

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.

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
GRADE 1					
<p>Comprehension RL.1.1, RL.1.2</p> <p>Listening/Speaking SL.1.1c, SL.1.2, SL.1.3</p> <p>Writing W.1.2</p> <p>Grammar L.1.1</p> <p>Vocabulary L.1.4a</p> <p>Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g</p>		<p>Build Background At School, T8–T9</p> <p>Oral Vocabulary T8</p> <p>Word Work 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>Shared Read <i>Jack Can</i>, T16–T17</p> <p>Shared Writing T18</p> <p>Grammar Sentences, T19</p>	<p>Build Background Friends Help Friends, T8–T9</p> <p>Oral Vocabulary T10</p> <p>Word Work/Vocabulary T12–T17</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Introduce Short <i>a, i</i></p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading “Little Flap Learns to Fly,” T18–T21</p> <p>Grammar Sentences, T23</p>	<p>Oral Language At School, T20</p> <p>Oral Vocabulary T20</p> <p>Word Work T22–T25</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Structural Analysis: Inflectional Ending -s</p> <p>Shared Read <i>Jack Can</i>, T26–T27</p> <p>-Genre: Realistic Fiction, T26</p> <p>-Skill: Key Details, T27</p> <p>Interactive Writing T28</p> <p>Grammar Sentences, T29</p>	<p>Oral Language Friends Help Friends, T24</p> <p>Word Work T27</p> <p>-Structural Analysis: Plural Nouns</p> <p>Close Reading “Little Flap Learns to Fly,” T30–T37</p> <p>-Genre: Fantasy</p> <p>-Skill: Key Details</p> <p>-Strategy: Visualize</p> <p>-Vocabulary Strategy: Inflectional Endings</p> <p>Write About the Text T38–T39</p> <p>Grammar Questions, T40–T41</p>
GRADE 2					
<p>Comprehension RL.2.1, RL.2.7</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.3, W.2.8, W.2.10</p> <p>Grammar L.1.4c</p> <p>Vocabulary L.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>		<p>Listening Comprehension <i>This School Year Will Be the Best!</i>, T10–T11</p> <p>-Fluency: Phrasing</p>	<p>Listening Comprehension Strategy: Visualize, T11</p> <p>-Interactive Read-Aloud: “The New Kid”</p> <p>Write About the Text Writing Fluency, T22</p>	<p>Listening Comprehension “Schools Around the World,” T21</p> <p>Word Work T22–T25</p> <p>-Phonics/Spelling: Review Short <i>a</i></p> <p>-High-Frequency Words: <i>does, not, school, what</i></p>	<p>Listening Comprehension T25</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T26–T29</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Short <i>a, i</i></p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T24</p>
GRADE 1					
GRADE 2					

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>Word Work T32-T35</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phonemic Blending -Phonics/Spelling: Blend Words with Short <i>a</i> <p>Close Reading <i>Nat and Sam</i>, T35A-T35H</p> <p>Independent Writing T36</p> <p>Grammar Mechanics: Sentence Capitalization, T37</p> <p>Grammar Sentences, T37</p>	<p>Word Work T44-T45</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Short <i>a, i</i> <p>Fluency T46</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>Help!</i>, T47A-T47L</p> <p>Grammar Mechanics: Capitalization and Punctuation, T49</p>	<p>Extend the Concept T38</p> <ul style="list-style-type: none"> -Text Feature: Photograph -Close Reading: "Rules at School," T39 <p>Word Work T40-T41</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis: Inflectional Ending -s <p>Integrate Ideas T44-T45</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T42-T43</p> <p>Grammar Mechanics: Sentence Capitalization, T43</p>	<p>Word Work T51</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy</p> <p>Review: Inflectional Endings, T53</p> <p>Close Reading "Crayons," T53A-T53B</p> <p>Write About Two Texts T54</p> <p>Grammar Mechanics: Capitalization and Punctuation, T55</p>	<p>Word Work T46-T47</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Short <i>a</i> -Structural Analysis: Inflectional Ending -s -High-Frequency Words <p>Integrate Ideas T50-T51</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T48</p> <p>Grammar Sentences, T49</p>	<p>Word Work T58-T59</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Short <i>a, i</i> -Structural Analysis: Plural Nouns with -s, -es -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T62-T63</p> <p>Write About Two Texts T60</p> <p>Grammar Sentences, T61</p>
OPTIONS	<p>Oral Language At School, T30</p> <p>Listening Comprehension <i>This School Year Will Be the Best!</i>, T21</p> <p>Word Work T32-T35</p> <ul style="list-style-type: none"> -Fluency: Phrasing -Structural Analysis: Inflectional Ending -s -High-Frequency Words 	<p>Oral Vocabulary "The New Kid," T42</p> <p>Comprehension Maintain Skill: Key Details, T43</p> <p>Vocabulary T47</p> <p>Word Work T45</p> <ul style="list-style-type: none"> -Structural Analysis: Plural Nouns with -s, -es <p>Grammar Sentences, T49</p> <p>Write About the Text T48</p>	<p>Word Work T40-T41</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with Short <i>a</i> -High-Frequency Words <p>Close Reading <i>Nat and Sam</i>, T35A-T35H</p> <p>Grammar Sentences, T43</p>	<p>Oral Language T50</p> <p>Word Work T51-T52</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Short <i>a, i</i> -High-Frequency Words -Structural Analysis: Plural Nouns with -s, -es <p>Fluency T53</p> <ul style="list-style-type: none"> -Expression <p>Integrate Ideas Research and Inquiry, T56-T57</p> <p>Grammar Sentences, T55</p>	<p>Word Work T46-T47</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T50-T51</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Sentence Capitalization, T49</p>	<p>Integrate Ideas T62-T63</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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
GRADE 1	CORE	Build Background Where I Live, T86–T87 Oral Vocabulary <i>city, country</i> , T86 Word Work T90–T93 -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i> Shared Read <i>Six Kids</i> , T94–T95 Shared Writing T96 Grammar Word Order, T97	Build Background Families Around the World, T100–T101 Oral Vocabulary T102 Word Work/Vocabulary T104–T109 -Phonemic Awareness: Identify and Generate Rhyme -Phonics/Spelling: Introduce Short <i>e, o, u</i> -High-Frequency Words/Words in Context Close Reading “Maria Celebrates Brazil,” T110–T113 Grammar Commands and Exclamations, T115	Oral Language Where I Live, T98 Oral Vocabulary T98 Word Work T100–T103 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Double Final Consonants Shared Read <i>Six Kids</i> , T104–T105 -Genre: Fantasy, T104 -Skill: Key Details, T105 Interactive Writing T106 Grammar Word Order, T107	Oral Language Families Around the World, T116 Word Work T119 -Structural Analysis: -s, -es Close Reading “Maria Celebrates Brazil,” T122–T129 -Genre: Realistic Fiction -Skill: Character, Setting, Events -Strategy: Visualize -Vocabulary Strategy: Root Words Write About the Text T130–T131 Grammar Exclamations, T132–T133
GRADE 2		OPTIONS	Listening Comprehension “Alicia’s Happy Day,” T88–T89 -Fluency: Intonation	Listening Comprehension Strategy: Visualize, T103 -Interactive Read-Aloud: “Dinner at Alejandro’s” Write About the Text Writing Fluency, T114	Listening Comprehension “The City Mouse and the Country Mouse,” T99 Word Work T100–T103 -Phonics/Spelling: Review Short <i>i</i> -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 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>Word Work T110-T113</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Short <i>i</i> <p>Close Reading <i>Go, Pip!</i>, T113A-T113J</p> <p>Independent Writing T114</p> <p>Grammar Mechanics: Sentence Punctuation (periods), T115</p>	<p>Word Work T136-T137</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>e, o, u</i> <p>Fluency T138</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>Big Red Lollipop</i>, T139A-T139L</p> <p>Grammar Mechanics: Capitalization and Punctuation, T141</p>	<p>Extend the Concept T116</p> <ul style="list-style-type: none"> -Text Feature: Bold Print -Close Reading: "I Live Here" <p>Word Work T118-T119</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis: Double Final Consonants <p>Integrate Ideas T122-T123</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T120</p> <p>Grammar Mechanics: Sentence Punctuation (periods), T121</p>	<p>Word Work T143</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Isolation <p>Vocabulary Strategy Review: Inflectional Endings -s, -es, T145</p> <p>Close Reading "A Look at Families," T145A-T145B</p> <p>Write About Two Texts T146</p> <p>Grammar Mechanics: Capitalization and Punctuation, T147</p>	<p>Word Work T124-T125</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Blend and Build Words with Short <i>i</i> -Structural Analysis: Double Final Consonants -High-Frequency Words <p>Integrate Ideas T128-T129</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T126</p> <p>Grammar Word Order, T127</p>	<p>Word Work T150-T151</p> <ul style="list-style-type: none"> -Phonemic Awareness: Blending/Segmentation -Phonics/Spelling: <i>e, o, u</i> -Structural Analysis: -s, -es -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T154-T155</p> <p>Write About Two Texts T152</p> <p>Grammar Commands and Exclamations, T153</p>
OPTIONS	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
	<p>Oral Language Where I Live, T108</p> <p>Listening Comprehension <i>Alicia's Happy Day</i>, T109</p> <p>Word Work T110-T113</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Double Final Consonants -High-Frequency Words <p>Grammar Word Order, T115</p>	<p>Oral Vocabulary "Dinner at Alejandro's," T134</p> <p>Comprehension Maintain Skill: Key Details, T135</p> <p>Vocabulary Reinforce Vocabulary, T139</p> <p>Word Work T137</p> <ul style="list-style-type: none"> -Structural Analysis: -s, -es <p>Grammar Commands and Exclamations, T141</p> <p>Write About the Text T140</p>	<p>Word Work T118-T119</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with Short <i>i</i> -High-Frequency Words <p>Close Reading <i>Go Pip!</i>, T113A-T113J</p> <p>Grammar Word Order, T121</p>	<p>Oral Language T142</p> <p>Word Work T143-T144</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Short <i>e, o, u</i> -High-Frequency Words -Structural Analysis: Inflectional Endings -s, -es <p>Fluency T145</p> <ul style="list-style-type: none"> -Expression <p>Integrate Ideas Research and Inquiry, T148-T149</p> <p>Grammar Commands and Exclamations, T147</p>	<p>Word Work T124-T125</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T128-T129</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Sentence Punctuation (periods), T127</p>	<p>Integrate Ideas T154-T155</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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>				

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	Comprehension RL.1.1, RL.1.2	Build Background Our Pets, T164–T165	Build Background Pets Are Our Friends, T192–T193	Oral Language Our Pets, T176	Oral Language Pets Are Our Friends, T208
	Listening/Speaking SL.1.1c, SL.1.2, SL.1.3	Oral Vocabulary <i>care, train</i> , T164	Oral Vocabulary T194	Oral Vocabulary T176	Oral Vocabulary T176
OPTIONS	Writing W.1.3, W.1.7	Word Work T168–T171	Word Work/Vocabulary T196–T201	Word Work T178–T181	Word Work T211
	Grammar L.1.1j	-Phonological Awareness: Contrast Vowel Sounds	-Phonemic Awareness: Phoneme Categorization	-Phonemic Awareness: Phoneme Blending	-Structural Analysis
CORE	Vocabulary L.1.4	-Phonics/Spelling: Introduce /-Blends	-Phonics/Spelling: Introduce Two-Letter Blends	-Structural Analysis: Plural Nouns (-s)	Close Reading <i>Finding Cal</i> , T214–T221
	Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g, L.1.1c	-High-Frequency Words: <i>be, come, good, pull</i>	-High-Frequency Words/Words in Context	Shared Read <i>A Pig for Cliff</i> , T182–T183	-Genre: Fiction
CORE	GRADE 2	Shared Read <i>A Pig for Cliff</i> , T172–T173	Close Reading <i>Finding Cal</i> , T202–T205	Shared Read <i>A Pig for Cliff</i> , T182–T183	-Skill: Character, Setting, Events
	Comprehension RL.2.1, RL.2.3, RL.2.7	Shared Writing T174	Grammar Subjects, T207	-Genre: Fantasy, T182	-Strategy: Ask and Answer Questions
OPTIONS	Listening/Speaking SL.2.1c, SL.2.2, SL.2.3	Grammar Statements, T175		-Skill: Details, T183	-Vocabulary Strategy: Context Clues
	Writing W.2.3, W.2.4, W.2.8, W.2.10			Interactive Writing T184	Write About the Text T222–T223
CORE	Vocabulary L.2.4, L.2.4a			Grammar Statements, T185	Grammar Subjects, T224–T225
	Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c				
		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>Word Work T188-T191</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blend Words with /-Blends <p>Close Reading <i>Flip</i>, T191A-T191J</p> <p>Independent Writing T192</p> <p>Grammar Mechanics: Capitalization and Punctuation, T193</p>	<p>Word Work T228-T229</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Two-Letter Blends <p>Fluency T230</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>Not Norman</i>, T231A-T231L</p> <p>Grammar Mechanics: Letter Punctuation, T233</p>	<p>Extend the Concept T194</p> <ul style="list-style-type: none"> -Text Feature: Labels, T194 -Close Reading: "What Pets Need," T195A-T195B <p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Phonemic Awareness: Contrast Vowel Sounds -Structural Analysis <p>Integrate Ideas T200-T201</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T198</p> <p>Grammar Mechanics: Capitalization and Punctuation, T199</p>	<p>Word Work T235</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution <p>Vocabulary Strategy Review: Inflectional Endings, T237</p> <p>Close Reading "My Puppy," T237A-T237B</p> <p>Write About Two Texts T238</p> <p>Grammar Mechanics: Letter Punctuation, T239</p>	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with /-Blend -Structural Analysis -High-Frequency Words <p>Integrate Ideas T206-T207</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T204</p> <p>Grammar Statements, T205</p>	<p>Word Work T242-T243</p> <ul style="list-style-type: none"> -Phonemic Awareness: Blending -Phonics/Spelling: Two-Letter Blends -Structural Analysis: Closed Syllables -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T246-T247</p> <p>Write About Two Texts T244</p> <p>Grammar Subjects, T245</p>
OPTIONS	<p>Oral Language "Our Pets," T186</p> <p>Listening Comprehension <i>Cool Dog, School Dog</i>, T187</p> <p>Word Work T188-T191</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Plural Nouns (-s) -High-Frequency Words: <i>be, come, good, pull</i> <p>Grammar Statements, T193</p>	<p>Oral Vocabulary "My Partner and Friend," T226</p> <p>Comprehension Maintain Skill: Characters, Setting, Events, T227</p> <p>Vocabulary Reinforce Vocabulary, T231</p> <p>Word Work T229</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Subjects, T233</p> <p>Write About the Text T232</p>	<p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with /-Blends -High-Frequency Words: <i>be, come, good, pull</i> <p>Close Reading <i>Flip</i>, T191A-T191J</p> <p>Grammar Statements, T199</p>	<p>Oral Language T234</p> <p>Word Work T235-T236</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Two-Letter Blends -High-Frequency Words -Structural Analysis: Closed Syllables <p>Fluency T237</p> <ul style="list-style-type: none"> -Intonation <p>Integrate Ideas Research and Inquiry, T240-T241</p> <p>Grammar Subjects, T239</p>	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T206-T207</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Sentence Capitalization, T205</p>	<p>Integrate Ideas T246-T247</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Letter Punctuation, T245</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	Build Background Let’s Be Friends, T242–T243 Oral Vocabulary <i>cooperate, relationship</i> , T242 Word Work T246–T249 -Phonemic Awareness -Phonics/Spelling: Short <i>o</i> -High-Frequency Words Shared Read <i>Toss! Kick! Hop!</i> , T250–T251 Shared Writing T252 Grammar Question and Exclamation, T253	Build Background Animals Need Our Care, T284–T285 Oral Vocabulary T286 Word Work/Vocabulary 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 Close Reading “Taking Care of Pepper,” T294–T297 Grammar Predicates, T299	Oral Language Let’s Be Friends, T254 Oral Vocabulary T254 Word Work T256–T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Alphabetical Order Shared Read <i>Toss! Kick! Hop!</i> , T260–T261 -Genre: Informational Text, T260 -Skill: Key Details, T261 Interactive Writing T262 Grammar Question and Exclamation, T263	Oral Language Animals Need Our Care, T300 Word Work T303 -Structural Analysis: <i>-ed, -ing</i> Close Reading “Taking Care of Pepper,” T306–T313 -Genre: Narrative Nonfiction -Skill: Key Details: Use Photos -Strategy: Ask and Answer Questions -Vocabulary Strategy: Root Words Write About the Text T314–T315 Grammar Predicates, T316–T317
	OPTIONS	Listening Comprehension <i>Friends All Around</i> , T244–T245 -Fluency: Phrasing Writing W.2.1, W.2.4, W.2.8, W.2.10 Vocabulary L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4 Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	Listening Comprehension Strategy: Ask and Answer, T287 -Interactive Read-Aloud: “All Kinds of Vets” Write About the Text Writing Fluency, T298	Listening Comprehension “Games Long Ago,” T255 Word Work T256–T259 -Phonics/Spelling: Review Short <i>o</i> -High-Frequency Words: <i>fun, make, they, too</i>	Listening Comprehension Strategy: Ask and Answer, T301 -Interactive Read-Aloud Word Work/Vocabulary T302–T305 -Phonemic Awareness -Phonics/Spelling: Words with Short <i>a</i> ; Long <i>a: a_e</i> -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words 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>Word Work T266-T269</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Blend Words with Short <i>o</i> <p>Close Reading <i>Friends</i>, T269A-T269J</p> <p>Independent Writing T270</p> <p>Grammar Mechanics: Questions and Exclamation Marks, T271</p>	<p>Word Work T320-T321</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>a</i>; Long <i>a</i>: <i>a_e</i> <p>Fluency T322</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>Lola and Tiva: An Unlikely Friendship</i>, T323A-T323K</p> <p>Grammar Mechanics: Commas, T325</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Literary Element: T272 -Close Reading: "There Are Days and There Are Days," T273 <p>Word Work T274-T275</p> <ul style="list-style-type: none"> -Phonological Awareness -Structural Analysis <p>Integrate Ideas T278-T279</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T276</p> <p>Grammar Mechanics: Question and Exclamation, T277</p>	<p>Word Work T327</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy Review: Context Clues: Sentence Clues, T329</p> <p>Close Reading "Animal Needs," T329A-T329B</p> <p>Write About Two Texts T330</p> <p>Grammar Mechanics: Commas, T331</p>	<p>Word Work T280-T281</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Blend and Build Words with Short <i>o</i> -Structural Analysis -High-Frequency Words <p>Integrate Ideas T284-T285</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T282</p> <p>Grammar Question and Exclamation, T283</p>	<p>Word Work T334-T335</p> <ul style="list-style-type: none"> -Phonemic Awareness: Blending -Phonics/Spelling: Short <i>a</i>; Long <i>a</i>: <i>a_e</i> -Structural Analysis -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T338-T339</p> <p>Write About Two Texts T336</p> <p>Grammar Predicates, T337</p>
OPTIONS	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
	<p>Oral Language Let's Be Friends, T264</p> <p>Listening Comprehension <i>Friends All Around</i>, T265</p> <p>Word Work T266-T269</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Alphabetical Order -High-Frequency Words <p>Grammar Question and Exclamation, T271</p>	<p>Oral Vocabulary "All Kinds of Vets," T318</p> <p>Comprehension Maintain Skill: Key Details, T319</p> <p>Vocabulary T323</p> <p>Word Work T321</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Predicates, T325</p> <p>Write About the Text T324</p>	<p>Word Work T274-T275</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with Short <i>o</i> -High-Frequency Words: <i>fun, make, they, too</i> <p>Close Reading <i>Friends</i>, T269A-T269J</p> <p>Grammar Question and Exclamation, T277</p>	<p>Oral Language T326</p> <p>Word Work T327-T328</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Short <i>a</i>; Long <i>a</i>: <i>a_e</i> -High-Frequency Words -Structural Analysis: <i>-ed, -ing</i> <p>Fluency Intonation, T329</p> <p>Integrate Ideas Research and Inquiry, T332-T333</p> <p>Grammar Predicates, T331</p>	<p>Word Work T280-T281</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T284-T285</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Question and Exclamation Marks, T283</p>	<p>Integrate Ideas T338-T339</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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
GRADE 1					
CORE	GRADE 1	Build Background Let’s Move!, T320–T321 Oral Vocabulary <i>exercise, physical</i> , T320 Word Work T324–T327 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce <i>r</i> -Blends and <i>s</i> -Blends -High-Frequency Words Shared Read <i>Move and Grin!</i> , T328–T329 Shared Writing T330 Grammar Sentences, T331	Build Background Families Working Together, T376–T377 Oral Vocabulary T378 Word Work/Vocabulary 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 Close Reading <i>Families Work!</i> , T386–T387 Grammar Expanding and Combining Sentences, T389	Oral Language Let’s Move!, T332 Oral Vocabulary T332 Word Work T324–T327 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Possessives Shared Read <i>Move and Grin!</i> , T338–T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Key Details, T339 Interactive Writing T340 Grammar Sentences, T341	Oral Language Families Working Together, T390 Word Work T393 -Structural Analysis: Possessives Close Reading <i>Families Work!</i> , T396–T403 -Genre: Expository Text -Skill: Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy Write About the Text T404–T405 Grammar T406–T407
	GRADE 2				
OPTIONS	GRADE 1	Listening Comprehension <i>Move!</i> , T322– T323 -Fluency: Phrasing	Listening Comprehension Strategy: Ask and Answer Questions, T379 -Interactive Read-Aloud: “Families Today” Write About the Text Writing Fluency, T388	Listening Comprehension “Rabbit and Coyote Race,” T322 Word Work T324–T327 -Phonics/Spelling: Review <i>r</i> -Blends and <i>s</i> -Blends -High-Frequency Words	Listening Comprehension Ask and Answer Questions, T391 -Interactive Read-Aloud Word Work/Vocabulary T392–T395 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T390
	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 1 WEEK 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p>Word Work T344-T347</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: <i>r</i>-Blends and <i>s</i>-Blends <p>Close Reading <i>Move It!</i>, T347A-T347F</p> <p>Independent Writing T348</p> <p>Grammar Mechanics: Capitalization and Punctuation, T349</p>	<p>Word Work T410-T411</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>i</i>/Long <i>i</i>: <i>i_e</i> <p>Fluency T412</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading <i>Families Working Together</i>, T413A-T413D</p> <p>Grammar Mechanics: Quotation Marks: T415</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Literary Element: T350 -Close Reading: "Using Diagrams," T351 <p>Word Work T351-T353</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Possessives <p>Integrate Ideas T356-T357</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T354</p> <p>Grammar Sentences, T355</p>	<p>Word Work T417</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy Review: Root Words, T419</p> <p>Close Reading "Why We Work," T419A-T419B</p> <p>Write About Two Texts T420</p> <p>Grammar Mechanics: Quotation Marks, T421</p>	<p>Word Work T358-T359</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build with <i>r</i>- and <i>s</i>-Blends -Structural Analysis: Possessives -High-Frequency Words <p>Integrate Ideas T362-T363</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T360</p> <p>Grammar Sentences, T361</p>	<p>Word Work T424-T425</p> <ul style="list-style-type: none"> -Phonemic Awareness: Blending -Phonics/Spelling -Structural Analysis: Possessives -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T424-T425</p> <p>Write About Two Texts T426</p> <p>Grammar Expanding and Combining Sentences, T427</p>
OPTIONS	<p>Oral Language Let's Move, T342</p> <p>Listening Comprehension <i>Move!</i>, T343</p> <p>Word Work T344-T347</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Possessives -High-Frequency Words <p>Grammar Sentences, T349</p>	<p>Oral Vocabulary "Families Today," T408</p> <p>Comprehension Maintain Skill: Key Details, T409</p> <p>Vocabulary T413</p> <p>Word Work T411</p> <ul style="list-style-type: none"> -Structural Analysis: Possessives <p>Grammar T415</p> <p>Write About the Text T414</p>	<p>Word Work T352-T353</p> <ul style="list-style-type: none"> -Fluency: Phrasing -Phonics/Spelling: Build Words with <i>r</i>-Blends and <i>s</i>-Blends -High-Frequency Words <p>Close Reading <i>Move It!</i>, T347A-T347F</p> <p>Grammar Mechanics: Capitalization and Punctuation, T355</p>	<p>Oral Language T416</p> <p>Word Work T417-T418</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Short <i>i</i>/Long <i>i</i>: <i>i_e</i> -High-Frequency Words -Structural Analysis: Possessives <p>Fluency Phrasing, T419</p> <p>Integrate Ideas Research and Inquiry, T422-T423</p> <p>Grammar Expanding and Combining Sentences, T421</p>	<p>Word Work T358-T359</p> <ul style="list-style-type: none"> -Fluency: Phrasing <p>Integrate Ideas T362-T363</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Capitalization and Punctuation, T361</p>	<p>Integrate Ideas T424-T425</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: 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
	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2
	CORE	<p>Build Background “Jobs Around Town,” T8–T9</p> <p>Oral Vocabulary <i>occupations, community</i>, T8</p> <p>Word Work T12–T15</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short e -High-Frequency Words <p>Shared Read <i>Good Job, Ben!</i>, T16–T17</p> <p>Shared Writing T18</p> <p>Grammar Nouns, T19</p>	<p>Build Background Animals and Nature, T8–T9</p> <p>Oral Vocabulary T10</p> <p>Word Work/Vocabulary T12–T17</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Introduce Short o, Long o: o_e -High-Frequency Words/Words in Context <p>Close Reading <i>A Visit to the Desert</i>, T18–T21</p> <p>Grammar Nouns, T23</p>	<p>Oral Language “Jobs Around Town,” T20</p> <p>Oral Vocabulary <i>equipment, fortunately, astonishing</i>, T20</p> <p>Word Work T22–T25</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis: -ed <p>Shared Read <i>Good Job, Ben!</i>, T26–T27</p> <ul style="list-style-type: none"> -Genre: Realistic Fiction, T26 -Skill: Character, Setting, Events, T27 <p>Interactive Writing T28</p> <p>Grammar Nouns, T29</p>	<p>Oral Language Animals and Nature, T24</p> <p>Word Work T27</p> <ul style="list-style-type: none"> -Structural Analysis: -ed, -ing <p>Close Reading <i>A Visit to the Desert</i>, T30–T37</p> <ul style="list-style-type: none"> -Genre: Realistic Fiction -Skill: Character, Setting, Plot -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Prefixes <p>Write About the Text T38–T39</p> <p>Grammar Nouns, T40–T41</p>
OPTIONS	<p>Listening Comprehension <i>Millie Waits for the Mail</i>, T10–T11</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings 	<p>Listening Comprehension Strategy: Make, Confirm, Review Predictions, T11</p> <ul style="list-style-type: none"> -Interactive Read-Aloud: “Swamp Life” <p>Write About the Text Writing Fluency, T22</p>	<p>Listening Comprehension “Jobs Around Town,” T21</p> <p>Word Work T22–T25</p> <ul style="list-style-type: none"> -Phonics/Spelling: Review Short e -High-Frequency Words: <i>again, help, new, there, use</i> 	<p>Listening Comprehension T25</p> <ul style="list-style-type: none"> -Interactive Read-Aloud <p>Word Work/Vocabulary T26–T29</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling -High-Frequency Words <p>Oral Vocabulary Words T24</p>	
		APPROACHING LEVEL		ON LEVEL	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
		Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension	Leveled Reader Phonemic Awareness Phonics 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>Word Work T32-T35</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Short e <p>Close Reading <i>The Red Hat</i>, T35A-T35J</p> <p>Independent Writing T36</p> <p>Grammar Mechanics: Commas in a Series, T37</p>	<p>Word Work T44-T45</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short o, Long o: o_e <p>Fluency T46</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading <i>Sled Dogs Run</i>, T47A-T47K</p> <p>Grammar Mechanics: Commas in a Series, T49</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Literary Element, T39 -“Firefighters at Work,” T39A-T39B <p>Word Work T40-T41</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Isolation -Structural Analysis: -ed <p>Integrate Ideas T44-T45</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T42</p> <p>Grammar Mechanics: Commas in a Series, T43</p>	<p>Word Work T51</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution <p>Vocabulary Strategy</p> <p>Review: Root Words, T53</p> <p>Close Reading “Cold Dog, Hot Fox,” T53A-T53B</p> <p>Write About Two Texts T54</p> <p>Grammar Mechanics: Commas in a Series, T55</p>	<p>Word Work T46-T47</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Short e -Structural Analysis: -ed -High-Frequency Words <p>Integrate Ideas T50-T51</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T48</p> <p>Grammar Mechanics: Commas in a Series, T49</p>	<p>Word Work T58-T59</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Short o, Long o: o_e -Structural Analysis: -ed, -ing -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T62-T63</p> <p>Write About Two Texts T60</p> <p>Grammar Nouns, T61</p>
OPTIONS	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
	<p>Oral Language “Jobs Around Town,” T30</p> <p>Listening Comprehension <i>Millie Waits for the Mail</i>, T31</p> <p>Word Work T32-T35</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: -ed -High-Frequency Words <p>Grammar Nouns, T37</p>	<p>Oral Vocabulary “Swamp Life,” T42</p> <p>Comprehension Key Details: Use Illustrations, T43</p> <p>Vocabulary Reinforce Vocabulary, T47</p> <p>Word Work T45</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Nouns, T49</p> <p>Write About the Text T48</p>	<p>Word Work T40-T41</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with Short e -High-Frequency Words <p>Close Reading <i>The Red Hat</i>, T35A-T35J</p> <p>Grammar Nouns, T43</p>	<p>Oral Language T50</p> <p>Word Work T51-T52</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Short o and Long o: o_e -High-Frequency Words -Structural Analysis <p>Fluency T53</p> <ul style="list-style-type: none"> -Phrasing <p>Integrate Ideas Research and Inquiry, T56-T57</p> <p>Grammar Nouns, T55</p>	<p>Word Work T46-T47</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T50-T51</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Nouns, T49</p>	<p>Integrate Ideas T62-T63</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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
CORE	GRADE 1	<p>Build Background Buildings All Around, T86–T87</p> <p>Oral Vocabulary <i>shelter, materials</i>, T86</p> <p>Word Work T90–T93</p> <p>-Phonological Awareness: Rhyme</p> <p>-Phonics/Spelling: Short <i>u</i></p> <p>-High-Frequency Words</p> <p>Shared Read <i>Cubs in a Hut</i>, T94–T95</p> <p>Shared Writing T96</p> <p>Grammar Singular and Plural Nouns, T97</p>	<p>Build Background Animals in Stories, T100–T101</p> <p>Oral Vocabulary T102</p> <p>Word Work/Vocabulary 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>Close Reading <i>The Boy Who Cried Wolf</i>, T110–T113</p> <p>Grammar Singular and Plural Nouns, T115</p>	<p>Oral Language Buildings All Around, T98</p> <p>Oral Vocabulary <i>collapsed, furious, refused</i>, T98</p> <p>Word Work T100–T103</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p>Shared Read <i>Cubs in a Hut</i>, T104–T105</p> <p>-Genre: Fantasy, T104</p> <p>-Skill: Character, Setting, Events, T105</p> <p>Interactive Writing T106</p> <p>Grammar Singular and Plural Nouns, T107</p>	<p>Oral Language Animals in Stories, T116</p> <p>Word Work T119</p> <p>-Structural Analysis</p> <p>Close Reading <i>The Boy Who Cried Wolf</i>, T122–T129</p> <p>-Genre: Fable</p> <p>-Skill: Plot: Problem and Solution</p> <p>-Strategy: Make Predictions</p> <p>-Vocabulary Strategy</p> <p>Write About the Text T130–T131</p> <p>Grammar Singular and Plural Nouns, T132–T133</p>
	OPTIONS	<p>Listening Comprehension <i>The 3 Little Dossies</i>, T88–T89</p> <p>-Fluency: Sound-Spellings</p>	<p>Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T103</p> <p>-Interactive Read-Aloud: “The Fox and the Crane”</p> <p>Write About the Text Writing Fluency, T114</p>	<p>Listening Comprehension “The Three Little Pigs,” T99</p> <p>Word Work T100–T103</p> <p>-Phonics/Spelling: Review Short <i>u</i></p> <p>-High-Frequency Words</p>	<p>Listening Comprehension T117</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T118–T121</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words 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		Word Work T110–T113 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Short <i>u</i> Close Reading <i>The Pigs, the Wolf, and the Mud</i> , T113A–T113J Independent Writing T114 Grammar Mechanics: Apostrophe with Contractions, T115	Word Work T136–T137 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>u</i> , Long <i>u</i> : <i>u_e</i> Fluency T138 -Expression -High-Frequency Words Close Reading <i>Wolf! Wolf!</i> T139A–T139N Grammar Mechanics: Commas in a Series, T141	Extend the Concept T116–T117 -Text Feature: Captions, T117 -Close Reading: “Homes Around the World,” T117A Word Work T118–T119 -Phonemic Awareness -Structural Analysis: Contractions with ‘s Integrate Ideas T122–T123 -Research and Inquiry Independent Writing T120 Grammar Mechanics: Apostrophe with Contractions, T121	Word Work T143 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Prefixes, T145 Close Reading <i>Cinderella and Friends</i> , T145A–T145B Write About Two Texts T146 Grammar Mechanics: Commas in a Series, T147	Word Work T124–T125 -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Short <i>u</i> -Structural Analysis -High-Frequency Words Integrate Ideas T128–T129 -Text Connections Independent Writing T126 Grammar Singular and Plural Nouns, T127	Word Work T150–T151 -Phonemic Awareness -Phonics/Spelling: Short <i>u</i> , Long <i>u</i> : <i>u_e</i> -Structural Analysis: CVCe Syllables -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T154–T155 Write About Two Texts T152 Grammar Singular and Plural Nouns, T153
	OPTIONS	Oral Language Buildings All Around, T108 Listening Comprehension <i>The 3 Little Dossies</i> , T109 Word Work T110–T113 -Fluency -Structural Analysis: Contractions with ‘s -High-Frequency Words Grammar Singular and Plural Nouns, T115	Oral Vocabulary “The Fox and the Crane,” T134 Comprehension Key Details: Use Illustrations, T135 Vocabulary T139 Word Work T137 -Structural Analysis Grammar T141 Write About the Text T140	Word Work T118–T119 -Fluency -Phonics/Spelling: Build Words with Short <i>u</i> -High-Frequency Words: <i>could, live, one, then, three</i> Close Reading <i>The Pigs, the Wolf, and the Mud</i> , T113A–T113J Grammar Singular and Plural Nouns, T121	Oral Language T142 Word Work T143–T144 -Phonics/Spelling -High-Frequency Words -Structural Analysis: CVCe Syllables Fluency T145 -Expression Integrate Ideas Research and Inquiry, T148–T149 Grammar Singular and Plural Nouns, T147	Word Work T124–T125 -Fluency Integrate Ideas T128–T129 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Apostrophe with Contractions, T127	Integrate Ideas T154–T155 -Research and Inquiry -Speaking and Listening Grammar Mechanics: 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	Build Background A Community in Nature, T164–T165 Oral Vocabulary <i>depend, habitat</i> , T164 Word Work T168–T171 -Fluency: Phrasing -Phonemic Awareness -Phonics/Spelling: Introduce End Blends -High-Frequency Words Shared Read <i>The Best Spot</i> , T172–T173 Shared Writing T174 Grammar Possessive Nouns, T175	Build Background Animal Habitats, T192–T193 Oral Vocabulary T194 Word Work/Vocabulary T196–T201 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Soft <i>c</i> and <i>g</i> -High-Frequency Words/Words in Context Close Reading <i>A Prairie Guard Dog</i> , T202–T205 Grammar Kinds of Nouns, T207	Oral Language A Community in Nature, T176 Oral Vocabulary <i>hibernate, tranquil, tolerate</i> , T176 Word Work T178–T181 -Phonemic Awareness -Structural Analysis: <i>-ing</i> Shared Read <i>The Best Spot</i> , T182–T183 -Genre: Informational Text/Nonfiction, T182 -Skill: Main Topic and Key Details, T183 Interactive Writing T184 Grammar Possessive Nouns, T185	Oral Language Animal Habitats, T208 Word Work T211 -Structural Analysis: <i>re-, un-, dis-</i> Close Reading <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 Write About the Text T222–T223 Grammar Kinds of Nouns, T224–T225
	GRADE 2	Listening/Speaking RI.1.2, SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1b Vocabulary L.1.4, L.1.6 Foundational Skills/Word Work RF.1.2c, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3f, RF.1.3g	Listening Comprehension <i>Babies in the Bayou</i> , T166–T167 -Fluency: Phrasing	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T195 -Interactive Read-Aloud: “Explore a Coral Reef” Write About the Text Writing Fluency, T206	Listening Comprehension “Animals in the Desert,” T177 Word Work T178–T181 -Phonics/Spelling: Review End Blends -High-Frequency Words: <i>eat, no, of, under, who</i>
		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					
CALIFORNIA STANDARDS					
GRADE 1					
GRADE 2					

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>Word Work T188-T191</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blend Words with End Blends <p>Close Reading <i>At a Pond</i>, T191A-T191H</p> <p>Independent Writing T192</p> <p>Grammar Mechanics: Apostrophe with Possessive Nouns, T193</p>	<p>Word Work T228-T229</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> <p>Fluency T230</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading <i>Turtle, Turtle, Watch Out!</i>, T231A-T231L</p> <p>Grammar Mechanics: Capital Letters, T233</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Literary Element: Repetition, T194 -Close Reading: "Way Down Deep," T195 <p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization -Structural Analysis: <i>-ing</i> <p>Integrate Ideas T200-T201</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T198</p> <p>Grammar Mechanics: Apostrophe with Possessive Nouns, T199</p>	<p>Word Work T235</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation <p>Vocabulary Strategy Review: Root Words, T237</p> <p>Close Reading "At Home in the River," T237A-T237B</p> <p>Write About Two Texts T238</p> <p>Grammar Mechanics: Capital Letters, T239</p>	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with End Blends -Structural Analysis: <i>-ing</i> -High-Frequency Words: <i>eat, no, of, under, who</i> <p>Integrate Ideas T206-T207</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T204</p> <p>Grammar Possessive Nouns, T205</p>	<p>Word Work T242-T243</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -Structural Analysis: Prefixes <i>re-, un-, dis-</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T246-T247</p> <p>Write About Two Texts T244</p> <p>Grammar Kinds of Nouns, T245</p>
	OPTIONS		<p>Oral Language A Community in Nature, T186</p> <p>Listening Comprehension <i>Babies in the Bayou</i>, T187</p> <p>Word Work T188-T191</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Inflectional Ending <i>-ing</i> -High-Frequency Words <p>Grammar Possessive Nouns, T193</p>	<p>Oral Vocabulary "Explore a Coral Reef," T226</p> <p>Comprehension T227</p> <p>Vocabulary T231</p> <p>Word Work T229</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar T233</p> <p>Write About the Text T232</p>	<p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with End Blends -High-Frequency Words <p>Close Reading <i>At a Pond</i>, T191A-T191H</p> <p>Grammar Possessive Nouns, T199</p>	<p>Oral Language T234</p> <p>Word Work T235-T236</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -High-Frequency Words -Structural Analysis <p>Fluency T237</p> <ul style="list-style-type: none"> -Phrasing <p>Integrate Ideas Research and Inquiry, T240-T241</p> <p>Grammar Kinds of Nouns, T239</p>	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T206-T207</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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
GRADE 1					
<p>Comprehension RL.1.2, RL.1.3, RL.1.7</p> <p>Listening/Speaking SL.1.1c, SL.1.2, SL.1.3</p> <p>Writing W.1.3, W.1.7</p> <p>Grammar L.1.1b</p> <p>Vocabulary L.1.4, L.1.6</p> <p>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>Build Background Let’s Help, T242–T243</p> <p>Oral Vocabulary <i>leadership, admire</i>, T242</p> <p>Word Work T246–T249</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Introduce <i>th, sh, -ng</i> -High-Frequency Words <p>Shared Read <i>Thump Thump Helps Out</i>, T250–T251</p> <p>Shared Writing T252</p> <p>Grammar T253</p>	<p>Build Background Baby Animals, T284–T285</p> <p>Oral Vocabulary T286</p> <p>Word Work/Vocabulary T288–T293</p> <ul style="list-style-type: none"> -Phonological Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Consonant Digraphs <p>High-Frequency Words/Words in Context</p> <p>Close Reading <i>Eagles and Eaglets</i>, T294–T297</p> <p>Grammar Plural Nouns, T299</p>	<p>Oral Language Let’s Help, T254</p> <p>Oral Vocabulary <i>connections, enjoy</i>, T254</p> <p>Word Work T256–T259</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis <p>Shared Read <i>Thump Thump Helps Out</i>, T260–T261</p> <ul style="list-style-type: none"> -Genre: Fantasy, T260 -Skill: Character, Setting, Events, T261 <p>Interactive Writing T262</p> <p>Grammar T263</p>	<p>Oral Language Baby Animals, T300</p> <p>Word Work T303</p> <ul style="list-style-type: none"> -Structural Analysis: <i>-ful, -less</i> <p>Close Reading <i>Eagles and Eaglets</i>, T306–T313</p> <ul style="list-style-type: none"> -Genre: Expository Text -Skill: Main Topic and Key Details -Strategy: Reread -Vocabulary Strategy <p>Write About the Text T314–T315</p> <p>Grammar Plural Nouns, T316–T317</p>
CORE					
OPTIONS		<p>Listening Comprehension <i>The Story of Martin Luther King Jr.</i>, T244–T245</p> <ul style="list-style-type: none"> -Fluency: Intonation 	<p>Listening Comprehension Strategy: Reread, T287</p> <ul style="list-style-type: none"> -Interactive Read-Aloud: “Wild Animal Families” <p>Write About the Text Writing Fluency, T298</p>	<p>Listening Comprehension “Luis’s Library,” T255</p> <p>Word Work T256–T259</p> <ul style="list-style-type: none"> -Phonics/Spelling: Review Consonant Digraphs -High-Frequency Words: <i>all, call, day, her, want</i> 	<p>Listening Comprehension Strategy: Reread, T301</p> <ul style="list-style-type: none"> -Interactive Read-Aloud <p>Word Work/Vocabulary T302–T305</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <p>Oral Vocabulary Words 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>Word Work T266-T269</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with <i>th, sh, -ng</i> <p>Close Reading <i>Nell's Books</i>, T269A-T269J</p> <p>Independent Writing T270</p> <p>Grammar Common and Proper Nouns, T271</p>	<p>Word Work T320-T321</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Consonant Digraphs <p>Fluency T322</p> <ul style="list-style-type: none"> -Pronunciation -High-Frequency Words <p>Close Reading <i>Baby Bears</i>, T323A-T323J</p> <p>Grammar Mechanics: Abbreviations, T325</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Text Feature: List, T273 -Close Reading: "Kids Can Help!" T273A <p>Word Work T274-T275</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Closed Syllables <p>Integrate Ideas T278-T279</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T276</p> <p>Grammar Mechanics: Capitalize Proper Nouns, T277</p>	<p>Word Work T327</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation <p>Vocabulary Strategy</p> <p>Review: Inflectional Endings, T329</p> <p>Close Reading "From Caterpillar to Butterfly," T329A-T329B</p> <p>Write About Two Texts T330</p> <p>Grammar Mechanics: Abbreviations, T331</p>	<p>Word Work T280-T281</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with <i>th, sh, -ng</i> -Structural Analysis: Closed Syllables -High-Frequency Words <p>Integrate Ideas T284-T285</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T282</p> <p>Grammar Common and Proper Nouns, T283</p>	<p>Word Work T334-T335</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Consonant Digraphs -Structural Analysis: Suffixes <i>-ful, -less</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T338-T339</p> <p>Write About Two Texts T336</p> <p>Grammar Plural Nouns, T337</p>
OPTIONS	<p>Oral Language Let's Help, T264</p> <p>Listening Comprehension <i>The Story of Martin Luther King Jr.</i>, T265</p> <p>Word Work T266-T269</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Closed Syllables -High-Frequency Words <p>Grammar Mechanics: Capitalize Proper Nouns, T271</p>	<p>Oral Vocabulary "Wild Animal Families," T318</p> <p>Comprehension T319</p> <p>Vocabulary T323</p> <p>Word Work T321</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Plural Nouns, T325</p> <p>Write About the Text T324</p>	<p>Word Work T274-T275</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with <i>th, sh, -ng</i> -High-Frequency Words <p>Close Reading <i>Nell's Books</i>, T269A-T269J</p> <p>Grammar Common and Proper Nouns, T277</p>	<p>Oral Language T326</p> <p>Word Work T327-T328</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Consonant Digraphs -High-Frequency Words -Structural Analysis <p>Fluency T329</p> <ul style="list-style-type: none"> -Pronunciation <p>Integrate Ideas Research and Inquiry, T332-T333</p> <p>Grammar Plural Nouns, T331</p>	<p>Word Work T280-T281</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T284-T285</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Capitalize Proper Nouns, T283</p>	<p>Integrate Ideas T338-T339</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Abbreviations, 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 and 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 5

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE					
<p>GRADE 1</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.1.1c</p> <p>Vocabulary L.1.4, L.1.6</p> <p>Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3a, RF.1.3g, RF.2.3f</p> <p>GRADE 2</p> <p>Comprehension RL.2.1, RL.2.4</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.3, W.2.4, W.2.8, W.2.10</p> <p>Vocabulary L.2.4a, L.2.4c, L.2.4e</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	CORE	<p>Build Background Follow the Map, T320–T321</p> <p>Oral Vocabulary <i>locate, route</i>, T320</p> <p>Word Work T324–T327</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Introduce Consonant Digraphs <i>ch, -tch, wh, ph</i> -High-Frequency Words <p>Shared Read <i>Which Way on the Map?</i>, T328–T329</p> <p>Shared Writing T330</p> <p>Grammar T331</p>	<p>Build Background Animals in Poems, T376–T377</p> <p>Oral Vocabulary T378</p> <p>Word Work/Vocabulary T380–T385</p> <ul style="list-style-type: none"> -Phonological Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Three-Letter Blends -High-Frequency Words/Words in Context <p>Close Reading “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird,” T386–T387</p> <p>Grammar Possessive Nouns, T389</p>	<p>Oral Language Follow the Map, T332</p> <p>Oral Vocabulary <i>height, model, separate</i>, T332</p> <p>Word Work T334–T337</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis: <i>-es</i> <p>Shared Read <i>Which Way on the Map?</i>, T338–T339</p> <ul style="list-style-type: none"> -Genre: Informational Text/Nonfiction, T338 -Skill: Main Topic and Key Details, T339 <p>Interactive Writing T340</p> <p>Grammar T341</p>	<p>Oral Language Animals in Poems, T390</p> <p>Word Work T393</p> <ul style="list-style-type: none"> -Structural Analysis <p>Close Reading “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird,” T396–T403</p> <ul style="list-style-type: none"> -Genre: Poetry -Skill: Key Details -Literary Elements: Rhythm -Vocabulary Strategy <p>Write About the Text T404–T405</p> <p>Grammar T406–T407</p>
OPTIONS					
	OPTIONS	<p>Listening Comprehension <i>Me on the Map</i>, T322–T323</p> <ul style="list-style-type: none"> -Fluency: Appropriate Phrasing 	<p>Listening Comprehension Strategy: Reread, T379</p> <ul style="list-style-type: none"> -Interactive Read-Aloud: “The Furry Alarm Clock” and “Little Crocodile” <p>Write About the Text Writing Fluency, T388</p>	<p>Listening Comprehension “Map It!,” T333</p> <p>Word Work T334–T337</p> <ul style="list-style-type: none"> -Phonics/Spelling: Review Consonant Digraphs <i>ch, -tch, wh, ph</i> -High-Frequency Words 	<p>Listening Comprehension Strategy: Reread, T391</p> <ul style="list-style-type: none"> -Interactive Read-Aloud <p>Word Work/Vocabulary T392–T395</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary <p>Oral Vocabulary Words 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>Word Work T344-T347</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blending Words with Consonant Digraphs <i>ch, -tch, wh, ph</i> <p>Close Reading <i>Fun with Maps</i>, T347A-T347F</p> <p>Independent Writing T348</p> <p>Grammar Mechanics: Capital Letters and Periods, T349</p>	<p>Word Work T410-T411</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Three-Letter Blends <p>Fluency T412</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading "Beetles" and "The Little Turtle," T413A-T413D</p> <p>Grammar Mechanics: Apostrophes, T415</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Text Feature: Map, T350 -Close Reading: <i>North, South, East, or West?</i>, T350 <p>Word Work T352-T353</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis: <i>-es</i> <p>Integrate Ideas T356-T357</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T354</p> <p>Grammar Mechanics: Capital Letters and Periods, T355</p>	<p>Word Work T417</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution <p>Vocabulary Strategy Review: Root Words, T419</p> <p>Close Reading "Gray Goose," T419A-T419B</p> <p>Write About Two Texts T420</p> <p>Grammar Mechanics: Apostrophes, T421</p>	<p>Word Work T358-T359</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Blend and Build Words with <i>ch, -tch, wh, ph</i> -Structural Analysis: <i>-es</i> -High-Frequency Words <p>Integrate Ideas T362-T363</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T360</p> <p>Grammar Irregular Plural Nouns, T361</p>	<p>Word Work T424-T425</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Words with Three-Letter Blends -Structural Analysis: Compound Words -High-Frequency Words/Vocabulary <p>Integrate Ideas Text Connections, T424-T425</p> <p>Write About Two Texts T426</p> <p>Grammar Possessive Nouns, T427</p>
OPTIONS	<p>Oral Language Follow the Map, T342</p> <p>Listening Comprehension <i>Me on the Map</i>, T343</p> <p>Word Work T344-T347</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Inflectional Ending <i>-es</i> -High-Frequency Words <p>Grammar Irregular Plural Nouns, T349</p>	<p>Oral Vocabulary The Furry Alarm Clock" and "Little Crocodile," T408</p> <p>Comprehension Maintain Skill: Key Details: T409</p> <p>Vocabulary T413</p> <p>Word Work T411</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Possessive Nouns, T415</p> <p>Write About the Text T414</p>	<p>Word Work T352-T353</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with <i>ch, -tch, wh, ph</i> -High-Frequency Words <p>Close Reading <i>Fun with Maps</i>, T347A-T347F</p> <p>Grammar Irregular Plural Nouns, T355</p>	<p>Oral Language T416</p> <p>Word Work T417-T418</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Three-Letter Blends -High-Frequency Words -Structural Analysis <p>Fluency T419</p> <ul style="list-style-type: none"> -Phrasing <p>Integrate Ideas Research and Inquiry, T422-T423</p> <p>Grammar Possessive Nouns, T421</p>	<p>Word Work T358-T359</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T362-T363</p> <ul style="list-style-type: none"> -Speaking and Listening -Research and Inquiry <p>Grammar Mechanics: Capital Letters and Periods, T361</p>	<p>Integrate Ideas T424-T425</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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
GRADE 1					
<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.1.3, W.1.7</p> <p>Grammar L.1.1e</p> <p>Vocabulary L.1.4, L.1.6</p> <p>Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3g, L.1.1</p>		<p>Build Background What Time Is It?, T8–T9</p> <p>Oral Vocabulary <i>schedule, immediately</i>, T8</p> <p>Word Work T12–T15</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Introduce Long <i>a: a_e</i> -High-Frequency Words <p>Shared Read <i>Nate the Snake Is Late</i>, T16–T17</p> <p>Shared Writing T18</p> <p>Grammar Verbs, T19</p>	<p>Build Background The Earth’s Forces, T8–T9</p> <p>Oral Vocabulary T10</p> <p>Word Work/Vocabulary T12–T17</p> <ul style="list-style-type: none"> -Phonemic Awareness: Identify/Generate Rhyme -Phonics/Spelling: Introduce Long <i>a: a, ai, ay, ae, ei, eigh, ey</i> -High-Frequency Words/Words in Context <p>Close Reading <i>Magnets Work!</i>, T18–T21</p> <p>Grammar Action Verbs, T23</p>	<p>Oral Language What Time Is It? T20</p> <p>Oral Vocabulary <i>weekend, calendar, occasion</i>, T20</p> <p>Word Work T22–T25</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis <p>Shared Read <i>Nate the Snake is Late</i>, T26–T27</p> <ul style="list-style-type: none"> -Genre: Fantasy, T26 -Skill: Character, Setting, Plot, T27 <p>Interactive Writing T28</p> <p>Grammar Verbs, T29</p>	<p>Oral Language The Earth’s Forces, T24</p> <p>Word Work T27</p> <ul style="list-style-type: none"> -Structural Analysis <p>Close Reading <i>Magnets Work!</i>, T30–T37</p> <ul style="list-style-type: none"> -Genre: Expository Text -Skill: Author’s Purpose -Strategy: Reread -Vocabulary Strategy: Similes <p>Write About the Text T38–T39</p> <p>Grammar Action Verbs, T40–T41</p>
CORE					
OPTIONS		<p>Listening Comprehension <i>A Second is a Hiccup</i>, T10–T11</p> <ul style="list-style-type: none"> -Fluency: Intonation 	<p>Listening Comprehension Strategy: Reread, T11</p> <ul style="list-style-type: none"> -Interactive Read-Aloud: “Apples and Gravity” <p>Write About the Text Writing Fluency, T22</p>	<p>Listening Comprehension “Measuring Time,” T21</p> <p>Word Work T22–T25</p> <ul style="list-style-type: none"> -Phonics/Spelling: Review Long <i>a: a_e</i> -High-Frequency Words: <i>away, now, some, today, way, why</i> 	<p>Listening Comprehension Strategy: Reread, T25</p> <ul style="list-style-type: none"> -Interactive Read-Aloud <p>Word Work/Vocabulary T26–T29</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Long <i>a</i> -High-Frequency Words/Expand Vocabulary <p>Oral Vocabulary Words T24</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p>Word Work T32-T35</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Blending Words with Long <i>a</i>: <i>a_e</i> <p>Close Reading <i>On My Way to School</i>, T35A-T35J</p> <p>Independent Writing T36</p> <p>Grammar Mechanics: Comma in a Series, T37</p>	<p>Word Work T44-T45</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>a</i> <p>Fluency T46</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>I Fall Down</i>, T47A-T47J</p> <p>Grammar Mechanics: Abbreviations, T49</p>	<p>Extend the Concept T38-T39</p> <ul style="list-style-type: none"> -Text Feature: Bold Print, T39 -Close Reading: "It's About Time," T39A-T39B <p>Word Work T40-T41</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis <p>Integrate Ideas T44-T45</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T42</p> <p>Grammar Mechanics: Commas in a Series, T43</p>	<p>Word Work T51</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy Review: Root Words, T53</p> <p>Close Reading "Move It!," T53A-T53B</p> <p>Write About Two Texts T54</p> <p>Grammar Mechanics: Abbreviations, T55</p>	<p>Word Work T46-T47</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Blend and Build Words with Long <i>a</i>: <i>a_e</i> -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words <p>Integrate Ideas T50-T51</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T48</p> <p>Grammar Verbs, T49</p>	<p>Word Work T58-T59</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Long <i>a</i> -Structural Analysis: Contractions with <i>'s</i>, <i>'re</i>, <i>'ll</i>, <i>'ve</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T62-T63</p> <p>Write About Two Texts T60</p> <p>Grammar Action Verbs, T61</p>
OPTIONS	<p>Oral Language What Time Is It?, T30</p> <p>Listening Comprehension <i>A Second is a Hiccup</i>, T31</p> <p>Word Work T32-T35</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words <p>Grammar Verbs, T37</p>	<p>Oral Vocabulary "Apples and Gravity," T42</p> <p>Comprehension Review: Main Topic and Key Details, T43</p> <p>Vocabulary T47</p> <p>Word Work T45</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Action Verbs, T49</p> <p>Write About the Text T48</p>	<p>Word Work T40-T41</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with Long <i>a</i>: <i>a_e</i> -High-Frequency Words: <i>away</i>, <i>now</i>, <i>some</i>, <i>today</i>, <i>way</i>, <i>why</i> <p>Close Reading <i>On My Way to School</i>, T35A-T35J</p> <p>Grammar Verbs, T43</p>	<p>Oral Language T50</p> <p>Word Work T51-T52</p> <ul style="list-style-type: none"> -Phonics/Spelling: Long <i>a</i> -High-Frequency Words -Structural Analysis <p>Fluency T53</p> <ul style="list-style-type: none"> -Intonation <p>Integrate Ideas Research and Inquiry, T56-T57</p> <p>Grammar Action Verbs, T55</p>	<p>Word Work T46-T47</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T50-T51</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Commas in a Series, T49</p>	<p>Integrate Ideas T62-T63</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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	Build Background Watch It Grow!, T86–T87 Oral Vocabulary <i>bloom, sprout</i> , T86 Word Work T90–T93 -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Long <i>i: i_e</i> -High-Frequency Words Shared Read <i>Time to Plant!</i> , T94–T95 Shared Writing T96 Grammar Present-Tense Verbs, T97	Build Background Look at the Sky, T100–T101 Oral Vocabulary T102 Word Work/Vocabulary T104–T107 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Long <i>i: l, y, igh, ie</i> -High-Frequency Words/Words in Context Close Reading “Starry Night,” T110–T113 Grammar Present-Tense Verbs, T115	Oral Language Watch It Grow!, T98 Oral Vocabulary <i>grasped, assist, spied</i> , T98 Word Work T100–T103 -Phonemic Awareness -Structural Analysis Shared Read <i>Time to Plant!</i> , T104–T105 -Genre: Play T104 -Skill: Plot: Sequence T105 Interactive Writing T106 Grammar Present-Tense Verbs, T107	Oral Language Look at the Sky, T116 Word Work T119 -Structural Analysis Close Reading “Starry Night,” T122–T129 -Genre: Fiction -Skill: Plot: Sequence -Strategy: Reread -Vocabulary Strategy Write About the Text T130–T131 Grammar Present-Tense Verbs, T132–T133
	GRADE 2	Listening Comprehension <i>Mystery Vine</i> , T88–T89 -Fluency: Phrasing	Listening Comprehension Strategy: Reread, T103 -Interactive Read-Aloud: “The Hidden Sun” Write About the Text Writing Fluency, T114	Listening Comprehension “The Great Big, Gigantic Turnip,” T99 Word Work T100–T103 -Phonics/Spelling: Review Long <i>i: i_e</i> -High-Frequency Words: <i>green, grow, pretty, should, together, water</i>	Listening Comprehension T117 -Interactive Read-Aloud Word Work/Vocabulary T118–T121 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words 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>Word Work T110-T113</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend Words with Long <i>i</i>: <i>i_e</i> <p>Close Reading <i>The Big Yuca Plant</i>, T113A-T113J</p> <p>Independent Writing T114</p> <p>Grammar Mechanics: Titles of Plays, T115</p>	<p>Word Work T136-T137</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>i</i> <p>Fluency T138</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>Mr. Putter & Tabby See the Stars</i>, T139A-T139L</p> <p>Grammar Present-Tense Verbs, T141</p>	<p>Extend the Concept T116</p> <ul style="list-style-type: none"> -Text Feature: Diagram, T117 -Close Reading: "How Plants Grow," T117A-T117B <p>Word Work T118-T119</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis: Plurals <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Research and Inquiry, T122-T123 <p>Independent Writing T120</p> <p>Grammar Mechanics: Titles of Plays, T121</p>	<p>Word Work T143</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy Review: Similes, T145</p> <p>Close Reading "Day to Night," T145A-T145B</p> <p>Write About Two Texts T146</p> <p>Grammar Mechanics: Commas in a Series, T147</p>	<p>Word Work T124-T125</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling -Structural Analysis: Plurals -High-Frequency Words <p>Integrate Ideas</p> <ul style="list-style-type: none"> -Text Connections, T128-T129 <p>Independent Writing T126</p> <p>Grammar Present-Tense Verbs, T127</p>	<p>Word Work T150-T151</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Words with Long <i>i</i> -Structural Analysis -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T154-T155</p> <p>Write About Two Texts T152</p> <p>Grammar Present-Tense Verbs, T153</p>
OPTIONS	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
	<p>Oral Language Watch it Grow!, T108</p> <p>Listening Comprehension <i>Mystery Vine</i>, T109</p> <p>Word Work T110-T113</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: Plurals -High-Frequency Words <p>Grammar Present-Tense Verbs, T115</p>	<p>Oral Vocabulary "The Hidden Sun," T134</p> <p>Comprehension T135</p> <p>Vocabulary T139</p> <p>Word Work T137</p> <ul style="list-style-type: none"> -Structural Analysis: Open Syllables <p>Grammar Mechanics: Commas in a Series, T141</p> <p>Write About the Text T140</p>	<p>Word Work T118-T119</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with Long <i>i</i>: <i>i_e</i> -High-Frequency Words: <i>green, grow, pretty, should, together, water</i> <p>Close Reading <i>The Big Yuca Plant</i>, T113A-T113J</p> <p>Grammar Present-Tense Verbs, T121</p>	<p>Oral Language T142</p> <p>Word Work T143-T144</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Long <i>i</i> -High-Frequency Words -Structural Analysis: Open Syllables <p>Fluency Intonation, T145</p> <p>Integrate Ideas Research and Inquiry, T148-T149</p> <p>Grammar Present-Tense Verbs, T147</p>	<p>Word Work T124-T125</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T128-T129</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Titles of Plays, T127</p>	<p>Integrate Ideas T154-T155</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Commas in a Series, T153</p>	

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

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

		DAY 1		DAY 2	
<p>CALIFORNIA STANDARDS</p> <p>GRADE 1</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>GRADE 2</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>CORE</p>	<p>GRADE 1</p> <p>Build Background Tales Over Time, T164–T165 Oral Vocabulary <i>tale, hero</i>, T164 Word Work 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> Shared Read <i>The Nice Mitten</i>, T172–T173 Shared Writing T174 Grammar Past- and Future-Tense Verbs, T175</p>	<p>GRADE 2</p> <p>Build Background Ways People Help, T192–T193 Oral Vocabulary T194 Word Work/Vocabulary T196–T201 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Long <i>o</i>: <i>o, oa, ow, oe</i> -High-Frequency Words/Words in Context Close Reading “Lighting Lives,” T202–T205 Grammar Past-Tense Verbs, T207</p>	<p>GRADE 1</p> <p>Oral Language Tales Over Time, T176 Oral Vocabulary <i>timid, foolish, eventually</i>, T176 Word Work T178–T181 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <i>-ed, -ing</i> Shared Read <i>The Nice Mitten</i>, T182–T183 -Genre: Folktale, T182 -Skill: Plot: Cause and Effect, T183 Interactive Writing T184 Grammar Past- and Future-Tense Verbs, T185</p>	<p>GRADE 2</p> <p>Oral Language Ways People Help, T208 Word Work T211 -Structural Analysis: Contractions with <i>not</i> Close Reading “Lighting Lives,” T214–T221 -Genre: Narrative Nonfiction -Skill: Author’s Purpose -Strategy: Ask and Answer Questions -Vocabulary Strategy: Synonyms Write About the Text T222–T223 Grammar Past- and Future-Tense Verbs, T224–T225</p>
		<p>OPTIONS</p>	<p>Listening Comprehension <i>Interrupting Chicken</i>, T166–167 -Fluency: Expression</p>	<p>Listening Comprehension Strategy: Ask and Answer Questions, T195 -Interactive Read-Aloud: “Color Your Community” Write About the Text Writing Fluency, T206</p>	<p>Listening Comprehension “The Foolish, Timid Rabbit,” T177 Word Work T178–T181 -Phonics/Spelling: Review Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> -High-Frequency Words</p>
		<p>APPROACHING LEVEL</p>		<p>ON LEVEL</p>	
		<p>GRADE 1</p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words Comprehension</p>	<p>GRADE 2</p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension</p>	<p>GRADE 1</p> <p>Leveled Reader Phonics High-Frequency Words Comprehension</p>	<p>GRADE 2</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		<p>Word Work 188-T191</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> <p>Close Reading <i>The Gingerbread Man</i>, T191A-T191J</p> <p>Independent Writing T192</p> <p>Grammar Mechanics: Commas in a Series, T193</p>	<p>Word Work T228-T229</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> <p>Fluency T230</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>Biblioburro: A True Story From Colombia</i>, T231A-T231L</p> <p>Grammar Mechanics: Letter Punctuation, T233</p>	<p>Extend the Concept T194</p> <ul style="list-style-type: none"> -Literary Element: Rhyme, T194 -Close Reading: "Mother Goose Rhymes," T195-T195B <p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Inflectional Endings <p>Integrate Ideas T200-T201</p> <p>Independent Writing T198</p> <p>Grammar Mechanics: Commas in a Series, T199</p>	<p>Word Work T235</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending <p>Vocabulary Strategy Review: Compound Words, T237</p> <p>Close Reading "The Enormous Turnip," T237A-T237B</p> <p>Write About Two Texts T238</p> <p>Grammar Mechanics: Letter Punctuation, T239</p>	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> -Structural Analysis: Inflectional Endings -<i>ed</i>, -<i>ing</i> -High-Frequency Words <p>Integrate Ideas T206-T207</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T204</p> <p>Grammar Past- and Future-Tense Verbs, T205</p>	<p>Word Work T242-T243</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> -Structural Analysis: Contractions with <i>not</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T246-T247</p> <p>Write About Two Texts T244</p> <p>Grammar Past- and Future-Tense Verbs, T245</p>
	OPTIONS	<p>Oral Language Tales Over Time, T186</p> <p>Listening Comprehension <i>Interrupting Chicken</i>, T187</p> <p>Word Work T188-T191</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis -High-Frequency Words <p>Grammar T193</p>	<p>Oral Vocabulary "Color Your Community," T226</p> <p>Comprehension T227</p> <p>Vocabulary T231</p> <p>Word Work T229</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar T233</p> <p>Write About the Text T232</p>	<p>Word Work T196-T197</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> -High-Frequency Words <p>Close Reading <i>The Gingerbread Man</i>, T191A-T191J</p> <p>Grammar Past- and Future-Tense Verbs, T199</p>	<p>Oral Language T234</p> <p>Word Work T235-T236</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> -High-Frequency Words -Structural Analysis <p>Fluency Expression, T237</p> <p>Integrate Ideas Research and Inquiry, T240-T241</p> <p>Grammar T239</p>	<p>Word Work T202-T203</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T206-T207</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Commas in a Series, T205</p>	<p>Integrate Ideas T246-T247</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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
CORE	GRADE 1	Build Background Now and Then, T242–T243 Oral Vocabulary <i>century, past</i> , T242–T243 Word Work T246–T249 -Phonological Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce /ō/o_e, /ū/u_e, /ē/e_e -High-Frequency Words Shared Read <i>Life at Home</i> , T250–T251 Shared Writing T252 Grammar <i>Is and Are</i> , T253	Build Background Weather Alert!, T284–T285 Oral Vocabulary T286 Word Work/Vocabulary 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 Close Reading “Tornado!,” T294–T295 Grammar The Verb <i>Have</i> , T299	Oral Language Now and Then, T254 Oral Vocabulary <i>present, future, entertainment</i> , T254 Word Work T256–T259 -Phonemic Awareness: Phoneme Isolation -Structural Analysis Shared Read <i>Life at Home</i> , T260–T261 -Genre: Nonfiction, T260 -Skill: Compare and Contrast, T261 Interactive Writing T262 Grammar <i>Is and Are</i> , T263	Oral Language Weather Alert!, T300 Word Work T303 -Structural Analysis: Plurals <i>-s, -es</i> Close Reading “Tornado!,” T306–T311 -Genre: Expository Text -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Antonyms Write About the Text T314–T315 Grammar The Verb <i>Have</i> , T316–T317
	OPTIONS	Listening Comprehension <i>The Last Train</i> , T244–T245 -Fluency: Phrasing	Listening Comprehension Strategy: Ask and Answer Questions, T287 -Interactive Read-Aloud: “Clouds All Around” Write About the Text Writing Fluency, T298	Listening Comprehension “Pioneers,” T255 Word Work 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>	Listening Comprehension Strategy: Ask and Answer Questions, T301 -Interactive Read-Aloud Word Work/Vocabulary T302–T305 -Phonemic Awareness -Phonics/Spelling: Long e -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words 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 3 WEEK 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p>Word Work T266-T269</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend Words with /ō/o_e, /ū/u_e, /ē/e_e <p>Close Reading <i>Long Ago and Now</i>, T269A-T269J</p> <p>Independent Writing T270</p> <p>Grammar Mechanics: Commas in Dates, T271</p>	<p>Word Work T320-T321</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long e <p>Fluency T322</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading <i>Wild Weather</i>, T323A-T323H</p> <p>Grammar Mechanics: Book Titles, T325</p>	<p>Extend the Concept T272-T273</p> <ul style="list-style-type: none"> -Text Feature: Captions, T273 -Close Reading: "From Horse to Plane," T273A-T273B <p>Word Work T274-T275</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis: CVCe Syllables <p>Integrate Ideas T278-T279</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T276</p> <p>Grammar Mechanics: Commas in Dates, T277</p>	<p>Word Work T327</p> <ul style="list-style-type: none"> -Phonemic Awareness: Identify Syllables <p>Vocabulary Strategy Review: Synonyms, T329</p> <p>Close Reading "Can You Predict the Weather?," T329A-T329B</p> <p>Write About Two Texts T330</p> <p>Grammar Mechanics: Book Titles, T331</p>	<p>Word Work T280-T281</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation/Blending -Phonics/Spelling: /ō/o_e, /ū/u_e, /ē/e_e -Structural Analysis: CVCe Syllables -High-Frequency Words <p>Integrate Ideas T284-T285</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T282</p> <p>Grammar <i>Is</i> and <i>Are</i>, T283</p>	<p>Word Work T334-T335</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Words with Long e -Structural Analysis: Plurals -s, -es -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T338-T339</p> <p>Write About Two Texts T336</p> <p>Grammar The Verb <i>Have</i>, T337</p>
OPTIONS	<p>Oral Language Now and Then, T264</p> <p>Listening Comprehension <i>The Last Train</i>, T265</p> <p>Word Work T266-T269</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: CVCe Syllables -High-Frequency Words <p>Grammar <i>Is</i> and <i>Are</i>, T271</p>	<p>Oral Vocabulary "Clouds All Around," T318</p> <p>Comprehension T319</p> <p>Vocabulary T323</p> <p>Word Work T321</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar The Verb <i>Have</i>, T325</p> <p>Write About the Text T324</p>	<p>Word Work T274-T275</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with /ō/o_e, /ū/u_e, /ē/e_e -High-Frequency Words: <i>ago, boy, girl, how, old, people</i> <p>Close Reading <i>Long Ago and Now</i>, T269A-T269J</p> <p>Grammar <i>Is</i> and <i>Are</i>, T277</p>	<p>Oral Language T326</p> <p>Word Work T327-T328</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Long e -High-Frequency Words -Structural Analysis <p>Fluency T329</p> <ul style="list-style-type: none"> -Phrasing <p>Integrate Ideas Research and Inquiry, T332-T333</p> <p>Grammar The Verb <i>Have</i>, T331</p>	<p>Word Work T280-T281</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T284-T285</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Commas in Dates, T283</p>	<p>Integrate Ideas T338-T339</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar 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>GRADE 1</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>GRADE 2</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>CORE</p>	<p>Build Background From Farm to Table, T320-T321</p> <p>Oral Vocabulary <i>delicious, nutritious</i>, T320</p> <p>Word Work T324-T327</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Introduce /û/oo, u</p> <p>-High-Frequency Words</p> <p>Shared Read <i>A Look at Breakfast</i>, T328-T329</p> <p>Shared Writing T330</p> <p>Grammar Contractions with <i>Not</i>, T331</p>	<p>Build Background Express Yourself, T376-T377</p> <p>Oral Vocabulary T378</p> <p>Word Work/Vocabulary T380-T385</p> <p>-Phonemic Awareness: Addition/Deletion</p> <p>-Phonics/Spelling: Long u: <i>u_e, ew, ue, u</i></p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading “They’ve Got the Beat!,” T386-T387</p> <p>Grammar Combining and Rearranging Sentences, T389</p>	<p>Oral Language From Farm to Table, T332</p> <p>Oral Vocabulary <i>delighted, enormous, responsibility</i>, T332</p> <p>Word Work T334-T337</p> <p>-Phonemic Awareness Phoneme Blending</p> <p>-Structural Analysis: <i>-ed, -ing</i></p> <p>Shared Read <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>Interactive Writing T340</p> <p>Grammar T341</p>	<p>Oral Language Express Yourself, T390</p> <p>Word Work T393</p> <p>-Structural Analysis: <i>-er, -est</i></p> <p>Close Reading “They’ve Got the Beat!,” T396-T403</p> <p>-Genre: Expository Text</p> <p>-Skill: Main Idea and Key Details</p> <p>-Strategy: Ask and Answer Questions</p> <p>-Vocabulary Strategy: Prefixes</p> <p>Write About the Text T404-T405</p> <p>Grammar Combining and Rearranging Sentences, T406-T407</p>
			<p>OPTIONS</p>	<p>Listening Comprehension <i>Where Does Food Come From?</i>, T322-T323</p> <p>-Fluency: Intonation</p>	<p>Listening Comprehension Strategy: Ask and Answer Questions, T379</p> <p>-Interactive Read-Aloud: “Why People Drum”</p> <p>Write About the Text Writing Fluency, T388</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 5

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p>Word Work T344-T347</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Review /ù/oo, u <p>Close Reading <i>From Cows to You</i>, T347A-T347F</p> <p>Independent Writing T348</p> <p>Grammar Mechanics: Apostrophes in Contractions, T349</p>	<p>Word Work T410-T411</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long u <p>Fluency T412</p> <ul style="list-style-type: none"> -Pronunciation -High-Frequency Words <p>Close Reading <i>Many Ways to Enjoy Music</i>, T413A-T413D</p> <p>Grammar Mechanics: Sentence Punctuation, T415</p>	<p>Extend the Concept T350</p> <ul style="list-style-type: none"> -Text Feature: Chart, T350 -Close Reading: "A Food Chart," T351 <p>Word Work T352-T353</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: <i>-ed, -ing</i> <p>Integrate Ideas T356-T357</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T354</p> <p>Grammar Mechanics: Apostrophes in Contractions, T355</p>	<p>Word Work T417</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Addition and Deletion <p>Vocabulary Strategy Review: Antonyms, T419</p> <p>Close Reading "A Musical Museum," T419A-T419B</p> <p>Write About Two Texts T420</p> <p>Grammar Mechanics: Sentence Punctuation, T421</p>	<p>Word Work T358-T359</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Blend and Build Words with /ù/oo, u -Structural Analysis: <i>-ed, -ing</i> -High-Frequency Words <p>Integrate Ideas T362-T363</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T360</p> <p>Grammar Contractions with <i>Not</i>, T361</p>	<p>Word Work T424-T425</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Long u -Structural Analysis: Comparative Endings <i>-er, -est</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T428-T429</p> <p>Write About Two Texts T426</p> <p>Grammar Combining and Rearranging Sentences, T427</p>
OPTIONS	<p>Oral Language From Farm to Table, T342</p> <p>Listening Comprehension <i>Where Does Food Come From?</i>, T343</p> <p>Word Work T344-T347</p> <ul style="list-style-type: none"> -Fluency -Structural Analysis: <i>-ed, -ing</i> -High-Frequency Words <p>Grammar Contractions with <i>Not</i>, T349</p>	<p>Oral Vocabulary "Why People Drum," T408</p> <p>Comprehension Maintain Skill: Author's Purpose, T409</p> <p>Vocabulary T413</p> <p>Word Work T411</p> <ul style="list-style-type: none"> -Structural Analysis: <i>-er, -est</i> <p>Grammar T415</p> <p>Write About the Text T414</p>	<p>Word Work T352-T353</p> <ul style="list-style-type: none"> -Fluency -Phonics/Spelling: Build Words with /ù/oo, u -High-Frequency Words: <i>after, buy, done, every, soon, work</i> <p>Close Reading <i>From Cows to You</i>, T347A-T347F</p> <p>Grammar Contractions with <i>Not</i>, T355</p>	<p>Oral Language T416</p> <p>Word Work T417-T418</p> <ul style="list-style-type: none"> -Phonics/Spelling: Long u -High-Frequency Words -Structural Analysis: <i>-er, -est</i> <p>Fluency T419</p> <ul style="list-style-type: none"> -Pronunciation <p>Integrate Ideas Research and Inquiry, T422-T423</p> <p>Grammar Combining and Rearranging Sentences, T421</p>	<p>Word Work T358-T359</p> <ul style="list-style-type: none"> -Fluency <p>Integrate Ideas T362-T363</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Apostrophes in Contractions, T361</p>	<p>Integrate Ideas T428-T429</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: 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	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	Build Background Animal Features, T8–T9 Oral Vocabulary <i>appearance, feature</i> , T8 Word Work T12–T15 -Fluency: Sound Spellings -Phonological Awareness: Rhyme -Phonics/Spelling -High-Frequency Words -Vocabulary: <i>special, splendid</i> Shared Read <i>A Tale of a Tail</i> , T16–T17 Shared Writing T18 Grammar <i>Was and Were</i> , T19	Build Background Different Places, T8–T9 Oral Vocabulary T10 Word Work/Vocabulary T12–T17 -Phonemic Awareness: Phoneme Identity -Phonics/Spelling: Introduce Silent Letters <i>wr, kn, gn, mb, sc</i> -High-Frequency Words/Words in Context Close Reading “Alaska: A Special Place,” T18–T19 Grammar Linking Verbs, T21	Oral Language Animal Features, T20 Oral Vocabulary <i>appearance, determined, feature, predicament, relief</i> , T20 Word Work T22–T25 -Phonemic Awareness -Structural Analysis -Vocabulary: <i>special, splendid</i> Shared Read <i>A Tale of a Tail</i> , T26–T27 -Genre: Folktale, T26 -Skill: Plot/Sequence, T27 Interactive Writing T28 Grammar <i>Was and Were</i> , T29	Oral Language Different Places, T22 Word Work T25 -Structural Analysis: Prefixes/Suffixes Close Reading “Alaska: A Special Place,” T28–T35 -Genre: Expository Text -Skill: Connections Within Text: Compare and Contrast -Strategy: Reread -Vocabulary Strategy Compound Words Write About the Text Ideas, T36–T37 Grammar Linking Verbs, T38–T39
	GRADE 2	Listening Comprehension “The Elephant’s Child,” T10–11 Listening Comprehension Strategy: Reread, T11 -Interactive Read-Aloud: “Where Do You Live?” Write About the Text Writing Fluency, T20	Listening Comprehension “The Elephant’s Child,” T21 Word Work T22–T25 -Phonics/Spelling: Review Long <i>a, ai, ay</i> -High-Frequency Words: <i>about, animal, carry, eight, give, our</i>	Listening Comprehension T23 -Interactive Read-Aloud Word Work/Vocabulary T24–T27 -Phonemic Awareness -Phonics/Spelling: Silent Letters -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T22	
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 4 WEEK 1

		DAY 3		DAY 4		DAY 5	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE		<p>Fluency Intonation, T31</p> <p>Word Work T32–T35</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blend Words with Long <i>a</i>: <i>a</i>, <i>ai</i>, <i>ay</i></p> <p>-Vocabulary: <i>special</i>, <i>splendid</i></p> <p>-Vocabulary Strategy: Use a Dictionary</p> <p>Close Reading <i>How Bat Got Its Wings</i>, T35A–T35L</p> <p>Independent Writing T36</p> <p>Grammar Mechanics: Apostrophes with Contractions, T37</p>	<p>Word Work T42–T43</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Words with Silent Letters <i>wr</i>, <i>kn</i>, <i>gn</i>, <i>mb</i>, <i>sc</i></p> <p>Fluency T44</p> <p>-Pronunciation</p> <p>-High-Frequency Words</p> <p>Close Reading “Rainforests,” T45A–T45L</p> <p>Grammar Mechanics: Capitalization of Proper Nouns, T47</p>	<p>Extend the Concept T38–T39</p> <p>-Text Feature: Chart, T38</p> <p>-Close Reading: “Bats! Bats! Bats!,” T39A–T39B</p> <p>Word Work T40–T41</p> <p>-Phonemic Awareness: Rhyme</p> <p>-Structural Analysis: Alphabetical Order</p> <p>Integrate Ideas T44–T45</p> <p>-Research and Inquiry</p> <p>Independent Writing T42</p> <p>Grammar Mechanics: Apostrophes with Contractions, T43</p>	<p>Word Work T49</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>Vocabulary Strategy Review: Prefixes, T51</p> <p>Close Reading “African Savannas,” T51A–T51B</p> <p>Write About Two Texts T52</p> <p>Grammar Mechanics: Capitalization of Proper Nouns, T53</p>	<p>Word Work T46–T47</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with Long <i>a</i>: <i>a</i>, <i>ai</i>, <i>ay</i></p> <p>-Structural Analysis: Alphabetical Order</p> <p>-High-Frequency Words</p> <p>-Vocabulary</p> <p>Integrate Ideas T50–T51</p> <p>-Text Connections</p> <p>Independent Writing T48</p> <p>Grammar Mechanics: Apostrophes with Contractions, T49</p>	<p>Word Work 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>Integrate Ideas Text Connections, T60–T61</p> <p>Write About Two Texts T58</p> <p>Grammar Linking Verbs, T59</p>
	OPTIONS		<p>Oral Language Animal Features, T30</p> <p>Comprehension Cause and Effect, T31</p> <p>Word Work T32–T35</p> <p>-Structural Analysis: Alphabetical Order</p> <p>-High-Frequency Words</p> <p>Grammar <i>Was</i> and <i>Were</i>, T37</p>	<p>Oral Vocabulary “Where Do You Live?,” T40</p> <p>Comprehension T41</p> <p>Vocabulary T45</p> <p>Word Work T43</p> <p>-Structural Analysis: Prefixes/Suffixes</p> <p>Grammar Linking Verbs, T47</p> <p>Write About the Text T46</p>	<p>Word Work T40–T41</p> <p>-Fluency: Sound Spellings</p> <p>-Phonics/Spelling: Build Words with Long <i>a</i>: <i>a</i>, <i>ai</i>, <i>ay</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>special</i>, <i>splendid</i></p> <p>Close Reading <i>How Bat Got Its Wings</i>, T35A–T35L</p> <p>Grammar <i>Was</i> and <i>Were</i>, T43</p>	<p>Oral Language T48</p> <p>Word Work T49–T50</p> <p>-Phonics/Spelling: Words with Silent Letters</p> <p>-High-Frequency Words</p> <p>-Structural Analysis: Prefixes/Suffixes</p> <p>Fluency Pronunciation, T51</p> <p>Integrate Ideas Research and Inquiry, T54–T55</p> <p>Grammar Linking Verbs, T53</p>	<p>Word Work T46–T47</p> <p>-Fluency: Intonation</p> <p>Integrate Ideas T50–T51</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar <i>Was</i> and <i>Were</i>, T49</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 1	GRADE 2	GRADE 1	GRADE 2		
CORE	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	Build Background Animals Together, T86–T87 Oral Vocabulary <i>behavior, beneficial</i> , T86 Word Work 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> Shared Read <i>A Team of Fish</i> , T94–T95 Shared Writing T96 Grammar <i>Has and Have</i> , T97	Build Background Earth Changes, T98–T99 Oral Vocabulary T100 Word Work/Vocabulary 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 Close Reading “Into the Sea,” T108–T109 Grammar Helping Verbs, T111	Oral Language Animals Together, T98 Oral Vocabulary <i>behavior, beneficial, dominant, instinct, endangered</i> , T98 Word Work T100–T103 -Phonemic Awareness -Structural Analysis: <i>re-, un-, pre-</i> -Vocabulary: <i>danger, partner</i> Shared Read <i>A Team of Fish</i> , T104–T105 -Genre: Nonfiction, T104 -Skill: Main Idea and Key Details, T105 Interactive Writing T106 Grammar <i>Has and Have</i> , T107	Oral Language Earth Changes, T112 Word Work T115 -Structural Analysis Close Reading “Into the Sea,” T118–T125 -Genre: Informative Text -Skill: Connections Within Text: Cause and Effect -Strategy: Reread -Vocabulary Strategy: Context Clues Write About the Text T126–T127 Grammar Helping Verbs, T128–T129		
	OPTIONS	Listening Comprehension “Animals Working Together,” T88–T89 Listening Comprehension Strategy: Reread, T101 -Interactive Read-Aloud: “Earth Changes” Write About the Text Writing Fluency, T110	Listening Comprehension Animals Working Together, T99 Word Work T100–T103 -Phonics/Spelling: Review Long <i>e: e, ee, ea, ie</i> -High-Frequency Words	Listening Comprehension T113 -Interactive Read-Aloud Word Work/Vocabulary T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words 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>Fluency Phrasing, T109 Word Work T110–T113 -Phonemic Awareness: Rhyme -Phonics/Spelling: Blend Words with Long <i>e</i>: <i>e</i>, <i>ee</i>, <i>ea</i>, <i>ie</i> -Vocabulary Strategy: Context Clues/Sentence Clues Close Reading <i>Animal Teams</i>, T113A–T113L Independent Writing T114 Grammar Mechanics: Capitalization and End Punctuation, T115</p>	<p>Word Work T132–T133 -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ûr</i>/ Fluency T134 -Phrasing -High-Frequency Words Close Reading <i>Volcanoes</i>, T135A–T135H Grammar Mechanics: Quotation Marks, T137</p>	<p>Extend the Concept T116–T117 -Text Feature: Captions, T117 -Close Reading: “Busy as a Bee,” T117A–T117B Word Work T118–T119 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>pre-</i> Integrate Ideas T122–T123 -Research and Inquiry Independent Writing T120 Grammar T121</p>	<p>Word Work T139 -Phonemic Awareness: Phoneme Segmentation Vocabulary Strategy Review: Compound Words, T141 Close Reading “To the Rescue,” T141A–T141B Write About Two Texts T142 Grammar Mechanics: Quotation Marks, T143</p>	<p>Word Work T124–T125 -Phonemic Awareness -Phonics/Spelling: Blend and Build Words with Long <i>e</i>: <i>e</i>, <i>ee</i>, <i>ea</i>, <i>ie</i> -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>pre-</i> -High-Frequency Words -Vocabulary: <i>danger</i>, <i>partner</i> Integrate Ideas T128–T129 -Text Connections Independent Writing T126 Grammar Mechanics: Capitalization and End Punctuation, T127</p>	<p>Word Work T146–T147 -Phonemic Awareness -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ûr</i>/ <i>er</i>, <i>ir</i>, <i>ur</i>, <i>or</i> -Structural Analysis: Inflectional Endings -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T150–T151 Write About Two Texts T148 Grammar Helping Verbs, T149</p>
	OPTIONS	OPTIONS	<p>Oral Language Animals Together, T108 Comprehension Compare and Contrast, T109 Word Work T110–T113 -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>pre-</i> -High-Frequency Words: <i>because</i>, <i>blue</i>, <i>into</i>, <i>or</i>, <i>other</i>, <i>small</i> Grammar <i>Has</i> and <i>Have</i>, T115</p>	<p>Oral Vocabulary “Earth Changes,” T130 Comprehension T131 Vocabulary T135 Word Work T133 -Structural Analysis: Inflectional Endings Vocabulary T135 Grammar Helping Verbs, T137 Write About the Text T136</p>	<p>Word Work T118–T119 -Fluency: Sound-Spellings -Phonics/Spelling: Long <i>e</i>: <i>e</i>, <i>ee</i>, <i>ea</i>, <i>ie</i> -High-Frequency Words -Vocabulary: <i>danger</i>, <i>partner</i> Close Reading <i>Animal Teams</i>, T113A–T113L Grammar <i>Has</i> and <i>Have</i>, T121</p>	<p>Oral Language T138 Word Work T139–T140 -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels -High-Frequency Words -Structural Analysis: Inflectional Endings Fluency T141 -Phrasing Integrate Ideas Research and Inquiry, T144–T145 Grammar Helping Verbs, T143</p>	<p>Word Work T124–T125 -Fluency: Phrasing Integrate Ideas T128–T129 -Research and Inquiry -Speaking and Listening Grammar <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
<p>GRADE 1</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>GRADE 2</p> <p>Comprehension RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.9</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.3, W.2.4, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.1d, L.2.2,</p> <p>Vocabulary L.2.5, L.2.5a, L.2.6, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	CORE	<p>Build Background In the Wild, T164</p> <p>Oral Vocabulary <i>survive, provide</i>, T164</p> <p>Word Work 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>Shared Read <i>Go Wild!</i>, T172–T173</p> <p>Shared Writing T174</p> <p>Grammar <i>Go and Do</i>, T175</p>	<p>Build Background Our Culture Makes Us Special, T188</p> <p>Oral Vocabulary T190</p> <p>Word Work/Vocabulary T192–T197</p> <p>-Phonemic Awareness: Generate Rhyme</p> <p>-Phonics/Spelling: Introduce <i>r</i>-Controlled Vowels</p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading “Happy New Year,” T198–T199</p> <p>Grammar Irregular Verbs, T201</p>	<p>Oral Language In the Wild, T176</p> <p>Oral Vocabulary <i>survive, provide, communicate, superior, wilderness</i>, T176</p> <p>Word Work T178–T181</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p>-Vocabulary: <i>search, seek</i></p> <p>Shared Read <i>Go Wild!</i>, T182–T183</p> <p>-Genre: Informational Text/ Nonfiction, T182</p> <p>-Skill: Main Idea and Key Details, T183</p> <p>Interactive Writing T184</p> <p>Grammar <i>Go and Do</i>, T185</p>	<p>Oral Language Our Culture Makes Us Special, T202</p> <p>Word Work T205</p> <p>-Structural Analysis: Irregular Plurals</p> <p>Close Reading “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>Write About the Text T216–T217</p> <p>Grammar Irregular Verbs, T218–T219</p>
		OPTIONS	<p>Listening Comprehension “Animals in Winter,” T166–T167</p>	<p>Listening Comprehension Strategy: Visualize, T191</p> <p>-Interactive Read-Aloud: “My New School”</p> <p>Write About the Text Writing Fluency, T200</p>	<p>Listening Comprehension “Animals in Winter,” T177</p> <p>Word Work 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>

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>Fluency Expression, T187 Word Work 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 Close Reading <i>Vulture View</i>, T191A–T191P Independent Writing T192 Grammar Mechanics: Capitalize Proper Nouns, T193</p>	<p>Word Work T222–T223 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar; /är/ar</i> Fluency T224 -Expression -High-Frequency Words Close Reading <i>Dear Primo: A Letter to My Cousin</i>, T225A–T225P Grammar Mechanics: Book Titles, T227</p>	<p>Extend the Concept -Literary Element, Sensory Words, T194 -Close Reading: “When It’s Snowing,” T195 Word Work T196–T197 -Phonemic Awareness -Structural Analysis: Open Syllables Integrate Ideas T200–T201 -Research and Inquiry Independent Writing T198 Grammar Mechanics: Capitalize Proper Nouns, T199</p>	<p>Word Work T229 -Phonemic Awareness: Initial Sound Substitution Vocabulary Strategy Review: Multiple-Meaning Words, T231 Close Reading “Games Around the World,” T231A–T231B Write About Two Texts T232 Grammar Mechanics: Book Titles, T233</p>	<p>Word Work 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> Integrate Ideas T206–T207 -Text Connections Independent Writing T204 Grammar Mechanics: Capitalize Proper Nouns, T205</p>	<p>Word Work T236–T237 -Phonemic Awareness -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar; /är/ar</i> -Structural Analysis: Irregular Plurals -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T240–T241 Write About Two Texts T238 Grammar Irregular Verbs, T239</p>
OPTIONS	<p>Oral Language In the Wild, T186 Comprehension Connections Within Text: Sequence, T187 Word Work T188–T191 -Structural Analysis: Open Syllables -High-Frequency Words Grammar <i>Go and Do</i>, T193</p>	<p>Oral Vocabulary “My New School,” T220 Comprehension Maintain Skill: Plot, T221 Vocabulary T225 Word Work T223 -Structural Analysis Grammar Irregular Verbs, T227 Write About the Text T226</p>	<p>Word Work 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> Close Reading <i>Vulture View</i>, T191A–T191P Grammar <i>Go and Do</i>, T199</p>	<p>Oral Language T228 Word Work T229–T230 -Phonics/Spelling: /<i>ôr/or, ore, oar; /är/ar</i> -High-Frequency Words -Structural Analysis: Irregular Plurals Fluency T231 -Expression Integrate Ideas Research and Inquiry, T234–T235 Grammar Irregular Verbs, T233</p>	<p>Word Work T202–T203 -Fluency: Expression Integrate Ideas T206–T207 -Research and Inquiry -Speaking and Listening Grammar <i>Go and Do</i>, T205</p>	<p>Integrate Ideas T240–T241 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Book Titles, T239</p>	
BEYOND LEVEL				ENGLISH LEARNERS			
GRADE 1		GRADE 2		GRADE 1		GRADE 2	
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 1	GRADE 2	GRADE 1	GRADE 2
CORE	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	Build Background Insects!, T242–T243 Oral Vocabulary <i>different, flutter</i> , T242 Word Work T246–T249 -Fluency: Sound-Spellings -Phonemic Awareness -Phonics/Spelling: Introduce Long <i>i: i, y, igh, ie</i> -High-Frequency Words -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	Build Background Folktales About Nature, T278 Oral Vocabulary T280 Word Work/Vocabulary T282–T287 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: <i>r</i> -Controlled Vowels: / <i>ir</i> / -High-Frequency Words/Words in Context Close Reading “Why the Sun and Moon Live in the Sky,” T288–T289 Grammar Irregular Verbs, T291	Oral Language Insects!, T254 Oral Vocabulary <i>imitate, protect, different, flutter, resemble</i> , T254 Word Work T256–T259 -Phonemic Awareness -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	Oral Language Folktales About Nature, T292 Word Work T295 -Structural Analysis: Abbreviations Close Reading “Why the Sun and Moon Live in the Sky,” T298–T305 -Genre: Drama/Folktales -Skill: Theme -Strategy: Visualize -Vocabulary Strategy: Root Words Write About the Text T306–T307 Grammar Irregular Verbs, T308–T309
	Comprehension RL.2.1, RL.2.2, RL.2.7 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.2.1d, Vocabulary L.2.4, L.2.4c, L.2.5, L.2.5a, RI.2.4 Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	Listening Comprehension “Insect Hide and Seek,” T244–T245 Listening Comprehension Strategy: Visualize, T281 -Interactive Read-Aloud: “How Thunder and Lightning Came to Be” Write About the Text Writing Fluency, T290	Listening Comprehension “Insect Hide and Seek,” T255 Word Work T258–T259 -Phonics/Spelling: Review Long <i>i: i, y, igh, ie</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i>	Listening Comprehension Strategy: Visualize, T293 -Interactive Read-Aloud Word Work/Vocabulary T294–T297 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T292	
		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 4

		DAY 3		DAY 4		DAY 5	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE		<p>Fluency Phrasing, T265 Word Work T266-T269 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Blend with Long <i>i, y, igh, ie</i> -Vocabulary: <i>beautiful, fancy</i> -Vocabulary Strategy: Context Clues/Sentence Clues Close Reading <i>Hil Fly Guy</i>, T269A-T269R Independent Writing T270 Grammar Mechanics: Titles of Books, T271</p>	<p>Word Work T312-T313 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: <i>r</i>-Controlled Vowel /<i>ir/</i> Fluency T314 -Expression -High-Frequency Words Close Reading <i>How the Beetle Got Her Colors</i>, T315A-T315F Grammar Mechanics: Letter Punctuation, T317</p>	<p>Extend the Concept -Text Feature: Headings, T273 -Close Reading: "Meet the Insects," T273A-T273B Word Work T274-T275 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Inflectional Endings Integrate Ideas T278-T279 -Research and Inquiry Independent Writing T276 Grammar Mechanics: Titles of Books, T277</p>	<p>Word Work T319 -Phonemic Awareness: Phoneme Blending Vocabulary Strategy Review: Suffixes, T321 Close Reading "How the Finch Got Its Colors," T321A-T321B Write About Two Texts T322 Grammar Mechanics: Letter Punctuation, T323</p>	<p>Word Work T280-T281 -Phonemic Awareness: Phoneme Segmentation/Substitution -Phonics/Spelling: Blend and Build Words with Long <i>i, y, igh, ie</i> -Structural Analysis: Inflectional Endings -High-Frequency Words -Vocabulary: <i>beautiful, fancy</i> Integrate Ideas T284-T285 -Text Connections Independent Writing T282 Grammar <i>See and Saw</i>, T283</p>	<p>Word Work T326-T327 -Phonological Awareness -Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ir/ eer, ere, ear</i> -Structural Analysis: Abbreviations -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T330-T331 Write About Two Texts T328 Grammar Irregular Verbs, T329</p>
	OPTIONS	<p>Oral Language Insects!, T264 Comprehension Plot: Cause and Effect, T265 Word Work T266-T269 -Structural Analysis: Inflectional Endings -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Grammar <i>See and Saw</i>, T271</p>	<p>Oral Vocabulary "How Thunder and Lightning Came to Be," T310 Comprehension T311 Vocabulary T315 Word Work T313 -Structural Analysis: Abbreviations Grammar Irregular Verbs, T317 Write About the Text T316</p>	<p>Word Work T274-T275 -Fluency: Sound Spellings -Phonics/Spelling -High-Frequency Words -Vocabulary: <i>beautiful, fancy</i> Close Reading <i>Hil Fly Guy</i>, T269A-T269R Grammar <i>See and Saw</i>, T277</p>	<p>Oral Language T318 Word Work T319-T320 -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ir/ eer, ere, ear</i> -High-Frequency Words -Structural Analysis: Abbreviations Fluency Expression, T321 Integrate Ideas Research and Inquiry, T324-T325 Grammar Irregular Verbs, T323</p>	<p>Word Work T280-T281 -Fluency: Phrasing Integrate Ideas T284-T285 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Titles of Books, T283</p>	<p>Integrate Ideas T330-T331 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Letter Punctuation, T329</p>
BEYOND LEVEL				ENGLISH LEARNERS			
GRADE 1		GRADE 2		GRADE 1		GRADE 2	
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 5

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2	
GRADE 1	CORE	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	Build Background Working with Animals, T320–T321 Oral Vocabulary <i>career, soothe</i> , T320 Word Work T324–T327 -Phonemic Awareness -Phonics/Spelling: Introduce Long <i>e: y, ey</i> -High-Frequency Words -Vocabulary: <i>clever, signal</i> Shared Read <i>From Puppy to Guide Dog</i> , T328–T329 Shared Writing T330 Grammar T331	Build Background Poems About Nature, T368 Oral Vocabulary T370 Word Work/Vocabulary T372–T377 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Introduce <i>r</i> -Controlled Vowels: / <i>âr/are, air, ear, ere</i> -High-Frequency Words/Words in Context Close Reading “Snow Shape,” T378 Grammar Contractions, T381	Oral Language Working with Animals, T332 Oral Vocabulary <i>advice, career, remarkable, soothe, trust</i> , T332 Word Work T334–T337 -Phonemic Awareness -Structural Analysis -Vocabulary: <i>clever, signal</i> Shared Read <i>From Puppy to Guide Dog</i> , T338–T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text/Sequence, T339 Interactive Writing T340 Grammar T341	Oral Language Poems About Nature, T382 Word Work T385 -Structural Analysis: <i>r</i> -Controlled Vowel Syllables Close Reading “Snow Shape,” Nature Walk, “In the Sky,” T388–T395 -Genre: Free Verse -Skill: Theme -Strategy: Repetition -Vocabulary Strategy: Similes Write About the Text T396 Grammar Contractions, T398
GRADE 2		OPTIONS	Comprehension RL.2.1, RL.2.2, RL.2.10 Listening/Speaking SL.2.1a, 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.2.2, L.2.2c, L.2.2d, Vocabulary L.2.5, L.2.5a, L.2.6, L.4.5a Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	Listening Comprehension “Ming’s Teacher,” T322–T323 Listening Comprehension Strategy: Visualize, T371 -Interactive Read-Aloud: “Redwood National Forest” Write About the Text Writing Fluency, T380	Listening Comprehension “Ming’s Teacher,” T333 Word Work T336–T337 -Phonics/Spelling: Review Long <i>e: y, ey</i> -High-Frequency Words	Listening Comprehension T383 -Interactive Read-Aloud Word Work/Vocabulary T384–T387 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T382
			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 5

		DAY 3		DAY 4		DAY 5	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE		<p>Fluency Intonation, T343</p> <p>Word Work T344–T347</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend Words with Long e: <i>y, ey</i> -Vocabulary, <i>clever, signal</i> -Vocabulary Strategy: Root Words <p>Close Reading <i>Koko and Penny</i>, T347A–T347F</p> <p>Independent Writing T348</p> <p>Grammar Mechanics: Commas in a Series, T349</p>	<p>Word Work T402–T403</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: <i>r</i>-Controlled Vowel: /<i>âr</i>/ <p>Fluency T404</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading “April Rain Song,” “Rain Poem,” T405A–T405D</p> <p>Grammar Mechanics: Apostrophes in Contractions, T407</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Text Feature: Captions, T350 -Close Reading: “Saving Mountain Gorillas,” T351 <p>Word Work T352–T353</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Compound Words <p>Integrate Ideas T356–T357</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T354</p> <p>Grammar Adverbs That Tell <i>When</i>, T355</p>	<p>Word Work T409</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy Review: Multiple-Meaning Words, T411</p> <p>Close Reading “Helicopters,” “Windy Tree,” T411A–T411B</p> <p>Write About Two Texts T412</p> <p>Grammar Mechanics: Apostrophes in Contractions, T413</p>	<p>Word Work T358–T359</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion/ Addition -Phonics/Spelling: Blend and Build Words with Long e: <i>y, ey</i> -Structural Analysis: Compound Words -High-Frequency Words -Vocabulary: <i>clever, signal</i> <p>Integrate Ideas T362–T363</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T360</p> <p>Grammar Adverbs That Tell <i>When</i>, T361</p>	<p>Word Work T416–T417</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: <i>r</i>-Controlled Vowel: /<i>âr</i>/<i>are, air, ear, ere</i> -Structural Analysis: <i>r</i>-Controlled Vowel Syllables -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T420–T421</p> <p>Write About Two Texts T418</p> <p>Grammar Contractions, T419</p>
	OPTIONS		<p>Oral Language Working with Animals, T342</p> <p>Comprehension Main Idea and Key Details, T343</p> <p>Word Work T344–T347</p> <ul style="list-style-type: none"> -Structural Analysis: Compound Words -High-Frequency Words: <i>found, hard, near, woman, would, write</i> <p>Grammar Adverbs That Tell <i>When</i>, T349</p>	<p>Oral Vocabulary “Redwood National Forest,” T400</p> <p>Comprehension Maintain Skill: Key Details, T401</p> <p>Vocabulary T405</p> <p>Word Work T403</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Contractions, T407</p> <p>Write About the Text T406</p>	<p>Word Work T352–T353</p> <ul style="list-style-type: none"> -Fluency: Sound-Spellings -Phonics/Spelling: Build Words with Long e: <i>y, ey</i> -High-Frequency Words: <i>found, hard, near, woman, would, write</i> -Vocabulary <p>Close Reading <i>Koko and Penny</i>, T347A–T347F</p> <p>Grammar Mechanics: Commas in a Series, T355</p>	<p>Oral Language T408</p> <p>Word Work T409–T410</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels: /<i>âr</i>/<i>are, air, ear, ere</i> -High-Frequency Words -Structural Analysis <p>Fluency Phrasing, T411</p> <p>Integrate Ideas Research and Inquiry, T414–T415</p> <p>Grammar Contractions, T413</p>	<p>Word Work T358–T359</p> <ul style="list-style-type: none"> -Fluency: Intonation <p>Integrate Ideas T362–T363</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Commas in a Series, T361</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	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
GRADE 1					
<p>Comprehension RL.1.2, RL.2.6</p> <p>Listening/Speaking SL.1.1c, SL.1.2, SL.1.3</p> <p>Writing W.1.1, W.1.7</p> <p>Grammar L.1.1g</p> <p>Vocabulary L.1.4a, L.1.6</p> <p>Foundational Skills/Word Work RF.1.3, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.1c</p>		<p>Build Background See it, Sort it, T8–T9</p> <p>Oral Vocabulary <i>distinguish, classify</i>, T8</p> <p>Word Work 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>Shared Read <i>A Barn Full of Hats</i>, T16–T17</p> <p>Shared Writing T18</p> <p>Grammar Words That Join, T19</p>	<p>Build Background Being a Good Citizen, T8–T9</p> <p>Oral Vocabulary T10</p> <p>Word Work/Vocabulary 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>Close Reading “A Difficult Decision,” T18–T19</p> <p>Grammar Pronouns, T21</p>	<p>Oral Language See it, Sort it, T20</p> <p>Oral Vocabulary <i>organize, entire, distinguish, classify, startled</i>, T20</p> <p>Word Work T22–T25</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p>-Vocabulary: <i>trouble, whole</i></p> <p>Shared Read <i>A Barn Full of Hats</i>, T26–T27</p> <p>-Genre: Fantasy, T26</p> <p>-Skill: Point of View, T27</p> <p>Interactive Writing T28</p> <p>Grammar Words That Join, T29</p>	<p>Oral Language Being a Good Citizen, T22</p> <p>Word Work T25</p> <p>-Structural Analysis: Irregular Plurals, T25</p> <p>Close Reading “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>Write About the Text T36–T37</p> <p>Grammar Pronouns, T38–T39</p>
GRADE 2					
<p>Comprehension RL.2.1, RL.2.2, RL.2.6</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.1, W.2.4, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.2</p> <p>Vocabulary L.1.4b, L.2.4, L.2.5a, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>		<p>Listening Comprehension “Goldilocks,” T10–T11</p>	<p>Listening Comprehension Strategy: Summarize, T11</p> <p>-Interactive Read-Aloud: “A Boy Named Martin”</p> <p>Write About the Text Writing Fluency, T20</p>	<p>Listening Comprehension “Goldilocks,” T21</p> <p>Word Work T22–T25</p> <p>-Phonics/Spelling: Review /är/ar</p> <p>-High-Frequency Words</p>	<p>Listening Comprehension T23</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T24–T27</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T22</p>
CORE					
OPTIONS					

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>GRADE 1</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>GRADE 2</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>CORE</p>	<p>Build Background Up in the Sky, T86–T87</p> <p>Oral Vocabulary <i>observe, vast</i>, T86</p> <p>Word Work T90–T93</p> <p>-Phonological Awareness: Identify and Generate Rhyme</p> <p>-Phonics/Spelling: /ûr/ <i>er, ir, ur, or</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>leaped, stretched</i></p> <p>Shared Read <i>A Bird Named Fern</i>, T94–T95</p> <p>Shared Writing T96</p> <p>Grammar Adjectives, T97</p>	<p>Build Background Cooperation Works!, T98–T99</p> <p>Oral Vocabulary T100</p> <p>Word Work/Vocabulary 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>Close Reading “Soccer Friends,” T108–T109</p> <p>Grammar Pronouns <i>I</i> and <i>Me</i>, <i>We</i> and <i>Us</i>, T111</p>	<p>Oral Language Up in the Sky, T98</p> <p>Oral Vocabulary <i>remained, thoughtful, certain, observe, vast</i>, T98</p> <p>Word Work T100–T103</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis: <i>-er</i></p> <p>-Vocabulary: <i>leaped, stretched</i></p> <p>Shared Read <i>A Bird Named Fern</i>, T104–T105</p> <p>-Genre: Fantasy, T104</p> <p>-Skill: Plot: Cause and Effect, T105</p> <p>Interactive Writing T106</p> <p>Grammar Adjectives, T107</p>	<p>Oral Language Cooperation Works!, T112</p> <p>Word Work T115</p> <p>-Structural Analysis</p> <p>Close Reading “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>Write About the Text T126–T127</p> <p>Grammar Pronouns with <i>-self</i> and <i>-selves</i>, T128–T129</p>
		<p>OPTIONS</p>	<p>Listening Comprehension “Why the Sun and Moon Are in the Sky,” T88–T89</p>	<p>Listening Comprehension Strategy: Summarize, T101</p> <p>-Interactive Read-Aloud: “My First Day”</p> <p>Write About the Text Writing Fluency, T110</p>	<p>Listening Comprehension “Why the Sun and Moon Are in the Sky,” T99</p> <p>Word Work T100–T103</p> <p>-Phonics/Spelling: Review /ûr/ <i>er, ir, ur, or</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 5 WEEK 2

		DAY 3		DAY 4		DAY 5	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE		<p>Fluency Intonation, T109</p> <p>Word Work T110-T113</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Blend with /ûr/er, ir, ur, or -Vocabulary: <i>leaped, stretched</i> -Vocabulary Strategy: Shades of Meaning/Intensity <p>Close Reading <i>Kitten’s First Full Moon</i>, T113A-T113R</p> <p>Independent Writing T114</p> <p>Grammar Mechanics: Capitalization and End Marks, T115</p>	<p>Word Work T132-T133</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> <p>Fluency T134</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>Once Upon a Baby Brother</i>, T135A-T135P</p> <p>Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T137</p>	<p>Extend the Concept T116-T117</p> <ul style="list-style-type: none"> -Text Feature: Captions, T116 -Close Reading: “The Moon,” T117A-T117B <p>Word Work T118-T119</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion -Structural Analysis: -er <p>Integrate Ideas T122-T123</p> <p>Independent Writing T120</p> <p>Grammar Mechanics: Capitalization and End Marks, T121</p>	<p>Word Work T139</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion <p>Vocabulary Strategy Review: Suffixes, T141</p> <p>Close Reading “Bully-Free Zone,” T141A-T141B</p> <p>Write About Two Texts T142</p> <p>Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T143</p>	<p>Word Work T124-T125</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/ Substitution -Phonics/Spelling: Blend and Build Words with /ûr/er, ir, ur, or -Structural Analysis: Inflectional Ending -er -High-Frequency Words <p>-Vocabulary: <i>leaped, stretched</i></p> <p>Integrate Ideas T128-T129</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T126</p> <p>Grammar Adjectives, T127</p>	<p>Word Work T146-T147</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Diphthongs <i>oy, oi</i> -Structural Analysis: Consonant + <i>le (el, al)</i> -High-Frequency Words <p>-Vocabulary</p> <p>Integrate Ideas Text Connections, T150-T151</p> <p>Write About Two Texts T148</p> <p>Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T149</p>
		OPTIONS		<p>Oral Language Up in the Sky, T108</p> <p>Comprehension Plot: Sequence, T109</p> <p>Word Work T110-T113</p> <ul style="list-style-type: none"> -Structural Analysis: Inflectional Ending -er -High-Frequency Words <p>Grammar Adjectives, T115</p>	<p>Oral Vocabulary “My First Day!,” T130</p> <p>Comprehension T131</p> <p>Word Work T133</p> <ul style="list-style-type: none"> -Structural Analysis: Consonant + <i>le (el, al)</i> Syllables <p>Grammar Pronouns, T137</p> <p>Write About the Text T136</p>	<p>Word Work T118-T119</p> <ul style="list-style-type: none"> -Fluency: Sound Spellings -Phonics/Spelling: Build Words with /ûr/er, ir, ur, or -High-Frequency Words <ul style="list-style-type: none"> -Vocabulary: <i>leaped, stretched</i> <p>Close Reading <i>Kitten’s First Full Moon</i>, T113A-T113R</p> <p>Grammar Adjectives, T121</p>	<p>Oral Language T138</p> <p>Word Work T139-T140</p> <ul style="list-style-type: none"> -Phonics/Spelling: <i>oy, oi</i> -High-Frequency Words <ul style="list-style-type: none"> -Structural Analysis <p>Fluency Expression, T141</p> <p>Integrate Ideas Research and Inquiry, T144-T145</p> <p>Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T143</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 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 1		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	Build Background Great Inventions, T164–T165 Oral Vocabulary <i>curious, improve</i> , T164 Word Work T168–T171 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: /ôr/ <i>or, ore, oar</i> -High-Frequency Words -Vocabulary: <i>idea, unusual</i> Shared Read <i>The Story of a Robot Inventor</i> , T172–T173 Shared Writing T174 Grammar T175	Build Background Our Heroes, T188 Oral Vocabulary T190 Word Work/Vocabulary 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 Close Reading <i>César Chávez</i> , T198–T199 Grammar Possessive Pronouns, T201	Oral Language Great Inventions, T176 Oral Vocabulary <i>complicated, curious, device, imagine, improve</i> , T176 Word Work T178–T181 -Phonemic Awareness -Structural Analysis: Abbreviations -Vocabulary: <i>idea, unusual</i> Shared Read <i>The Story of a Robot Inventor</i> , T182–T183 -Genre: Biography, T182 -Skill: Connections Within Text: Problem and Solution, T183 Interactive Writing T184 Grammar T185	Oral Language Our Heroes, T202 Word Work T205 -Structural Analysis: Contractions with <i>not</i> Close Reading T208–T215 -Genre: Informative -Skill: Connections Within Text: Sequence -Strategy: Summarize -Vocabulary Strategy: Synonyms Write About the Text T216–T217 Grammar Possessive Pronouns, T218–T219
	GRADE 2	Listening Comprehension RI.2.1, RI.2.3, 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.1.1d, L.2.1, L.2.2, L.2.2a Vocabulary L.4.5c, RI.2.4 Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	Listening Comprehension “Great Inventions,” T167 Listening Comprehension Strategy: Summarize, T191 -Interactive Read-Aloud: “A Hero On and Off Skis” Write About the Text Writing Fluency, T200	Listening Comprehension “Great Inventions,” T177 Word Work T178–T181 -Phonics/Spelling -High-Frequency Words	Listening Comprehension T203 -Interactive Read-Aloud Word Work/Vocabulary T204–T207 -Phonemic Awareness -Phonics/Spelling: /û/ and /û/ -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words 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>Fluency Phrasing, T187</p> <p>Word Work 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>Close Reading <i>Thomas Edison, Inventor</i>, T191A–T191L</p> <p>Independent Writing T192</p> <p>Grammar Mechanics: Capitalize Days, Months, and Holidays, T193</p>	<p>Word Work T222–T223</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Words with Variant Vowels /û/ and /ü/</p> <p>Fluency T224</p> <p>-Phrasing</p> <p>-High-Frequency Words</p> <p>Close Reading “Brave Bessie,” T225A–T225H</p> <p>Grammar Mechanics: Capitalization of Proper Nouns, T227</p>	<p>Extend the Concept</p> <p>-Literary Element: Alliteration, T195</p> <p>-Close Reading: “Windshield Wipers” and “Scissors,” T195A–T197B</p> <p>Word Work T196–T197</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis</p> <p>Integrate Ideas T200–T201</p> <p>-Research and Inquiry</p> <p>Independent Writing T198</p> <p>Grammar Mechanics: Capitalize Days, Months, and Holidays, T199</p>	<p>Word Work T229</p> <p>-Phonemic Awareness: Identify Syllables</p> <p>Vocabulary Strategy Review: Idioms, T231</p> <p>Close Reading “The Legend of Kate Shelley,” T231A–T231B</p> <p>Write About Two Texts T232</p> <p>Grammar Mechanics: Capitalization of Proper Nouns, T233</p>	<p>Word Work 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>Integrate Ideas T206–T207</p> <p>-Text Connections</p> <p>Independent Writing T204</p> <p>Grammar Adjectives That Compare, T205</p>
OPTIONS	<p>Oral Language Great Inventions, T186</p> <p>Comprehension Connections Within Text: Sequence, T187</p> <p>Word Work T188–T191</p> <p>-Structural Analysis: Abbreviations</p> <p>-High-Frequency Words</p> <p>Grammar Adjectives That Compare, T193</p>	<p>Oral Vocabulary “A Hero On and Off Skis,” T220</p> <p>Comprehension Maintain Skill: Plot: Sequence, T221</p> <p>Vocabulary T225</p> <p>Word Work T223</p> <p>-Structural Analysis</p> <p>Grammar Possessive Pronouns, T227</p> <p>Write About the Text T226</p>	<p>Word Work 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>Close Reading <i>Thomas Edison, Inventor</i>, T191A–T191L</p> <p>Grammar Adjectives That Compare, T199</p>	<p>Oral Language T228</p> <p>Word Work T229–T230</p> <p>-Phonics/Spelling: Words with Variant Vowels /û/ and /ü/</p> <p>-High-Frequency Words</p> <p>-Structural Analysis</p> <p>Fluency T231</p> <p>-Phrasing</p> <p>Integrate Ideas Research and Inquiry, T234–T235</p> <p>Grammar T233</p>	<p>Word Work T202–T203</p> <p>-Fluency: Phrasing</p> <p>Integrate Ideas T206–T207</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar Mechanics: Capitalize Days, Months, and Holidays, T205</p>	<p>Integrate Ideas T240–T241</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar 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	CALIFORNIA STANDARDS				
	GRADE 1				
	<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.1.3, W.1.7</p> <p>Grammar L.1.1h</p> <p>Vocabulary L.1.4b, 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>Build Background Sounds All Around, T242–T243</p> <p>Oral Vocabulary <i>volume, senses</i>, T242</p> <p>Word Work T246–T249</p> <p>-Fluency: Sound Spellings</p> <p>-Phonemic Awareness: Phoneme Substitution</p> <p>-Phonics/Spelling: Introduce Diphthongs <i>ou, ow</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>scrambled, suddenly</i></p> <p>Shared Read <i>Now, What’s That Sound?</i>, T250–T251</p> <p>Shared Writing T252</p> <p>Grammar Using <i>A</i> and <i>An</i>, T253</p>	<p>Build Background Preserving Our Earth, T278</p> <p>Oral Vocabulary T280</p> <p>Word Work/Vocabulary T282–T287</p> <p>-Phonemic Awareness: Identify Syllables</p> <p>-Phonics/Spelling: Introduce Variant Vowels /ô/: <i>a, aw, au, augh, al, and ough</i></p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading <i>The Art Project</i>, T288</p> <p>Grammar Contractions, T291</p>	<p>Oral Language Sounds All Around, T254</p> <p>Oral Vocabulary <i>distract, nervous, senses, squeaky, volume</i>, T254</p> <p>Word Work T256–T259</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis: <i>-er, -est</i></p> <p>-Vocabulary: <i>scrambled, suddenly</i></p> <p>Shared Read <i>Now, What’s That Sound?</i> T260–T261</p> <p>-Genre: Realistic Fiction, T260</p> <p>-Skill: Plot: Problem and Solution, T261</p> <p>Interactive Writing T262</p> <p>Grammar Using <i>This</i> and <i>That</i>, T263</p>	<p>Oral Language Preserving Our Earth, T292</p> <p>Word Work T295</p> <p>-Structural Analysis</p> <p>Close Reading <i>The Art Project</i>, T298–T305</p> <p>-Genre: Fiction</p> <p>-Skill: Plot: Problem and Solution</p> <p>-Strategy: Make, Confirm, Revise Predictions</p> <p>-Vocabulary Strategy: Homophones</p> <p>Write About the Text T306–T307</p> <p>Grammar Contractions, T308–T309</p>
OPTIONS	<p>Listening Comprehension “The Squeaky Bed,” T244–T245</p>	<p>Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T281</p> <p>-Interactive Read-Aloud: “Clean Water”</p> <p>Write About the Text Writing Fluency, T290</p>	<p>Listening Comprehension “The Squeaky Bed,” T255</p> <p>Word Work T256–T259</p> <p>-Phonics/Spelling: Review Diphthongs <i>ou, ow</i></p> <p>-High-Frequency Words</p>	<p>Listening Comprehension T295</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T294–T297</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: /ô/</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T292</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 4

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2	
		<p>Fluency Expression, T265</p> <p>Word Work 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>Close Reading <i>Whistle for Willie</i>, T269A-T269P</p> <p>Independent Writing T270</p> <p>Grammar Mechanics: Capitalize/Underline Book Titles, T271</p>	<p>Word Work T312-T313</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Words with Variant Vowel /ô/</p> <p>Fluency T314</p> <p>-Intonation</p> <p>-High-Frequency Words</p> <p>Close Reading "The Woodcutters Gift," T315A-T315L</p> <p>Grammar Mechanics: Contractions/Possessive Pronouns, T317</p>	<p>Extend the Concept T272-T273</p> <p>-Text Feature: Directions, T273</p> <p>-Close Reading: "Shake! Strike! Strum!," T273A-T273B</p> <p>Word Work T274-T275</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Structural Analysis: <i>-er, -est</i></p> <p>Integrate Ideas T278-T279</p> <p>Independent Writing T276</p> <p>Grammar Mechanics: Book Titles, T277</p>	<p>Word Work T319</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>Vocabulary Strategy Review: Context Clues: Sentence Clues, T321</p> <p>Close Reading "Earth's Resources," T321A-T321B</p> <p>Write About Two Texts T316</p> <p>Grammar Mechanics: Contractions/Possessive Pronouns, T317</p>	<p>Word Work 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>Integrate Ideas T284-T285</p> <p>-Text Connections</p> <p>Independent Writing T282</p> <p>Grammar Mechanics: Capitalize/Underline Book Titles, T283</p>	<p>Word Work 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>Integrate Ideas Text Connections, T330-T331</p> <p>Write About Two Texts T328</p> <p>Grammar Contractions, T329</p>
OPTIONS	<p>Oral Language Sounds All Around, T264</p> <p>Comprehension Point of View, T265</p> <p>Word Work T266-T269</p> <p>-Structural Analysis: Inflectional Endings <i>-er, -est</i></p> <p>-High-Frequency Words</p> <p>Grammar Using <i>A, An, This, and That</i>, T271</p>	<p>Oral Vocabulary "Clean Water," T310</p> <p>Comprehension T311</p> <p>Vocabulary T315</p> <p>Word Work T312-T313</p> <p>-Structural Analysis</p> <p>Grammar T317</p> <p>Write About the Text T316</p>	<p>Word Work 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>Close Reading <i>Whistle for Willie</i>, T269A-T269P</p> <p>Grammar T277</p>	<p>Oral Language T318</p> <p>Word Work T319-T320</p> <p>-Phonics/Spelling: /ô/</p> <p>-High-Frequency Words</p> <p>-Structural Analysis</p> <p>Fluency Intonation, T321</p> <p>Integrate Ideas Research and Inquiry, T324-T325</p> <p>Grammar T314</p>	<p>Word Work T280-T281</p> <p>-Fluency: Expression</p> <p>Integrate Ideas T284-T285</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar Using <i>A, An, This, and That</i>, T283</p>	<p>Integrate Ideas T330-T331</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar 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 1	GRADE 2	GRADE 1	GRADE 2
CORE	<p>GRADE 1</p> <p>Comprehension RL.1.2, RI.1.3</p> <p>Listening/Speaking SL.1.1c, SL.1.2, SL.1.3</p> <p>Writing W.1.1, W.1.7</p> <p>Grammar L.1.1i</p> <p>Vocabulary L.1.4c, L.1.6</p> <p>Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>	<p>Oral Language Build It!, T320–T321</p> <p>Oral Vocabulary <i>project, structure</i>, T320</p> <p>Word Work T324–T327</p> <p>-Fluency: Sound Spellings</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: <i>oi, oy</i></p> <p>-High-Frequency Words</p> <p>-Vocabulary: <i>balance, section</i></p> <p>Shared Read <i>The Joy of a Ship</i>, T328–T329</p> <p>Shared Writing T330</p> <p>Grammar Prepositions and Prepositional Phrases, T331</p>	<p>Build Background Rights and Rules, T368</p> <p>Oral Vocabulary T370</p> <p>Word Work/Vocabulary 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>Close Reading <i>Visiting the Past</i>, T378–T379</p> <p>Grammar Pronoun-Verb Agreement, T381</p>	<p>Oral Language Build It!, T332</p> <p>Oral Vocabulary <i>marvelous, project, structure, contented, intend</i>, T332</p> <p>Word Work T334–T337</p> <p>-Phonemic Awareness</p> <p>-Structural Analysis: Final Stable Syllables</p> <p>-Vocabulary: <i>balance, section</i></p> <p>Shared Read <i>The Joy of a Ship</i>, T338–T339</p> <p>-Genre: Informational Text/Nonfiction, T338</p> <p>-Skill: Connections Within Text: Cause and Effect, T339</p> <p>Interactive Writing T340</p> <p>Grammar T341</p>	<p>Oral Language Rights and Rules, T382</p> <p>Word Work T385</p> <p>-Structural Analysis: Alphabetical Order</p> <p>Close Reading 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: Multiple-Meaning Words</p> <p>Write About the Text T396</p> <p>Grammar Pronoun-Verb Agreement, T398–T399</p>
	<p>GRADE 2</p> <p>Comprehension RI.2.1, RI.2.3, RI.2.6</p> <p>Listening/Speaking 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</p> <p>Vocabulary L.2.4a, L.2.5, L.2.5a, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	<p>Listening Comprehension “The Sheep and the Pig Who Set Up House,” T322–T323</p>	<p>Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T371</p> <p>-Interactive Read-Aloud: “Town Rules”</p> <p>Write About the Text Writing Fluency, T380</p>	<p>Listening Comprehension “The Sheep and the Pig Who Set Up House,” T333</p> <p>Word Work T334–T337</p> <p>-Phonics/Spelling: Review Diphthongs <i>oi, oy</i></p> <p>-High-Frequency Words</p>	<p>Listening Comprehension T383</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T384–T387</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T382</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 5

		DAY 3		DAY 4		DAY 5	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE		<p>Fluency: Intonation and Phrasing, T343</p> <p>Word Work T344–T347</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Blend with Diphthongs <i>oi, oy</i> -Vocabulary: balance, section -Vocabulary Strategy: Inflectional Endings <p>Close Read <i>Building Bridges</i>, T347A–T347F</p> <p>Independent Writing T348</p> <p>Grammar Mechanics: Abbreviations, T349</p>	<p>Word Work T402–T403</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Short Vowel Digraphs <p>Fluency T404</p> <ul style="list-style-type: none"> -Pronunciation -High-Frequency Words <p>Close Reading <i>Setting the Rules</i>, T405A–T405C</p> <p>Grammar Mechanics: Book Titles, T407</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Oral Language: Build It!, T350 -Text Feature: Captions, T350 -Close Read: “Small Joy,” T351 <p>Word Work T352–T353</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Structural Analysis: Final Stable Syllables <p>Integrate Ideas T356–T357</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T354</p> <p>Grammar T355</p>	<p>Word Work T409</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation <p>Vocabulary Strategy Context Clues, T411</p> <p>Close Reading “American Symbols,” T411A–T411B</p> <p>Write About Two Texts T412</p> <p>Grammar Mechanics: Book Titles, T413</p>	<p>Word Work T358–T359</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending/Segmentation -Phonics/Spelling: <i>oi, oy</i> -Structural Analysis: Final Stable Syllables -High-Frequency Words -Vocabulary: <i>balance, section</i> <p>Integrate Ideas T362–T363</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T360</p> <p>Grammar T361</p>	<p>Word Work T416–T417</p> <ul style="list-style-type: none"> -Phonemic Awareness: Blending -Phonics/Spelling: Short Vowel Digraphs -Structural Analysis: Alphabetical Order -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T420–T421</p> <p>Write About Two Texts T418</p> <p>Grammar Pronoun-Verb Agreement, T419</p>
	OPTIONS		<p>Oral Language Build It!, T342</p> <p>Comprehension Main Idea and Key Details, T343</p> <p>Word Work T344–T347</p> <ul style="list-style-type: none"> -Structural Analysis: Final Stable Syllables -High-Frequency Words <p>Grammar Prepositions and Prepositional Phrases, T349</p>	<p>Oral Vocabulary “Town Rules,” T400</p> <p>Comprehension T401</p> <p>Vocabulary T405</p> <p>Word Work T403</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar T407</p> <p>Write About the Text T406</p>	<p>Word Work T352–T353</p> <ul style="list-style-type: none"> -Fluency: Sound Spellings -Phonics/Spelling: <i>oi, oy</i> -High-Frequency Words -Vocabulary: <i>balance, section</i> <p>Close Read <i>Building Bridges</i>, T347A–T347F</p> <p>Grammar Mechanics: Abbreviations, T355</p>	<p>Oral Language T408</p> <p>Word Work T409–T410</p> <ul style="list-style-type: none"> -Phonics/Spelling: /e/ea; /u/ou; /i/y -High-Frequency Words -Structural Analysis: Alphabetical Order <p>Fluency Pronunciation, T411</p> <p>Integrate Ideas T414</p> <p>Grammar T413</p>	<p>Word Work, T358–T359</p> <ul style="list-style-type: none"> -Fluency: Intonation and Phrasing <p>Integrate Ideas T362–T363</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Abbreviations, T361</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
CORE	GRADE 1	Build Background Taking Action, T8–T9 Oral Vocabulary <i>fair, conflict</i> , T8 Word Work T12–T15 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Identity -Phonics/Spelling: Introduce Variant Vowel /ü/ -High-Frequency Words -Vocabulary: <i>demand, emergency</i> Shared Read <i>Super Tools</i> , T16–T17 Shared Writing T18 Grammar Pronouns, T19	Build Background Plant Myths and Facts, T8–T9 Oral Vocabulary T10 Word Work/Vocabulary T12–T17 -Phonemic Awareness: Identify and Make Oral Rhymes -Phonics/Spelling: Open, Closed Syllables -High-Frequency Words/Words in Context Close Reading <i>Why Fir Tree Keeps His Leaves</i> , T18–T19 Grammar Adjectives, T21	Oral Language Taking Action, T20 Oral Vocabulary <i>shift, risk, argument, fair, conflict</i> , T20 Word Work T22–T25 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: <i>-ful</i> and <i>-less</i> Shared Read <i>Super Tools</i> , T26–T27 -Genre: Fantasy, T26 -Skill: Theme, T27 Interactive Writing T28 Grammar Pronouns, T29	Oral Language Plant Myths and Facts, T22 Word Work T27 -Structural Analysis: Compound Words Close Reading <i>Why Fir Tree Keeps His Leaves</i> , T28 -Genre: Myth -Skill: Theme -Strategy: Reread -Vocabulary Strategy: Context Clues Write About the Text T36–T37 Grammar Adjectives, T38–T39
	OPTIONS	Listening Comprehension “The Cat’s Bell,” T10–T11	Listening Comprehension Strategy: Reread, T18 -Interactive Read-Aloud: “The Bluebell” Write About the Text Writing Fluency, T20	Listening Comprehension “The Cat’s Bell,” T21 Word Work T22–T25 -Phonics/Spelling: Review Variant Vowel /ü/ -High-Frequency Words	Listening Comprehension T23 -Interactive Read-Aloud Word Work/Vocabulary T24–T27 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words 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>Fluency Expression, T31 Word Work T32-T35 -Phonemic Awareness: Identify/Generate Rhyme -Phonics/Spelling: Blend with Variant Vowel /ü/ -Vocabulary: <i>demand, emergency</i> -Vocabulary Strategy: Synonyms Close Reading <i>Click, Clack, Moo: Cows That Type</i>, T35A-T35N Independent Writing T36 Grammar Mechanics: Capitalize <i>I</i>, T37</p>	<p>Word Work T42-T43 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Open and Closed Syllables Fluency T44 -Expression -High-Frequency Words Close Reading <i>The Golden Flower: A Taino Myth from Puerto Rico</i>, T45A-T45L Grammar Mechanics: Commas in a Series, T47</p>	<p>Extend the Concept T38-T39 -Text Feature: Captions, T38 -Close Reading: "March On!" T39A-T39B Word Work T40-T41 -Phonemic Awareness: Syllable Deletion -Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i> Integrate Ideas T44-T45 -Research and Inquiry Independent Writing T42 Grammar Mechanics: Capitalize <i>I</i>, T43</p>	<p>Word Work T49 -Phonemic Awareness: Phoneme Deletion Vocabulary Strategy Review: Similes, T51 Close Reading "A Pumpkin Plant," T51A-T51B Write About Two Texts T52 Grammar Mechanics: Commas in a Series, T53</p>	<p>Word Work T46-T47 -Phonemic Awareness: 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> Integrate Ideas T50-T51 -Text Connections Independent Writing T48 Grammar Pronouns, T49</p>	<p>Word Work T56-T57 -Phonemic Awareness -Phonics/Spelling: Open and Closed Syllables -Structural Analysis: Compound Words -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T60-T61 Write About Two Texts T58 Grammar Adjectives, T59</p>
OPTIONS	<p>Oral Language Taking Action, T30 Comprehension Point of View, T31 Word Work T32-T35 -Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i> -High-Frequency Words Grammar Pronouns, T37</p>	<p>Oral Vocabulary "The Bluebell," T40 Comprehension Maintain Skill: Point of View, T41 Vocabulary T45 Word Work T42-T43 -Structural Analysis: Compound Words Grammar Adjectives, T47 Write About the Text T46</p>	<p>Word Work T40-T41 -Fluency: Sound-Spellings -Phonics/Spelling: Variant Vowel /ü/ -High-Frequency Words -Vocabulary: <i>demand, emergency</i> Close Reading <i>Click, Clack, Moo: Cows That Type</i>, T35A-T35N Grammar Pronouns, T43</p>	<p>Oral Language T48 Word Work T49-T50 -Phonics/Spelling: Open and Closed Syllables -High-Frequency Words/ Vocabulary -Structural Analysis: Compound Words Fluency Expression, T51 Integrate Ideas T54-T55 Grammar Adjectives, T53</p>	<p>Word Work T46-T47 -Fluency: Expression Integrate Ideas T50-T51 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Capitalize <i>I</i>, T49</p>	<p>Integrate Ideas T60-T61 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T59</p>	

BEYOND LEVEL		ENGLISH LEARNERS	
GRADE 1	GRADE 2	GRADE 1	GRADE 2
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 1	GRADE 2	GRADE 1	GRADE 2
CORE	Comprehension RI.1.2, RI.2.6 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	Build Background My Team, T86–T87 Oral Vocabulary <i>inspire, respect</i> , T86 Word Work T90–T93 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Variant Vowel /ô/ -High-Frequency Words -Vocabulary: <i>accept, often</i> Shared Read <i>All Kinds of Helpers</i> , T94–T95 Shared Writing T96 Grammar Possessive Pronouns, T97	Build Background We Need Energy, T98–T99 Oral Vocabulary T100 Word Work/Vocabulary T102–T107 -Phonemic Awareness: Initial Phoneme Addition -Phonics/Spelling: Introduce CVCe Syllables -High-Frequency Words/Words in Context Close Reading “Pedal Power,” T108–T109 Grammar Articles and <i>This, That, These, and Those</i> , T111	Oral Language My Team, T98 Oral Vocabulary <i>decision, distance, inspire, respect, swiftly</i> , T98 Word Work T100–T103 -Phonemic Awareness: Phoneme Reversal -Structural Analysis -Vocabulary: <i>accept, often</i> Shared Read <i>All Kinds of Helpers</i> , T104–T105 -Genre: Informational Text/Nonfiction, T104 -Skill: Author’s Purpose, T105 Interactive Writing T106 Grammar T107	Oral Language We Need Energy, T112 Word Work T115 -Structural Analysis: Prefixes Close Reading “Pedal Power,” T118–T121 -Genre: Informative -Skill: Author’s Purpose -Strategy: Reread -Vocabulary Strategy: Paragraph Clues Write About the Text T126–T127 Grammar Names and Titles, T128–T129
	GRADE 2 Comprehension RI.2.1, RI.2.6, RI.2.8 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.2.2, L.2.4, Vocabulary L.2.5, L.4.4a, RI.2.4 Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	Listening Comprehension “Anansi’s Sons,” T88–T89	Listening Comprehension Strategy: Reread, T101 -Interactive Read-Aloud: “How Does Energy Make Your Hair Stand Up?” Write About the Text Writing Fluency, T110	Listening Comprehension “Anansi’s Sons,” T99 Word Work T100–T103 -Phonics/Spelling: Review Variant Vowel /ô/ -High-Frequency Words	Listening Comprehension T113 -Interactive Read-Aloud Word Work/Vocabulary T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words 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	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE		<p>Fluency Intonation, T109</p> <p>Word Work T110–T113</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Blend with Variant Vowel /ô/ -Vocabulary: <i>accept, often</i> -Vocabulary Strategy: Antonyms <p>Close Reading <i>Meet Rosina</i>, T113A–T113L</p> <p>Independent Writing T114</p> <p>Grammar Mechanics: Capitalize Days, Months, Holidays, T115</p>	<p>Word Work T132–T133</p> <ul style="list-style-type: none"> -Phonemic Awareness: Initial Phoneme Substitution -Phonics/Spelling: Words with CVCe Syllables <p>Fluency T134</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>My Light</i>, T135A–T135L</p> <p>Grammar Mechanics: Names and Titles, T137</p>	<p>Extend the Concept</p> <ul style="list-style-type: none"> -Literary Element: Sensory Words, T116 -Close Reading: “Abuelita’s Lap,” T117 <p>Word Work T118–T119</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Vowel Team Syllables <p>Integrate Ideas T122–T123</p> <ul style="list-style-type: none"> -Research and Inquiry <p>Independent Writing T120</p> <p>Grammar Mechanics: Capitalize Days, Months, Holidays, T121</p>	<p>Word Work T139</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation <p>Vocabulary Strategy Review: Synonyms/Antonyms, T141</p> <p>Close Reading “The Power of Water,” T141A–T141B</p> <p>Write About Two Texts T142</p> <p>Grammar Mechanics: Names and Titles, T143</p>	<p>Word Work T124–T125</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation/Substitution -Phonics/Spelling: Variant Vowel /ô/ -Structural Analysis: Vowel Team Syllables -High-Frequency Words <p>-Vocabulary: <i>accept, often</i></p> <p>Integrate Ideas T128–T129</p> <ul style="list-style-type: none"> -Text Connections <p>Independent Writing T126</p> <p>Grammar Possessive Pronouns, T127</p>	<p>Word Work T146–T147</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: CVCe Syllables -Structural Analysis: Prefixes/Suffixes -High-Frequency Words <p>-Vocabulary</p> <p>Integrate Ideas Text Connections, T150–T151</p> <p>Write About Two Texts T148</p> <p>Grammar Articles and <i>This, That, These, and Those</i>, T149</p>
	OPTIONS		<p>Oral Language My Team, T108</p> <p>Comprehension Connections Within Text: Problem and Solution, T109</p> <p>Word Work T110–T113</p> <ul style="list-style-type: none"> -Structural Analysis: Vowel Team Syllables -High-Frequency Words <p>Grammar Possessive Pronouns, T115</p>	<p>Oral Vocabulary “How Does Energy Make Your Hair Stand Up?,” T130</p> <p>Comprehension T131</p> <p>Vocabulary T135</p> <p>Word Work T133</p> <ul style="list-style-type: none"> -Structural Analysis: Prefixes/Suffixes <p>Grammar T137</p> <p>Write About the Text T136</p>	<p>Word Work T118–T119</p> <ul style="list-style-type: none"> -Fluency: Sound Spellings -Phonics/Spelling: Word Sort with /ô/ -High-Frequency Words <ul style="list-style-type: none"> -Vocabulary: <i>accept, often</i> <p>Close Reading <i>Meet Rosina</i>, T113A–T113L</p> <p>Grammar Possessive Pronouns, T121</p>	<p>Oral Language T138</p> <p>Word Work T139–T140</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with CVCe Syllables -High-Frequency Words <ul style="list-style-type: none"> -Structural Analysis <p>Fluency T141</p> <ul style="list-style-type: none"> -Intonation <p>Integrate Ideas T144–T145</p> <p>Grammar Articles and <i>This, That, These, and Those</i>, T143</p>	<p>Word Work T124–T125</p> <ul style="list-style-type: none"> -Fluency: Intonation <p>Integrate Ideas T128–T129</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Capitalize Days, Months, Holidays, 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 6 WEEK 3

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 1		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CORE	GRADE 1	Build Background Weather Together, T164–T165 Oral Vocabulary <i>predict, cycle</i> , T164 Word Work T168–T171 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: <i>wr, kn, gn</i> -High-Frequency Words -Vocabulary: <i>country, gathers</i> Shared Read <i>Wrapped in Ice</i> , T172–T173 Shared Writing T174 Grammar Special Pronouns, T175	Build Background Team Up to Explore, T188 Oral Vocabulary T190 Word Work/Vocabulary T192–T195 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Introduce Consonant + <i>le</i> Syllables (<i>el, al</i>) -High-Frequency Words/Words in Context Close Reading “Dive Teams,” T198–T199 Grammar Adjectives That Compare, T201	Oral Language Weather Together, T176 Oral Vocabulary <i>creative, frigid, scorching, cycle, predict</i> , T176 Word Work T178–T181 -Phonemic Awareness -Structural Analysis -Vocabulary: <i>country, gathers</i> Shared Read <i>Wrapped in Ice</i> , T182–T183 -Genre: Realistic Fiction, T182 -Skill: Plot/Cause and Effect, T183 Interactive Writing T184 Grammar Special Pronouns, T185	Oral Language Team Up to Explore, T202 Word Work T205 -Structural Analysis: Contractions/Possessives Close Reading “Dive Teams,” T208–T213 -Genre: Informational Text -Skill: Main Idea and Key Details -Strategy: Summarize -Vocabulary Strategy: Greek/Latin Roots Write About the Text T216–T217 Grammar Adjectives That Compare, T218–T219
	GRADE 2	Listening Comprehension RI.2.1, RI.2.2, RI.2.6, RI.2.8 Listening/Speaking SL.2.1, SL.2.2, SL.2.3 Writing W.2.1, W.2.4, W.2.8, W.2.10 Vocabulary L.2.4c, L.2.5, L.2.5a, L.4.4b, RI.2.4 Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	Listening Comprehension “Paul Bunyan and the Popcorn Blizzard,” T166–T167 Listening Comprehension Strategy: Summarize, T191 -Interactive Read-Aloud: “Teamwork in Space” Write About the Text Writing Fluency, T200	Listening Comprehension “Paul Bunyan and the Popcorn Blizzard,” T177 Word Work T178–T181 -Phonics/Spelling: Review Silent Letters <i>wr, kn, gn</i> -High-Frequency Words	Listening Comprehension T203 -Interactive Read-Aloud Word Work/Vocabulary T204–T207 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words 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>Fluency Intonation, T187</p> <p>Word Work 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>Close Reading <i>Rain School</i>, T191A–T191R</p> <p>Independent Writing T192</p> <p>Grammar Mechanics: Commas in Dates and Letters, T193</p>	<p>Word Work T222–T223</p> <p>-Phonemic Awareness: Phoneme Addition/Deletion</p> <p>-Phonics/Spelling: Consonant + <i>le</i> Syllables</p> <p>Fluency T224</p> <p>-Phrasing</p> <p>-High-Frequency Words</p> <p>Close Reading <i>Astronaut Handbook</i>, T225A–T225J</p> <p>Grammar Mechanics: Apostrophes with Possessive Nouns, T227</p>	<p>Extend the Concept T194–T195</p> <p>-Text Feature: Headings, T195</p> <p>-Close Reading: “Rainy Weather,” T195A–T195B</p> <p>Word Work T196–T197</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Structural Analysis: Compound Words</p> <p>Integrate Ideas T200–T201</p> <p>-Research and Inquiry</p> <p>Independent Writing T198</p> <p>Grammar Special Pronouns, T199</p>	<p>Word Work T229</p> <p>-Phonemic Awareness: Phoneme Segmentation and Blending</p> <p>Vocabulary Strategy Review: Synonyms/Antonyms, T231</p> <p>Close Reading “Teamwork to the Top,” T231A–T231B</p> <p>Write About Two Texts T232</p> <p>Grammar Mechanics: Apostrophes with Possessive Nouns, T233</p>	<p>Word Work 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>Integrate Ideas T206–T207</p> <p>-Text Connections</p> <p>Independent Writing T204</p> <p>Grammar Special Pronouns, T205</p>	<p>Word Work 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>Integrate Ideas Text Connections, T240–T241</p> <p>Write About Two Texts T238</p> <p>Grammar Adjectives That Compare, T239</p>
OPTIONS	<p>Oral Language Weather Together, T186</p> <p>Comprehension Theme, T187</p> <p>Word Work T188–T191</p> <p>-Structural Analysis: Compound Words</p> <p>-High-Frequency Words</p> <p>Grammar Special Pronouns, T193</p>	<p>Oral Vocabulary “Teamwork in Space,” T220</p> <p>Comprehension T221</p> <p>Vocabulary T225</p> <p>Word Work T222–T223</p> <p>-Structural Analysis: Contractions/Possessives</p> <p>Grammar T227</p> <p>Write About the Text T226</p>	<p>Word Work 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>Close Reading <i>Rain School</i>, T191A–T191R</p> <p>Grammar Mechanics: Commas in Dates and Letters, T199</p>	<p>Oral Language T228</p> <p>Word Work T229–T230</p> <p>-Phonics/Spelling: Words with Consonant + <i>le</i> Syllables</p> <p>-High-Frequency Words</p> <p>-Structural Analysis</p> <p>Fluency T231</p> <p>-Phrasing</p> <p>Integrate Ideas Research and Inquiry, T234–T235</p> <p>Grammar Adjectives That Compare, T233</p>	<p>Word Work T202–T203</p> <p>-Fluency: Intonation</p> <p>Integrate Ideas T206–T207</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar Mechanics: Commas in Dates and Letters, T205</p>	<p>Integrate Ideas T240–T241</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar 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	
CALIFORNIA STANDARDS		GRADE 1	GRADE 2	GRADE 1	GRADE 2
<p>GRADE 1</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>GRADE 2</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>CORE</p>	<p>Build Background Sharing Traditions, T242–T243 Oral Vocabulary <i>tradition, effort</i>, T242 Word Work 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>Shared Read <i>A Spring Birthday</i>, T250–T251 Shared Writing T252 Grammar <i>I and Me</i>, T253</p>	<p>Build Background Money Matters, T278 Oral Vocabulary T280 Word Work/Vocabulary T282–T287 -Phonemic Awareness: Phoneme Segmentation -Phonics: Introduce Vowel Team Syllables -High-Frequency Words/Words in Context Close Reading “The Life of a Dollar Bill,” T288 Grammar Adverbs and Prepositional Phrases, T291</p>	<p>Oral Language Sharing Tradition, T254 Oral Vocabulary <i>ancient, movement, effort, tradition, drama</i>, T254 Word Work T256–T259 -Phonemic Awareness -Structural Analysis: <i>-ed, -ing</i> -Vocabulary: <i>difficult, nobody</i> Shared Read <i>A Spring Birthday</i>, T260–T261 -Genre: Realistic Fiction, T260 -Skill: Theme, T261 Interactive Writing T262 Grammar <i>I and Me</i>, T263</p>	<p>Oral Language Money Matters, T292 Word Work T295 -Comparative Endings <i>-er, -est</i> Close Reading “The Life of a Dollar Bill,” T298–T305 -Genre: Expository Text -Skill: Connections Within Text: Problem and Solution -Strategy: Summarize -Vocabulary Strategy: Paragraph Clues Write About the Text T306–T307 Grammar Adverbs and Prepositional Phrases, T308–T309</p>
			<p>OPTIONS</p>	<p>Listening Comprehension “Let’s Dance!,” T244–T245</p>	<p>Listening Comprehension Strategy: Summarize, T281 -Interactive Read-Aloud: “Keep the Change” Write About the Text Writing Fluency, T290</p>
<p>APPROACHING LEVEL</p>				<p>ON LEVEL</p>	
		<p>GRADE 1</p> <p>Leveled Reader Phonological Awareness Phonics Structural Analysis Words to Know Comprehension</p>	<p>GRADE 2</p> <p>Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension</p>	<p>GRADE 1</p> <p>Leveled Reader Phonics Words to Know Comprehension</p>	<p>GRADE 2</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>Fluency Phrasing, T265</p> <p>Word Work 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>Close Reading <i>Lissy's Friends</i>, T269A-T269R</p> <p>Independent Writing T270</p> <p>Grammar Mechanics: Commas in Dates and Letters, T271</p>	<p>Word Work T312-T313</p> <p>-Phonemic Awareness: Phoneme Reversal</p> <p>-Phonics/Spelling: Vowel Team Syllables</p> <p>Fluency T314</p> <p>-Intonation</p> <p>-High-Frequency Words</p> <p>Close Reading <i>Money Madness</i>, T315A-T315L</p> <p>Grammar Mechanics: Capitalization, T317</p>	<p>Extend the Concept</p> <p>-Text Feature: Directions, T273</p> <p>-Close Reading: "Making Paper Shapes," T273A-T273B</p> <p>Word Work T274-T275</p> <p>-Phonemic Awareness Phoneme Segmentation</p> <p>-Structural Analysis: <i>-ed, -ing</i></p> <p>Integrate Ideas T278-T279</p> <p>-Research and Inquiry</p> <p>Independent Writing T276</p> <p>Grammar T277</p>	<p>Word Work T319</p> <p>-Phonemic Awareness: Phoneme Substitution</p> <p>Vocabulary Strategy Review: Greek and Latin Roots, T321</p> <p>Close Reading "King Midas and the Golden Touch," T321A-T321B</p> <p>Write About Two Texts T322</p> <p>Grammar Mechanics: Capitalization, T323</p>	<p>Word Work 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>Integrate Ideas T284-T285</p> <p>-Text Connections</p> <p>Independent Writing T282</p> <p>Grammar <i>I and Me</i>, T283</p>	<p>Word Work 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>Integrate Ideas Text Connections, T330-T331</p> <p>Write About Two Texts T328</p> <p>Grammar Adverbs and Prepositional Phrases, T329</p>
OPTIONS	<p>Oral Language Sharing Traditions, T264</p> <p>Comprehension Plot: Problem and Solution, T265</p> <p>Word Work T266-T269</p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p>-High-Frequency Words</p> <p>Grammar <i>I and Me</i>, T271</p>	<p>Oral Vocabulary "Keep the Change!," T310</p> <p>Comprehension T311</p> <p>Vocabulary T315</p> <p>Word Work T313</p> <p>-Structural Analysis: <i>-er, -est,</i></p> <p>Grammar T317</p> <p>Write to a Prompt T316</p>	<p>Word Work 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>Close Reading <i>Lissy's Friends</i>, T269A-T269R</p> <p>Grammar <i>I and Me</i>, T277</p>	<p>Oral Language T318</p> <p>Word Work T319-T320</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words</p> <p>-Structural Analysis: <i>-er, -est</i></p> <p>Fluency T321</p> <p>-Intonation</p> <p>Integrate Ideas T324-T325</p> <p>Grammar Adverbs and Prepositional Phrases, T323</p>	<p>Word Work T280-T281</p> <p>-Fluency: Phrasing</p> <p>Integrate Ideas T284-T285</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar Mechanics: Commas in Dates and Letters, T283</p>	<p>Integrate Ideas T330-T331</p> <p>-Research and Inquiry</p> <p>-Speaking and Listening</p> <p>Grammar Mechanics: Capitalization, 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 6 WEEK 5

		DAY 1		DAY 2	
		GRADE 1	GRADE 2	GRADE 1	GRADE 2
CALIFORNIA STANDARDS					
GRADE 1					
<p>Comprehension RI.1.2, RI.2.6</p> <p>Listening/Speaking SL.1.1c, SL.1.2, SL.1.3</p> <p>Writing W.1.1, W.1.7</p> <p>Grammar L.1.1</p> <p>Vocabulary L.1.4, L.1.6, L.4.5a</p> <p>Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>		<p>Build Background Celebrate America!, T320–T321</p> <p>Oral Vocabulary <i>pride, display</i>, T320</p> <p>Word Work 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>Shared Read <i>Share the Harvest and Give Thanks</i>, T328–T329</p> <p>Shared Writing T330</p> <p>Grammar T331</p>	<p>Build Background The World of Ideas, T368</p> <p>Oral Vocabulary T370</p> <p>Word Work/Vocabulary 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>Close Reading “A Box of Crayons,” “What Story is This?,” “The Ticket,” T378–T379</p> <p>Grammar Adjectives and Adverbs, T381</p>	<p>Oral Language Celebrate America!, T332</p> <p>Oral Vocabulary <i>design, purpose, pride, display, represent</i>, T332</p> <p>Word Work 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>Shared Read <i>Share the Harvest and Give Thanks</i>, T338–T339</p> <p>-Genre: Informational Text/ Nonfiction, T338</p> <p>-Skill: Author’s Purpose, T339</p> <p>Interactive Writing T340</p> <p>Grammar T341</p>	<p>Oral Language The World of Ideas, T382</p> <p>Word Work T385</p> <p>-Structural Analysis: Three Syllable Words</p> <p>Close Reading “A Box of Crayons,” “What Story is This?,” “The Ticket,” T388–T395</p> <p>-Genre: Informative</p> <p>-Skill: Point of View</p> <p>-Strategy: Rhyming Poem</p> <p>-Vocabulary Strategy: Metaphors</p> <p>Write About the Text T396</p> <p>Grammar Adjectives and Adverbs, T398</p>
GRADE 2					
<p>Comprehension RL.2.1, RL.2.4, RL.2.6, RL.2.10</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.3, W.2.4, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.2</p> <p>Vocabulary L.2.5a, L.2.6, L.4.5a, RI.2.4b</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>		<p>Listening Comprehension “Celebrate the Flag,” T322–T323</p>	<p>Listening Comprehension Strategy: Summarize, T371</p> <p>-Interactive Read-Aloud: “Give Me a Brown Box”</p> <p>Write About the Text Writing Fluency, T380</p>	<p>Listening Comprehension “Celebrate the Flag,” T333</p> <p>Word Work T334–T337</p> <p>-Phonics/Spelling: Review /â/ <i>air, are, ear</i></p> <p>-High-Frequency Words</p>	<p>Listening Comprehension T383</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T384–T387</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T382</p>
OPTIONS					
		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>
		BEYOND LEVEL		ON LEVEL	

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

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.

Kindergarten

Grade 1

Grade 2

Integration of Knowledge and Ideas	<p>7 • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>7 • Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>7 • 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>8 • (Not applicable to literature)</p>	<p>8 • (Not applicable to literature)</p>	<p>8 • (Not applicable to literature)</p>
	<p>9 • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>9 • Compare and contrast the adventures and experiences of characters in stories.</p>	<p>9 • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
Range of Reading and Level of Text Complexity	<p>10 • Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA</p>	<p>10 • With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA</p>	<p>10 • By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

Reading Standards for Informational Text	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, 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.
Craft and Structure	4 • With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.) CA	4 • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) CA	4 • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4–6 for additional expectations.) CA
	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>8 • With prompting and support, identify the reasons an author gives to support points in a text</p>	<p>8 • Identify the reasons an author gives to support points in a text.</p>	<p>8 • Describe how reasons support specific points the author makes in a text.</p>
	<p>9 • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>9 • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>9 • 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>10 • Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA</p>	<p>10 • With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA</p>	<p>10 • 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>1 • Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1 • Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
Phonological Awareness	<p>2 • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>f. Blend two to three phonemes into recognizable words. CA</p>	<p>2 • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>3 • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>

Kindergarten

Grade 1

Grade 2

<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>1 • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	<p>1 • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>1 • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	<p>2 • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>2 • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>2 • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	<p>3 • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>3 • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>3 • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a 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>8 • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>8 • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>8 • Recall information from experiences or gather information from provided sources to answer a question.</p>
	<p>9 • (Begins in grade 4)</p>	<p>9 • (Begins in grade 4)</p>	<p>9 • (Begins in grade 4)</p>
<p>Range of Writing</p>	<p>10 • (Begins in grade 2) CA</p>	<p>10 • (Begins in grade 2) CA</p>	<p>10 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA</p>

Speaking and Listening Standards	Kindergarten	Grade 1	Grade 2
Comprehension and Collaboration	<p>1 • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1 • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>1 • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
	<p>2 • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>a. Understand and follow one- and two-step oral directions. CA</p>	<p>2 • Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>a. Give, restate, and follow simple two-step directions. CA</p>	<p>2 • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>a. Give and follow three- and four-step oral directions. CA</p>
	<p>3 • Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>3 • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>3 • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

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

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

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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>
Knowledge of Language	<p>3 • (Begins in grade 2)</p>	<p>3 • (Begins in grade 2)</p>	<p>3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
Vocabulary Acquisition and Use	<p>4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</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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Vocabulary Acquisition and Use	<p>5 • With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>5 • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p>	<p>5 • Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
	<p>6 • Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>6 • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>6 • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>