Reading</b> “The Bully,” T80-T81 <b>Grammar</b> Adverbs That Compare, T96 <b>Spelling</b> Words with Latin Roots, T98 <b>Build Vocabulary</b> T100	<b>Close Reading</b> “Freedom at Fort Mose,” T80-T81 <b>Strategy</b> Reread, T82-T83 <b>Skill</b> Theme, T84-T85 <b>Vocabulary Strategy</b> Homophones, T88-T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92-T93 <b>Grammar</b> Comparing with Adverbs, T96 <b>Build Vocabulary</b> T100	<b>Close Reading</b> “The Bully,” T80-T81 <b>Strategy</b> Summarize, T82-T83 <b>Skill</b> Theme, T84-T85 <b>Vocabulary Strategy</b> Connotation and Denotation, T88-T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92-T93 <b>Grammar</b> Adverbs That Compare, T96 <b>Build Vocabulary</b> T100
	GRADE 5	<b>Listening Comprehension</b> RL.5.1, RL.5.2 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.1a, W.5.9a, W.5.10 <b>Grammar</b> L.3.1g <b>Vocabulary</b> L.5.4c, L.5.5c, L.5.6, RL.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Listening Comprehension</b> T76-T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre Writing</b> Book Review: Draft, T346	<b>Genre</b> Historical Fiction, T86-T87 <b>Genre Writing</b> Book Review: Teach the Draft Minilesson, T346 <b>Spelling</b> Homophones, T98	<b>Genre</b> Realistic Fiction, T86-T87 <b>Genre Writing</b> Book Review: Teach the Draft Minilesson, T346 <b>Spelling</b> Words with Latin Roots, T98
OPTIONS	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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Valley of the Moon</i>, T89A–T89P</p> <p><b>Grammar</b> Comparing with Adverbs, T97</p>	<p><b>Close Reading</b> <i>The Friend Who Changed My Life</i>, T89A–T89N</p> <p><b>Grammar</b> Adverbs That Compare, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “One Nation, Many Cultures,” T89Q–T89T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Choose Your Strategy: A Guide to Getting Along,” T89O–T89R</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Homophones, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Words with Latin Roots, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Homophones</p> <p>-Latin Suffixes</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing Book</b> Review: Revise, T347</p> <p><b>Spelling</b> Homophones, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Words with Latin Roots</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing Book</b> Review: Revise, T347</p> <p><b>Spelling</b> Words with Latin Roots, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Valley of the Moon</i>, T89A–T89P</p> <p><b>Genre Writing Book</b> Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Comparing with Adverbs, T97</p> <p><b>Spelling</b> Homophones, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>The Friend Who Changed My Life</i>, T89A–T89N</p> <p><b>Genre Writing Book</b> Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Adverbs That Compare, T97</p> <p><b>Spelling</b> Words with Latin Roots, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing Book</b> Review: Peer Conferences, T347</p> <p><b>Grammar</b> Comparing with Adverbs, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing Book</b> Review: Peer Conferences, T347</p> <p><b>Grammar</b> Adverbs That Compare, T97</p> <p><b>Build Vocabulary</b> T101</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 6 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 4	GRADE 5	GRADE 4	GRADE 5
<b>CORE</b>	<b>GRADE 4</b>	<b>Introduce the Concept</b> T138–T139 <b>Vocabulary</b> Words in Context, T142–T143 <b>Close Reading</b> “The Great Energy Debate,” T144–T145 <b>Grammar</b> Negatives, T160 <b>Spelling</b> Prefixes, T162 <b>Build Vocabulary</b> T164	<b>Introduce the Concept</b> T138–139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “Mysterious Oceans,” T144–T145 <b>Grammar</b> Negatives, T160 <b>Spelling</b> Words from Mythology, T162 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “The Great Energy Debate,” T144–T145 <b>Strategy</b> Ask and Answer Questions, T146–T147 <b>Skill</b> Main Idea and Key Details, T148–T149 <b>Vocabulary Strategy</b> Latin and Greek Prefixes, T152–T153 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Negatives, T160 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “Mysterious Oceans,” T144–T145 <b>Strategy</b> Ask and Answer Questions, T146–T147 <b>Skill</b> Text Structure: Cause and Effect, T148–T149 <b>Vocabulary Strategy</b> Context Clues, T152–T153 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Negatives, T160 <b>Build Vocabulary</b> T164
	<b>OPTIONS</b>	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Book Review: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Book Review: Discuss the Edited Model, T348	<b>Genre</b> Narrative Nonfiction, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> Prefixes, T162	<b>Genre</b> Expository Text, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> Words from Mythology, 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
CALIFORNIA STANDARDS					
<b>GRADE 4</b>					
<b>Comprehension</b> RI.4.1, RI.4.2, RI.4.3 <b>Listening/Speaking</b> SL.4.1b, SL.4.1d, SL.4.2, SL.4.3 <b>Writing</b> W.4.3d, W.4.9b, W.4.10 <b>Grammar</b> L.3.1e <b>Vocabulary</b> L.4.4b, L.4.6 <b>Foundational Skills/Word Work</b> RF.4.4a, RF.4.4b, RF.4.4c					
<b>GRADE 5</b>					
<b>Comprehension</b> RI.5.1, RI.5.3, RI.5.5 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.2b, W.5.9b, W.5.10 <b>Grammar</b> L.5.1 <b>Vocabulary</b> L.5.4a, L.5.6, RI.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c					

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>Energy Island</i>, T153A–T153T</p> <p><b>Grammar</b> Negatives, T161</p>	<p><b>Close Reading</b> “Survival at 40 Below,” T153A–T153R</p> <p><b>Grammar</b> Negatives, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Of Fire and Water,” T153U–T153X</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Why the Evergreen Trees Never Lose Their Leaves,” T153S–T153V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Prefixes, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Words from Mythology, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Prefixes</p> <p>-Words from Mythology</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing Book</b> Review: Publish, T348</p> <p><b>Spelling</b> Prefixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Words from Mythology</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing Book</b> Review: Publish, T348</p> <p><b>Spelling</b> Words from Mythology, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Energy Island</i>, T153A–T153T</p> <p><b>Genre Writing Book</b> Review: Evaluate, T349</p> <p><b>Grammar</b> Negatives, T161</p> <p><b>Spelling</b> Prefixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> “Survival at 40 Below,” T153A–T153R</p> <p><b>Genre Writing Book</b> Review: Evaluate, T349</p> <p><b>Grammar</b> Negatives, T161</p> <p><b>Spelling</b> Words from Mythology, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing Book</b> Review: Conference with Students, T349</p> <p><b>Grammar</b> Negatives, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing Book</b> Review: Conference with Students, T349</p> <p><b>Grammar</b> Negatives, T161</p> <p><b>Build Vocabulary</b> 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 6 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 4	GRADE 5	GRADE 4	GRADE 5
GRADE 4					
CORE	Comprehension RI.4.1, RI.4.2, RI.4.3	<b>Introduce the Concept</b> T202-T203	<b>Introduce the Concept</b> T202-T203	<b>Close Reading</b> “The History of Money,” T208-T209	<b>Close Reading</b> “Words to Save the World,” T208-T209
	Listening/Speaking SL.4.1c, SL.4.2	<b>Vocabulary</b> T206-T207	<b>Vocabulary</b> T206-T207	<b>Strategy</b> Ask and Answer Questions, T210-T211	<b>Strategy</b> Ask and Answer Questions, T210-T211
OPTIONS	Writing W.4.2d, W.4.9B, W.4.10	<b>Close Reading</b> “The History of Money,” T208-T209	<b>Close Reading</b> “Words to Save the World,” T208-T209	<b>Skill</b> Main Idea and Key Details, T212-T213	<b>Skill</b> Text Structure: Problem and Solution, T212-T213
	Grammar L.4.1e, L.4.2b	<b>Grammar</b> Prepositions, T224	<b>Grammar</b> Sentence Combining, T224	<b>Vocabulary Strategy</b> Proverbs and Adages, T216-T217	<b>Vocabulary Strategy</b> Synonyms and Antonyms, T216-T217
CORE	Vocabulary L.4.4c, L.4.5b, L.4.6	<b>Spelling</b> Suffixes, T226	<b>Spelling</b> Number Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>cent-</i> , T226	<b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221	<b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221
	Foundational Skills/Word Work RF.4.3a, RF.4.4a, RF.4.4b, RF.4.4c, L.4.4b	<b>Build Vocabulary</b> T228	<b>Build Vocabulary</b> T228	<b>Grammar</b> Prepositions, T224	<b>Grammar</b> Sentence Combining, T224
CORE	GRADE 5			<b>Build Vocabulary</b> T228	<b>Build Vocabulary</b> T228
	Comprehension RI.5.1, RI.5.3, RI.5.5	<b>Listening Comprehension</b> T204-T205	<b>Listening Comprehension</b> T204-T205	<b>Genre</b> Expository Text, T214-T215	<b>Genre</b> Informational Text, T214-T215
OPTIONS	Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	<b>Write About the Text</b> Writing Fluency, T220	<b>Write About the Text</b> Writing Fluency, T220	<b>Genre Writing</b> Opinion Essay: Discuss the Expert Model, T350	<b>Genre Writing</b> Opinion Letter: Discuss the Expert Model, T350
	Writing W.5.1a, W.5.9b, W.5.10	<b>Genre Writing</b> Opinion Essay: Read Like a Writer, T350	<b>Genre Writing</b> Opinion Letter: Read Like a Writer, T350	<b>Spelling</b> Suffixes, T226	<b>Spelling</b> Number Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>cent-</i> , T226
CORE	Grammar L.5.1e, L.5.2a, L.5.3a				
	Vocabulary L.5.5c, L.5.6, RI.5.4				
OPTIONS	Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c				

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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> <i>The Big Picture of Economics</i>, T217A–T217L</p> <p><b>Grammar</b> Prepositions, T225</p>	<p><b>Close Reading</b> <i>Planting the Trees of Kenya</i>, T217A–T217N</p> <p><b>Grammar</b> Sentence Combining, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Miller’s Good Luck,” T217M–T217N</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Park Project,” T217O–T217P</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Suffixes, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Number Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>cent-</i>, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Suffixes</p> <p>-Greek and Latin Roots</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Opinion Essay: Prewrite, T351</p> <p><b>Spelling</b> Suffixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Number Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>cent-</i></p> <p><b>Write About the Text and Write to a Prompt</b> T222</p> <p><b>Genre Writing</b> Opinion Letter: Prewrite, T351</p> <p><b>Spelling</b> Number Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>cent-</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>The Big Picture of Economics</i>, T217A–T217L</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Prewrite Miniesson, T351</p> <p><b>Grammar</b> Prepositions, T225</p> <p><b>Spelling</b> Suffixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Planting the Trees of Kenya</i>, T217A–T217N</p> <p><b>Genre Writing</b> Opinion Letter: Teach the Prewrite Miniesson, T351</p> <p><b>Grammar</b> Sentence Combining, T225</p> <p><b>Spelling</b> Number Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>cent-</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Opinion Essay: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Prepositions, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Opinion Letter: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Sentence Combining, T225</p> <p><b>Build Vocabulary</b> T229</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 6 WEEK 5

		DAY 1		DAY 2	
		GRADE 4	GRADE 5	GRADE 4	GRADE 5
CORE	GRADE 4	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “Climbing Blue Hill,” “My Name is Ivy,” and “Collage,” T272–T273 <b>Grammar</b> Using Prepositions, T288 <b>Spelling</b> Prefixes and Suffixes, T290 <b>Build Vocabulary</b> T292	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “To Travel!” and “Wild Blossoms,” T272–T273 <b>Grammar</b> Prepositional Phrases, T288 <b>Spelling</b> Words with Suffixes <i>-ible</i> or <i>-able</i> , T290 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “Climbing Blue Hill,” “My Name is Ivy,” and “Collage,” T272–T273 <b>Skill</b> Theme, T276–T277 <b>Literary Elements</b> T278–T279 <b>Vocabulary Strategy</b> Figurative Language, T280–T281 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Using Prepositions, T288 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “To Travel!” and “Wild Blossoms,” T272–T273 <b>Skill</b> Point of View, T276–T277 <b>Literary Elements</b> Assonance and Consonance, T278–T279 <b>Vocabulary Strategy</b> Personification, T280–T281 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Prepositional Phrases, T288 <b>Build Vocabulary</b> T292
	GRADE 5	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Opinion Essay: Draft, T352	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Opinion Letter: Draft, T352	<b>Genre</b> Free Verse Poetry, T274–T275 <b>Genre Writing</b> Opinion Essay: Teach the Draft Minilesson, T352 <b>Spelling</b> Prefixes and Suffixes, T290	<b>Genre</b> Lyric Poem and Narrative Poem, T274–T275 <b>Genre Writing</b> Opinion Letter: Teach the Draft Minilesson, T352 <b>Spelling</b> Words with Suffixes <i>-ible</i> and <i>-able</i> , T290
OPTIONS	GRADE 4	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension
	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	
CORE	GRADE 4	GRADE 5	GRADE 4	GRADE 5	GRADE 4	GRADE 5	
		<p><b>Close Reading</b> “The Drum,” “Birdfoot’s Grampa,” “My Chinatown,” T281A–T281D</p> <p><b>Grammar</b> Mechanics and Usage, T289</p>	<p><b>Close Reading</b> “You Are My Music” and “You and I,” T281A–T281D</p> <p><b>Grammar</b> Prepositional Phrases, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Growing Up,” “My People,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “A Time to Talk,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Prefixes and Suffixes, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffixes <i>-ible</i> and <i>-able</i>, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Prefixes and Suffixes</p> <p>-Words from Around the World</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Opinion Essay: Revise, T353</p> <p><b>Spelling</b> Prefixes and Suffixes, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Suffixes <i>-ible</i> or <i>-able</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Opinion Letter: Revise, T353</p> <p><b>Spelling</b> Suffixes <i>-ible</i> and <i>-able</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “The Drum,” “Birdfoot’s Grampa,” “My Chinatown,” T281A–T281D</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Using Prepositions, T289</p> <p><b>Spelling</b> Prefixes and Suffixes, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “You Are My Music” and “You and I,” T281A–T281D</p> <p><b>Genre Writing</b> Opinion Letter: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Prepositional Phrases, T289</p> <p><b>Spelling</b> Suffixes <i>-ible</i> and <i>-able</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Opinion Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Using Prepositions, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Opinion Letter: Peer Conferences, T353</p> <p><b>Grammar</b> Prepositional Phrases, T289</p> <p><b>Build Vocabulary</b> T293</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 5–6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 1

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 5</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>CORE</b>		<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “A Fresh Idea,” T16–T17</p> <p><b>Grammar</b> Sentences, T32</p> <p><b>Spelling</b> Short Vowels, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Cow Music,” T16–T17</p> <p><b>Grammar</b> Sentence Types, T32</p> <p><b>Spelling</b> Short Vowels, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “A Fresh Idea,” T16–T17</p> <p><b>Strategy</b> Reread, T18–T19</p> <p><b>Skill</b> Character, Setting, Plot: Sequence, T20–T21</p> <p><b>Vocabulary Strategy</b> Context Clues: Sentence Clues, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Sentences, T32</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>Close Reading</b> “Cow Music,” T16–T17</p> <p><b>Strategy</b> Visualize, T18–T19</p> <p><b>Skill</b> Character, Setting, Plot: Compare and Contrast, T20–T21</p> <p><b>Vocabulary Strategy</b> Context Clues, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Sentence Types, T32</p> <p><b>Build Vocabulary</b> T36</p>
<b>OPTIONS</b>		<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Autobiographical Sketch: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Narrative: Read Like a Writer, T344</p>	<p><b>Genre</b> Realistic Fiction, T22–T23</p> <p><b>Genre Writing</b> Autobiographical Sketch: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Short Vowels, T34</p>	<p><b>Genre</b> Realistic Fiction, T22–T23</p> <p><b>Genre Writing</b> Narrative: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Short Vowels, T34</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
		<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 1 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>One Hen</i>, T25A–T25P</p> <p><b>Grammar</b> Sentences, T33</p>	<p><b>Close Reading</b> <i>Little Blog on the Prairie</i>, T25A–T25P</p> <p><b>Grammar</b> Sentence Types, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Banks: Their Business and Yours,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “The Writing on the Wall,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Short Vowels, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Short Vowels, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Short Vowels</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Autobiographical Sketch: Prewrite, T345</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Short Vowels</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Narrative: Prewrite, T345</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>One Hen</i>, T25A–T25P</p> <p><b>Genre Writing</b> Autobiographical Sketch: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Sentences, T33</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Little Blog on the Prairie</i>, T25A–T25P</p> <p><b>Genre Writing</b> Narrative: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Sentence Types, T33</p> <p><b>Spelling</b> Short Vowels, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Autobiographical Sketch: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Sentences, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Narrative: Choose Your Topic and Plan, T349</p> <p><b>Grammar</b> Sentence Types, T33</p> <p><b>Build Vocabulary</b> 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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 5</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>CORE</b>		<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “Whitewater Adventure,” T80–T81</p> <p><b>Grammar</b> Subjects and Predicates, T96</p> <p><b>Spelling</b> Long Vowels, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “Drumbeat of Freedom,” T80–T81</p> <p><b>Grammar</b> Subjects and Predicates, T96</p> <p><b>Spelling</b> Long Vowels, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “Whitewater Adventure,” T80–T81</p> <p><b>Strategy</b> Reread, T82–T83</p> <p><b>Skill</b> Character, Setting, Plot: Problem and Solution, T84–T85</p> <p><b>Vocabulary Strategy</b> Idioms, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Subjects and Predicates, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “Drumbeat of Freedom,” T80–T81</p> <p><b>Strategy</b> Visualize, T82–T83</p> <p><b>Skill</b> Character, Setting, Plot: Sequence, T84–T85</p> <p><b>Vocabulary Strategy</b> Context Clues, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Subjects and Predicates, T96</p> <p><b>Build Vocabulary</b> T100</p>
<b>OPTIONS</b>		<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Autobiographical Sketch: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Narrative: Draft, T346</p>	<p><b>Genre</b> Realistic Fiction, T86–T87</p> <p><b>Genre Writing</b> Autobiographical Sketch: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Long Vowels, T98</p>	<p><b>Genre</b> Historical Fiction, T86–T87</p> <p><b>Genre Writing</b> Narrative: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Long Vowels, T98</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
		<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 1 WEEK 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Second Day, First Impressions</i>, T89A–T89L</p> <p><b>Grammar</b> Subjects and Predicates, T97</p>	<p><b>Close Reading</b> <i>The Mostly True Adventures of Homer P. Figg</i>, T89A–T89R</p> <p><b>Grammar</b> Subjects and Predicates, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Lost in the Museum Wings,” T89M–T89P</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> T91</p> <p>Close Reading “Enough!,” T89S–T89T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>–Text Connections</p> <p>–Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Long Vowels, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>–Text Connections</p> <p>–Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Long Vowels, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>–Long Vowels</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Autobiographical Sketch: Revise, T347</p> <p><b>Spelling</b> Long Vowels, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>–Long Vowels</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Narrative: Revise, T347</p> <p><b>Spelling</b> Long Vowels, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Second Day, First Impressions</i>, T89A–T89L</p> <p><b>Genre Writing</b> Autobiographical Sketch: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Subjects and Predicates, T97</p> <p><b>Spelling</b> Long Vowels, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>The Mostly True Adventures of Homer P. Figg</i>, T89A–T89R</p> <p><b>Genre Writing</b> Narrative: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Subjects and Predicates, T97</p> <p><b>Spelling</b> T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Autobiographical Sketch: Peer Conferences, T347</p> <p><b>Grammar</b> Subjects and Predicates, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Narrative: Peer Conferences, T347</p> <p><b>Grammar</b> Subjects and Predicates, T97</p> <p><b>Build Vocabulary</b> 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>

## GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 3

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6	
CORE	GRADE 5	<b>Comprehension</b> RI.5.1, RI.5.3 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.2a, W.5.9b, W.5.10 <b>Grammar</b> L.5.1a <b>Vocabulary</b> L.5.5c, L.5.6, RI.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Introduce the Concept</b> T138–T139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “A Life in the Woods,” T144–T145 <b>Grammar</b> Compound Sentences and Conjunctions, T160 <b>Spelling</b> Words with /ū/, /û/, and /ü/, T162 <b>Build Vocabulary</b> T164	<b>Introduce the Concept</b> T138–T139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “The Secret World of Caves,” T144–T145 <b>Grammar</b> Sentence Combining, T160 <b>Spelling</b> Frequently Misspelled Words, T162 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “A Life in the Woods,” T144–T145 <b>Strategy</b> Ask and Answer Questions, T146–T147 <b>Skill</b> Cause and Effect, T148–T149 <b>Vocabulary Strategy</b> Homographs, T152–T153 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Compound Sentences and Conjunctions, T160 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “The Secret World of Caves,” T144–T145 <b>Strategy</b> Reread, T146–T147 <b>Skill</b> Main Idea and Key Details, T148–T149 <b>Vocabulary Strategy</b> Greek Roots, T152–T153 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Sentence Combining, T160 <b>Build Vocabulary</b> T164
	OPTIONS	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Autobiographical Sketch: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Narrative: Discuss the Edited Model, T348	<b>Genre</b> Narrative Nonfiction, T150–T151 <b>Genre Writing</b> Autobiographical Sketch: Proofread/Edit, T348 <b>Spelling</b> Words with /ū/, /û/, and /ü/, T162	<b>Genre</b> Expository Text, T150–T151 <b>Genre Writing</b> Narrative: Proofread/Edit, T348 <b>Spelling</b> 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 1 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Camping with the President</i>, T153A–T153R</p> <p><b>Grammar</b> Compound Sentences and Conjunctions, T161</p>	<p><b>Close Reading</b> <i>Journey Into the Deep</i>, T153A–T153R</p> <p><b>Grammar</b> Sentence Combining, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “A Walk with Teddy,” T153S–T153V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Extreme Exploration: An Interview with Dr. Eva Ramirez–Llodra,” T153S–T153V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Words with /ū/, /ù/, and /ü/, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Frequently Misspelled Words, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Words with /ū/, /ù/, and /ü/</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Autobiographical Sketch: Publish, T348</p> <p><b>Spelling</b> Words with /ū/, /ù/, and /ü/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Frequently Misspelled Words</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Narrative: Publish, T348</p> <p><b>Spelling</b> Frequently Misspelled Words, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Camping with the President</i>, T153A–T153R</p> <p><b>Genre Writing</b> Autobiographical Sketch: Evaluate, T349</p> <p><b>Grammar</b> Compound Sentences and Conjunctions, T161</p> <p><b>Spelling</b> Words with /ū/, /ù/, and /ü/, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Journey Into the Deep</i>, T153A–T153R</p> <p><b>Genre Writing</b> Narrative: Evaluate, T349</p> <p><b>Grammar</b> Sentence Combining, T161</p> <p><b>Spelling</b> Frequently Misspelled Words, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Autobiographical Sketch: Conference with Students, T349</p> <p><b>Grammar</b> Compound Sentences and Conjunctions, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Narrative: Conference with Students, T349</p> <p><b>Grammar</b> Sentence Combining, T161</p> <p><b>Build Vocabulary</b> T165</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 4

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 5</b></p> <p><b>Comprehension</b> RI.5.1, RI.5.3, RI.5.5</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.2c, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.5.1a</p> <p><b>Vocabulary</b> L.5.4b, L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p><b>GRADE 6</b></p> <p><b>Comprehension</b> RI.6.1, RI.6.2</p> <p><b>Listening/Speaking</b> SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p><b>Writing</b> W.6.2a, W.6.9b, W.6.10</p> <p><b>Grammar</b> L.6.3a</p> <p><b>Vocabulary</b> L.6.5a, L.6.6</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4b, RI.6.10</p>	<p><b>CORE</b></p>	<p><b>GRADE 5</b></p> <p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Fantasy Becomes Fact,” T208-T209</p> <p><b>Grammar</b> Complex Sentences, T224</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>GRADE 6</b></p> <p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “The Monster in the Mountain,” T208-T209</p> <p><b>Grammar</b> Complex Sentences, T224</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>GRADE 5</b></p> <p><b>Close Reading</b> “Fantasy Becomes Fact,” T208-T209</p> <p><b>Strategy</b> Ask and Answer Questions, T210-T211</p> <p><b>Skill</b> Text Structure: Sequence, T212-T213</p> <p><b>Vocabulary Strategy</b> T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Complex Sentences, T224</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>GRADE 6</b></p> <p><b>Close Reading</b> “The Monster in the Mountain,” T208-T209</p> <p><b>Strategy</b> Reread, T210-T211</p> <p><b>Skill</b> Main Idea and Key Details, T212-T213</p> <p><b>Vocabulary Strategy</b> Metaphor and Simile, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Complex Sentences, T224</p> <p><b>Build Vocabulary</b> T228</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Personal Narrative: Read Like a Writer, T350</p>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Narrative: Read Like a Writer, T350</p>	<p><b>Genre</b> Biography, T214-T215</p> <p><b>Genre Writing</b> Personal Narrative: Discuss the Expert Model, T350</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T226</p>
		<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>	
		<p><b>GRADE 5</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 5</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 1 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>The Boy Who Invented TV</i>, T217A–T217R</p> <p><b>Grammar</b> Complex Sentences, T225</p>	<p><b>Close Reading</b> <i>Into the Volcano</i>, T217A–T217P</p> <p><b>Grammar</b> Complex Sentences, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Time to Invent,” T217S–T217V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Donna O’Meara: The Volcano Lady,” T217Q–T217T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-<i>r</i>-Controlled Vowels /är/, /âr/, and /ôr/</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Personal Narrative: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-<i>r</i>-Controlled Vowels</p> <p><b>Write About the Text</b> T222</p> <p>Genre Writing Narrative: Prewrite, T351</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>The Boy Who Invented TV</i>, T217A–T217R</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Complex Sentences, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Into the Volcano</i>, T217A–T217P</p> <p><b>Genre Writing</b> Narrative: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Complex Sentences, T225</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Personal Narrative: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Complex Sentences, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Narrative: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Complex Sentences, T225</p> <p><b>Build Vocabulary</b> T229</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 5

		DAY 1		DAY 2	
		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CALIFORNIA STANDARDS	GRADE 5				
	<p><b>Comprehension</b> RI.5.1, RI.5.6, RI.5.8</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.1b, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.4.1f</p> <p><b>Vocabulary</b> L.5.4b, L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>				
	GRADE 6				
	<p><b>Comprehension</b> RI.6.1, RI.6.6, RI.6.8</p> <p><b>Listening/Speaking</b> SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p><b>Writing</b> W.6.1a, W.6.9b, W.6.10</p> <p><b>Grammar</b> L.4.1f, L.6.1e</p> <p><b>Vocabulary</b> L.6.4b, L.6.6</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4b, RI.6.10</p>				
CORE	GRADE 5	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Are Electronic Devices Good for Us?,” T272–T273</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T288</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Making Money: A Story of Change,” T272–T273</p> <p><b>Grammar</b> Run-On Sentences and Comma Splices, T288</p> <p><b>Spelling</b> Compound Words, T290</p> <p><b>Build Vocabulary</b> T292</p>	GRADE 5	<p><b>Close Reading</b> “Are Electronic Devices Good for Us?,” T272–T273</p> <p><b>Strategy</b> Reread, T274–T275</p> <p><b>Skill</b> Author’s Point of View, T276–T277</p> <p><b>Vocabulary Strategy</b> Greek and Latin Prefixes, T280–T281</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T288</p> <p><b>Build Vocabulary</b> T292</p>
	GRADE 6	<p><b>Close Reading</b> “Making Money: A Story of Change,” T272–T273</p> <p><b>Strategy</b> Reread, T274–T275</p> <p><b>Skill</b> Author’s Point of View, T276–T277</p> <p><b>Vocabulary Strategy</b> Root Words, T280–T281</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Run-On Sentences and Comma Splices, T288</p> <p><b>Build Vocabulary</b> T292</p>	GRADE 6	<p><b>Close Reading</b> “Making Money: A Story of Change,” T272–T273</p> <p><b>Strategy</b> Reread, T274–T275</p> <p><b>Skill</b> Author’s Point of View, T276–T277</p> <p><b>Vocabulary Strategy</b> Root Words, T280–T281</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Run-On Sentences and Comma Splices, T288</p> <p><b>Build Vocabulary</b> T292</p>	
OPTIONS	GRADE 5	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Personal Narrative: Draft, T352</p>	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Narrative: Draft, T352</p>	GRADE 5	<p><b>Genre</b> Persuasive Article, T278–T279</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T290</p>
	GRADE 6	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Narrative: Draft, T352</p>	GRADE 6	<p><b>Genre</b> Expository Text, T278–T279</p> <p><b>Genre Writing</b> Narrative: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Compound Words, 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 1 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> “The Future of Transportation,” T281A–T281D</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T289</p>	<p><b>Close Reading</b> <i>The Economic Roller Coaster</i>, T281A–T281D</p> <p><b>Grammar</b> Run-On Sentences and Comma Splices, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Getting From Here to There,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Our Federal Reserve at Work,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Compound Words, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-<i>r</i>-Controlled Vowels /ûr/</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Personal Narrative: Revise, T353</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Compound Words</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Narrative: Revise, T353</p> <p><b>Spelling</b> Compound Words, T291</p> <p><b>Build Vocabulary</b> Reinforce the Words T293</p>	<p><b>Close Reading</b> “The Future of Transportation,” T281A–T281D</p> <p><b>Genre Writing</b> Personal Narrative: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T289</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowels /ûr/, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>The Economic Roller Coaster</i> T281A–T281D</p> <p><b>Genre Writing</b> Narrative: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Run-On Sentences and Comma Splices, T289</p> <p><b>Spelling</b> Compound Words, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Personal Narrative: Peer Conferences, T353</p> <p><b>Grammar</b> Run-On Sentences and Fragments, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Narrative: Peer Conferences, T353</p> <p><b>Grammar</b> Run-On Sentences and Comma Splices, T289</p> <p><b>Build Vocabulary</b> T293</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 2 WEEK 1

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 5</b></p> <p><b>Comprehension</b> RI.5.1, RI.5.3, RI.5.5</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.2a, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.3.1a, L.3.1c</p> <p><b>Vocabulary</b> L.5.4a, L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p><b>GRADE 6</b></p> <p><b>Comprehension</b> RH.6.2, RI.6.1, RI.6.2, RI.6.5</p> <p><b>Listening/Speaking</b> RH.6.7, RI.6.1, SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p><b>Writing</b> W.6.2b, W.6.9b, W.6.10</p> <p><b>Grammar</b> L.3.1c</p> <p><b>Vocabulary</b> L.6.4b, L.6.6, RI.6.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4c, RI.6.10</p>		<p><b>GRADE 5</b></p> <p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Creating a Nation,” T16–T17</p> <p><b>Grammar</b> Kinds of Nouns, T32</p> <p><b>Spelling</b> Variant Vowel /ô/, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 6</b></p> <p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Empire of the Sea,” T16–T17</p> <p><b>Grammar</b> Kinds of Nouns, T32</p> <p><b>Spelling</b> Irregular Plurals, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 5</b></p> <p><b>Close Reading</b> “Creating a Nation,” T16–T17</p> <p><b>Strategy</b> Reread, T18–T19</p> <p><b>Skill</b> Text Structure: Problem and Solution, T20–T21</p> <p><b>Vocabulary Strategy</b> Context Clues: Definitions and Restatements, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Kinds of Nouns, T32</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 6</b></p> <p><b>Close Reading</b> “Empire of the Sea,” T16–T17</p> <p><b>Strategy</b> Ask and Answer Questions, T18–T19</p> <p><b>Skill</b> Problem and Solution, T20–T21</p> <p><b>Vocabulary Strategy</b> Latin Roots, T24–T25</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Kinds of Nouns, T32</p> <p><b>Build Vocabulary</b> T36</p>
		<b>CORE</b>			
	<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Invitation with Directions: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Informative: Read Like a Writer, T344</p>	<p><b>Genre</b> Expository Text, T22–T23</p> <p><b>Genre Writing</b> Invitation with Directions: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Variant Vowel /ô/, T34</p>	<p><b>Genre</b> Expository Text, T22–T23</p> <p><b>Genre Writing</b> Informative: Discuss the Expert Model, T344</p> <p><b>Spelling</b> Irregular Plurals, T34</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<p><b>GRADE 5</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 5</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Who Wrote the U.S. Constitution?</i>, T25A–T25R</p> <p><b>Grammar</b> Kinds of Nouns, T33</p>	<p><b>Close Reading</b> <i>The Technology of Mesopotamia</i>, T25A–T25P</p> <p><b>Grammar</b> Kinds of Nouns, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Parchment and Ink,” T25S–T25V</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Gilgamesh Lost and Found,” T25Q–T25R</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Variant Vowel /ô/, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Irregular Plurals, T35</p>
OPTIONS	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Variant Vowel /ô/; Diphthongs /oi/, /ou/</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Invitation with Directions: Prewrite, T345</p> <p><b>Spelling</b> Variant Vowel /ô/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Irregular Plurals</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Informative: Prewrite, T345</p> <p><b>Spelling</b> Irregular Plurals, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Who Wrote the U.S. Constitution?</i>, T25A–T25R</p> <p><b>Genre Writing</b> Invitation with Directions: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Kinds of Nouns, T33</p> <p><b>Spelling</b> Variant Vowel /ô/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Technology of Mesopotamia</i>, T25A–T25P</p> <p><b>Genre Writing</b> Informative: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Kinds of Nouns, T33</p> <p><b>Spelling</b> Irregular Plurals, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Invitation with Directions: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Kinds of Nouns, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Informative: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Kinds of Nouns, T33</p> <p><b>Build Vocabulary</b> 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 2 WEEK 2

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6	
GRADE 5						
CORE	GRADE 5	<p><b>Comprehension</b> RL.5.1, RL.5.3</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.3a, W.5.9a, W.5.10</p> <p><b>Grammar</b> L.3.1b</p> <p><b>Vocabulary</b> L.5.5a, L.5.6, RL.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “A Modern Cinderella,” T80–T81</p> <p><b>Grammar</b> Singular and Plural Nouns, T96</p> <p><b>Spelling</b> Plurals, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The Democracy Debate,” T80–T81</p> <p><b>Grammar</b> Singular and Plural Nouns, T96</p> <p><b>Spelling</b> Inflectional Endings, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “A Modern Cinderella,” T80–T81</p> <p><b>Strategy</b> Make Predictions, T82–T83</p> <p><b>Skill</b> Character, Setting, Plot: Compare and Contrast Events, T84–T85</p> <p><b>Vocabulary Strategy</b> Simile and Metaphor, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Singular and Plural Nouns, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The Democracy Debate,” T80–T81</p> <p><b>Strategy</b> Ask and Answer Questions, T82–T83</p> <p><b>Skill</b> Compare and Contrast, T84–T85</p> <p><b>Vocabulary Strategy</b> Greek and Latin Prefixes, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Singular and Plural Nouns, T96</p> <p><b>Build Vocabulary</b> T100</p>
	GRADE 6					
OPTIONS	GRADE 6	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Explanatory Invitation with Directions: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Explanatory Essay: Draft, T346</p>	<p><b>Genre</b> Fairy Tale, T86–T87</p> <p><b>Genre Writing</b> Invitation with Directions: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Plurals, T98</p>	<p><b>Genre</b> Expository Text, T86–T87</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Inflectional Endings, 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 2 WEEK 2

		DAY 3		DAY 4		DAY 5	
		GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE	GRADE 5	<p><b>Close Reading</b> <i>Where the Mountain Meets the Moon</i>, T89A–T89P</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p>	<p><b>Close Reading</b> <i>Who Created Democracy?</i>, T89A–T89L</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “The Princess and the Pea,” T89Q–T89T</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “How Ideas Become Laws,” T89M–T89N</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Plurals, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Inflectional Endings, T99</p>
	OPTIONS	<p><b>Phonics/Decoding</b> T90–T91 -Plurals</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Invitation with Directions: Revise, T347</p> <p><b>Spelling</b> Plurals, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91 -Inflectional Endings</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Explanatory Essay: Revise, T347</p> <p><b>Spelling</b> Inflectional Endings, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Where the Mountain Meets the Moon</i>, T89A–T89P</p> <p><b>Genre Writing</b> Invitation with Directions: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p> <p><b>Spelling</b> Plurals, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Who Created Democracy?</i>, T89A–T89L</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p> <p><b>Spelling</b> Inflectional Endings, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Invitation with Directions: Peer Conferences, T347</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Explanatory Essay: Peer Conferences, T347</p> <p><b>Grammar</b> Singular and Plural Nouns, T97</p> <p><b>Build Vocabulary</b> 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>



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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
<p><b>GRADE 5</b></p> <p><b>Comprehension</b> RI.5.1, RI.5.3, RI.5.5</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.2b, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.3.1b</p> <p><b>Vocabulary</b> L.5.4b, L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>	CORE	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Growing in Place,” T144–T145</p> <p><b>Grammar</b> More Plural Nouns, T160</p> <p><b>Spelling</b> Inflectional Endings, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> Words in Context, T142–T143</p> <p><b>Close Reading</b> “Yaskul’s Mighty Trade,” T144–T145</p> <p><b>Grammar</b> More Plural Nouns, T160</p> <p><b>Spelling</b> Closed Syllables, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Growing in Place,” T144–T145</p> <p><b>Strategy</b> Reread, T146–T147</p> <p><b>Skill</b> Text Structure: Sequence, T148–T149</p> <p><b>Vocabulary Strategy</b> Greek and Latin Suffixes, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> More Plural Nouns, T160</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Yaskul’s Mighty Trade,” T144–T145</p> <p><b>Strategy</b> Make Predictions, T146–T147</p> <p><b>Skill</b> Point of View, T148–T149</p> <p><b>Vocabulary Strategy</b> Connotations and Denotations, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> More Plural Nouns, T160</p> <p><b>Build Vocabulary</b> T164</p>
		<p><b>GRADE 6</b></p> <p><b>Comprehension</b> RL.6.1, RL.6.3, RL.6.6, RL.6.9, RI.6.1</p> <p><b>Listening/Speaking</b> SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p><b>Writing</b> W.6.3a, W.6.9a, W.6.10</p> <p><b>Vocabulary</b> L.6.4d, L.6.5c, L.6.6</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4b, RL.6.10</p>	OPTIONS	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Invitation with Directions: Discuss the Edited Model, T348</p>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Informative: Discuss the Edited Model, T348</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 2 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>The Boy Who Drew Birds</i>, T153A–T153N</p> <p><b>Grammar</b> More Plural Nouns, T161</p>	<p><b>Close Reading</b> <i>Roman Diary</i>, T153A–T153R</p> <p><b>Grammar</b> More Plural Nouns, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Daedalus and Icarus,” T153O–T153R</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “The Genius of Roman Aqueducts,” T153S–T153V</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Inflectional Endings, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Closed Syllables, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Inflectional Endings</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Invitation with Directions: Publish, T348</p> <p><b>Spelling</b> Inflectional Endings, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Closed Syllables</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Informative: Publish, T348</p> <p><b>Spelling</b> Closed Syllables, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Boy Who Drew Birds</i>, T153A–T153N</p> <p><b>Genre Writing</b> Invitation with Directions: Evaluate, T349</p> <p><b>Grammar</b> More Plural Nouns, T161</p> <p><b>Spelling</b> Inflectional Endings, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Roman Diary</i>, T153A–T153R</p> <p><b>Genre Writing</b> Informative: Evaluate, T349</p> <p><b>Grammar</b> More Plural Nouns, T161</p> <p><b>Spelling</b> Closed Syllables, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Invitation with Directions: Conference with Students, T349</p> <p><b>Grammar</b> More Plural Nouns, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Informative: Conference with Students, T349</p> <p><b>Grammar</b> More Plural Nouns, T161</p> <p><b>Build Vocabulary</b> T165</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 2 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 5		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE	<b>Comprehension</b> RL.5.1, RL.5.2 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.3b, W.5.9a, W.5.10 <b>Grammar</b> L.3.2d <b>Vocabulary</b> L.5.5a, L.5.6, RL.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “The Magical Lost Brocade,” T208-T209 <b>Grammar</b> Possessive Nouns, T224 <b>Spelling</b> Contractions, T226 <b>Build Vocabulary</b> T228	<b>Introduce the Concept</b> T202-T203 <b>Vocabulary</b> T206-T207 <b>Close Reading</b> “Cusi’s Secret,” T208-T209 <b>Grammar</b> Possessive Nouns, T224 <b>Spelling</b> Open Syllables, T226 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “The Magical Lost Brocade,” T208-T209 <b>Strategy</b> Make Predictions, T210-T211 <b>Skill</b> Theme, T212-T213 <b>Vocabulary Strategy</b> Personification, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Nouns, T224 <b>Build Vocabulary</b> T228	<b>Close Reading</b> “Cusi’s Secret,” T208-T209 <b>Strategy</b> Make Predictions, T210-T211 <b>Skill</b> Point of View, T212-T213 <b>Vocabulary Strategy</b> Greek and Latin Suffixes, T216-T217 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221 <b>Grammar</b> Possessive Nouns, T224 <b>Build Vocabulary</b> T228
	OPTIONS	<b>Comprehension</b> RL.6.1, RL.6.3, RL.6.6 <b>Listening/Speaking</b> SL.6.1b, SL.6.1d, SL.6.2, SL.6.3 <b>Writing</b> W.6.3a, W.6.9a, W.6.10 <b>Grammar</b> L.3.2d <b>Vocabulary</b> L.6.4b, L.6.6 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4b, RL.6.10	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Explanatory Essay: Read Like a Writer, T350	<b>Listening Comprehension</b> T204-T205 <b>Write About the Text</b> Writing Fluency, T220 <b>Genre Writing</b> Informative: Read Like a Writer, T350	<b>Genre</b> Folktale, T214-T215 <b>Genre Writing</b> Explanatory Essay: Discuss the Expert Model, T350 <b>Spelling</b> 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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Blancaflor</i>, T217A–T217P</p> <p><b>Grammar</b> Possessive Nouns, T225</p>	<p><b>Close Reading</b> <i>A Single Shard</i>, T217A–T217R</p> <p><b>Grammar</b> Possessive Nouns, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “From Tale to Table,” T217Q–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “A Scholar in the Family,” T217S–T217V</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Contractions, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Open Syllables, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Contractions</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Explanatory Essay: Prewrite, T351</p> <p><b>Spelling</b> Contractions, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Open Syllables</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Informative: Prewrite, T351</p> <p><b>Spelling</b> Open Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Blancaflor</i>, T217A–T217P</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Spelling</b> Contractions, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>A Single Shard</i>, T217A–T217R</p> <p><b>Genre Writing</b> Informative: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Spelling</b> Open Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Explanatory Essay: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Informative: Choose Your Topic, T351</p> <p><b>Grammar</b> Possessive Nouns, T225</p> <p><b>Build Vocabulary</b> T229</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 2 WEEK 5

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 5</b></p> <p>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 Vocabulary L.5.5c, L.5.6, RL.5.4 Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p><b>GRADE 6</b></p> <p>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 Vocabulary L.6.5a, L.6.6 Foundational Skills/Word Work RF.5.3a, RF.5.4b, RL.6.10</p>					
	<p><b>CORE</b></p>	<p><b>GRADE 5</b></p> <p>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</p>	<p><b>GRADE 6</b></p> <p>Introduce the Concept T266-T267 Vocabulary Words in Context, T270-T271 Close Reading “Ozymandius” and “Lifelong Friends,” T272-T273 Grammar Appositives, T288 Spelling Consonant + <i>le</i> Syllables, T290 Build Vocabulary T292</p>	<p><b>GRADE 5</b></p> <p>Close Reading “A Simple Plan” and “Rescue,” T272-T273 Skill Theme, T276-T277 Literary Elements Repetition and Rhyme, 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</p>	<p><b>GRADE 6</b></p> <p>Close Reading “Ozymandius” and “Lifelong Friends,” T272-T273 Skill Theme, T276-T277 Literary Elements T278-T279 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</p>
		<p><b>OPTIONS</b></p>	<p>Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Explanatory Essay: Draft, T352</p>	<p>Listening Comprehension T268-T269 Write About the Text Writing Fluency, T284 Genre Writing Informative: Draft, T352</p>	<p>Genre Narrative and Free Verse, T274-T275 Genre Writing Explanatory Essay: Teach the Draft Minilesson, T352 Spelling Closed Syllables, T290</p>
		<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>	
		<p><b>GRADE 5</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p><b>GRADE 5</b></p> <p>Leveled Reader Vocabulary Comprehension</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader Vocabulary Comprehension</p>

GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 2 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> “Stage Fright” and “Catching Quiet,” T281A–T281D</p> <p><b>Grammar</b> Prepositional Phrases, T289</p>	<p><b>Close Reading</b> <i>Majestic, Mummy, Clay</i>, T281A–T281D</p> <p><b>Grammar</b> Appositives, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Foul Shot,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Maestro” and “Tradition,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Closed Syllables, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Consonant +/e Syllables, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Closed Syllables</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Explanatory Essay: Revise, T353</p> <p><b>Spelling</b> Closed Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Consonant + /e Syllables</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Informative: Revise, T353</p> <p><b>Spelling</b> Consonant + /e Syllables, T291</p> <p><b>Build Vocabulary</b> Reinforce the Words T293</p>	<p><b>Close Reading</b> “Stage Fright” and “Catching Quiet,” T281A–T281D</p> <p><b>Genre Writing</b> Explanatory Essay: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Prepositional Phrases, T289</p> <p><b>Spelling</b> Closed Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>Majestic, Mummy, Clay</i>, T281A–T281D</p> <p><b>Genre Writing</b> Informative: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Appositives, T289</p> <p><b>Spelling</b> Consonant + /e Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Explanatory Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Prepositional Phrases, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Informative: Peer Conferences, T353</p> <p><b>Grammar</b> Appositives, T289</p> <p><b>Build Vocabulary</b> T293</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 3 WEEK 1

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6	
<b>CORE</b>	<b>GRADE 5</b>	<b>Comprehension</b> RL.5.1, RL.5.2 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.3b, W.5.9a, W.5.10 <b>Grammar</b> L.3.1a, L.3.1f <b>Vocabulary</b> L.5.4a, L.5.6, RL.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “A Reluctant Traveler,” T16–T17 <b>Grammar</b> Action Verbs, T32 <b>Spelling</b> Open Syllables, T34 <b>Build Vocabulary</b> T36	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “The Rockers Build a Soccer Field,” T16–T17 <b>Grammar</b> Action Verbs and Objects, T32 <b>Spelling</b> Vowel Team Syllables, T34 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “A Reluctant Traveler,” T16–T17 <b>Strategy</b> Summarize, T18–T19 <b>Skill</b> Theme, T20–T21 <b>Vocabulary Strategy</b> Context Clues: Cause and Effect, T24–T25 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Action Verbs, T32 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “The Rockers Build a Soccer Field,” T16–T17 <b>Strategy</b> Make Predictions, T18–T19 <b>Skill</b> Theme, T20–T21 <b>Vocabulary Strategy</b> Context Clues, T24–T25 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Action Verbs and Objects, T32 <b>Build Vocabulary</b> T36
	<b>OPTIONS</b>		<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Book Review: Read Like a Writer, T344	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Book Review: Read Like a Writer, T344	<b>Genre</b> Realistic Fiction, T22–T23 <b>Genre Writing</b> Book Review: Discuss the Expert Model, T344 <b>Spelling</b> Open Syllables, T34	<b>Genre</b> Realistic Fiction, T22–T23 <b>Genre Writing</b> Book Review: Discuss the Expert Model, T344 <b>Spelling</b> Vowel Team 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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>They Don't Mean It!</i>, T25A–T25N</p> <p><b>Grammar</b> Action Verbs, T33</p>	<p><b>Close Reading</b> <i>How Tia Lola Came to Stay</i>, T25A–T25N</p> <p><b>Grammar</b> Mechanics and Usage, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Where Did That Come From?,” T25O–T25P</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “The Music of Many,” T25O–T25P</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Open Syllables, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> T31</p> <p><b>Spelling</b> Vowel Team Syllables, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Open Syllables</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing Book</b> Review: Prewrite, T345</p> <p><b>Spelling</b> Open Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Vowel Team Syllables</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing Book</b> Review: Prewrite, T345</p> <p><b>Spelling</b> Vowel Team Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>They Don't Mean It!</i>, T25A–T25N</p> <p><b>Genre Writing Book</b> Review: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Action Verbs, T33</p> <p><b>Spelling</b> Open Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>How Tia Lola Came to Stay</i>, T25A–T25N</p> <p><b>Genre Writing Book</b> Review: Teach the Prewrite Miniesson, T345</p> <p><b>Grammar</b> Action Verbs and Objects, T33</p> <p><b>Spelling</b> Vowel Team Syllables, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing Book</b> Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Action Verbs, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing Book</b> Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Action Verbs and Objects, T33</p> <p><b>Build Vocabulary</b> 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 3 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
<b>CORE</b>	<b>GRADE 5</b>	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “Survivaland,” T80–T81 <b>Grammar</b> Verb Tenses, T96 <b>Spelling</b> Open Syllables (V/V), T98 <b>Build Vocabulary</b> T100	<b>Introduce the Concept</b> T74–T75 <b>Vocabulary</b> T78–T79 <b>Close Reading</b> “Facing the Storm,” T80–T81 <b>Grammar</b> Verb Tenses, T96 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T98 <b>Build Vocabulary</b> T100	<b>Close Reading</b> “Survivaland,” T80–T81 <b>Strategy</b> Summarize, T82–T83 <b>Skill</b> Theme T84–T85 <b>Vocabulary Strategy</b> Context Clues: Comparison, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Verb Tenses, T96 <b>Build Vocabulary</b> T100	<b>Close Reading</b> “Facing the Storm,” T80–T81 <b>Strategy</b> Make Predictions, T82–T83 <b>Skill</b> Theme, T84–T85 <b>Vocabulary Strategy</b> Context Clues, T88–T89 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T92–T93 <b>Grammar</b> Verb Tenses, T96 <b>Build Vocabulary</b> T100
	<b>OPTIONS</b>	<b>Listening Comprehension</b> T76–T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre Writing</b> Book Review: Draft, T346	<b>Listening Comprehension</b> T76–T77 <b>Write About the Text</b> Writing Fluency, T92 <b>Genre Writing</b> Book Review: Draft, T346	<b>Genre</b> Fantasy, T86–T87 <b>Genre Writing</b> Book Review: Teach the Draft Minilessons, T346 <b>Spelling</b> Open Syllables (V/V), T98	<b>Genre</b> Realistic Fiction, T86–T87 <b>Genre Writing</b> Book Review: Teach the Draft Minilessons, T346 <b>Spelling</b> <i>r</i> -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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Weslandia</i>, T89A–T89P</p> <p><b>Grammar</b> Verb Tenses, T97</p>	<p><b>Close Reading</b> <i>Lizzie Bright and the Buckminster Boy</i>, T89A–T89N</p> <p><b>Grammar</b> Mechanics and Usage, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Plants with a Purpose,” T89Q–T89R</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Confronting a Challenge,” T89O–T89P</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Open Syllables (V/V), T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Open Syllables (V/V)</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing Book</b> Review: Revise, T347</p> <p><b>Spelling</b> Open Syllables (V/V), T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-<i>r</i>-Controlled Vowel Syllables</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing Book</b> Review: Revise, T347</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Weslandia</i>, T89A–T89P</p> <p><b>Genre Writing Book</b> Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Spelling</b> Open Syllables (V/V), T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Lizzie Bright and the Buckminster Boy</i>, T89A–T89N</p> <p><b>Genre Writing Book</b> Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing Book</b> Review: Peer Conferences, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing Book</b> Review: Peer Conferences, T347</p> <p><b>Grammar</b> Verb Tenses, T97</p> <p><b>Build Vocabulary</b> 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>

## GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 3 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE	GRADE 5	<b>Introduce the Concept</b> T138–139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “Patterns of Change,” T144–T145 <b>Grammar</b> Main Verbs and Helping Verbs, T160 <b>Spelling</b> Vowel Team Syllables, T162 <b>Build Vocabulary</b> T164	<b>Introduce the Concept</b> T138–T139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “Jewels from the Sea,” T144–T145 <b>Grammar</b> Main Verbs and Helping Verbs, T160 <b>Spelling</b> Frequently Misspelled Words, T162 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “Patterns of Change,” T144–T145 <b>Strategy</b> Ask and Answer Questions, T146–T147 <b>Skill</b> Main Idea and Key Details, T148–T149 <b>Vocabulary Strategy</b> Greek Roots, T152–T153 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Main Verbs and Helping Verbs, T160 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “Jewels from the Sea,” T144–T145 <b>Strategy</b> Summarize, T146–T147 <b>Skill</b> Sequence, T148–T149 <b>Vocabulary Strategy</b> Prefixes and Suffixes, T152–T153 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156 <b>Grammar</b> Main Verbs and Helping Verbs, T160 <b>Build Vocabulary</b> T164
	GRADE 6	<b>Comprehension</b> RI.5.1, RI.5.2 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.2b, W.5.9b, W.5.10 <b>Grammar</b> L.5.1b, L.5.1c <b>Vocabulary</b> L.5.4b, L.5.6, RI.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Comprehension</b> RI.6.1, RI.6.2, RI.6.3, RI.6.5 <b>Listening/Speaking</b> SL.6.1b, SL.6.1c, SL.1.d, SL.6.2, SL.6.3 <b>Writing</b> W.6.2a, W.6.9b, W.6.10 <b>Grammar</b> L.6.1, L.5.1c <b>Vocabulary</b> L.6.4b, L.6.6 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4c, RI.6.10	<b>Genre</b> Expository Text, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> Vowel Team Syllables, T162	<b>Genre</b> Narrative Nonfiction, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> Frequently Misspelled Words, T162
OPTIONS	GRADE 5	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Book Review: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Book Review: Discuss the Edited Model, T348	<b>Genre</b> Expository Text, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> Vowel Team Syllables, T162	<b>Genre</b> Narrative Nonfiction, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> Frequently Misspelled Words, T162
	GRADE 6	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Book Review: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Book Review: Discuss the Edited Model, T348	<b>Genre</b> Expository Text, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> Vowel Team Syllables, T162	<b>Genre</b> Narrative Nonfiction, T150–T151 <b>Genre Writing</b> Book Review: Proofread/Edit, T348 <b>Spelling</b> 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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>The Story of Snow</i>, T153A–T153P</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p>	<p><b>Close Reading</b> <i>The Pot That Juan Built</i>, T153A–T153N</p> <p><b>Grammar</b> Mechanics and Usage, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Fibonacci’s Amazing Find,” T153Q–T153T</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “A Box of Ideas,” T153O–T153R</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Frequently Misspelled Words, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Vowel Team Syllables</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing Book</b> Review: Publish, T348</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Frequently Misspelled Words</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing Book</b> Review: Publish, T348</p> <p><b>Spelling</b> Frequently Misspelled Words, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Story of Snow</i>, T153A–T153P</p> <p><b>Genre Writing Book</b> Review: Evaluate, T349</p> <p><b>Grammar</b> Main Verbs and Helping Verbs, T161</p> <p><b>Spelling</b> Vowel Team Syllables, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Pot That Juan Built</i>, T153A–T153N</p> <p><b>Genre Writing Book</b> Review: Evaluate, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Spelling</b> Frequently Misspelled Words, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing Book</b> Review: Conference with Students, T349</p> <p><b>Grammar</b> Main Verbs and Helping Verbs, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing Book</b> Review: Conference with Students, T349</p> <p><b>Grammar</b> Main and Helping Verbs, T161</p> <p><b>Build Vocabulary</b> T165</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 3 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 5	GRADE 5	GRADE 6	GRADE 5	GRADE 6
	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE		<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Gulf Spill Superheroes,” T208-T209</p> <p><b>Grammar</b> Linking Verbs, T224</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Marian Anderson: Struggles and Triumphs,” T208-T209</p> <p><b>Grammar</b> Linking Verbs, T224</p> <p><b>Spelling</b> Words with Prefixes, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Gulf Spill Superheroes,” T208-T209</p> <p><b>Strategy</b> Ask and Answer Questions, T210-T211</p> <p><b>Skill</b> Main Idea and Key Details, T212-T213</p> <p><b>Vocabulary Strategy</b> Latin Roots, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Linking Verbs, T224</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Marian Anderson: Struggles and Triumphs,” T208-T209</p> <p><b>Strategy</b> Summarize, T210-T211</p> <p><b>Skill</b> Cause and Effect, T212-T213</p> <p><b>Vocabulary</b> Context Clues, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Linking Verbs, T224</p> <p><b>Build Vocabulary</b> T228</p>
OPTIONS		<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Opinion Essay: Read Like a Writer, T350</p>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Argument Essay: Read Like a Writer, T350</p>	<p><b>Genre</b> Expository Text, T214-T215</p> <p><b>Genre Writing</b> Opinion Essay: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Consonant + <i>le</i> Syllables, T226</p>	<p><b>Genre</b> Biography, T214-T215</p> <p><b>Genre Writing</b> Argument Essay: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Words with Prefixes, 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 3 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Winter’s Tail</i>, T217A–T217P</p> <p><b>Grammar</b> Linking Verbs, T225</p>	<p><b>Close Reading</b> <i>Major Taylor</i>, T217A–T217P</p> <p><b>Grammar</b> Mechanics and Usage, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Helping Hands,” T217Q–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Margaret Bourke-White, Fearless Photographer,” T217Q–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Consonant + /e Syllables, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Words with Prefixes, T227</p>
OPTIONS	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Consonant + /e Syllables</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Opinion Essay: Prewrite, T351</p> <p><b>Spelling</b> Consonant + /e Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Prefixes</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Argument Essay: Prewrite, T351</p> <p><b>Spelling</b> Words with Prefixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Winter’s Tail</i>, T217A–T217P</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Spelling</b> Consonant + /e Syllables, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Major Taylor</i>, T217A–T217P</p> <p><b>Genre Writing</b> Argument Essay: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Spelling</b> Words with Prefixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Opinion Essay: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Argument Essay: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Linking Verbs, T225</p> <p><b>Build Vocabulary</b> T229</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 3 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE	GRADE 5	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “What Was the Purpose of the Inca’s Strange Strings?,” T272–T273 <b>Grammar</b> Irregular Verbs, T288 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T290 <b>Build Vocabulary</b> T292	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “Is Your City Green?,” T272–T273 <b>Grammar</b> Irregular Verbs, T288 <b>Spelling</b> Adding <i>-ion</i> and <i>-tion</i> , T290 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “What Was the Purpose of the Inca’s Strange Strings?,” T272–T273 <b>Strategy</b> Summarize, T274–T275 <b>Skill</b> Author’s Point of View, T276–T277 <b>Vocabulary Strategy</b> Context Clues, T280–T281 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Irregular Verbs, T288 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “Is Your City Green?,” T272–T273 <b>Strategy</b> Ask and Answer Questions, T274–T275 <b>Skill</b> Main Idea and Key Details, T276–T277 <b>Vocabulary Strategy</b> Synonyms and Antonyms, T280–T281 <b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Irregular Verbs, T288 <b>Build Vocabulary</b> T292
	GRADE 6	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Opinion Essay: Draft, T352	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Argument Essay: Draft, T352	<b>Genre</b> Persuasive Article, T278–T279 <b>Genre Writing</b> Opinion Essay: Teach the Draft Minilesson, T352 <b>Spelling</b> <i>r</i> -Controlled Vowel Syllables, T290	<b>Genre</b> Expository Text, T278–T279 <b>Genre Writing</b> Argument Essay: Teach the Draft Minilesson, T352 <b>Spelling</b> Adding <i>-ion</i> and <i>-tion</i> , T290
OPTIONS	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 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> “Machu Picchu: Ancient City,” T281A–T281D</p> <p><b>Grammar</b> Irregular Verbs, T289</p>	<p><b>Close Reading</b> Stewards of the Environment T281A–T281D</p> <p><b>Grammar</b> Mechanics and Usage, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Dig This Technology!,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Modern Transit for an Ancient City,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Adding <i>-ion</i> and <i>-tion</i>, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-<i>r</i>-Controlled Vowel Syllables</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Opinion Essay: Revise, T353</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Adding <i>-ion</i> and <i>-tion</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Argument Essay: Revise, T353</p> <p><b>Spelling</b> Adding <i>-ion</i> and <i>-tion</i>, T291</p> <p><b>Build Vocabulary</b> Reinforce the Words T293</p>	<p><b>Close Reading</b> “Machu Picchu: Ancient City,” T281A–T281D</p> <p><b>Genre Writing</b> Opinion Essay: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Spelling</b> <i>r</i>-Controlled Vowel Syllables, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>Stewards of the Environment</i>, T281A–T281D</p> <p><b>Genre Writing</b> Argument Essay: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Spelling</b> Adding <i>-ion</i> and <i>-tion</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Opinion Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Argument Essay: Peer Conferences, T353</p> <p><b>Grammar</b> Irregular Verbs, T289</p> <p><b>Build Vocabulary</b> T293</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 4 WEEK 1

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE	GRADE 5	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “How Mighty Kate Stopped the Train,” T16–T17 <b>Grammar</b> Pronouns and Antecedents, T32 <b>Spelling</b> Words with Final /əl/ and /ən/, T34 <b>Build Vocabulary</b> T36	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “The Day the Dam Broke,” T16–T17 <b>Grammar</b> Pronouns and Antecedents, T32 <b>Spelling</b> More Words with <i>-ion</i> , T34 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “How Mighty Kate Stopped the Train,” T16–T17 <b>Strategy</b> Visualize, T18–T19 <b>Skill</b> Point of View, T20–T21 <b>Vocabulary Strategy</b> Synonyms and Antonyms, T24–T25 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Pronouns and Antecedents, T32 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “The Day the Dam Broke,” T16–T17 <b>Strategy</b> Reread, T18–T19 <b>Skill</b> Author’s Point of View, T20–T21 <b>Vocabulary Strategy</b> Context Clues, T24–T25 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Pronouns and Antecedents, T32 <b>Build Vocabulary</b> T36
	GRADE 6	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Fictional Narrative: Read Like a Writer, T344	<b>Listening Comprehension</b> “Accessing the Great Lakes,” T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Fictional Narrative: Read Like a Writer, T344	<b>Genre</b> Tall Tale, T22–T23 <b>Genre Writing</b> Fictional Narrative: Discuss the Expert Model, T344 <b>Spelling</b> Words with Final /əl/ and /ən/, T34	<b>Genre</b> Expository Text, T22–T23 <b>Genre Writing</b> Fictional Narrative: Discuss the Expert Model, T344 <b>Spelling</b> More Words with <i>-ion</i> , T34
OPTIONS	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 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Davy Crockett Saves the World</i>, T25A–T25P</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p>	<p><b>Close Reading</b> <i>Years of Dust</i>, T25A–T25R</p> <p><b>Grammar</b> Mechanics and Usage, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “How Grandmother Spider Stole the Sun,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Fluency</b> Rate and Accuracy, T27</p> <p><b>Close Reading</b> “Erica Fernandez: Environmental Activist,” T25S–T25T</p> <p><b>Integrate Ideas</b> Inquiry Space, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Words with Final /ə/ and /ən/, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> More Words with <i>-ion</i>, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Words with Final /əl/ and /ən/</p> <p><b>Write About the Text and Write to a Prompt</b> T30</p> <p><b>Genre Writing</b> Fictional Narrative: Prewrite, T345</p> <p><b>Spelling</b> Words with Final /əl/ and /ən/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Suffix <i>-ion</i></p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Fictional Narrative: Prewrite, T345</p> <p><b>Spelling</b> More Words with <i>-ion</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Davy Crockett Saves the World</i>, T25A–T25P</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Spelling</b> Words with Final /əl/ and /ən/, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Years of Dust</i>, T25A–T25R</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Spelling</b> More Words with <i>-ion</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Fictional Narrative: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Fictional Narrative: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Pronouns and Antecedents, T33</p> <p><b>Build Vocabulary</b> 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 4 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 5		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE	Comprehension RL.5.1, RL.5.6	Introduce the Concept T74–T75 Vocabulary T78–T79	Introduce the Concept T74–T75 Vocabulary T78–T79	Close Reading “Where’s Brownie?,” T80–T81	Close Reading “She Had to Walk Before She Could Run,” T80–T81
	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 Kinds of Pronouns, T96	Grammar Kinds of Pronouns, T96	Skill Point of View T84–T85	Skill Author’s Point of View, T84–T85	
Grammar L.3.4a					Spelling Prefixes, T98
Vocabulary L.5.5b, L.5.6, RL.5.4	Build Vocabulary T100	Build Vocabulary T100	Write About the Text Model Note-Taking and Write to a Prompt, T92–T93	Write About the Text Model Note-Taking and Write to a Prompt, T92–T93	
Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c					
GRADE 6					
OPTIONS	Comprehension RI.6.1, RI.6.3, RI.6.5, RI.6.6, RI.6.8	Listening Comprehension T76–T77	Listening Comprehension T76–T77	Genre Mystery Play, T86–T87	Genre Biography, T86–T87
	Listening/Speaking SL.6.1b, SL.6.1d, SL.6.2, SL.6.3				
Writing W.6.1a, W.6.9b, W.6.10	Genre Writing Fictional Narrative: Draft, T346	Genre Writing Fictional Narrative: Draft, T346	Spelling Prefixes, T98	Spelling Vowel Alternation, T98	
Grammar L.6.1, L.6.1b					
Vocabulary L.6.4a, L.6.5a, L.6.6					
Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10					
		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 2

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>A Window Into History: The Mystery of the Cellar Window</i>, T89A–T89L</p> <p><b>Grammar</b> Kinds of Pronouns, T97</p>	<p><b>Close Reading</b> <i>Seeing Things His Own Way</i>, T89A–T89N</p> <p><b>Grammar</b> Mechanics and Usage, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “A Second Chance for Chip: The Case of the Curious Canine,” T89M–T89P</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> Intonation, T91</p> <p><b>Close Reading</b> “Get Fit for Fun,” T89O–T89R</p> <p><b>Integrate Ideas</b> Inquiry Space, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Prefixes, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Vowel Alternation, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Prefixes</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Fictional Narrative: Revise, T347</p> <p><b>Spelling</b> Prefixes, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Vowel Alternation</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Fictional Narrative: Revise, T347</p> <p><b>Spelling</b> Vowel Alternation, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>A Window Into History: The Mystery of the Cellar Window</i>, T89A–T89L</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Kinds of Pronouns, T97</p> <p><b>Spelling</b> Prefixes, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Seeing Things His Own Way</i>, T89A–T89N</p> <p><b>Genre Writing</b> Fictional Narrative: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Kinds of Pronouns, T97</p> <p><b>Spelling</b> Vowel Alternation, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Fictional Narrative: Peer Conferences, T347</p> <p><b>Grammar</b> Kinds of Pronouns, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Fictional Narrative: Peer Conferences, T347</p> <p><b>Grammar</b> Kinds of Pronouns, T97</p> <p><b>Build Vocabulary</b> 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>

## GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 4 WEEK 3

		DAY 1		DAY 2	
		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CALIFORNIA STANDARDS	GRADE 5				
	<p><b>Comprehension</b> RI.5.1, RI.5.6, RI.5.8</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.2a, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.3.4b</p> <p><b>Vocabulary</b> L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>				
		GRADE 6	GRADE 5	GRADE 6	GRADE 5
CORE	GRADE 5	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Frederick Douglass: Freedom’s Voice,” T144–T145</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T160</p> <p><b>Spelling</b> Homographs, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Introduce the Concept</b> T138–T139</p> <p><b>Vocabulary</b> T142–T143</p> <p><b>Close Reading</b> “Treasure in the Attic,” T144–T145</p> <p><b>Grammar</b> Uses of Possessive Pronouns, T160</p> <p><b>Spelling</b> Prefixes and Suffixes, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Frederick Douglass: Freedom’s Voice,” T144–T145</p> <p><b>Strategy</b> Summarize, T146–T147</p> <p><b>Skill</b> Author’s Point of View, T148–T149</p> <p><b>Vocabulary Strategy</b> Prefixes and Suffixes, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T160</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Treasure in the Attic,” T144–T145</p> <p><b>Strategy</b> Summarize, T146–T147</p> <p><b>Skill</b> Theme, T148–T149</p> <p><b>Vocabulary Strategy</b> Homophones, T152–T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156</p> <p><b>Grammar</b> Uses of Possessive Pronouns, T160</p> <p><b>Build Vocabulary</b> T164</p>
	GRADE 6	<p><b>Comprehension</b> RL.6.1, RL.6.2, RL.6.3, RL.6.5</p> <p><b>Listening/Speaking</b> SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p><b>Writing</b> W.6.3b, W.6.9a, W.6.10</p> <p><b>Grammar</b> L.6.1a, L.6.2</p> <p><b>Vocabulary</b> L.6.4a, L.6.4d, L.6.6</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4b, RL.6.10</p>			
OPTIONS	GRADE 5	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Fictional Narrative: Discuss the Edited Model, T348</p>	<p><b>Listening Comprehension</b> T140–T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Fictional Narrative: Discuss the Edited Model, T348</p>	<p><b>Genre</b> Biography, T150–T151</p> <p><b>Genre Writing</b> Fictional Narrative: Proofread/Edit, T348</p> <p><b>Spelling</b> Homographs, T162</p>	<p><b>Genre</b> Drama, T150–T151</p> <p><b>Genre Writing</b> Fictional Narrative: Proofread/Edit, T348</p> <p><b>Spelling</b> Prefixes and Suffixes, T162</p>
	GRADE 6				
		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 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Rosa</i>, T153A–T153R</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p>	<p><b>Close Reading</b> <i>The Case of the Magic Marker Mischief Maker</i>, T153A–T153L</p> <p><b>Grammar</b> Mechanics and Usage, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Our Voices, Our Votes,” T153S–T153V</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Dramatic Decisions: Theater Through the Ages” T153M–T153P</p> <p><b>Integrate Ideas</b> Inquiry Space, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Homographs, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Prefixes and Suffixes, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Homographs</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Fictional Narrative: Publish, T348</p> <p><b>Spelling</b> Homographs, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Prefixes and Suffixes</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Fictional Narrative: Publish, T348</p> <p><b>Spelling</b> Prefixes and Suffixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Rosa</i>, T153A–T153R</p> <p><b>Genre Writing</b> Fictional Narrative: Evaluate, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Spelling</b> Homographs, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>The Case of the Magic Marker Mischief Maker</i>, T153A–T153L</p> <p><b>Genre Writing</b> Fictional Narrative: Evaluate, T349</p> <p><b>Grammar</b> Uses of Possessive Pronouns, T161</p> <p><b>Spelling</b> Prefixes and Suffixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Fictional Narrative: Conference with Students, T349</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Fictional Narrative: Conference with Students, T349</p> <p><b>Grammar</b> Uses of Possessive Pronouns, T161</p> <p><b>Build Vocabulary</b> T165</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 4 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
GRADE 5					
<b>CORE</b>	<b>CORE</b>	<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Power from Nature,” T208-T209</p> <p><b>Grammar</b> Possessive Pronouns, T224</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “My Visit to Arizona,” T208-T209</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T224</p> <p><b>Spelling</b> Greek and Latin Prefixes, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Power from Nature,” T208-T209</p> <p><b>Strategy</b> Summarize, T210-T211</p> <p><b>Skill</b> Author’s Point of View, T212-T213</p> <p><b>Vocabulary Strategy</b> Context Clues, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Possessive Pronouns, T224</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “My Visit to Arizona,” T208-T209</p> <p><b>Strategy</b> Summarize, T210-T211</p> <p><b>Skill</b> Theme, T212-T213</p> <p><b>Vocabulary</b> Homographs, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T224</p> <p><b>Build Vocabulary</b> T228</p>
GRADE 6					
<b>OPTIONS</b>	<b>OPTIONS</b>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Poetry: Read Like a Writer, T350</p>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Narrative Poem: Read Like a Writer, T350</p>	<p><b>Genre</b> Expository Text, T214-T215</p> <p><b>Genre Writing</b> Poetry: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T226</p>	<p><b>Genre</b> Free-Verse Fiction, T214-T215</p> <p><b>Genre Writing</b> Narrative Poem: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Greek and Latin Prefixes, 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 4 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>One Well</i>, T217A–T217R</p> <p><b>Grammar</b> Possessive Pronouns, T225</p>	<p><b>Close Reading</b> <i>Home of the Brave</i>, T217A–T217L</p> <p><b>Grammar</b> Mechanics and Usage, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Dirt on Dirt,” T217S–T217T</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Aminata’s Tale,” T217M–T217P</p> <p><b>Integrate Ideas</b> Inquiry Space, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Greek and Latin Prefixes, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Words with /chər/ and /zhər/</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Poetry: Prewrite, T351</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Greek and Latin Prefixes</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Narrative Poem: Prewrite, T351</p> <p><b>Spelling</b> Greek and Latin Prefixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>One Well</i>, T217A–T217R</p> <p><b>Genre Writing</b> Poetry: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Spelling</b> Words with /chər/ and /zhər/, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Home of the Brave</i>, T217A–T217L</p> <p><b>Genre Writing</b> Narrative Poem: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T225</p> <p><b>Spelling</b> Greek and Latin Prefixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Poetry: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Possessive Pronouns, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Narrative Poem: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Pronoun-Verb Agreement, T225</p> <p><b>Build Vocabulary</b> T229</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 4 WEEK 5

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>					
<b>GRADE 5</b>		<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<p><b>Comprehension</b> RL.5.1, RL.5.2</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.3d, W.5.9a, W.5.10</p> <p><b>Grammar</b> L.4.1g</p> <p><b>Vocabulary</b> L.5.5a, L.5.6, RL.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>		<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “How Do I Hold the Summer?,” “Catching a Fly,” and “When I Dance,” T272–T273</p> <p><b>Grammar</b> Pronouns and Homophones, T288</p> <p><b>Spelling</b> Suffixes <i>-ance</i> and <i>-ence</i>, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Introduce the Concept</b> T266–T267</p> <p><b>Vocabulary</b> T270–T271</p> <p><b>Close Reading</b> “Hey Nilda” and “Hi Rachel,” T272–T273</p> <p><b>Grammar</b> More Pronouns, T288</p> <p><b>Spelling</b> Consonant Alternation, T290</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “How Do I Hold the Summer?,” “Catching a Fly,” and “When I Dance,” T272–T273</p> <p><b>Skill</b> Theme, T276–T277</p> <p><b>Literary Elements</b> T278–T279</p> <p><b>Vocabulary Strategy</b> Simile and Metaphor, T280–T281</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> Pronouns and Homophones, T288</p> <p><b>Build Vocabulary</b> T292</p>	<p><b>Close Reading</b> “Hey Nilda” and “Hi Rachel,” T272–T273</p> <p><b>Skill</b> Point of View, T276–T277</p> <p><b>Literary Elements</b> T278–T279</p> <p><b>Vocabulary Strategy</b> Figurative Language, T280–T281</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285</p> <p><b>Grammar</b> More Pronouns, T288</p> <p><b>Build Vocabulary</b> T292</p>
<b>CORE</b>					
<b>OPTIONS</b>		<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Poetry: Draft, T352</p>	<p><b>Listening Comprehension</b> T268–T269</p> <p><b>Write About the Text</b> Writing Fluency, T284</p> <p><b>Genre Writing</b> Narrative Poem: Draft, T352</p>	<p><b>Genre</b> Lyric and Free Verse, T274–T275</p> <p><b>Genre Writing</b> Poetry: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Suffixes <i>-ance</i> and <i>-ence</i>, T290</p>	<p><b>Genre</b> Free Verse and Narrative, T274–T275</p> <p><b>Genre Writing</b> Narrative Poem: Teach the Draft Minilesson, T352</p> <p><b>Spelling</b> Consonant Alternation, T290</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
		<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 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> “Words Free as Confetti” and “Dreams,” T281A–T281D</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p>	<p><b>Close Reading</b> “This Is Just to Say,” “To Mrs. Garcia, in the Office,” “To Thomas,” T281A–T281D</p> <p><b>Grammar</b> Mechanics and Usage, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “A Story of How a Wall Stands,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Primer Lesson” and “If I can stop one heart from breaking,” T281E–T281F</p> <p><b>Integrate Ideas</b> Inquiry Space, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffixes <i>-ance</i> or <i>-ence</i>, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Inquiry Space</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Consonant Alternation, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Suffixes <i>-ance</i> and <i>-ence</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Poetry: Revise, T353</p> <p><b>Spelling</b> Suffixes <i>-ance</i> or <i>-ence</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Consonant Alternation</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Narrative Poem: Revise, T353</p> <p><b>Spelling</b> Consonant Alternation, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “Words Free as Confetti” and “Dreams,” T281A–T281D</p> <p><b>Genre Writing</b> Poetry: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p> <p><b>Spelling</b> Suffixes <i>-ance</i> or <i>-ence</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “This Is Just to Say,” “To Mrs. Garcia, in the Office,” “To Thomas,” T281A–T281D</p> <p><b>Genre Writing</b> Narrative Poem: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> More Pronouns, T289</p> <p><b>Spelling</b> Consonant Alternation, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Poetry: Peer Conferences, T353</p> <p><b>Grammar</b> Pronouns and Homophones, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Narrative Poem: Peer Conferences, T353</p> <p><b>Grammar</b> More Pronouns, T289</p> <p><b>Build Vocabulary</b> T293</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 5 WEEK 1

		DAY 1		DAY 2			
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 5</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>		
	<b>GRADE 5</b>	<b>CORE</b>	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “Miguel in the Middle,” T16–T17 <b>Grammar</b> Independent and Dependent Clauses, T32 <b>Spelling</b> Words with Suffixes, T34 <b>Build Vocabulary</b> T36	<b>Introduce the Concept</b> T10–T11 <b>Vocabulary</b> T14–T15 <b>Close Reading</b> “Thunder Helper,” T16–T17 <b>Grammar</b> Adjectives, T32 <b>Spelling</b> Homophones, T34 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “Miguel in the Middle,” T16–T17 <b>Strategy</b> Make Predictions, T18–T19 <b>Skill</b> Character, Setting, Plot: Compare and Contrast Settings, T20–T21 <b>Vocabulary Strategy</b> Context Clues: Comparison, T24–T25 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Independent and Dependent Clauses, T32 <b>Build Vocabulary</b> T36	<b>Close Reading</b> “Thunder Helper,” T16–T17 <b>Strategy</b> Make Predictions, T18–T19 <b>Skill</b> Problem and Solution, T20–T21 <b>Vocabulary Strategy</b> Word Origins, T24–T25 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T28–T29 <b>Grammar</b> Adjectives, T32 <b>Build Vocabulary</b> T36	
	<b>GRADE 6</b>		<b>OPTIONS</b>	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> Informational Article: Read Like a Writer, T344	<b>Listening Comprehension</b> T12–T13 <b>Write About the Text</b> Writing Fluency, T28 <b>Genre Writing</b> History Research Report: Read Like a Writer, T344	<b>Genre</b> Realistic Fiction, T22–T23 <b>Genre Writing</b> Informational Article: Discuss the Expert Model, T344 <b>Spelling</b> Words with Suffixes, T34	<b>Genre</b> Myth, T22–T23 <b>Genre Writing</b> History Research Report: Discuss the Expert Model, T344 <b>Spelling</b> Homophones, T34
	<b>GRADE 6</b>			<b>Comprehension</b> RL.6.1, RL.6.3, RL.6.5 <b>Listening/Speaking</b> SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3 <b>Writing</b> W.6.3b, W.6.9a, W.6.10 <b>Grammar</b> L.3.1a <b>Vocabulary</b> L.6.4b, L.6.4c, L.6.6 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4b, RL.6.10			
		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 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Ida B...</i>, T25A–T25N</p> <p><b>Grammar</b> Independent and Dependent Clauses, T33</p>	<p><b>Close Reading</b> <i>The Hero and the Minotaur</i>, T25A–T25R</p> <p><b>Grammar</b> Mechanics and Usage, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “A Dusty Ride,” T25O–T25R</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> Intonation and Phrasing, T27</p> <p><b>Close Reading</b> “<i>The A-MAZE-ing Tale of Theseus and the Minotaur</i>,” T25S–T25V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Words with Suffixes, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Homophones, T35</p>
OPTIONS	<p><b>Phonics/Decoding</b> T26–T27 -Suffixes</p> <p><b>Write About the Text and Write to a Prompt</b> T30</p> <p><b>Genre Writing</b> Informational Article: Prewrite, T345</p> <p><b>Spelling</b> Words with Suffixes, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27 -Homophones</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> History Research Report: Prewrite, T345</p> <p><b>Spelling</b> Homophones, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>Ida B...</i>, T25A–T25N</p> <p><b>Genre Writing</b> Informational Article: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Independent and Dependent Clauses, T33</p> <p><b>Spelling</b> Words with Suffixes, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Hero and the Minotaur</i>, T25A–T25R</p> <p><b>Genre Writing</b> History Research Report: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Adjectives, T33</p> <p><b>Spelling</b> Homophones, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Informational Article: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Independent and Dependent Clauses, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> History Research Report: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Adjectives, T33</p> <p><b>Build Vocabulary</b> 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 5 WEEK 2

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 5	GRADE 5	GRADE 6	GRADE 5	GRADE 6
	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE		<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The Day the Rollets Got Their Moxie Back,” T80–T81</p> <p><b>Grammar</b> Complex Sentences, T96</p> <p><b>Spelling</b> Homophones, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “Journey to Freedom,” T80–T81</p> <p><b>Grammar</b> Articles and Demonstrative Adjectives, T96</p> <p><b>Spelling</b> Words from Around the World, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The Day the Rollets Got Their Moxie Back,” T80–T81</p> <p><b>Strategy</b> Make Predictions, T82–T83</p> <p><b>Skill</b> Character, Setting, Plot: Compare and Contrast Characters, T84–T85</p> <p><b>Vocabulary Strategy</b> Idioms, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Complex Sentences, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “Journey to Freedom,” T80–T81</p> <p><b>Strategy</b> Make Predictions, T82–T83</p> <p><b>Skill</b> Cause and Effect, T84–T85</p> <p><b>Vocabulary Strategy</b> Adages and Proverbs, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Articles and Demonstrative Adjectives, T96</p> <p><b>Build Vocabulary</b> T100</p>
OPTIONS		<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Informational Article: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> History Research Report: Draft, T346</p>	<p><b>Genre</b> Historical Fiction, T86–T87</p> <p><b>Genre Writing</b> Informational Article: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Homophones, T98</p>	<p><b>Genre</b> Historical Fiction, T86–T87</p> <p><b>Genre Writing</b> History Research Report: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> 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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Bud, Not Buddy</i>, T89A–T89P</p> <p><b>Grammar</b> Complex Sentences, T97</p>	<p><b>Close Reading</b> <i>Elijah of Buxton</i>, T89A–T89R</p> <p><b>Grammar</b> Mechanics and Usage, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Musical Impressions of the Great Depression,” T89Q–T89T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94–T95</p>	<p><b>Fluency</b> Expression, T91</p> <p><b>Close Reading</b> “The People Could Fly,” T89S–T89V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Homophones, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Words from Around the World, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Homophones</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Informational Article: Revise, T347</p> <p><b>Spelling</b> Homophones, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Words from Around the World</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> History Research Report: Revise, T347</p> <p><b>Spelling</b> Words from Around the World, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Bud, Not Buddy</i>, T89A–T89P</p> <p><b>Genre Writing</b> Informational Article: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Complex Sentences, T97</p> <p><b>Spelling</b> Homophones, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>Elijah of Buxton</i>, T89A–T89N</p> <p><b>Genre Writing</b> History Research Report: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Articles and Demonstrative Adjectives, T97</p> <p><b>Spelling</b> Words from Around the World, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Informational Article: Peer Conferences, T347</p> <p><b>Grammar</b> Complex Sentences, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> History Research Report: Peer Conferences, T347</p> <p><b>Grammar</b> Articles and Demonstrative Adjectives, T97</p> <p><b>Build Vocabulary</b> 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>

## GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE	GRADE 5	<b>Introduce the Concept</b> T138–139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “Forests on Fire,” T144–T145 <b>Grammar</b> Adjectives, T160 <b>Spelling</b> Prefixes, T162 <b>Build Vocabulary</b> T164	<b>Introduce the Concept</b> T138–T139 <b>Vocabulary</b> T142–T143 <b>Close Reading</b> “The Science of Silk,” T144–T145 <b>Grammar</b> Adjectives That Compare, T160 <b>Spelling</b> Latin Roots, T162 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “Forests on Fire,” T144–T145 <b>Strategy</b> Ask and Answer Questions, T146–T147 <b>Skill</b> Text Structure: Compare and Contrast, T148–T149 <b>Vocabulary Strategy</b> Context Clues, T152–T153 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Adjectives, T160 <b>Build Vocabulary</b> T164	<b>Close Reading</b> “The Science of Silk,” T144–T145 <b>Strategy</b> Reread, T146–T147 <b>Skill</b> Cause and Effect, T148–T149 <b>Vocabulary Strategy</b> Context Clues, T152–T153 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156–T157 <b>Grammar</b> Adjectives That Compare, T160 <b>Build Vocabulary</b> T164
	GRADE 6	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> Informational Article: Discuss the Edited Model, T348	<b>Listening Comprehension</b> T140–T141 <b>Write About the Text</b> Writing Fluency, T156 <b>Genre Writing</b> History Research Report: Discuss the Edited Model, T348	<b>Genre</b> Expository Text, T150–T151 <b>Genre Writing</b> Informational Article: Proofread/Edit, T348 <b>Spelling</b> Prefixes, T162	<b>Genre</b> Expository Text, T150–T151 <b>Genre Writing</b> History Research Report: Proofread/Edit, T348 <b>Spelling</b> Latin Roots, T162
OPTIONS	GRADE 5	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension
	GRADE 6	<b>Comprehension</b> RI.5.1, RI.5.3, RI.5.5 <b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 <b>Writing</b> W.5.2a, W.5.9b, W.5.10 <b>Grammar</b> L.3.1a, L.5.2d <b>Vocabulary</b> L.5.4a, L.5.6, RI.5.4 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Comprehension</b> RI.6.1, RI.6.3, RI.6.5 <b>Listening/Speaking</b> SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3 <b>Writing</b> W.6.2a, W.6.9b, W.6.10 <b>Grammar</b> L.3.1g, L.6.2 <b>Vocabulary</b> L.6.4a, L.6.5b, L.6.6 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4c, RI.6.10	<b>Approaching Level</b>	<b>On Level</b>
		APPROACHING LEVEL		ON LEVEL	
		GRADE 5	GRADE 6	GRADE 5	GRADE 6

GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 5 WEEK 3

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Global Warming</i>, T153A–T153P</p> <p><b>Grammar</b> Adjectives, T161</p>	<p><b>Close Reading</b> <i>Before Columbus</i>, T153A–T153N</p> <p><b>Grammar</b> Mechanics and Usage, T161</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “When Volcanoes Erupt,” T153Q–T153T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158–T159</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Looking Back to Move Forward” T153O–T153R</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> T158</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Prefixes, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Latin Roots, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Prefixes</p> <p><b>Write About the Text and Write to a Prompt</b> T158</p> <p><b>Genre Writing</b> Informational Article: Publish, T348</p> <p><b>Spelling</b> Prefixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Latin Roots</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> History Research Report: Publish, T348</p> <p><b>Spelling</b> Latin Roots, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Global Warming</i>, T153A–T153P</p> <p><b>Genre Writing</b> Informational Article: Evaluate, T349</p> <p><b>Grammar</b> Adjectives, T161</p> <p><b>Spelling</b> Prefixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Before Columbus</i>, T153A–T153N</p> <p><b>Genre Writing</b> History Research Report: Evaluate, T349</p> <p><b>Grammar</b> Adjectives That Compare, T161</p> <p><b>Spelling</b> Latin Roots, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Informational Article: Conference with Students, T349</p> <p><b>Grammar</b> Adjectives, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> History Research Report: Conference with Students, T349</p> <p><b>Grammar</b> Adjectives That Compare, T161</p> <p><b>Build Vocabulary</b> T165</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 5 WEEK 4

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>	<b>GRADE 5</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>CORE</b>		<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Changing Views of Earth,” T208-T209</p> <p><b>Grammar</b> Suffixes <i>-less</i> and <i>-ness</i>, T224</p> <p><b>Spelling</b> Possessive Nouns, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Introduce the Concept</b> T202-T203</p> <p><b>Vocabulary</b> T206-T207</p> <p><b>Close Reading</b> “Light Detectives,” T208-T209</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T224</p> <p><b>Spelling</b> Greek Roots, T226</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Changing Views of Earth,” T208-T209</p> <p><b>Strategy Summarize</b> Ask and Answer Questions, T210-T211</p> <p><b>Skill</b> Cause and Effect, T212-T213</p> <p><b>Vocabulary Strategy</b> Greek Roots, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Adjectives That Compare, T224</p> <p><b>Build Vocabulary</b> T228</p>	<p><b>Close Reading</b> “Light Detectives,” T208-T209</p> <p><b>Strategy</b> Reread, T210-T211</p> <p><b>Skill</b> Sequence, T212-T213</p> <p><b>Vocabulary Strategy</b> Context Clues, T216-T217</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T220-T221</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T224</p> <p><b>Build Vocabulary</b> T228</p>
<b>OPTIONS</b>		<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Research Report: Read Like a Writer, T350</p>	<p><b>Listening Comprehension</b> T204-T205</p> <p><b>Write About the Text</b> Writing Fluency, T220</p> <p><b>Genre Writing</b> Science Research Report: Read Like a Writer, T350</p>	<p><b>Genre</b> Expository Text, T214-T215</p> <p><b>Genre Writing</b> Research Report: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Suffixes <i>-less</i> and <i>-ness</i>, T226</p>	<p><b>Genre</b> Expository Text, T214-T215</p> <p><b>Genre Writing</b> Science Research Report: Discuss the Expert Model, T350</p> <p><b>Spelling</b> Greek Roots, T226</p>
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
		<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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>When is a Planet Not a Planet?</i>, T217A–T217R</p> <p><b>Grammar</b> Adjectives That Compare, T225</p>	<p><b>Close Reading</b> <i>Planet Hunter</i>, T217A–T217P</p> <p><b>Grammar</b> Mechanics and Usage, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “New Moon,” T217S–T217T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “Excursion Mars,” T217Q–T217R</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Suffixes <i>-less</i> and <i>-ness</i>, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Greek Roots, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Suffixes <i>-less</i> and <i>-ness</i></p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Research Report: Prewrite, T351</p> <p><b>Spelling</b> Suffixes <i>-less</i> and <i>-ness</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Greek Roots</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Science Research Report: Prewrite, T351</p> <p><b>Spelling</b> Greek Roots, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>When is a Planet Not a Planet?</i>, T217A–T217R</p> <p><b>Genre Writing</b> Research Report: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Adjectives That Compare, T225</p> <p><b>Spelling</b> T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Planet Hunter</i>, T217A–T217P</p> <p><b>Genre Writing</b> Science Research Report: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T225</p> <p><b>Spelling</b> Greek Roots, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Research Report: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Adjectives That Compare, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Science Research Report: Choose Your Topic, T351</p> <p><b>Grammar</b> Comparing with <i>More</i> and <i>Most</i>, T225</p> <p><b>Build Vocabulary</b> T229</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 5 WEEK 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
CORE	GRADE 5	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “Should Plants and Animals from Other Places Live Here?,” T272–T273 <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i> , T288 <b>Spelling</b> Suffix <i>-ion</i> , T290 <b>Build Vocabulary</b> T292	<b>Introduce the Concept</b> T266–T267 <b>Vocabulary</b> T270–T271 <b>Close Reading</b> “Tools of the Explorer’s Trade,” T272–T273 <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i> , T288 <b>Spelling</b> <i>-ive, -age, ize</i> , T290 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “Should Plants and Animals from Other Places Live Here?,” T272–T273 <b>Strategy</b> Ask and Answer Questions, T274–T275 <b>Skill</b> Author’s Point of View, T276–T277 <b>Vocabulary Strategy</b> Root Words, T280–T281 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i> , T288 <b>Build Vocabulary</b> T292	<b>Close Reading</b> “Tools of the Explorer’s Trade,” T272–T273 <b>Strategy</b> Summarize, T274–T275 <b>Skill</b> Author’s Point of View, T276–T277 <b>Vocabulary Strategy</b> Connotations and Denotations, T280–T281 <b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T284–T285 <b>Grammar</b> Comparing with <i>Good</i> and <i>Bad</i> , T288 <b>Build Vocabulary</b> T292
	GRADE 6	<b>Comprehension</b> RI.6.1, RI.6.2, RI.6.5, RI.6.6, RI.6.8 <b>Listening/Speaking</b> SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3 <b>Writing</b> W.6.1c, W.6.9b, W.6.10 <b>Grammar</b> L.3.1g, L.6.1e <b>Vocabulary</b> L.6.5c, L.6.6 <b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4c, RI.6.10	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Research Report: Draft, T352	<b>Listening Comprehension</b> T268–T269 <b>Write About the Text</b> Writing Fluency, T284 <b>Genre Writing</b> Science Research Report: Draft, T352	<b>Genre</b> Persuasive Article, T278–T279 <b>Genre Writing</b> Research Report: Teach the Draft Minilesson, T352 <b>Spelling</b> Suffix <i>-ion</i> , T290
OPTIONS	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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> “The Case of the Missing Bees,” T281A–T281D</p> <p><b>Grammar</b> Comparing with <i>Good and Bad</i>, T289</p>	<p><b>Close Reading</b> <i>Out of this World</i>, T281A–T281D</p> <p>Grammar Mechanics and Usage, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Busy, Beneficial Bees,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Space Shuttles on the Move,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffix <i>-ion</i>, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> <i>-ive, -age, and -ize</i>, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Words with <i>-ion</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Research Report: Revise, T353</p> <p><b>Spelling</b> Suffix <i>-ion</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Suffixes <i>-ive, -age, and -ize</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Science Research Report: Revise, T353</p> <p><b>Spelling</b> <i>-ive, -age, and -ize</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “The Case of the Missing Bees,” T281A–T281D</p> <p><b>Genre Writing</b> Research Report: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Comparing with <i>Good and Bad</i>, T289</p> <p><b>Spelling</b> Suffix <i>-ion</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> <i>Out of This World</i>, T281A–T281D</p> <p><b>Genre Writing</b> Science Research Report: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Comparing with <i>Good and Bad</i>, T289</p> <p><b>Spelling</b> <i>-ive, -age, and -ize</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Research Report: Peer Conferences, T353</p> <p><b>Grammar</b> Comparing with <i>Good and Bad</i>, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Science Research Report: Peer Conferences, T353</p> <p><b>Grammar</b> Comparing with <i>Good and Bad</i>, T289</p> <p><b>Build Vocabulary</b> T293</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 6 WEEK 1

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 5</b></p> <p><b>Comprehension</b> RL.5.1, RL.5.2</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.3b, W.5.9a, W.5.10</p> <p><b>Grammar</b> L.3.1a, L.4.1a</p> <p><b>Vocabulary</b> L.5.5c, L.5.6, RL.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p><b>GRADE 6</b></p> <p><b>Comprehension</b> RI.6.1, RI.6.2, RI.6.3</p> <p><b>Listening/Speaking</b> SL.6.1b, SL.6.1d, SL.6.2, SL.6.3</p> <p><b>Writing</b> W.6.3a, W.6.9b, W.6.10</p> <p><b>Grammar</b> L.3.1a</p> <p><b>Vocabulary</b> RI.6.4, L.6.4b, L.6.6</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4c, RI.6.10</p>	<p><b>CORE</b></p>	<p><b>GRADE 5</b></p> <p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “Shipped Out,” T16–T17</p> <p><b>Grammar</b> Adverbs, T32</p> <p><b>Spelling</b> Words with Greek Roots, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 6</b></p> <p><b>Introduce the Concept</b> T10–T11</p> <p><b>Vocabulary</b> T14–T15</p> <p><b>Close Reading</b> “The Fortunes of Fragrance,” T16–T17</p> <p><b>Grammar</b> Adverbs, T32</p> <p><b>Spelling</b> Suffixes, <i>-able</i>, <i>-ible</i>, T34</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 5</b></p> <p><b>Close Reading</b> “Shipped Out,” T16–T17</p> <p><b>Strategy</b> Summarize, T18–T19</p> <p><b>Skill</b> Theme, T20–T21</p> <p><b>Vocabulary Strategy</b> Homophones, T24–T25</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Adverbs, T32</p> <p><b>Build Vocabulary</b> T36</p>	<p><b>GRADE 6</b></p> <p><b>Close Reading</b> “The Fortunes of Fragrance,” T16–T17</p> <p><b>Strategy</b> Ask and Answer Questions, T18–T19</p> <p><b>Skill</b> Main Idea and Key Details, T20–T21</p> <p><b>Vocabulary Strategy</b> Latin Roots, T24–T25</p> <p><b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T28–T29</p> <p><b>Grammar</b> Adverbs, T32</p> <p><b>Build Vocabulary</b> T36</p>
			<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Book Review: Read Like a Writer, T344</p>	<p><b>Listening Comprehension</b> T12–T13</p> <p><b>Write About the Text</b> Writing Fluency, T28</p> <p><b>Genre Writing</b> Argument Essay: Read Like a Writer, T344</p>
<p><b>APPROACHING LEVEL</b></p>				<p><b>ON LEVEL</b></p>	
		<p><b>GRADE 5</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p><b>GRADE 5</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 1

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>The Unbreakable Code</i>, T25A–T25P</p> <p><b>Grammar</b> Adverbs, T33</p>	<p><b>Close Reading</b> <i>The Story of Salt</i>, T25A–T25R</p> <p><b>Grammar</b> Mechanics and Usage, T33</p>	<p><b>Fluency</b> T27</p> <p><b>Close Reading</b> “Allies in Action,” T25Q–T25T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30–T31</p>	<p><b>Fluency</b> Rate and Accuracy, T27</p> <p><b>Close Reading</b> “The Not-So-Golden Touch,” T25S–T25V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T38–T39</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T30</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Words with Greek Roots, T35</p>	<p><b>Integrate Ideas</b> T38–T39</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T31</p> <p><b>Spelling</b> Suffixes, <i>-able</i>, <i>-ible</i>, T35</p>
OPTIONS	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Words with Greek Roots</p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Book Review: Prewrite, T345</p> <p><b>Spelling</b> Words with Greek Roots, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Phonics/Decoding</b> T26–T27</p> <p>-Suffixes <i>-ible</i> and <i>-able</i></p> <p><b>Write About the Text</b> T30</p> <p><b>Genre Writing</b> Argument Essay: Prewrite, T345</p> <p><b>Spelling</b> Suffixes, <i>-able</i>, <i>-ible</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Unbreakable Code</i>, T25A–T25P</p> <p><b>Genre Writing</b> Book Review: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Spelling</b> Words with Greek Roots, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Close Reading</b> <i>The Story of Salt</i>, T25A–T25R</p> <p><b>Genre Writing</b> Argument Essay: Teach the Prewrite Minilesson, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Spelling</b> Suffixes, <i>-able</i>, <i>-ible</i>, T35</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Book Review: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Build Vocabulary</b> T37</p>	<p><b>Genre Writing</b> Argument Essay: Choose Your Topic and Plan, T345</p> <p><b>Grammar</b> Adverbs, T33</p> <p><b>Build Vocabulary</b> 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 6 WEEK 2

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>					
<b>GRADE 5</b>		<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
CORE	GRADE 5	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The Bully,” T80–T81</p> <p><b>Grammar</b> Adverbs That Compare, T96</p> <p><b>Spelling</b> Words with Latin Roots, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Introduce the Concept</b> T74–T75</p> <p><b>Vocabulary</b> T78–T79</p> <p><b>Close Reading</b> “The Great Fire of London,” T80–T81</p> <p><b>Grammar</b> Adverbs That Compare, T96</p> <p><b>Spelling</b> <i>-ance, -ence, -ant, -ent</i>, T98</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The Bully,” T80–T81</p> <p><b>Strategy</b> Summarize, T82–T83</p> <p><b>Skill</b> Theme, T84–T85</p> <p><b>Vocabulary Strategy</b> Connotation and Denotation, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Adverbs That Compare, T96</p> <p><b>Build Vocabulary</b> T100</p>	<p><b>Close Reading</b> “The Great Fire of London,” T80–T81</p> <p><b>Strategy</b> Ask and Answer Questions, T82–T83</p> <p><b>Skill</b> Cause and Effect, T84–T85</p> <p><b>Vocabulary Strategy</b> Adages and Proverbs, T88–T89</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T92–T93</p> <p><b>Grammar</b> Adverbs That Compare, T96</p> <p><b>Build Vocabulary</b> T100</p>
	<b>GRADE 6</b>	<p><b>Listening Comprehension</b> RH.6.1, RH.6.5, RI.6.1, RI.6.3, RI.6.5</p> <p><b>Listening/Speaking</b> SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3</p> <p><b>Writing</b> W.6.1a, W.6.9b, W.6.10</p> <p><b>Grammar</b> L.3.1g</p> <p><b>Vocabulary</b> L.6.4d, L.6.5a, L.6.6</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4b, RI.6.10</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Book Review: Draft, T346</p>	<p><b>Listening Comprehension</b> T76–T77</p> <p><b>Write About the Text</b> Writing Fluency, T92</p> <p><b>Genre Writing</b> Argument Essay: Draft, T346</p>	<p><b>Genre</b> Realistic Fiction, T86–T87</p> <p><b>Genre Writing</b> Book Review: Teach the Draft Minilesson, T346</p> <p><b>Spelling</b> Words with Latin Roots, T98</p>
<b>OPTIONS</b>					
		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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>The Friend Who Changed My Life</i>, T89A–T89N</p> <p><b>Grammar</b> Adverbs That Compare, T97</p>	<p><b>Close Reading</b> <i>The Great Fire</i>, T89A–T89R</p> <p><b>Grammar</b> Mechanics and Usage, T97</p>	<p><b>Fluency</b> T91</p> <p><b>Close Reading</b> “Choose Your Strategy: A Guide to Getting Along,” T89O–T89R</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Fluency</b> Intonation and Phrasing, T91</p> <p><b>Close Reading</b> “Aftermath of a Fire,” T89S–T89T</p> <p><b>Integrate Ideas</b> Research and Inquiry, T102–T103</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T94</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> Words with Latin Roots, T99</p>	<p><b>Integrate Ideas</b> T102–T103</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T95</p> <p><b>Spelling</b> -ance, -ence, -ant, -ent, T99</p>
OPTIONS	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Words with Latin Roots</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Book Review: Revise, T347</p> <p><b>Spelling</b> Words with Latin Roots, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Phonics/Decoding</b> T90–T91</p> <p>-Suffixes -ance, -ence, -ant, and -ent</p> <p><b>Write About the Text</b> T94</p> <p><b>Genre Writing</b> Argument Essay: Revise, T347</p> <p><b>Spelling</b> -ance, -ence, -ant, -ent, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>The Friend Who Changed My Life</i>, T89A–T89N</p> <p><b>Genre Writing</b> Book Review: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Adverbs That Compare, T97</p> <p><b>Spelling</b> Words with Latin Roots, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Close Reading</b> <i>The Great Fire</i>, T89A–T89R</p> <p><b>Genre Writing</b> Argument Essay: Teach the Revise Minilesson, T347</p> <p><b>Grammar</b> Adverbs That Compare, T97</p> <p><b>Spelling</b> -ance, -ence, -ant, -ent, T99</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Book Review: Peer Conferences, T347</p> <p><b>Grammar</b> Adverbs That Compare, T97</p> <p><b>Build Vocabulary</b> T101</p>	<p><b>Genre Writing</b> Argument Essay: Peer Conferences, T347</p> <p><b>Grammar</b> Adverbs That Compare, T97</p> <p><b>Build Vocabulary</b> 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>



## GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 3

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6	
GRADE 5						
CORE	GRADE 5	<p><b>Comprehension</b> RI.5.1, RI.5.3, RI.5.5</p> <p><b>Listening/Speaking</b> SL.5.1b, SL.5.1d, SL.5.2, SL.5.3</p> <p><b>Writing</b> W.5.2b, W.5.9b, W.5.10</p> <p><b>Grammar</b> L.5.1</p> <p><b>Vocabulary</b> L.5.4a, L.5.6, RI.5.4</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p>	<p><b>Introduce the Concept</b> T138-T139</p> <p><b>Vocabulary</b> T142-T143</p> <p><b>Close Reading</b> “Mysterious Oceans,” T144-T145</p> <p><b>Grammar</b> Negatives, T160</p> <p><b>Spelling</b> Words from Mythology, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Introduce the Concept</b> T138-T139</p> <p><b>Vocabulary</b> T142-T143</p> <p><b>Close Reading</b> “Researcher to the Rescue,” T144-T145</p> <p><b>Grammar</b> Negatives, T160</p> <p><b>Spelling</b> Greek Suffixes, T162</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Mysterious Oceans,” T144-T145</p> <p><b>Strategy</b> Ask and Answer Questions, T146-T147</p> <p><b>Skill</b> Text Structure: Cause and Effect, T148-T149</p> <p><b>Vocabulary Strategy</b> Context Clues, T152-T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156-T157</p> <p><b>Grammar</b> Negatives, T160</p> <p><b>Build Vocabulary</b> T164</p>	<p><b>Close Reading</b> “Researcher to the Rescue,” T144-T145</p> <p><b>Strategy</b> Summarize, T146-T147</p> <p><b>Skill</b> Main Idea and Key Details, T148-T149</p> <p><b>Vocabulary Strategy</b> Context Clues, T152-T153</p> <p><b>Write About the Text Model</b> Note-Taking and Write to a Prompt, T156</p> <p><b>Grammar</b> Negatives, T160</p> <p><b>Build Vocabulary</b> T164</p>
	GRADE 6		<p><b>Comprehension</b> RI.6.1, RI.6.2</p> <p><b>Listening/Speaking</b> SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3</p> <p><b>Writing</b> W.6.2a, W.6.9b, W.6.10</p> <p><b>Grammar</b> L.6.1</p> <p><b>Vocabulary</b> L.6.5b, L.6.6</p> <p><b>Foundational Skills/Word Work</b> RF.5.3a, RF.5.4c, RI.6.10</p>	<p><b>Listening Comprehension</b> T140-T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Book Review: Discuss the Edited Model, T348</p>	<p><b>Listening Comprehension</b> T140-T141</p> <p><b>Write About the Text</b> Writing Fluency, T156</p> <p><b>Genre Writing</b> Argument Essay: Discuss the Edited Model, T348</p>	<p><b>Genre</b> Expository Text, T150-T151</p> <p><b>Genre Writing</b> Book Review: Proofread/Edit, T348</p> <p><b>Spelling</b> Words from Mythology, T162</p>
OPTIONS						
		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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> “Survival at 40 Below,” T153A–T153R</p> <p><b>Grammar</b> Negatives, T161</p>	<p><b>Close Reading</b> <i>Extreme Scientists</i>, T153A–T153R</p> <p><b>Grammar</b> Mechanics and Usage, T161</p>	<p><b>Fluency</b> Rate and Accuracy, T155</p> <p><b>Close Reading</b> “Why the Evergreen Trees Never Lose Their Leaves,” T153S–T153V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Fluency</b> T155</p> <p><b>Close Reading</b> “Making the Scientific Method Work for You,” T153S–T153V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T166–T167</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T158</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Words from Mythology, T163</p>	<p><b>Integrate Ideas</b> T166–T167</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T159</p> <p><b>Spelling</b> Greek Suffixes, T163</p>
OPTIONS	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Words from Mythology</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Book Review: Publish, T348</p> <p><b>Spelling</b> Words from Mythology, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Phonics/Decoding</b> T154–T155</p> <p>-Greek Suffixes</p> <p><b>Write About the Text</b> T158</p> <p><b>Genre Writing</b> Argument Essay: Publish, T348</p> <p><b>Spelling</b> Greek Suffixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> “Survival at 40 Below,” T153A–T153R</p> <p><b>Genre Writing</b> Book Review: Evaluate, T349</p> <p><b>Grammar</b> Negatives, T161</p> <p><b>Spelling</b> Words from Mythology, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Close Reading</b> <i>Extreme Scientists</i>, T153A–T153R</p> <p><b>Genre Writing</b> Argument Essay: Evaluate, T349</p> <p><b>Grammar</b> Negatives, T161</p> <p><b>Spelling</b> Greek Suffixes, T163</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Book Review: Conference with Students, T349</p> <p><b>Grammar</b> Negatives, T161</p> <p><b>Build Vocabulary</b> T165</p>	<p><b>Genre Writing</b> Argument Essay: Conference with Students, T349</p> <p><b>Grammar</b> Negatives, T161</p> <p><b>Build Vocabulary</b> T165</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 6 WEEK 4

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 5	GRADE 6	GRADE 5	GRADE 6
GRADE 5					
CORE	Comprehension RI.5.1, RI.5.3, RI.5.5	<b>Introduce the Concept</b> T202-T203	<b>Introduce the Concept</b> T202-T203	<b>Close Reading</b> “Words to Save the World,” T208-T209	<b>Close Reading</b> “Messages in Stone and Wood,” T208-T209
	Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3	<b>Vocabulary</b> T206-T207	<b>Vocabulary</b> T206-T207	<b>Strategy</b> Ask and Answer Questions, T210-T211	<b>Strategy</b> Summarize, T210-T211
OPTIONS	Writing W.5.1a, W.5.9b, W.5.10	<b>Close Reading</b> “Words to Save the World,” T208-T209	<b>Close Reading</b> “Messages in Stone and Wood,” T208-T209	<b>Skill</b> Text Structure: Problem and Solution, T212-T213	<b>Skill</b> Text Structure: Sequence, T212-T213
	Grammar L.5.1e, L.5.2a, L.5.3a	<b>Grammar</b> Sentence Combining, T224	<b>Grammar</b> Prepositions, T224	<b>Vocabulary Strategy</b> Synonyms and Antonyms, T216-T217	<b>Vocabulary Strategy</b> Greek Roots, T216-T217
CORE	Vocabulary L.5.5c, L.5.6, RI.5.4	<b>Spelling</b> Number Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>cent-</i> , T226	<b>Spelling</b> Absorbed Prefixes, T226	<b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221	<b>Write About the Text</b> Model Note-Taking and Write to a Prompt, T220-T221
	Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c	<b>Build Vocabulary</b> T228	<b>Build Vocabulary</b> T228	<b>Grammar</b> Sentence Combining, T224	<b>Grammar</b> Prepositions, T224
CORE	GRADE 6			<b>Build Vocabulary</b> T228	<b>Build Vocabulary</b> T228
	Comprehension RI.6.1, RI.6.2, RI.6.5	<b>Listening Comprehension</b> T204-T205	<b>Listening Comprehension</b> T204-T205	<b>Genre</b> Informational Text, T214-T215	<b>Genre</b> Expository Text, T214-T215
OPTIONS	Listening/Speaking SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3	<b>Write About the Text</b> Writing Fluency, T220	<b>Write About the Text</b> Writing Fluency, T220	<b>Genre Writing</b> Opinion Letter: Discuss the Expert Model, T350	<b>Genre Writing</b> Argument: Discuss the Expert Model, T350
	Writing W.6.2a, W.6.9b, W.6.10	<b>Genre Writing</b> Opinion Letter: Read Like a Writer, T350	<b>Genre Writing</b> Argument: Read Like a Writer, T350	<b>Spelling</b> Number Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>cent-</i> , T226	<b>Spelling</b> Absorbed Prefixes, T226
CORE	Grammar L.4.1e, L.6.1				
	Vocabulary L.6.4b, L.6.4c, L.6.6				
OPTIONS	Foundational Skills/Word Work RF.5.3a, RF.5.4b, RI.6.10, RL.6.10				

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	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> <i>Planting the Trees of Kenya</i>, T217A–T217N</p> <p><b>Grammar</b> Sentence Combining, T225</p>	<p><b>Close Reading</b> <i>Pharaoh’s Boat</i>, T217A–T217R</p> <p><b>Grammar</b> Prepositions, T225</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Park Project,” T217O–T217P</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222–T223</p>	<p><b>Fluency</b> T219</p> <p><b>Close Reading</b> “The Mystery of the Missing Sandals,” T217S–T217V</p> <p><b>Integrate Ideas</b> Research and Inquiry, T230–T231</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T222</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Number Prefixes <i>uni-, bi-, tri-, cent-</i>, T227</p>	<p><b>Integrate Ideas</b> T230–T231</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T223</p> <p><b>Spelling</b> Absorbed Prefixes, T227</p>
OPTIONS	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Number Prefixes <i>uni-, bi-, tri-, cent-</i></p> <p><b>Write About the Text and Write to a Prompt</b> T222</p> <p><b>Genre Writing</b> Opinion Letter: Prewrite, T351</p> <p><b>Spelling</b> Number Prefixes <i>uni-, bi-, tri-, cent-</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Phonics/Decoding</b> T218–T219</p> <p>-Absorbed Prefixes</p> <p><b>Write About the Text</b> T222</p> <p><b>Genre Writing</b> Argument: Prewrite, T351</p> <p><b>Spelling</b> Absorbed Prefixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Planting the Trees of Kenya</i>, T217A–T217N</p> <p><b>Genre Writing</b> Opinion Letter: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Sentence Combining, T225</p> <p><b>Spelling</b> Number Prefixes <i>uni-, bi-, tri-, cent-</i>, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Close Reading</b> <i>Pharaoh’s Boat</i>, T217A–T217R</p> <p><b>Genre Writing</b> Argument: Teach the Prewrite Minilesson, T351</p> <p><b>Grammar</b> Prepositions, T225</p> <p><b>Spelling</b> Absorbed Prefixes, T227</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Opinion Letter: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Sentence Combining, T225</p> <p><b>Build Vocabulary</b> T229</p>	<p><b>Genre Writing</b> Argument: Choose Your Topic and Plan, T351</p> <p><b>Grammar</b> Prepositions, T225</p> <p><b>Build Vocabulary</b> T229</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 6 WEEK 5

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE 5</b></p> <p>Comprehension RL.5.1, RL.5.6 Listening/Speaking SL.5.1b, SL.5.1d, SL.5.2, SL.5.3 Writing W.5.9a, W.5.10 Grammar L.4.1e Vocabulary L.5.5c, L.5.6, RL.5.4 Foundational Skills/Word Work RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c</p> <p><b>GRADE 6</b></p> <p>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 Vocabulary RL.6.4, L.6.5a, L.6.6 Foundational Skills/Word Work RF.4.3a, RF.5.4b, RL.6.10</p>	<p><b>CORE</b></p>	<p><b>GRADE 5</b></p> <p>Introduce the Concept T266–T267 Vocabulary T270–T271 Close Reading “To Travel!” and “Wild Blossoms,” T272–T273 Grammar Prepositional Phrases, T288 Spelling Words with Suffixes <i>-ible</i> and <i>-able</i>, T290 Build Vocabulary T292</p>	<p><b>GRADE 6</b></p> <p>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</p>	<p><b>GRADE 5</b></p> <p>Close Reading “To Travel!” and “Wild Blossoms,” T272–T273 Skill Point of View, T276–T277 Literary Elements Assonance and Consonance, T278–T279 Vocabulary Strategy Personification, T280–T281 Write About the Text Model Note-Taking and Write to a Prompt, T284–T285 Grammar Prepositional Phrases, T288 Build Vocabulary T292</p>	<p><b>GRADE 6</b></p> <p>Close Reading “How Many Seconds” and “An Ode to the Wind,” T272–T273 Skill Theme, 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 Sentence Combining, T288 Build Vocabulary T292</p>
		<p><b>OPTIONS</b></p>	<p>Listening Comprehension T268–T269 Write About the Text Writing Fluency, T284 Genre Writing Opinion Letter: Draft, T352</p>	<p>Listening Comprehension T268–T269 Write About the Text Writing Fluency, T284 Genre Writing Argument: Draft, T352</p>	<p>Genre Lyric Poem and Narrative Poem, T274–T275 Genre Writing Opinion Letter: Teach the Draft Minilesson, T352 Spelling Words with Suffixes <i>-ible</i> and <i>-able</i>, T290</p>
		<p><b>APPROACHING LEVEL</b></p>		<p><b>ON LEVEL</b></p>	
		<p><b>GRADE 5</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency</p>	<p><b>GRADE 5</b></p> <p>Leveled Reader Vocabulary Comprehension</p>	<p><b>GRADE 6</b></p> <p>Leveled Reader Vocabulary Comprehension</p>

GRADES 5–6 COMBINATION CLASS LESSON PLAN UNIT 6 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 5	GRADE 6	GRADE 5	GRADE 6	GRADE 5	GRADE 6	
		<p><b>Close Reading</b> “You Are My Music” and “You and I,” T281A–T281D</p> <p><b>Grammar</b> Prepositional Phrases, T289</p>	<p><b>Close Reading</b> “To You” and “Ode to Pablo’s Tennis Shoes,” T281A–T281D</p> <p><b>Grammar</b> Sentence Combining, T289</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “A Time to Talk,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286–T287</p>	<p><b>Fluency</b> T283</p> <p><b>Close Reading</b> “Drumbeat” and “Sittin’ on the Dock of the Bay,” T281E–T281F</p> <p><b>Integrate Ideas</b> Research and Inquiry, T294–T295</p> <p><b>Write About Two Texts</b> Model Note-Taking and Taking Notes, T286</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Suffixes <i>-ible</i> and <i>-able</i>, T291</p>	<p><b>Integrate Ideas</b> T294–T295</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Weekly Assessment</b></p> <p><b>Write About Two Texts</b> Analyze Student Model and Write to the Prompt, T287</p> <p><b>Spelling</b> Words from Mythology, T291</p>
OPTIONS	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Suffixes <i>-ible</i> and <i>-able</i></p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Opinion Letter: Revise, T353</p> <p><b>Spelling</b> Suffixes <i>-ible</i> and <i>-able</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Phonics/Decoding</b> T282–T283</p> <p>-Words from Mythology</p> <p><b>Write About the Text</b> T286</p> <p><b>Genre Writing</b> Argument: Revise, T353</p> <p><b>Spelling</b> Words from Mythology, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “You Are My Music” and “You and I,” T281A–T281D</p> <p><b>Genre Writing</b> Opinion Letter: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Prepositional Phrases, T289</p> <p><b>Spelling</b> Suffixes <i>-ible</i> and <i>-able</i>, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Close Reading</b> “To You” and “Ode to Pablo’s Tennis Shoes,” T281A–T281D</p> <p><b>Genre Writing</b> Argument: Teach the Revise Minilesson, T353</p> <p><b>Grammar</b> Sentence Combining, T289</p> <p><b>Spelling</b> Words from Mythology, T291</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Opinion Letter: Peer Conferences, T353</p> <p><b>Grammar</b> Prepositional Phrases, T289</p> <p><b>Build Vocabulary</b> T293</p>	<p><b>Genre Writing</b> Argument: Peer Conferences, T353</p> <p><b>Grammar</b> Sentence Combining, T289</p> <p><b>Build Vocabulary</b> T293</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>

## Across-Grade Alignment

Reading Standards for Literature	Kindergarten	Grade 1	Grade 2
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.
	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.
	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.
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
	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.
	6 • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6 • Identify who is telling the story at various points in a text.	6 • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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<b>Integration of Knowledge and Ideas</b>	<p><b>7</b> • 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).</p>	<p><b>7</b> • Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><b>7</b> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
	<p><b>8</b> • (Not applicable to literature)</p>	<p><b>8</b> • (Not applicable to literature)</p>	<p><b>8</b> • (Not applicable to literature)</p>
	<p><b>9</b> • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>9</b> • Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>9</b> • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
<b>Range of Reading and Level of Text Complexity</b>	<p><b>10</b> • 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</p>	<p><b>10</b> • 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</p>	<p><b>10</b> • 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.</p>



Reading Standards for Informational Text	Kindergarten	Grade 1	Grade 2
<b>Key Ideas and Details</b>	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.
	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.
	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.
<b>Craft and Structure</b>	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
	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.
	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.
	7 • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7 • Use the illustrations and details in a text to describe its key ideas.	7 • Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

	Kindergarten	Grade 1	Grade 2
Integration of Knowledge and Ideas	<p><b>8</b> • With prompting and support, identify the reasons an author gives to support points in a text</p>	<p><b>8</b> • Identify the reasons an author gives to support points in a text.</p>	<p><b>8</b> • Describe how reasons support specific points the author makes in a text.</p>
	<p><b>9</b> • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>9</b> • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>9</b> • Compare and contrast the most important points presented by two texts on the same topic.</p>
Range of Reading and Level of Text Complexity	<p><b>10</b> • 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</p>	<p><b>10</b> • 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</p>	<p><b>10</b> • By the end of the 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</p>

Reading Standards for Foundational Skills	Kindergarten	Grade 1	Grade 2
Print Concepts	<p><b>1</b> • 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><b>1</b> • 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>	
Phonological Awareness	<p><b>2</b> • 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><b>2</b> • 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><b>3</b> • 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 correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>	<p><b>3</b> • 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 consonant digraphs.</p>	<p><b>3</b> • 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 spelled one-syllable words.</p>

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<p>Phonics and Word Recognition</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>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>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>Fluency</p>	<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>

Writing Standards	Kindergarten	Grade 1	Grade 2
Text Types and Purposes	<p><b>1</b> • 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><b>1</b> • 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><b>1</b> • 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><b>2</b> • 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><b>2</b> • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>2</b> • 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><b>3</b> • 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><b>3</b> • 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 closure.</p>	<p><b>3</b> • 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 sense of closure.</p>

	Kindergarten	Grade 1	Grade 2
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
	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.
	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.
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).

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	<p><b>8</b> • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>8</b> • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>8</b> • Recall information from experiences or gather information from provided sources to answer a question.</p>
	<p><b>9</b> • (Begins in grade 4)</p>	<p><b>9</b> • (Begins in grade 4)</p>	<p><b>9</b> • (Begins in grade 4)</p>
<p><b>Range of Writing</b></p>	<p><b>10</b> • (Begins in grade 2) CA</p>	<p><b>10</b> • (Begins in grade 2) CA</p>	<p><b>10</b> • 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</p>

Speaking and Listening Standards	Kindergarten	Grade 1	Grade 2
Comprehension and Collaboration	<p><b>1</b> • 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><b>1</b> • 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><b>1</b> • 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><b>2</b> • 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 two-step oral directions. CA</p>	<p><b>2</b> • 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><b>2</b> • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>a. Give and follow three- and four-step oral directions. CA</p>
	<p><b>3</b> • Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>3</b> • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>3</b> • 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>



	Kindergarten	Grade 1	Grade 2
Presentation of Knowledge and Ideas	<p><b>4</b> • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>4</b> • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression. CA</p>	<p><b>4</b> • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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><b>5</b> • Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>5</b> • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>5</b> • 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><b>6</b> • Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>6</b> • Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p><b>6</b> • 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>

Language Standards	Kindergarten	Grade 1	Grade 2
Conventions of Standard English	<p><b>1</b> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>	<p><b>1</b> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA</li> <li>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).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p><b>1</b> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., group).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>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).</li> <li>g. Create readable documents with legible print. CA</li> </ul>
	<p><b>2</b> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> </ul>	<p><b>2</b> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> </ul>	<p><b>2</b> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> </ul>

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	<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>
<b>Knowledge of Language</b>	<p><b>3</b> • (Begins in grade 2)</p>	<p><b>3</b> • (Begins in grade 2)</p>	<p><b>3</b> • Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
<b>Vocabulary Acquisition and Use</b>	<p><b>4</b> • 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><b>4</b> • 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><b>4</b> • 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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>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</p>

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<b>Vocabulary Acquisition and Use</b>	<p><b>5</b> • 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><b>5</b> • 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><b>5</b> • 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><b>6</b> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>6</b> • 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><b>6</b> • 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>

Reading Standards for Literature	Grade 3	Grade 4	Grade 5	Grade 6
Key Ideas and Details	<p><b>1</b> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>1</b> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>1</b> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>1</b> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p><b>2</b> • 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><b>2</b> • Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>2</b> • 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><b>2</b> • 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><b>3</b> • 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><b>3</b> • 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><b>3</b> • 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><b>3</b> • 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><b>4</b> • 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><b>4</b> • 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><b>4</b> • 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><b>4</b> • 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><b>5</b> • 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><b>5</b> • 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><b>5</b> • 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><b>5</b> • 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><b>6</b> • Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><b>6</b> • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>6</b> • Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>6</b> • 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.
Range of Reading and Level of Text Complexity	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	1 • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1 • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1 • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	2 • Determine the main idea of a text; recount the key details and explain how they support the main idea.	2 • Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	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.
	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.	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.	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.	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).
Craft and Structure	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	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	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	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
	5 • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	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.	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.	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
	6 • Distinguish their own point of view from that of the author of a text.	6 • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6 • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	6 • Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

	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 the 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><b>3</b> • 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><b>3</b> • 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><b>3</b> • 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>	
Fluency	<p><b>4</b> • 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><b>4</b> • 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><b>4</b> • 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
<b>Text Types and Purposes</b>	<p><b>1</b> • 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><b>1</b> • 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><b>1</b> • 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><b>1</b> • 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>
<b>Text Types and Purposes</b>	<p><b>2</b> • 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><b>2</b> • 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><b>2</b> • 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><b>2</b> • 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.
<b>Text Types and Purposes</b>	<p><b>3</b> • 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><b>3</b> • 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><b>3</b> • 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><b>3</b> • 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>
	<b>4</b> • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations)	<b>4</b> • Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-	<b>4</b> • Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-	<b>4</b> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific

	Grade 3	Grade 4	Grade 5	Grade 6
Production and Distribution of Writing	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.)
	<b>5</b> • 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.)	<b>5</b> • 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.)	<b>5</b> • 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.)	<b>5</b> • 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.)
	<b>6</b> • 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.	<b>6</b> • 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.	<b>6</b> • 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.	<b>6</b> • 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.
Research to Build and Present Knowledge	<b>7</b> • Conduct short research projects that build knowledge about a topic.	<b>7</b> • Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>7</b> • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>7</b> • Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	<b>8</b> • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>8</b> • 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	<b>8</b> • 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.	<b>8</b> • 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.
	<b>9</b> • (Begins in grade 4)	<b>9</b> • 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	<b>9</b> • 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	<b>9</b> • 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
Research to Build and Present Knowledge		<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><b>10</b> • 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><b>10</b> • 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><b>10</b> • 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><b>10</b> • 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><b>1</b> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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><b>1</b> • 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><b>1</b> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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><b>1</b> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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><b>2</b> • 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><b>2</b> • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>2</b> • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>2</b> • 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><b>3</b> • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>3</b> • Identify the reasons and evidence a speaker or media source provides to support particular points. CA</p>	<p><b>3</b> • 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><b>3</b> • Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

	Grade 3	Grade 4	Grade 5	Grade 6
Presentation of Knowledge and Ideas	<p><b>4</b> • 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.</p> <p>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><b>4</b> • Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>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</p>	<p><b>4</b> • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>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</p>	<p><b>4</b> • Present claims and findings (e.g., argument, narrative, informative, 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</p> <p>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</p>
	<p><b>5</b> • 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><b>5</b> • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>5</b> • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>5</b> • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
	<p><b>6</b> • 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>	<p><b>6</b> • 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.)</p>	<p><b>6</b> • 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.)</p>	<p><b>6</b> • 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.)</p>

Language Standards	Grade 3	Grade 4	Grade 5	Grade 6
Conventions of Standard English	<p><b>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></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 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 spelling between letters in a word and words in a sentence. CA</p> <p>k. Use reciprocal pronouns correctly. CA</p>	<p><b>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></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><b>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></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><b>1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></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><b>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p>	<p><b>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></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><b>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Use punctuation to separate items in a series.*</p>	<p><b>2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*</p>



	Grade 3	Grade 4	Grade 5	Grade 6
Conventions of Standard English	<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>	<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>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 the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>b. Spell correctly.</p>
Knowledge of Language	<p><b>3</b> • 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>	<p><b>3</b> • Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>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).</p>	<p><b>3</b> • Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>3</b> • Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>
Vocabulary Acquisition and Use	<p><b>4</b> • Determine or clarify the meaning of unknown and multiple-meaning words 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.</p> <p>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).</p>	<p><b>4</b> • 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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p><b>4</b> • 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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p><b>4</b> • 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.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>

	Grade 3	Grade 4	Grade 5	Grade 6
	<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>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>	<p>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 areas. CA</p>	<p>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 areas. CA</p>	<p>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.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
Vocabulary Acquisition and Use	<p><b>5</b> • 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><b>5</b> • 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><b>5</b> • 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><b>5</b> • 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, un wasteful, thrifty).</p>
	<p><b>6</b> • 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><b>6</b> • 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><b>6</b> • 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><b>6</b> • 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>