

# SUGGESTED DAILY SCHEDULE FOR K-1

## Effectively Managing Classroom Time

### Whole Group

**Time:** 15-20 Minutes

**Materials:** Big Books, Interactive Read Aloud Cards

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

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

### Kindergarten Reading Group (with the Teacher)

**Time:** 30 Minutes

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

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

- Word Work
- Reading/Writing Workshop

### Grade 1 Reading Group

**Time:** 30 Minutes

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

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

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

### Grade 1 Reading Group (with the Teacher)

**Time:** 30 Minutes

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

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

- Word Work
- Reading/Writing Workshop
- Literature Anthology

### Grade K Reading Group

**Time:** 30 Minutes

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

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

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

## Whole Group Writing

**Time:** 20 Minutes

**Materials:** Reading Writing/Workshop, Teacher's Edition

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



## Differentiated Small Groups

**Time:** 45 Minutes

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

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

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

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

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

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

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

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

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

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> <b>Comprehension</b> RL.K.1, RL.K.2, RL.K.7 <b>Listening/Speaking</b> SL.K.1a, SL.K.3, SL.K.6 <b>Writing</b> W.K.2, W.K.7 <b>Grammar</b> L.K.1b <b>Vocabulary</b> L.K.6 <b>Foundational Skills/Word Work</b> RF.K.3b, RF.K.4 <b>GRADE 1</b> <b>Comprehension</b> RL.1.1, RL.1.2 <b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3 <b>Writing</b> W.1.3, W.1.7 <b>Grammar</b> L.1.1 <b>Vocabulary</b> L.1.4 <b>Foundational Skills/Word Work</b> RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.2d, RF.1.3	<b>CORE</b>	<b>GRADE K</b> <b>Build Background</b> Get Up and Go!, T92 -Oral Vocabulary, T93 <b>Word Work</b> T100–T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /a/a -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Pouch!</i> , T94 <b>Shared Writing</b> T104 <b>Grammar</b> Nouns, T105	<b>GRADE 1</b> <b>Build Background</b> Where I Live, T86–T87 <b>Oral Vocabulary</b> <i>city, country</i> , T86 <b>Word Work</b> T90–T93 -Phonological Awareness: Alliteration -Phonics/Spelling: Introduce Short <i>i</i> -High-Frequency Words: <i>down, out, up, very</i> <b>Shared Read</b> <i>Six Kids</i> , T94–T95 <b>Shared Writing</b> T96 <b>Grammar</b> Word Order, T97	<b>GRADE K</b> <b>Oral Language</b> Get Up and Go!, T106 <b>Category Words</b> T107 <b>Close Reading</b> <i>Pouch!</i> , T108 <b>Word Work</b> T110–T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Short /a/a <b>Shared Read</b> “We Can,” T112–T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Nouns, T115	<b>GRADE 1</b> <b>Oral Language</b> Where I Live, T98 <b>Oral Vocabulary</b> T98 <b>Word Work</b> T100–T103 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Double Final Consonants <b>Shared Read</b> <i>Six Kids</i> , T104–T105 -Genre: Fantasy, T104 -Skill: Key Details, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> Word Order, T107
		<b>OPTIONS</b>		<b>Listening Comprehension</b> “Alicia’s Happy Day,” T88–T89 -Fluency: Intonation	<b>Word Work</b> T110–T111 -High-Frequency Words -Fluency: Sound-Spellings
		<b>APPROACHING LEVEL</b>		<b>ON LEVEL</b>	
		<b>GRADE K</b> Leveled Reader Phonological Awareness Phonemic Awareness Phonics High-Frequency Words Oral Vocabulary Comprehension	<b>GRADE 1</b> Leveled Reader Phonological Awareness Phonics Structural Analysis High-Frequency Words Comprehension	<b>GRADE K</b> Leveled Reader Phonemic Awareness Phonics High-Frequency Words Comprehension	<b>GRADE 1</b> Leveled Reader Phonics High-Frequency Words Comprehension

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

		DAY 3		DAY 4		DAY 5	
		GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1
CORE		<p><b>Listening Comprehension</b> "The Tortoise and the Hare," T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Phonics: Identify Words with Short <i>a</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>i</i></li> </ul> <p><b>Close Reading</b> <i>Go, Pip!</i>, T113A–T113J</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Sentence Punctuation (periods), T115</p>	<p><b>Oral Language</b> T124</p> <p><b>Category Words</b> T125</p> <p><b>Close Reading</b> "Baby Animals on the Move," T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>a</i> and <i>m</i></li> </ul> <p><b>Shared Read</b> "I Can, We Can" T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T116</p> <ul style="list-style-type: none"> <li>-Text Feature: Bold Print, T116</li> <li>-Close Reading: "I Live Here," T117</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Alliteration</li> <li>-Structural Analysis: Double Final Consonants</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T122–T123</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Sentence Punctuation (periods), T121</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Identity</li> <li>-Phonics: Read Words with Short <i>a</i> and <i>m</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Nouns, T139</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>i</i></li> <li>-Structural Analysis: Double Final Consonants</li> <li>-High-Frequency Words: <i>down, out, up, very</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Word Order, T127</p>
	OPTIONS		<p><b>Oral Language</b> Get Up and Go!, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Nouns, T123</p>	<p><b>Oral Language</b> Where I Live, T108</p> <p><b>Listening Comprehension</b> <i>Alicia's Happy Day</i>, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Double Final Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Word Order, T115</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Nouns, T133</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>i</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Go Pip!</i>, T113A–T113J</p> <p><b>Grammar</b> Word Order, T121</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>

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

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

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

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

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

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

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



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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RI.K.1, RI.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.6, W.K.7 Grammar L.K.1b Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 <b>GRADE 1</b> Comprehension RI.1.1, RI.1.2, RI.1.7 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1j Vocabulary L.1.1.4 Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g	<b>CORE</b>	<b>GRADE K</b> <b>Build Background</b> Tools We Use, T10-T11 -Oral Vocabulary, T11 <b>Word Work</b> T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /p/p -Handwriting -High-Frequency Words <b>Close Reading</b> <i>The Handiest Things in the World</i> , T12 <b>Shared Writing</b> T22 <b>Grammar</b> Verbs, T23	<b>GRADE 1</b> <b>Build Background</b> Let's Be Friends, T242-T243 <b>Oral Vocabulary</b> <i>cooperate, relationship</i> , T242 <b>Word Work</b> T246-T249 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Short o -High-Frequency Words: <i>fun, make, they, too</i> <b>Shared Read</b> <i>Toss! Kick! Hop!</i> , T250-T251 <b>Shared Writing</b> T252 <b>Grammar</b> Question and Exclamation, T253	<b>GRADE K</b> <b>Oral Language</b> Tools We Use, T24 <b>Category Words</b> T25 <b>Close Reading</b> <i>The Handiest Things in the World</i> , T26 <b>Word Work</b> T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with /p/p <b>Shared Read</b> "Pam Can See," T30-T31 <b>Interactive Writing</b> T32 <b>Grammar</b> Verbs, T33	<b>GRADE 1</b> <b>Oral Language</b> Let's Be Friends, T254 <b>Oral Vocabulary</b> T254 <b>Word Work</b> T256-T259 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Alphabetical Order <b>Shared Read</b> <i>Toss! Kick! Hop!</i> , T260-T261 -Genre: Informational Text, T260 -Skill: Key Details, T261 <b>Interactive Writing</b> T262 <b>Grammar</b> Question and Exclamation, T263
		<b>OPTIONS</b>		<b>Listening Comprehension</b> <i>Friends All Around</i> , T244 -Fluency: Phrasing	<b>Word Work</b> T28-T29 -High-Frequency Words -Fluency: Sound-Spellings

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Timimoto,” T35</p> <p><b>Word Work</b> T36–T39</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Blend Words with <i>p</i> and <i>m, s, a</i></p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T40</p>	<p><b>Word Work</b> T266–T269</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics/Spelling: Blend Words with Short <i>o</i></p> <p><b>Close Reading</b> <i>Friends</i>, T269A–T269J</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Questions and Exclamation Marks, T271</p>	<p><b>Oral Language</b> T42</p> <p><b>Category Words</b> T43</p> <p><b>Close Reading</b> “Discover with Tools,” T44</p> <p><b>Word Work</b> T46–T47</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with <i>p</i> and <i>m, a, s</i></p> <p><b>Shared Read</b> “We Can See,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b></p> <p>-Literary Element: T272</p> <p>-Close Reading: “There Are Days and There Are Days,” T273</p> <p><b>Word Work</b> T274–T275</p> <p>-Phonological Awareness: Identify/Generate Rhyme</p> <p>-Structural Analysis: Alphabetical Order</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T278–T279</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Questions and Exclamation Marks, T277</p>	<p><b>Word Work</b> T54–T55</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics: Read Words with <i>p</i> and <i>m, a, s</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T58–T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Verbs, T57</p>	<p><b>Word Work</b> T280–T281</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with Short <i>o</i></p> <p>-Structural Analysis: Alphabetical Order</p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T284–T285</p> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Question and Exclamation, T283</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Tools We Use, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Verbs, T41</p>	<p><b>Oral Language</b> Let’s Be Friends, T264</p> <p><b>Listening Comprehension</b> <i>Friends All Around</i>, T265</p> <p><b>Word Work</b> T266–T269</p> <p>-Fluency</p> <p>-Structural Analysis: Alphabetical Order</p> <p>-High-Frequency Words: <i>fun, make, they, too</i></p> <p><b>Grammar</b> Question and Exclamation, T271</p>	<p><b>Word Work</b> T46–T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Verbs, T51</p>	<p><b>Word Work</b> T274–T275</p> <p>-Fluency</p> <p>-Phonics/Spelling: Building Words with Short <i>o</i></p> <p>-High-Frequency Words: <i>fun, make, they, too</i></p> <p><b>Close Reading</b> <i>Friends</i>, T269A–T269J</p> <p><b>Grammar</b> Question and Exclamation, T277</p>	<p><b>Integrate Ideas</b> T59</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T280–T281</p> <p>-Fluency</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T284</p> <p>-Speaking and Listening, T285</p> <p><b>Grammar</b> Mechanics: Questions and Exclamation Marks, T283</p>	

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

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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Kites in Flight,” T117</p> <p><b>Word Work</b> T118–T121</p> <p>-Phonemic Awareness: Phoneme Isolation</p> <p>-Phonics: Blend Words with <i>t</i> and <i>m, a, p</i></p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T122</p>	<p><b>Word Work</b> T344–T347</p> <p>-Phonemic Awareness: Phoneme Deletion</p> <p>-Phonics/Spelling: Blend with <i>r</i>-Blends and <i>s</i>-Blends</p> <p><b>Close Reading</b> <i>Move It!</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T349</p>	<p><b>Oral Language</b> T124</p> <p><b>Category Words</b> T125</p> <p><b>Close Reading</b> “Find the Shapes,” T126</p> <p><b>Word Work</b> T128–T129</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with <i>t</i>, and <i>m, a, s, p</i></p> <p><b>Shared Read</b> “I Like Sam” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b></p> <p>-Text Feature: Diagrams, T350</p> <p>-Close Reading: “Using Diagrams,” T351</p> <p><b>Word Work</b> T352–T353</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Structural Analysis: Possessives</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T356–T357</p> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Sentences, T355</p>	<p><b>Word Work</b> T136–T137</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics: Read Words with <i>t</i>, and <i>m, a, s, p</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T140–T141</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Verbs, T139</p>	<p><b>Word Work</b> T358–T359</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build with <i>r</i>- and <i>s</i>-Blends</p> <p>-Structural Analysis: Possessives</p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T362–T363</p> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Sentences, T361</p>
OPTIONS	<p><b>Oral Language</b> Shapes All Around Us, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Verbs, T123</p>	<p><b>Oral Language</b> Let’s Move, T342</p> <p><b>Listening Comprehension</b> <i>Move!</i>, T343</p> <p><b>Word Work</b> T344–T347</p> <p>-Fluency</p> <p>-Structural Analysis: Possessives</p> <p>-High-Frequency Words: <i>jump, move, run, two</i></p> <p><b>Grammar</b> Sentences, T349</p>	<p><b>Word Work</b> T128–T129</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Verbs, T133</p>	<p><b>Word Work</b> T352–T353</p> <p>-Fluency</p> <p>-Phonics/Spelling: Build Words with <i>r</i>-Blends and <i>s</i>-Blends</p> <p>-High-Frequency Words: <i>jump, move, run, two</i></p> <p><b>Close Reading</b> <i>Move It!</i>, T347A–T347F</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T355</p>	<p><b>Integrate Ideas</b> T141</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T358–T359</p> <p>-Fluency</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T362</p> <p>-Speaking and Listening, T363</p> <p><b>Grammar</b> Mechanics: Capitalization and Punctuation, T361</p>	

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

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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "From Caterpillar to Butterfly," T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Review <i>m, a, s, p, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>e</i></li> </ul> <p><b>Close Reading</b> <i>The Red Hat</i>, T35A–T35J</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T37</p>	<p><b>Oral Language</b> T206</p> <p><b>Category Words</b> T207</p> <p><b>Close Reading</b> <i>Bugs All Around</i>, T208</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Blend Words with <i>m, a, s, p, t</i></li> </ul> <p><b>Shared Read</b> "Tap! Tap! Tap!," T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Labels, T39</li> <li>-Close Reading: "Firefighters at Work," Close Reading: T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Structural Analysis: Inflectional Ending <i>-ed</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T43</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Read Words with <i>m, a, s, p, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Verbs, T221</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>e</i></li> <li>-Structural Analysis: Inflectional Ending <i>-ed</i></li> <li>-High-Frequency Words: <i>again, help, new, there, use</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T49</p>
OPTIONS	<p><b>Oral Language</b> World of Bugs, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Verbs, T205</p>	<p><b>Oral Language</b> Jobs Around Town, T30</p> <p><b>Listening Comprehension</b> <i>Millie Waits for the Mail</i>, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Inflectional Ending <i>-ed</i></li> <li>-High-Frequency Words: <i>again, help, new, there, use</i></li> </ul> <p><b>Grammar</b> Nouns, T37</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Verbs, T215</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>e</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>The Red Hat</i>, T35A–T35J</p> <p><b>Grammar</b> Nouns, T43</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar</b> Nouns, T49</p>	

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

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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "The Boy Who Cried Wolf," T35</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Phonics: Blend Words with Short <i>i</i> and <i>m, s, t, p</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Short <i>u</i></li> </ul> <p><b>Close Reading</b> <i>The Pigs, the Wolf, and the Mud</i>, T113A–T113J</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar Mechanics:</b> Apostrophe with Contractions, T115</p>	<p><b>Oral Language</b> Rules to Go By, T42</p> <p><b>Category Words</b> Action Words, T43</p> <p><b>Close Reading</b> <i>How Do Dinosaurs Go to School?</i>, T44</p> <p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>i, a, and s, p, t</i></li> </ul> <p><b>Shared Read</b> "Tim Can Tip It," T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T116–T117</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T117</li> <li>-Close Reading: "Homes Around the World," T117A</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Identity</li> <li>-Structural Analysis: Contractions with 's</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T122–T123</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar Mechanics:</b> Apostrophe with Contractions, T121</p>	<p><b>Word Work</b> T54–T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics: Blend Words with Short <i>i, a, and s, p, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Write a Sentence, T57</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Short <i>u</i></li> <li>-Structural Analysis: Contractions with 's</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Singular and Plural Nouns, T127</p>
OPTIONS	<p><b>Oral Language</b> Rules to Go By, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences, T41</p>	<p><b>Oral Language</b> Buildings All Around, T108</p> <p><b>Listening Comprehension</b> <i>The 3 Little Dasses</i>, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Contractions with 's</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Singular and Plural Nouns, T115</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences, T51</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Short <i>u</i></li> <li>-High-Frequency Words: <i>could, live, one, then, three</i></li> </ul> <p><b>Close Reading</b> <i>The Pigs, the Wolf, and the Mud</i>, T113A–T113J</p> <p><b>Grammar</b> Singular and Plural Nouns, T121</p>	<p><b>Integrate Ideas</b> T59</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T128</li> <li>-Speaking and Listening, T129</li> </ul> <p><b>Grammar Mechanics:</b> Apostrophe with Contractions, T127</p>	

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



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

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

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

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

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

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

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K. 7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 <b>GRADE 1</b> Comprehension RL.1.3, RL.1.2, RL.1.7 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1b Vocabulary L.1.4, L.1.6 Foundational Skills/Word Work RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.2d, RF.1.3	<b>CORE</b>	<b>GRADE K</b> <b>Build Background</b> The Places We Go, T174-T175 -Oral Vocabulary, <i>neighborhood, routine</i> , T175 <b>Word Work</b> T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /k/ c -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Please Take Me for a Walk</i> , T176 <b>Shared Writing</b> T186 <b>Grammar</b> Sentences, T187	<b>GRADE 1</b> <b>Build Background</b> Let's Help, T242-T243 <b>Oral Vocabulary</b> <i>leadership, admire</i> , T242 <b>Word Work</b> T246-T249 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce <i>th, sh, -ng</i> -High-Frequency Words: <i>all, call, day, her, want</i> <b>Shared Read</b> <i>Thump Thump Helps Out</i> , T250-T251 <b>Shared Writing</b> T252 <b>Grammar</b> Common and Proper Nouns, T253	<b>GRADE K</b> <b>Oral Language</b> The Places We Go, T188 <b>Category Words</b> Sequence Words, T189 <b>Close Reading</b> <i>Please Take Me for a Walk</i> , T190 <b>Word Work</b> T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Review /k/ c <b>Shared Read</b> "We Go to See Nan," T194-T195 <b>Interactive Writing</b> T196 <b>Grammar</b> Sentences, T197	<b>GRADE 1</b> <b>Oral Language</b> Let's Help, T254 <b>Oral Vocabulary</b> <i>connections, enjoy</i> , T254 <b>Word Work</b> T256-T259 -Phonemic Awareness: Phoneme Categorization -Structural Analysis: Closed Syllables <b>Shared Read</b> <i>Thump Thump Helps Out</i> , T260-T261 -Genre: Fantasy, T260 -Skill: Character, Setting, Events, T261 <b>Interactive Writing</b> T262 <b>Grammar</b> Common and Proper Nouns, T263
		<b>OPTIONS</b>		<b>Listening Comprehension</b> <i>The Story of Martin Luther King Jr.</i> , T244 -Fluency: Intonation	<b>Word Work</b> T192-T193 -High-Frequency Words -Fluency: Sound-Spellings

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Field Trips," T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Blend Words with <i>c, p, n, t, s, m, a</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with <i>th, sh, -ng</i></li> </ul> <p><b>Close Reading</b> <i>Nell's Books</i>, T269A–T269J</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Common and Proper Nouns, T271</p>	<p><b>Oral Language</b> T206</p> <p><b>Category Words</b> T207</p> <p><b>Close Reading</b> <i>A Neighborhood</i>, T208</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phonemic Identity</li> <li>-Phonemic Awareness: Long Vowel Awareness</li> <li>-Phonics: Blend Words with <i>c, p, t, n</i> and Short <i>a</i></li> </ul> <p><b>Shared Read</b> "Can We Go?," T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b></p> <ul style="list-style-type: none"> <li>-Text Feature: List, T273</li> <li>-Close Reading: "Kids Can Help!," T273A</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Closed Syllables</li> </ul> <p><b>Integrate Ideas</b> T278–T279</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T277</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with Short <i>a</i> and <i>c, n, p, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Sentences, T221</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with <i>th, sh, -ng</i></li> <li>-Structural Analysis: Closed Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Common and Proper Nouns, T283</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> The Places We Go, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences, T205</p>	<p><b>Oral Language</b> Let's Help, T264</p> <p><b>Listening Comprehension</b> <i>The Story of Martin Luther King Jr.</i>, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Closed Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T271</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences, T215</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with <i>th, sh, -ng</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Nell's Books</i>, T269A–T269J</p> <p><b>Grammar</b> Common and Proper Nouns, T277</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T284</li> <li>-Speaking and Listening, T285</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, T283</p>	
BEYOND LEVEL				ENGLISH LEARNERS			
GRADE K		GRADE 1		GRADE K		GRADE 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>	

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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Time for Work,” T35</p> <p><b>Word Work</b> T36–T39</p> <p>Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with Short <i>o</i>, and <i>n, p, t, c, m</i></p> <p>-High-Frequency Words</p> <p><b>Independent Writing</b> T40</p>	<p><b>Word Work</b> T344–T347</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics/Spelling: Blending Words with Consonant Digraphs <i>ch, -tch, wh, ph</i></p> <p><b>Close Reading</b> <i>Fun with Maps</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Capital Letters and Periods, T349</p>	<p><b>Oral Language</b> Time for Work, T42</p> <p><b>Category Words</b> T43</p> <p><b>Close Reading</b> “Workers and Their Tools,” T44–T45</p> <p><b>Word Work</b> T46–T47</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Blend Words with Short <i>o, a, m, p, t</i></p> <p><b>Shared Read</b> “Tom on Top!,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b></p> <p>-Text Feature: Map, T350</p> <p>-Close Reading: <i>North, South, East, or West?</i>, T350</p> <p><b>Word Work</b> T352–T353</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p>-Structural Analysis: Inflectional Ending <i>-es</i></p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T356–T357</p> <p><b>Independent Writing</b> T354</p> <p><b>Grammar Mechanics:</b> Capital Letters and Periods, T355</p>	<p><b>Word Work</b> T54–T55</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Categorization</p> <p>-Phonics: Read Words with Short <i>o, a, and m</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b> T58–T59</p> <p>-Text Connections</p> <p>-Research and Inquiry</p> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Adjectives, T57</p>	<p><b>Word Work</b> T358–T359</p> <p>-Phonemic Awareness: Phoneme Blending/Segmentation</p> <p>-Phonics/Spelling: Blend and Build Words with <i>ch, -tch, wh, ph</i></p> <p>-Structural Analysis: Inflectional Ending <i>-es</i></p> <p>-High-Frequency Words</p> <p><b>Integrate Ideas</b></p> <p>-Text Connections, T362–T363</p> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Irregular Plural Nouns, T361</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Time for Work, T34–T35</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonics: Picture Sort</p> <p><b>Grammar</b> Adjectives, T41</p>	<p><b>Oral Language</b> Follow the Map, T342</p> <p><b>Listening Comprehension</b> <i>Me on the Map</i>, T343</p> <p><b>Word Work</b> T344–T347</p> <p>-Fluency</p> <p>-Structural Analysis: Inflectional Ending <i>-es</i>, T345</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Irregular Plural Nouns, T349</p>	<p><b>Word Work</b> T46–T47</p> <p>-Fluency: Sound-Spellings</p> <p>-High-Frequency Words</p> <p><b>Grammar</b> Adjectives, T51</p>	<p><b>Word Work</b> T352–T353</p> <p>-Fluency</p> <p>-Phonics/Spelling: Build Words with <i>ch, -tch, wh, ph</i></p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>Fun with Maps</i>, T347A–T347F</p> <p><b>Grammar</b> Irregular Plural Nouns, T355</p>	<p><b>Integrate Ideas</b> T59</p> <p>-Speaking and Listening</p>	<p><b>Word Work</b> T358–T359</p> <p>-Fluency</p> <p><b>Integrate Ideas</b></p> <p>-Research and Inquiry, T362</p> <p>-Speaking and Listening, T363</p> <p><b>Grammar Mechanics:</b> Capital Letters and Periods, T361</p>	
BEYOND LEVEL				ENGLISH LEARNERS			
GRADE K		GRADE 1		GRADE K		GRADE 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Writing/Spelling</p> <p>Grammar</p>	

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4 <b>GRADE 1</b> Comprehension RL.1.3, RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1e Vocabulary L.1.4, L.1.6 Foundational Skills/Word Work RF.1.2c, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3g, L.1.1	<b>CORE</b>	<b>GRADE K</b> Build Background "Meet Your Neighbors," T92-T93 -Oral Vocabulary, T93 Word Work T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /d/d -Handwriting -High-Frequency Words Close Reading <i>What Can You Do with a Paleta?</i> , T94 Shared Writing T104 Grammar Adjective, T105	<b>GRADE 1</b> Build Background <i>What Time Is It?</i> , T8-T9 Oral Vocabulary <i>schedule, immediately</i> , T8 Word Work T12-T15 -Phonemic Awareness: Phoneme Identity -Phonics/Spelling: Introduce Long <i>a: a_e</i> -High-Frequency Words: <i>away, now, some, today, way, why</i> Shared Read <i>Nate the Snake Is Late</i> , T16-T17 Shared Writing T18 Grammar Verbs, T19	<b>GRADE K</b> Oral Language "Meet Your Neighbors," T106 Category Words T107 Close Reading <i>What Can You Do with a Paleta?</i> , T108-T109 Word Work T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with /d/d Shared Read "Sid," T112-T113 Interactive Writing T114 Grammar Adjective, T115	<b>GRADE 1</b> Oral Language <i>What Time Is It?</i> T20 Oral Vocabulary <i>weekend, calendar, occasion</i> , T20 Word Work T22-T25 -Phonemic Awareness: Phoneme Addition -Structural Analysis: Contractions with <i>not</i> Shared Read <i>Nate the Snake is Late</i> , T26-T27 -Genre: Fantasy, T26 -Skill: Character, Setting, Plot, T27 Interactive Writing T28 Grammar Verbs, T29
		<b>OPTIONS</b>		Listening Comprehension <i>A Second is a Hiccup</i> , T10 -Fluency: Intonation	Word Work T110-T111 -High-Frequency Words -Fluency: Sound-Spellings

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Meet Your Neighbors,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Review /d/</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blending Words with Long <i>a_e</i></li> </ul> <p><b>Close Reading</b> <i>On My Way to School</i>, T35A–T35J</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Comma in a Series, T37</p>	<p><b>Oral Language</b> T124</p> <p><b>Category Words</b> T125</p> <p><b>Close Reading</b> “A World Festival,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend Words with <i>d</i> and <i>a, i, m, p, s, t</i></li> </ul> <p><b>Shared Read</b> “Sid,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Bold Print, T39</li> <li>-Close Reading: “It’s About Time,” T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Identity</li> <li>-Structural Analysis: Contractions with <i>not</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T43</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with <i>d</i> and <i>a, i, m, p, s</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Adjective, T139</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>a_e</i></li> <li>-Structural Analysis: Contractions with <i>not</i></li> <li>-High-Frequency Words: <i>away, now, some, today, way, why</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–T51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Verbs, T49</p>
OPTIONS	<p><b>Oral Language</b> “Meet Your Neighbors,” T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Adjective, T123</p>	<p><b>Oral Language</b> What Time Is It? T30</p> <p><b>Listening Comprehension</b> <i>A Second is a Hiccup</i>, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Contractions with <i>not</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Verbs, T37</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adjective, T133</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Long <i>a_e</i></li> <li>-High-Frequency Words: <i>away, now, some, today, way, why</i></li> </ul> <p><b>Close Reading</b> <i>On My Way to School</i>, T35A–T35J</p> <p><b>Grammar</b> Verbs, T43</p>	<p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar Mechanics:</b> Commas in a Series, T49</p>	

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



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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Bundle of Sticks,” T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Review /i/ i, /o/ o, /n/ n, /k/ c, /d/ d; Blend Words with Short i, o, and n, c, d, t</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Blend Words with Long i: i_e</li> </ul> <p><b>Close Reading</b> <i>The Big Yuca Plant</i>, T113A–T113J</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Titles of Plays, T115</p>	<p><b>Oral Language</b> Pitch In, T206</p> <p><b>Category Words</b> T207</p> <p><b>Close Reading</b> “A Community Garden,” T208</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend Words with a, i, o, n, c, d, p, t</li> </ul> <p><b>Shared Read</b> “I Can You Can!,” T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T116–T117</p> <ul style="list-style-type: none"> <li>-Text Feature: Diagram, T117</li> <li>-Close Reading: “How Plants Grow,” T117A–T117B</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Structural Analysis: Plurals</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T122–T123</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Titles of Plays, T121</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with Short i, o, n, c, d, p, t</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Adjectives, T221</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Segmentation</li> <li>-Phonics/Spelling: Blend and Build with Long i: i_e</li> <li>-Structural Analysis: Plurals</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Present-Tense Verbs, T127</p>
OPTIONS	<p><b>Oral Language</b> Pitch In, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Long Vowel Express</li> <li>-Picture Sort</li> </ul> <p><b>Grammar</b> Adjectives, T205</p>	<p><b>Oral Language</b> Watch It Grow!, T108</p> <p><b>Listening Comprehension</b> <i>Mystery Vine</i>, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Structural Analysis: Plurals</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Present-Tense Verbs, T115</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Long Vowel Express</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adjectives, T215</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Phonics/Spelling: Build Words with Long i: i_e</li> <li>-High-Frequency Words: <i>green, grow, pretty, should, together, water</i></li> </ul> <p><b>Close Reading</b> <i>The Big Yuca Plant</i>, T113A–T113J</p> <p><b>Grammar</b> Present-Tense Verbs, T121</p>	<p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T128</li> <li>-Speaking and Listening, T129</li> </ul> <p><b>Grammar</b> Mechanics: Titles of Plays, T127</p>	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "A Tour of the Seasons," T35</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics Blend Words with <i>b, l</i> and <i>a, e, i, o</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Fluency</b> Intonation, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Long <i>a: a, ai, ay</i></li> <li>-Vocabulary: <i>special, splendid</i></li> <li>-Vocabulary Strategy: Use a Dictionary</li> </ul> <p><b>Close Reading</b> <i>How Bat Got Its Wings</i>, T35A–T35L</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T37</p>	<p><b>Oral Language</b> T42</p> <p><b>Vocabulary Strategy</b> T43</p> <p><b>Close Reading</b> Poetry, T44–45</p> <p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with <i>b, l</i> and <i>a, e, i, o</i></li> </ul> <p><b>Shared Read</b> "Is It Hot?" T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Chart, T38</li> <li>-Close Reading: "Bats! Bats! Bats!," T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Rhyme</li> <li>-Structural Analysis: Alphabetical Order</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T43</p>	<p><b>Word Work</b> T54–T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend Words with <i>b, l</i> and <i>a, e, i, o</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Naming Words (Nouns), T57</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>a: a, ai, ay</i></li> <li>-Structural Analysis: Alphabetical Order</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>special, splendid</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–T51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar Mechanics:</b> Apostrophes with Contractions, T49</p>
OPTIONS	<p><b>Oral Language</b> The Four Seasons, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Naming Words (Nouns), T41</p>	<p><b>Oral Language</b> Animal Features, T30</p> <p><b>Comprehension</b> Cause and Effect, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Alphabetical Order</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T37</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Naming Words (Nouns), T51</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Long <i>a: a, ai, ay</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>How Bat Got Its Wings</i>, T35A–T35L</p> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T43</p>	<p><b>Integrate Ideas</b> T59</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar</b> <i>Was</i> and <i>Were</i>, T49</p>	

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

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.1, RL.K.7 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1b Vocabulary LK.6 Foundational Skills/Word Work RF.K.3a, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RI.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.1, W.1.7 Grammar L.1.1e Vocabulary L.1.4a, L.1.6 Foundational Skills/Word Work RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.4b</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> What's the Weather?, T92-T93 -Oral Vocabulary, T93 <b>Word Work</b> T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /k/k -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Rain</i>, T94 <b>Shared Writing</b> T104 <b>Grammar</b> Naming Words (Proper Nouns), T105</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Animals Together, T86-T87 <b>Oral Vocabulary</b> <i>behavior, beneficial</i>, T86 <b>Word Work</b> T90-T93 -Fluency: Phrasing -Phonemic Awareness: Phoneme Identity -Phonics/Spelling: Introduce Long <i>e: e, ee, ea, ie</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i> -Vocabulary: <i>danger, partner</i> <b>Shared Read</b> <i>A Team of Fish</i>, T94-T95 <b>Shared Writing</b> T96 <b>Grammar</b> <i>Has and Have</i>, T97</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> What's the Weather?, T106 -Category Words/Vocabulary Strategy, T107 <b>Close Reading</b> <i>Rain</i>, T108 <b>Word Work</b> T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review /k/k <b>Shared Read</b> "Kim and Nan," T112-T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Naming Words (Proper Nouns), T115</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Animals Together, T98 <b>Oral Vocabulary</b> <i>behavior, beneficial, dominant, instinct, endangered</i>, T98 <b>Word Work</b> T100-T103 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Prefixes <i>re-, un-, pre-</i> -Vocabulary: <i>danger, partner</i> <b>Shared Read</b> <i>A Team of Fish</i>, T104-T105 -Genre: Nonfiction, T104 -Skill: Main Idea and Key Details, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> <i>Has and Have</i>, T107</p>
		<p><b>OPTIONS</b></p>	<p><b>Listening Comprehension</b> "Animals Working Together," T88-T89</p>	<p><b>Word Work</b> T110-T111 -High-Frequency Words -Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> Animals Working Together, T99 <b>Word Work</b> T100-T103 -Phonics/Spelling: Review Long <i>e: e, ee, ea, ie</i> -High-Frequency Words: <i>because, blue, into, or, other, small</i></p>

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

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

		DAY 3		DAY 4		DAY 5	
		GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1
CORE	GRADE K	<p><b>Listening Comprehension</b> “The Frog and the Locust,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with <i>k, ck,</i> and <i>i, l, o, r</i></li> <li>-High-Frequency Words</li> <li>-Phonics: Review /k/k and /k/ck</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Fluency</b> Phrasing, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Rhyme</li> <li>-Phonics/Spelling: Blend Words with Long <i>e: e, ee, ea, ie</i></li> <li>-Vocabulary: <i>danger, partner</i></li> <li>-Vocabulary Strategy: Context Clues/Sentence Clues</li> </ul> <p><b>Close Reading</b> <i>Animal Teams</i>, T113A–T113L</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Capitalization and End Punctuation, T115</p>	GRADE K	GRADE 1	GRADE K	GRADE 1
	GRADE 1	<p><b>Oral Language</b> What’s the Weather?, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Naming Words (Proper Nouns), T123</p>	<p><b>Oral Language</b> Animals Together, T108</p> <p><b>Comprehension</b> Compare and Contrast, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Prefixes <i>re-, un-, pre-</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>Has</i> and <i>Have</i>, T115</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Naming Words (Proper Nouns), T133</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics/Spelling: Long <i>e: e, ee, ea, ie</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Animal Teams</i>, T113A–T113L</p> <p><b>Grammar</b> <i>Has</i> and <i>Have</i>, T121</p>	<p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T128</li> <li>-Speaking and Listening, T129</li> </ul> <p><b>Grammar</b> <i>Has</i> and <i>Have</i>, T127</p>

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

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b>  <b>GRADE K</b> Comprehension RL.K.1, RLK.2 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1b Vocabulary LK.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4  <b>GRADE 1</b> Comprehension RI.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1 Vocabulary L.1.4, L.1.5a, L.1.5b, L.1.6, 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	<b>CORE</b>	<b>GRADE K</b> <b>Build Background</b> Stormy Weather, T174-T175 -Oral Vocabulary, <i>safe, prepare</i> , T175 <b>Word Work</b> T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identify -Phonics: /e/e, /h/h, /f/f -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Waiting Out the Storm</i> , T176 <b>Shared Writing</b> T186 <b>Grammar</b> Naming Words (Nouns), T187	<b>GRADE 1</b> <b>Build Background</b> In the Wild, T164 <b>Oral Vocabulary</b> <i>survive, provide</i> , T164 <b>Word Work</b> T168-T171 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long o: o, oa, ow, oe -High-Frequency Words: <i>find, food, more, over, start, warm</i> -Vocabulary: <i>search, seek</i> <b>Shared Read</b> <i>Go Wild!</i> , T172-T173 <b>Shared Writing</b> T174 <b>Grammar</b> <i>Go and Do</i> , T175	<b>GRADE K</b> <b>Oral Language</b> Stormy Weather, T188 -Category Words/Vocabulary Strategy, T189 <b>Close Reading</b> <i>Waiting Out the Storm</i> , T190 <b>Word Work</b> T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Review /r/r, /b/b, /l/l, /k/k <b>Shared Read</b> "Mack and Ben," T194-T195 <b>Interactive Writing</b> T196 <b>Grammar</b> Naming Words (Nouns), T197	<b>GRADE 1</b> <b>Oral Language</b> In the Wild, T176 <b>Oral Vocabulary</b> <i>survive, provide, communicate, superior, wilderness</i> , T176 <b>Word Work</b> T178-T181 -Phonemic Awareness: Phoneme Blending -Structural Analysis: Open Syllables -Vocabulary: <i>search, seek</i> <b>Shared Read</b> <i>Go Wild!</i> , T182-T183 -Genre: Informational Text/ Nonfiction, T182 -Skill: Main Idea and Key Details, T183 <b>Interactive Writing</b> T184 <b>Grammar</b> <i>Go and Do</i> , T185
		<b>OPTIONS</b>		<b>Listening Comprehension</b> "Animals in Winter," T166-T167	<b>Word Work</b> T192-T193 -High-Frequency Words -Fluency: Sound-Spellings

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

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

		DAY 3		DAY 4		DAY 5					
		GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1				
CORE	GRADE K	<p><b>Listening Comprehension</b> "Rainbow Crow," T199</p> <p><b>Word Work</b> T200-T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>e</i>, <i>a</i> and <i>b</i>, <i>f</i>, <i>h</i>, <i>r</i>, <i>ck</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Fluency</b> Expression, T187</p> <p><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Contrast Sounds</li> <li>-Phonics/Spelling: Blend Words with Long <i>o</i></li> <li>-Vocabulary: <i>search</i>, <i>seek</i></li> <li>-Vocabulary Strategy: Word Categories</li> </ul> <p><b>Close Reading</b> <i>Vulture View</i>, T191A-T191P</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar Mechanics:</b> Capitalize Proper Nouns, T193</p>	GRADE K	<p><b>Oral Language</b> T206</p> <p><b>Vocabulary Strategy</b> T207</p> <p><b>Close Reading</b> "Be Safe in Bad Weather," T208</p> <p><b>Word Work</b> T210-T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Blend Words with Short <i>e</i>, <i>o</i> and <i>d</i>, <i>l</i>, <i>ck</i></li> </ul> <p>-Shared Read "Mack and Ben," T212-T213</p> <p><b>Shared Read</b> "Mack and Ben," T212-T213</p> <p><b>Integrate Ideas</b> T216-T217</p> <p><b>Independent Writing</b> T214</p>	GRADE 1	<p><b>Extend the Concept</b> T194-T195</p> <ul style="list-style-type: none"> <li>-Literary Element: Sensory Words, T194</li> <li>-Close Reading: "When It's Snowing," T195</li> </ul> <p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Open Syllables</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T200-T201</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar Mechanics:</b> Capitalize Proper Nouns, T199</p>	GRADE K	<p><b>Word Work</b> T218-T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Read Words with <i>f</i>, <i>r</i>, <i>b</i>, <i>l</i>, <i>k</i>, <i>t</i>, <i>ck</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222-T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar Naming Words</b> (Nouns), T221</p>	GRADE 1	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> <li>-Structural Analysis: Open Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>search</i>, <i>seek</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T206-T207</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar Mechanics:</b> Capitalize Proper Nouns, T205</p>
	OPTIONS	<p><b>Oral Language</b> Stormy Weather, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200-T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Long Vowel Express</li> <li>-Picture Sort</li> </ul> <p><b>Grammar Naming Words</b> (Nouns), T205</p>	<p><b>Oral Language</b> In the Wild, T186</p> <p><b>Comprehension</b> Connections Within Text: Sequence, T187</p> <p><b>Word Work</b> T188-T191</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Open Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>Go</i> and <i>Do</i>, T193</p>	<p><b>Word Work</b> T210-T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Long Vowel Express</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar Naming Words</b> (Nouns), T215</p>	<p><b>Word Work</b> T196-T197</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>search</i>, <i>seek</i></li> </ul> <p><b>Close Reading</b> <i>Vulture View</i>, T191A-T191P</p> <p><b>Grammar</b> <i>Go</i> and <i>Do</i>, T199</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T202-T203</p> <ul style="list-style-type: none"> <li>-Fluency: Expression</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T206</li> <li>-Speaking and Listening, T207</li> </ul> <p><b>Grammar</b> <i>Go</i> and <i>Do</i>, T205</p>				

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

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RI.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1b Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 <b>GRADE 1</b> Comprehension RL.1.2, RL.1.6 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1e Vocabulary L.1.4a, L.1.6 Foundational Skills/Word Work RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>CORE</b>	<b>GRADE K</b> Build Background Baby Animals, T10-T11 -Oral Vocabulary, T11 Word Work T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Isolation -Phonics: Introduce /u/u -Handwriting -High-Frequency Words Close Reading <i>ZooBorns!</i> , T12 Shared Writing T22 Grammar Action Words (Verbs), T23	<b>GRADE 1</b> Build Background Insects!, T242-T243 Oral Vocabulary <i>different, flutter</i> , T242 Word Work T246-T249 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Long <i>i: i, y, igh, ie</i> -High-Frequency Words: <i>caught, flew, know, laugh, listen, were</i> -Vocabulary: <i>beautiful, fancy</i> Shared Read <i>Creep Low, Fly High</i> , T250-T251 Shared Writing T252 Grammar <i>See and Saw</i> , T253	<b>GRADE K</b> Oral Baby Animals, T24 -Category Words/Vocabulary Strategy, T25 Close Reading <i>ZooBorns!</i> , T26 Word Work T28-T29 -Phonemic Awareness: Phoneme Isolation -Phonics: Review Short <i>u</i> Shared Read "A Pup and a Cub," T30-T31 Interactive Writing T32 Grammar Action Words (Verbs), T33	<b>GRADE 1</b> Oral Language Insects!, T254 Oral Vocabulary <i>imitate, protect, different, flutter, resemble</i> , T254 Word Work T256-T259 -Phonemic Awareness: Phoneme Identity -Structural Analysis: Inflectional Endings -Vocabulary: <i>beautiful, fancy</i> Shared Read <i>Creep Low, Fly High</i> , T260-T261 -Genre: Fantasy, T260 -Skill: Point of View, T261 Interactive Writing T262 Grammar <i>See and Saw</i> , T263
		<b>OPTIONS</b>		Listening Comprehension "Insect Hide and Seek," T244-T245	Word Work T28-T29 -High-Frequency Words -Fluency: Sound-Spellings

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

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

		DAY 3		DAY 4		DAY 5	
		GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1
CORE		<p><b>Listening Comprehension</b> “Baby Farm Animals,” T35</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>u</i> and <i>b, f, r, d, s, n, t, r, c</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Fluency</b> Phrasing, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics/Spelling: Blend with Long <i>i: i, y, igh, ie</i></li> <li>-Vocabulary Strategy: Context Clues/Sentence Clues</li> </ul> <p><b>Close Reading</b> <i>Hi! Fly Guy</i>, T269A–T269R</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar Mechanics:</b> Titles of Books, T271</p>	<p><b>Oral Language</b> T42</p> <p><b>Vocabulary Strategy</b> T43</p> <p><b>Close Reading</b> Poetry, T44–T45</p> <p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics: Blend Words with Short <i>u, a, i</i> and <i>t, b</i></li> </ul> <p><b>Shared Read</b> “A Pup and a Cub,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T272–T273</p> <ul style="list-style-type: none"> <li>-Text Feature: Headings, T273</li> <li>-Close Reading: “Meet the Insects,” T273A–T273B</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Identity</li> <li>-Structural Analysis: Inflectional Endings</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T278–T279</li> </ul> <p><b>Independent Writing</b> T276</p> <p><b>Grammar Mechanics:</b> Titles of Books, T277</p>	<p><b>Word Work</b> T54–T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics: Read Words with Short <i>u</i>, and <i>f, b, r, c</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Action Words (Verbs), T57</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>i: i, y, igh, ie</i></li> <li>-Structural Analysis: Inflectional Endings</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>beautiful, fancy</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T284–T285</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> <i>See and Saw</i>, T283</p>
	OPTIONS		<p><b>Oral Language</b> Baby Farm Animals, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T41</p>	<p><b>Oral Language</b> Insects!, T264</p> <p><b>Comprehension</b> Plot: Cause and Effect, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Inflectional Endings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> <i>See and Saw</i>, T271</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T51</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Long <i>i: i, y, igh, ie</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Hi! Fly Guy</i>, T269A–T269R</p> <p><b>Grammar</b> <i>See and Saw</i>, T277</p>	<p><b>Integrate Ideas</b> T59</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>

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



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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Family Pet,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Short <i>i, a, e</i> and <i>g, w, t, p, b, s, n, l</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Fluency</b> Intonation, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Long <i>e: y, ey</i></li> <li>-Vocabulary Strategy: Root Words</li> </ul> <p><b>Close Reading</b> <i>Koko and Penny</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Commas in a Series, T349</p>	<p><b>Oral Language</b> T124</p> <p><b>Vocabulary Strategy</b> T125</p> <p><b>Close Reading</b> “The Perfect Pet,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with Short <i>e</i> and <i>w, g, b, s</i></li> </ul> <p><b>Shared Read</b> “I Hug Gus!” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T350–T351</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T350</li> <li>-Close Reading: “Saving Mountain Gorillas,” T351</li> </ul> <p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Compound Words</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T356–T357</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T355</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with Short <i>a, e</i> and <i>g, w, b</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Action Words (Verbs) T139</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion/Addition</li> <li>-Phonics/Spelling: Blend and Build Words with Long <i>e: y, ey</i></li> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words: <i>found, hard, near, woman, would, write</i></li> <li>-Vocabulary: <i>clever, signal</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T362–T363</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T361</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Pet Pals, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T123</p>	<p><b>Oral Language</b> Working with Animals, T342</p> <p><b>Comprehension</b> Main Idea and Key Details, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adverbs That Tell <i>When</i>, T349</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T133</p>	<p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics/Spelling: Build Words with Long <i>e: y, ey</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Koko and Penny</i>, T347A–T347F</p> <p><b>Grammar</b> Mechanics: Commas in a Series, T355</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T362</li> <li>-Speaking and Listening, T363</li> </ul> <p><b>Grammar</b> Mechanics: Commas in a Series, T361</p>	

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

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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “Anansi: An African Tale,” T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Long Vowel Awareness</li> <li>-Phonics: Blend Words with Short <i>i, a, e, o</i> and <i>f, x, m, v, n, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Fluency</b> Phrasing, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with /<i>är/ar</i></li> <li>-Vocabulary: <i>trouble, whole</i></li> <li>-Vocabulary Strategy: Context Clues/Multiple Meanings</li> </ul> <p><b>Close Reading</b> <i>A Lost Button, from Frog and Toad Are Friends</i>, T35A–T35J</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns (places), T37</p>	<p><b>Oral Language</b> Animal Habitats, T206</p> <p><b>Vocabulary Strategy</b> T207</p> <p><b>Close Reading</b> “Animal Homes,” T208–T209</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Long Vowel Awareness</li> <li>-Phonics: Blend Words with Short <i>a, e, i</i> and <i>v, x</i></li> </ul> <p><b>Shared Read</b> “A Vet in a Van,” T212–T213</p> <p><b>Integrate Ideas</b> T216–T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Photographs and Illustrations, T38</li> <li>-Close Reading: “Sort It Out,” T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Irregular Plurals</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T44–T45</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns (places), T43</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Long Vowel Awareness</li> <li>-Phonics: Read Words with Short <i>a, e, i</i> and <i>x, v, t</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Action Words (Verbs), T221</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with /<i>är/ar</i></li> <li>-Structural Analysis: Irregular Plurals</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>trouble, whole</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T50–T51</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Words That Join, T49</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Animal Habitats, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T205</p>	<p><b>Oral Language</b> See It, Sort It, T30</p> <p><b>Comprehension</b> Plot: Sequence, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Irregular Plurals</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Words That Join, T37</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Action Words (Verbs), T215</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with /<i>är/ar</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>trouble, whole</i></li> </ul> <p><b>Close Reading</b> <i>A Lost Button, from Frog and Toad Are Friends</i>, T35A–T35J</p> <p><b>Grammar</b> Words That Join, T43</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Proper Nouns, (places), T49</p>	
BEYOND LEVEL				ENGLISH LEARNERS			
GRADE K		GRADE 1		GRADE K		GRADE 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Words to Know</p> <p>Writing/Spelling</p> <p>Grammar</p>	

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

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

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

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

		DAY 3		DAY 4		DAY 5	
		GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1
CORE		<p><b>Listening Comprehension</b> “The King of the Winds,” T35</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with <i>j, qu,</i> and <i>b, i, o, g, ck</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Fluency</b> Intonation, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend with <i>/ûr/er, ir, ur, or</i></li> <li>-Vocabulary: <i>leaped, stretched</i></li> <li>-Vocabulary Strategy: Shades of Meaning/Intensity</li> </ul> <p><b>Close Reading</b> <i>Kitten’s First Full Moon</i>, T113A–T113R</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar Mechanics:</b> Capitalization and End Marks, T115</p>	<p><b>Oral Language</b> T42</p> <p><b>Vocabulary Strategy</b> T43</p> <p><b>Close Reading</b> “From Here to There,” T44–T45</p> <p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Blend Words with <i>j, qu,</i> and <i>a, i, g, o, t</i></li> </ul> <p><b>Shared Read</b> “Dad Got a Job,” T48–T49</p> <p><b>Integrate Ideas</b> T52–T53</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T116–T117</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T116</li> <li>-Close Reading: “The Moon,” T117A–T117B</li> </ul> <p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Structural Analysis: Inflectional Ending <i>-er</i></li> </ul> <p><b>Integrate Ideas</b> T122–T123</p> <p><b>Independent Writing</b> T120</p> <p><b>Grammar Mechanics:</b> Capitalization and End Marks, T121</p>	<p><b>Word Work</b> T54–T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Segmentation</li> <li>-Phonics: Read Words with <i>j, qu,</i> and <i>a, b, o, e, i, t, ck</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58–T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Sentences with Prepositions, T57</p>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with <i>/ûr/er, ir, ur, or</i></li> <li>-Structural Analysis: Inflectional Ending <i>-er</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>leaped, stretched</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T128–T129</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Adjectives, T127</p>
	OPTIONS	<p><b>Oral Language</b> On the Move, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36–T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T41</p>	<p><b>Oral Language</b> Up in the Sky, T108</p> <p><b>Comprehension</b> Plot: Sequence, T109</p> <p><b>Word Work</b> T110–T113</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Inflectional Ending <i>-er</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adjectives, T115</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T51</p>	<p><b>Word Work</b> T118–T119</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with <i>/ûr/er, ir, ur, or</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>leaped, stretched</i></li> </ul> <p><b>Close Reading</b> <i>Kitten’s First Full Moon</i>, T113A–T113R</p> <p><b>Grammar</b> Adjectives, T121</p>	<p><b>Integrate Ideas</b> T59</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T124–T125</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T128</li> <li>-Speaking and Listening, T129</li> </ul> <p><b>Grammar Mechanics:</b> Capitalization and End Marks, T127</p>
BEYOND LEVEL				ENGLISH LEARNERS			
GRADE K		GRADE 1		GRADE K		GRADE 1	
<p>Leveled Reader</p> <p>Phonics</p> <p>High-Frequency Words</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>		<p>Leveled Reader</p> <p>Vocabulary</p> <p>High-Frequency Words</p> <p>Category Words</p> <p>Writing</p> <p>Grammar</p>		<p>Shared Read</p> <p>Leveled Reader</p> <p>Vocabulary</p> <p>Words to Know</p> <p>Writing/Spelling</p> <p>Grammar</p>	

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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Best of the West,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with <i>y, z</i>, and <i>a, b, ck, i, e, k, m, p, s, t, u, y</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Fluency</b> Phrasing, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend with /<i>ôr/or, ore, oar</i></li> <li>-Vocabulary: <i>idea, unusual</i></li> <li>-Vocabulary Strategy: Prefixes</li> </ul> <p><b>Close Reading</b> <i>Thomas Edison, Inventor</i>, T191A–T191L</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T193</p>	<p><b>Oral Language</b> My USA, T124</p> <p><b>Vocabulary Strategy</b> T125</p> <p><b>Close Reading</b> “See Our Country,” T126–T127</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with <i>y, z</i>, and <i>a, i, e, m</i></li> </ul> <p><b>Shared Read</b> “Pack a Bag!,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T194–T195</p> <ul style="list-style-type: none"> <li>-Literary Element: Alliteration, T195</li> <li>-Close Reading: “Windshield Wipers” and “Scissors,” T195A–T197B</li> </ul> <p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Structural Analysis: Abbreviations</li> </ul> <p><b>Integrate Ideas</b> T200–T201</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T199</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with <i>y, z</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Sentences with Prepositions, T139</p>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with /<i>ôr/or, ore, oar</i></li> <li>-Structural Analysis: Abbreviations</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>idea, unusual</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T206–T207</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Adjectives That Compare, T205</p>
OPTIONS	<p><b>Oral Language</b> My USA, T116</p> <p><b>Review Oral Vocabulary</b> T116</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T123</p>	<p><b>Oral Language</b> Great Inventions, T186</p> <p><b>Comprehension</b> Connections Within Text: Sequence, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Abbreviations</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adjectives That Compare, T193</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T133</p>	<p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with /<i>ôr/or, ore, oar</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Close Reading</b> <i>Thomas Edison, Inventor</i>, T191A–T191L</p> <p><b>Grammar</b> Adjectives That Compare, T199</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T206</li> <li>-Speaking and Listening, T207</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, and Holidays, T205</p>	

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



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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 <b>GRADE 1</b> Comprehension RL.1.2, RL.1.3 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1h Vocabulary L.1.4b, L.1.6 Foundational Skills/Word Work RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>CORE</b>	<b>GRADE K</b> Build Background Look to the Sky, T174–T175 -Oral Vocabulary, T175 Word Work T182–T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Review Short <i>u</i> and <i>g</i> , <i>w</i> , <i>x</i> -Handwriting -High-Frequency Words Close Reading <i>Bringing Down the Moon</i> , T176 Shared Writing T186 Grammar Sentences, T187	<b>GRADE 1</b> Build Background Sounds All Around, T242–T243 Oral Vocabulary <i>volume, senses</i> , T242 Word Work T246–T249 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: Introduce Diphthongs <i>ou, ow</i> -High-Frequency Words: <i>color, early, instead, nothing, oh, thought</i> -Vocabulary: <i>scrambled, suddenly</i> Shared Read <i>Now, What’s That Sound?</i> , T250–T251 Shared Writing T252 Grammar Using <i>A</i> and <i>An</i> , T253	<b>GRADE K</b> Oral Language Look to the Sky, T188 -Category Words/Vocabulary Strategy, T189 Close Reading <i>Bringing Down the Moon</i> , T190 Word Work T192–T193 -Phonemic Awareness: Phoneme Categorization -Phonics: Review <i>v, j, qu, y, z</i> and Blend Words with <i>u</i> and <i>b, g, j, w, x</i> Shared Read “Up, Up, Up!,” T194–T195 Interactive Writing T196 Grammar Sentences, T197	<b>GRADE 1</b> Oral Language Sounds All Around, T254 Oral Vocabulary <i>distract, nervous, senses, squeaky, volume</i> , T254 Word Work T256–T259 -Phonemic Awareness: Phoneme Isolation -Structural Analysis: Inflectional Endings <i>-er, -est</i> -Vocabulary: <i>scrambled, suddenly</i> Shared Read <i>Now, What’s That Sound?</i> , T260–T261 -Genre: Realistic Fiction, T260 -Skill: Plot: Problem and Solution, T261 Interactive Writing T262 Grammar <i>Using This and That</i> , T263
		<b>OPTIONS</b>		Listening Comprehension “The Squeaky Bed,” T244–T245	Word Work T192–T193 -High-Frequency Words -Fluency: Sound-Spellings

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “A View from the Moon,” T199</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Review Short <i>u</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Fluency</b> Expression, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend with Diphthongs <i>ou, ow</i></li> <li>-Vocabulary: <i>scrambled, suddenly</i></li> <li>-Vocabulary Strategy: Suffixes</li> </ul> <p><b>Close Reading</b> <i>Whistle for Willie</i>, T269A–T269P</p> <p><b>Independent Writing</b> T270</p> <p><b>Grammar</b> Mechanics: Capitalize/Underline Book Titles, T271</p>	<p><b>Oral Language</b> T206</p> <p><b>Vocabulary Strategy</b> T207</p> <p><b>Close Reading</b> “Day and Night Sky,” T208–T209</p> <p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Phonics: Blend Words with Short <i>u</i> and Consonants</li> </ul> <p><b>Integrate Ideas</b> T216–T217</p> <p>Research and Inquiry</p> <p><b>Shared Read</b> “Up! Up! Up!,” T212–T213</p> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T272–T273</p> <ul style="list-style-type: none"> <li>-Text Feature: Directions, T273</li> <li>-Close Reading: “Shake! Strike! Strum!,” T273A–T273B</li> </ul> <p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Isolation</li> <li>-Structural Analysis: Inflectional Endings</li> </ul> <p><b>Integrate Ideas</b>, T278–T279</p> <p><b>Independent Writing</b> T276</p> <p><b>Grammar</b> Mechanics: Book Titles, T277</p>	<p><b>Word Work</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics: Read Words with Short <i>e, i, o, u</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222–T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Sentences with Prepositions, T221</p>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Diphthongs <i>ou, ow</i></li> <li>-Structural Analysis, <i>-er, -est</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> T284–T285</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T282</p> <p><b>Grammar</b> Mechanics: Capitalize/Underline Book Titles, T283</p>
OPTIONS	<p><b>Oral Language</b> Look to the Sky, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Long Vowel Express</li> </ul> <p><b>Grammar</b> Sentences, T205</p>	<p><b>Oral Language</b> Sounds All Around, T264</p> <p><b>Comprehension</b> Skill: Point of View, T265</p> <p><b>Word Work</b> T266–T269</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Inflectional Endings <i>-er, -est</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Using <i>A, An, This, and That</i>, T271</p>	<p><b>Word Work</b> T210–T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> <li>-Phonics: Long Vowel Express</li> </ul> <p><b>Grammar</b> Sentences with Prepositions, T215</p>	<p><b>Word Work</b> T274–T275</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Diphthongs <i>ou, ow</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Whistle for Willie</i>, T269A–T269B</p> <p><b>Grammar</b> Using <i>A, An, This, and That</i>, T277</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T280–T281</p> <ul style="list-style-type: none"> <li>-Fluency: Expression</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T284</li> <li>-Speaking and Listening, T285</li> </ul> <p><b>Grammar</b> Using <i>A, An, This, and That</i>, T283</p>	

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

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

		DAY 1		DAY 2		
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.3, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RL.1.2, RI.1.3 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.1, W.1.7 Grammar L.1.1i Vocabulary L.1.4c, L.1.6 Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Growing Up, T10-T11 -Oral Vocabulary, T11 <b>Word Work</b> T18-T21 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /ā/a_e -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Peter's Chair</i>, T12 <b>Shared Writing</b> T22 <b>Grammar</b> Describing Words (Adjectives), T23</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Build It!, T320-T321 <b>Oral Vocabulary</b> <i>project, structure</i>, T320 <b>Word Work</b> T324-T327 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Diphthongs <i>oi, oy</i> -High-Frequency Words: <i>above, build, fall, knew, money, toward</i> -Vocabulary: <i>balance, section</i> <b>Shared Read</b> <i>The Joy of a Ship</i>, T328-T329 <b>Shared Writing</b> T330 <b>Grammar</b> Prepositions and Prepositional Phrases, T331</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Growing Up, T24 -Category Words/Vocabulary Strategy, T25 <b>Close Reading</b> <i>Peter's Chair</i>, T26-T27 <b>Word Work</b> T28-T29 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Long <i>a</i> <b>Shared Read</b> "Jake and Dale Help!," T30-T31 <b>Interactive Writing</b> T32 <b>Grammar</b> Describing Words (Adjectives), T33</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Build It!, T332 <b>Oral Vocabulary</b> <i>marvelous, project, structure, contented, intend</i>, T332 <b>Word Work</b> T334-T337 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Final Stable Syllables -Vocabulary: <i>balance, section</i> <b>Shared Read</b> <i>The Joy of a Ship</i>, T338-T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Connections Within Text: Cause and Effect, T339 <b>Interactive Writing</b> T340 <b>Grammar</b> Prepositions and Prepositional Phrases, T341</p>	
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> "The Sheep and the Pig Who Set Up House," T322-T323</p>	<p><b>Word Work</b> T28-T29 -High-Frequency Words -Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> "The Sheep and the Pig Who Set Up House," T333 <b>Word Work</b> T334-T337 -Phonics/Spelling: Review Diphthongs <i>oi, oy</i> -High-Frequency Words</p>

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Helping Out at Home," T35</p> <p><b>Word Work</b> T36-T39</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Review/Blend Words with Long <i>a</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T40</p>	<p><b>Fluency:</b> Intonation and Phrasing, T343</p> <p><b>Word Work</b> T344-T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Phonics/Spelling: Blend with Diphthongs <i>oi, oy</i></li> <li>-Vocabulary: <i>balance, section</i></li> <li>-Vocabulary Strategy: Inflectional Endings</li> </ul> <p><b>Close Read</b> <i>Building Bridges</i>, T347A-T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Abbreviations, T349</p>	<p><b>Oral Language</b> T42</p> <p><b>Vocabulary Strategy</b> T43</p> <p><b>Close Reading</b> "The Clean Up!," T44-T45</p> <p><b>Word Work</b> T46-T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics: Blend Words with Long <i>a</i></li> </ul> <p><b>Shared Read</b> "Jake and Dale Help!," T48</p> <p><b>Integrate Ideas</b> T52-T53</p> <p><b>Independent Writing</b> T50</p>	<p><b>Extend the Concept</b> T350-T351</p> <ul style="list-style-type: none"> <li>-Oral Language: Build It!, T350</li> <li>-Text Feature: Captions, T350</li> <li>-Close Reading: "Small Joy," T351</li> </ul> <p><b>Word Work</b> T352-T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Structural Analysis: Final Stable Syllables</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T356-T357</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar</b> Prepositions and Prepositional Phrases, T355</p>	<p><b>Word Work</b> T54-T55</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics: Read Words with Long <i>a</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T58-T59</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T56</p> <p><b>Grammar</b> Describing Words (Adjectives), T57</p>	<p><b>Word Work</b> T358-T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending/Segmentation</li> <li>-Phonics/Spelling: Blend and Build Words with Diphthongs <i>oi, oy</i></li> <li>-Structural Analysis: Final Stable Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>balance, section</i></li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Text Connections, T362-T363</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Prepositions and Prepositional Phrases, T361</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Growing Up, T34</p> <p><b>Review Oral Vocabulary</b> T34</p> <p><b>Word Work</b> T36-T39</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Word Sort</li> </ul> <p><b>Grammar</b> Describing Words (Adjectives), T41</p>	<p><b>Oral Language</b> Build It!, T342</p> <p><b>Comprehension</b> Main Idea and Key Details, T343</p> <p><b>Word Work</b> T344-T347</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Final Stable Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Prepositions and Prepositional Phrases, T349</p>	<p><b>Word Work</b> T46-T47</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Describing Words (Adjectives), T51</p>	<p><b>Word Work</b> T352-T353</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Diphthongs <i>oi, oy</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>balance, section</i></li> </ul> <p><b>Close Read</b> <i>Building Bridges</i>, T347A-T347F</p> <p><b>Grammar Mechanics:</b> Abbreviations, T355</p>	<p><b>Integrate Ideas</b> T59</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b>, T358-T359</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation and Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T362</li> <li>-Speaking and Listening, T363</li> </ul> <p><b>Grammar Mechanics:</b> Abbreviations, T361</p>	

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

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

		DAY 1		DAY 2		
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RL.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RL.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.3, W.1.7 Grammar L.1.1d Vocabulary L.1.4, L.1.6, L.4.5c Foundational Skills/Word Work RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c, L.1.4b</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Good Citizens, T92-T93 -Oral Vocabulary, T93 <b>Word Work</b> T100-T103 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce /ī/i_e -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Hen Hears Gossip</i>, T94 <b>Shared Writing</b> T104 <b>Grammar</b> Describing Words (Adjectives), T105</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Taking Action, T8-T9 <b>Oral Vocabulary</b> <i>fair, conflict</i>, T8 <b>Word Work</b> T12-T15 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Identity -Phonics/Spelling: Introduce Variant Vowel /ü/ -High-Frequency Words: <i>answer, brought, busy, door, enough, eyes</i> -Vocabulary: <i>demand, emergency</i> <b>Shared Read</b> <i>Super Tools</i>, T16-T17 <b>Shared Writing</b> T18 <b>Grammar</b> Pronouns, T19</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Good Citizens, T106 -Category Words/Vocabulary Strategy, T107 <b>Close Reading</b> <i>Hen Hears Gossip</i>, T108 <b>Word Work</b> T110-T111 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Long <i>i</i> <b>Shared Read</b> “We Can Play,” T112-T113 <b>Interactive Writing</b> T114 <b>Grammar</b> Describing Words (Adjectives), T115</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Taking Action, T20 <b>Oral Vocabulary</b> <i>shift, risk, argument, fair, conflict</i>, T20 <b>Word Work</b> T22-T25 -Phonemic Awareness: Phoneme Segmentation -Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i> -Vocabulary: <i>demand, emergency</i> <b>Shared Read</b> <i>Super Tools</i>, T26-T27 -Genre: Fantasy, T26 -Skill: Theme, T27 <b>Interactive Writing</b> T28 <b>Grammar</b> Pronouns, T29</p>	
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> “The Cat’s Bell,” T10-T11</p>	<p><b>Word Work</b> T110-T111 -High-Frequency Words -Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> “The Cat’s Bell,” T21 <b>Word Work</b> T22-T25 -Phonics/Spelling: Review Variant Vowel /ü/ -High-Frequency Words</p>

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Little Red Hen,” T117</p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Review/Blend Words with Long <i>i</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T122</p>	<p><b>Fluency</b> Expression, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Identify/Generate Rhyme</li> <li>-Phonics/Spelling: Blend with Variant Vowel /ü/</li> <li>-Vocabulary: <i>demand, emergency</i></li> <li>-Vocabulary Strategy: Synonyms</li> </ul> <p><b>Close Reading</b> <i>Click, Clack, Moo: Cows That Type</i>, T35A–T35N</p> <p><b>Independent Writing</b> T36</p> <p><b>Grammar Mechanics:</b> Capitalize <i>I</i>, T37</p>	<p><b>Oral Language</b> T124</p> <p><b>Vocabulary Strategy</b> T125</p> <p><b>Close Reading</b> “Team Up to Clean Up,” T126</p> <p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics: Blend Words with Long <i>i</i> and <i>n, l, f, p</i></li> </ul> <p><b>Shared Read</b> “We Can Play,” T130–T131</p> <p><b>Integrate Ideas</b> T134–T135</p> <p><b>Independent Writing</b> T132</p>	<p><b>Extend the Concept</b> T38–T39</p> <ul style="list-style-type: none"> <li>-Text Feature: Captions, T38</li> <li>-Close Reading: “March On!,” T39A–T39B</li> </ul> <p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Syllable Deletion</li> <li>-Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i></li> </ul> <p><b>Integrate Ideas</b> T44–T45</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T42</p> <p><b>Grammar Mechanics:</b> Capitalize <i>I</i>, T43</p>	<p><b>Word Work</b> T136–T137</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics: Read Words with Long <i>i</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T140–T141</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T138</p> <p><b>Grammar</b> Describing Words (Adjectives), T139</p>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Variant Vowel /ü/</li> <li>-Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> T50–T51</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T48</p> <p><b>Grammar</b> Pronouns, T49</p>
OPTIONS	<p><b>Oral Language</b> Good Citizens, T116</p> <p><b>Review Oral Vocabulary</b></p> <p><b>Word Work</b> T118–T121</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Word Sort</li> </ul> <p><b>Grammar</b> Describing Words (Adjectives), T123</p>	<p><b>Oral Language</b> Taking Action, T30</p> <p><b>Comprehension</b> Point of View, T31</p> <p><b>Word Work</b> T32–T35</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Suffixes <i>-ful</i>, and <i>-less</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T37</p>	<p><b>Word Work</b> T128–T129</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Describing Words (Adjectives), T133</p>	<p><b>Word Work</b> T40–T41</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics/Spelling: Build Words with Variant Vowel /ü/</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Click, Clack, Moo: Cows That Type</i>, T35A–T35N</p> <p><b>Grammar</b> Pronouns, T43</p>	<p><b>Integrate Ideas</b> T141</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T46–T47</p> <ul style="list-style-type: none"> <li>-Fluency: Expression</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T50</li> <li>-Speaking and Listening, T51</li> </ul> <p><b>Grammar Mechanics:</b> Capitalize <i>I</i>, T49</p>	

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

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

		DAY 1		DAY 2	
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p>Comprehension RI.K.3 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Grammar L.K.1f Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p>Comprehension RI.2.6, RI.1.2 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.2, W.1.7 Grammar L.1.1d Vocabulary L.1.4, L.1.6, L.4.5c Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Our Natural Resources, T174-T175 -Oral Vocabulary, T175 <b>Word Work</b> T182-T185 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Identity -Phonics: Introduce <i>_o, o_e,</i> (long o) -Handwriting -High-Frequency Words <b>Close Reading</b> <i>Bread Comes to Life</i>, T176 <b>Shared Writing</b> T186 <b>Grammar</b> Describing Words (Adjectives), T187</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> My Team, T86-T87 <b>Oral Vocabulary</b> <i>inspire, respect</i>, T86 <b>Word Work</b> T90-T93 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Variant Vowel /ô/ -High-Frequency Words: <i>brother, father, friend, love, mother, picture</i> -Vocabulary: <i>accept, often</i> <b>Shared Read</b> <i>All Kinds of Helpers</i>, T94-T95 <b>Shared Writing</b> T96 <b>Grammar</b> Possessive Pronouns, T97</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Our Natural Resources, T188 -Category Words/Vocabulary Strategy, T189 <b>Close Reading</b> <i>Bread Comes to Life</i>, T190-T191 <b>Word Work</b> T192-T193 -Phonemic Awareness: Phoneme Blending -Phonics: Review/Blend Words with Long <i>o</i> <b>Shared Read</b> "Look! A Home!," T194-T195 <b>Interactive Writing</b> T196 <b>Grammar</b> Describing Words (Adjectives), T197</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> My Team, T98 <b>Oral Vocabulary</b> <i>decision, distance, inspire, respect, swiftly</i>, T98 <b>Word Work</b> T100-T103 -Phonemic Awareness: Phoneme Reversal -Structural Analysis: Vowel Team Syllables -Vocabulary: <i>accept, often</i> <b>Shared Read</b> <i>All Kinds of Helpers</i>, T104-T105 -Genre: Informational Text/ Nonfiction, T104 -Skill: Author's Purpose, T105 <b>Interactive Writing</b> T106 <b>Grammar</b> Possessive Pronouns, T107</p>
		<p><b>OPTIONS</b></p>	<p>Listening Comprehension "Anansi's Sons," T88-T89</p>	<p>Word Work T192-T193 -High-Frequency Words -Fluency: Sound-Spellings</p>	<p>Listening Comprehension "Anansi's Sons," T99 <b>Word Work</b> T100-T103 -Phonics/Spelling: Review Variant Vowel /ô/ -High-Frequency Words</p>

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Spider Woman Teaches the Navajo," T199</p> <p><b>Word Work</b> T200-T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Review/Blend Words with Long <i>o</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T204</p>	<p><b>Fluency</b> Intonation, T109</p> <p><b>Word Work</b> T110-T113</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics/Spelling: Blend Words with Variant Vowel /ô/</li> <li>-Vocabulary: <i>accept, often</i></li> <li>-Vocabulary Strategy: Antonyms</li> </ul> <p><b>Close Reading Meet Rosina</b>, T113A-T113L</p> <p><b>Independent Writing</b> T114</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T115</p>	<p><b>Oral Language</b> T206</p> <p><b>Vocabulary Strategy</b> T207</p> <p><b>Close Reading</b> "Nature Artists," T208-T209</p> <p><b>Word Work</b> T210-T211</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with Long <i>o</i></li> </ul> <p><b>Shared Read</b> "Look! A Home!," T212-T213</p> <p><b>Integrate Ideas</b> T216-T217</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T214</p>	<p><b>Extend the Concept</b> T116-T117</p> <ul style="list-style-type: none"> <li>-Literary Element: Sensory Words, T116</li> <li>-Close Reading: "Abuelita's Lap," T117</li> </ul> <p><b>Word Work</b> T118-T119</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Vowel Team Syllables</li> </ul> <p><b>Integrate Ideas</b> T122-T123</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T120</p> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T121</p>	<p><b>Word Work</b> T218-T219</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with Long <i>o</i> and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T222-T223</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T220</p> <p><b>Grammar</b> Describing Words (Adjectives), T221</p>	<p><b>Word Work</b> T124-T125</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Variant Vowel /ô/</li> <li>-Structural Analysis: Vowel Team Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>accept, often</i></li> </ul> <p><b>Integrate Ideas</b> T128-T129</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T126</p> <p><b>Grammar</b> Possessive Pronouns, T127</p>
OPTIONS	<p><b>Oral Language</b> Our Natural Resources, T198</p> <p><b>Review Oral Vocabulary</b> T198</p> <p><b>Word Work</b> T200-T203</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Describing Words (Adjectives), T205</p>	<p><b>Oral Language</b> My Team, T108</p> <p><b>Comprehension</b> Connections Within Text: Problem and Solution, T109</p> <p><b>Word Work</b> T110-T113</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Vowel Team Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Possessive Pronouns, T115</p>	<p><b>Word Work</b> T210-T211</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Describing Words (Adjectives), T215</p>	<p><b>Word Work</b> T118-T119</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Word Sort with /ô/</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>accept, often</i></li> </ul> <p><b>Close Reading Meet Rosina</b>, T113A-T113L</p> <p><b>Grammar</b> Possessive Pronouns, T121</p>	<p><b>Integrate Ideas</b> T223</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T124-T125</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T128</li> <li>-Speaking and Listening, T129</li> </ul> <p><b>Grammar</b> Mechanics: Capitalize Days, Months, Holidays, T127</p>	

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



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

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

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> “The Elves and the Shoemakers,” T37</p> <p><b>Word Work</b> T38–T41</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with /ū/u_e and Consonants</li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T42</p>	<p><b>Fluency</b> Intonation, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics/Spelling: Blend Words with Silent Letters <i>wr, kn, gn</i></li> <li>-Vocabulary: <i>country, gathers</i></li> <li>-Vocabulary Strategy: Similes</li> </ul> <p><b>Close Reading</b> <i>Rain School</i>, T191A–T191R</p> <p><b>Independent Writing</b> T192</p> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T193</p>	<p><b>Oral Language</b> T44</p> <p><b>Vocabulary Strategy</b> T45</p> <p><b>Close Reading</b> “The Variety Show,” T46–T47</p> <p><b>Word Work</b> T48–T49</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with /ū/u_e and Consonants</li> </ul> <p><b>Shared Read</b> “A Good Time for Luke!,” T50–T51</p> <p><b>Integrate Ideas</b> T54–T55</p> <p><b>Independent Writing</b> T52</p>	<p><b>Extend the Concept</b> T194–T195</p> <ul style="list-style-type: none"> <li>-Text Feature: Headings</li> <li>-Close Reading: “Rainy Weather,” T195A–T195B</li> </ul> <p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Categorization</li> <li>-Structural Analysis: Compound Words</li> </ul> <p><b>Integrate Ideas</b> T200–T201</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T198</p> <p><b>Grammar Special</b> Pronouns, T199</p>	<p><b>Word Work</b> T56–T57</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with Long <i>a, i, o, u</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T60–T61</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T58</p> <p><b>Grammar</b> Pronouns, T59</p>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Segmentation/ Substitution</li> <li>-Phonics/Spelling: Blend and Build Words with Silent Letters <i>wr, kn, gn</i></li> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Integrate Ideas</b> T206–T207</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T204</p> <p><b>Grammar</b> Special Pronouns, T205</p>
OPTIONS	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
	<p><b>Oral Language</b> Problem Solvers, T36</p> <p><b>Review Oral Vocabulary</b> T36</p> <p><b>Word Work</b> T38–T41</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Word Sort</li> </ul> <p><b>Grammar</b> Pronouns, T43</p>	<p><b>Oral Language</b> Weather Together, T186</p> <p><b>Comprehension</b> Theme, T187</p> <p><b>Word Work</b> T188–T191</p> <ul style="list-style-type: none"> <li>-Structural Analysis: Compound Words</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar Special</b> Pronouns, T193</p>	<p><b>Word Work</b> T48–T49</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T53</p>	<p><b>Word Work</b> T196–T197</p> <ul style="list-style-type: none"> <li>-Fluency: Sound Spellings</li> <li>-Phonics/Spelling: Build Words with Silent Letters <i>wr, kn, gn</i></li> <li>-High-Frequency Words</li> <li>-Vocabulary</li> </ul> <p><b>Close Reading</b> <i>Rain School</i>, T191A–T191R</p> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T199</p>	<p><b>Integrate Ideas</b> T61</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T202–T203</p> <ul style="list-style-type: none"> <li>-Fluency: Intonation</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T206</li> <li>-Speaking and Listening, T207</li> </ul> <p><b>Grammar Mechanics:</b> Commas in Dates and Letters, T205</p>	

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

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

		DAY 1		DAY 2		
<p><b>CALIFORNIA STANDARDS</b></p> <p><b>GRADE K</b></p> <p><b>Comprehension</b> RL.K.1, RL.K.7</p> <p><b>Listening/Speaking</b> SL.K.1a, SL.K.6</p> <p><b>Writing</b> W.K.2, W.K.7</p> <p><b>Vocabulary</b> L.K.6</p> <p><b>Foundational Skills/Word Work</b> RF.K.3b, RF.K.3c, RF.K.4</p> <p><b>GRADE 1</b></p> <p><b>Comprehension</b> RL.1.2</p> <p><b>Listening/Speaking</b> SL.1.1c, SL.1.2, SL.1.3</p> <p><b>Writing</b> W.1.3, W.1.7</p> <p><b>Grammar</b> L.1.1</p> <p><b>Vocabulary</b> L.1.4, L.1.6, L.2.4d</p> <p><b>Foundational Skills/Word Work</b> RF.1.3, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c</p>	<p><b>CORE</b></p>	<p><b>GRADE K</b></p> <p><b>Build Background</b> Sort It Out, T94-T95</p> <p>-Oral Vocabulary, T95</p> <p><b>Word Work</b> T102-T105</p> <p>-Fluency: Sound-Spellings</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics: Introduce /ē/e, ee, e_e</p> <p>-Handwriting</p> <p>-High-Frequency Words</p> <p><b>Close Reading</b> <i>All Kinds of Families!</i>, T96</p> <p><b>Shared Writing</b> T106</p> <p><b>Grammar</b> Pronouns, T107</p>	<p><b>GRADE 1</b></p> <p><b>Build Background</b> Sharing Traditions, T242-T243</p> <p><b>Oral Vocabulary</b> <i>tradition, effort</i>, T242</p> <p><b>Word Work</b> T246-T249</p> <p>-Fluency: Sound Spellings</p> <p>-Phonological Awareness: Syllable Addition</p> <p>-Phonics/Spelling: Introduce Three-Letter Blends</p> <p>-High-Frequency Words: <i>before, front, heard, push, tomorrow, your</i></p> <p>-Vocabulary: <i>difficult, nobody</i></p> <p><b>Shared Read</b> <i>A Spring Birthday</i>, T250-T251</p> <p><b>Shared Writing</b> T252</p> <p><b>Grammar</b> <i>I and Me</i>, T253</p>	<p><b>GRADE K</b></p> <p><b>Oral Language</b> Sort It Out, T108</p> <p>-Category Words/Vocabulary Strategy, T109</p> <p><b>Close Reading</b> <i>All Kinds of Families!</i>, T110</p> <p><b>Word Work</b> T112-T113</p> <p>-Phonemic Awareness: Phoneme Blending</p> <p>-Phonics: Review /ē/e, ee, e_e</p> <p><b>Shared Read</b> "We Come on Time!," T114-T115</p> <p><b>Interactive Writing</b> T116</p> <p><b>Grammar</b> Pronouns, T117</p>	<p><b>GRADE 1</b></p> <p><b>Oral Language</b> Sharing Tradition, T254</p> <p><b>Oral Vocabulary</b> <i>ancient, movement, effort, tradition, drama</i>, T254</p> <p><b>Word Work</b> T256-T259</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p>-Vocabulary: <i>difficult, nobody</i></p> <p><b>Shared Read</b> <i>A Spring Birthday</i>, T260-T261</p> <p>-Genre: Realistic Fiction, T260</p> <p>-Skill: Theme, T261</p> <p><b>Interactive Writing</b> T262</p> <p><b>Grammar</b> <i>I and Me</i>, T263</p>	
		<p><b>OPTIONS</b></p>		<p><b>Listening Comprehension</b> "Let's Dancel," T244-T245</p>	<p><b>Word Work</b> T112-T113</p> <p>-High-Frequency Words</p> <p>-Fluency: Sound-Spellings</p>	<p><b>Listening Comprehension</b> "Let's Dancel," T255</p> <p><b>Word Work</b> T256-T259</p> <p>-Phonics/Spelling: Review Three-Letter Blends</p> <p>-High-Frequency Words</p>

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

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

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

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

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

		DAY 1		DAY 2	
<b>CALIFORNIA STANDARDS</b> <b>GRADE K</b> Comprehension RI.K.2 Listening/Speaking SL.K.1a, SL.K.6 Writing W.K.2, W.K.7 Vocabulary L.K.6 Foundational Skills/Word Work RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4 <b>GRADE 1</b> Comprehension RI.1.2, RI.2.6 Listening/Speaking SL.1.1c, SL.1.2, SL.1.3 Writing W.1.1, W.1.7 Grammar L.1.1 Vocabulary L.1.4, L.1.6, L.4.5a Foundational Skills/Word Work RF.1.3, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, RF.1.4c	<b>CORE</b>	<b>GRADE K</b> Build Background Protect Our Earth, T176–177 -Oral Vocabulary, T177 Word Work T184–T187 -Fluency: Sound-Spellings -Phonemic Awareness: Phoneme Segmentation -Phonics: Review Long <i>a, i, o</i> -Handwriting -High-Frequency Words Close Reading <i>Panda Kindergarten</i> , T178 Shared Writing T188 Grammar Pronouns, T189	<b>GRADE 1</b> Build Background Celebrate America!, T320–T321 Oral Vocabulary <i>pride, display</i> , T320 Word Work T324–T327 -Fluency: Sound Spellings -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Introduce / <i>âr/ air, are, ear</i> -High-Frequency Words: <i>favorite, few, gone, surprise, wonder, young</i> -Vocabulary: <i>nation, unite</i> Shared Read <i>Share the Harvest and Give Thanks</i> , T328–T329 Shared Writing T330 Grammar Adverbs That Tell How, T331	<b>GRADE K</b> Oral Language Protect Our Earth, T190 -Category Words/Vocabulary Strategy, T191 Close Reading <i>Panda Kindergarten</i> , T192 Word Work T194–T195 -Phonemic Awareness: Phoneme Segmentation -Phonics: Review/Blend Words with Long <i>u</i> and Long <i>e</i> Shared Read “Who Can Help?,” T196–T197 Interactive Writing T198 Grammar Pronouns, T199	<b>GRADE 1</b> Oral Language Celebrate America!, T332 Oral Vocabulary <i>design, purpose, pride, display, represent</i> , T332 Word Work T334–T337 -Phonemic Awareness: Phoneme Blending -Structural Analysis: <i>r</i> -Controlled Vowel Syllables -Vocabulary: <i>nation, unite</i> Shared Read <i>Share the Harvest and Give Thanks</i> , T338–T339 -Genre: Informational Text/Nonfiction, T338 -Skill: Author’s Purpose, T339 Interactive Writing T340 Grammar Adverbs That Tell How, T341
		<b>OPTIONS</b>		Listening Comprehension “Celebrate the Flag,” T322–T323	Word Work T194–T195 -High-Frequency Words -Fluency: Sound-Spellings

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE K	GRADE 1	GRADE K	GRADE 1	GRADE K	GRADE 1	
		<p><b>Listening Comprehension</b> "Protect the Environment," T201</p> <p><b>Word Work</b> T202–T205</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Blending</li> <li>-Phonics: Blend Words with Long <i>a, e, i, o, u</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Independent Writing</b> T206</p>	<p><b>Fluency</b> Phrasing, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Deletion</li> <li>-Phonics/Spelling: Blend with /<i>âr/air, are, ear</i></li> <li>-Vocabulary Strategy: Metaphors</li> <li>-Vocabulary: <i>nation, unite</i></li> </ul> <p><b>Close Reading</b> <i>Happy Birthday, U.S.A.!</i>, T347A–T347F</p> <p><b>Independent Writing</b> T348</p> <p><b>Grammar Mechanics:</b> Abbreviations, T349</p>	<p><b>Oral Language</b> T208</p> <p><b>Vocabulary Strategy</b> T209</p> <p><b>Close Reading</b> "Save Big Blue!," T210–T211</p> <p><b>Word Work</b> T212–T213</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Blend Words with Long <i>a, e, i, o, u</i></li> <li>-Shared Read "Who Can Help?," T214–T215</li> </ul> <p><b>Integrate Ideas</b> T218–T219</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T216</p>	<p><b>Extend the Concept</b> T350–T351</p> <ul style="list-style-type: none"> <li>-Text Feature: Map, T350</li> <li>-Close Reading: "A Young Nation Grows," T351</li> </ul> <p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Phoneme Addition</li> <li>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</li> </ul> <p><b>Integrate Ideas</b> T356–T357</p> <ul style="list-style-type: none"> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T354</p> <p><b>Grammar Mechanics:</b> Abbreviations, T355</p>	<p><b>Word Work</b> T220–T221</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonemic Awareness: Phoneme Substitution</li> <li>-Phonics: Read Words with Long <i>a, e, i, o, u</i></li> <li>-High-Frequency Words</li> </ul> <p><b>Integrate Ideas</b> T224–T225</p> <ul style="list-style-type: none"> <li>-Text Connections</li> <li>-Research and Inquiry</li> </ul> <p><b>Independent Writing</b> T222</p> <p><b>Grammar</b> Pronouns, T223</p>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Phonemic Awareness: Syllable Deletion/Addition</li> <li>-Phonics/Spelling: Blend and Build Words with /<i>âr/air, are, ear</i></li> <li>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>nation, unite</i></li> </ul> <p><b>Integrate Ideas</b> T362–T363</p> <ul style="list-style-type: none"> <li>-Text Connections</li> </ul> <p><b>Independent Writing</b> T360</p> <p><b>Grammar</b> Adverbs That Tell How, T361</p>
OPTIONS	<p><b>Oral Language</b> Protect Our Earth, T200</p> <p><b>Review Oral Vocabulary</b> T200</p> <p><b>Word Work</b> T202–T205</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics: Picture Sort</li> </ul> <p><b>Grammar</b> Pronouns, T207</p>	<p><b>Oral Language</b> Celebrate America!, T342</p> <p><b>Comprehension</b> Connections Within Text: Cause and Effect, T343</p> <p><b>Word Work</b> T344–T347</p> <ul style="list-style-type: none"> <li>-Structural Analysis: <i>r</i>-Controlled Vowel Syllables</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Adverbs That Tell How, T349</p>	<p><b>Word Work</b> T212–T213</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-High-Frequency Words</li> </ul> <p><b>Grammar</b> Pronouns, T217</p>	<p><b>Word Work</b> T352–T353</p> <ul style="list-style-type: none"> <li>-Fluency: Sound-Spellings</li> <li>-Phonics/Spelling: Phoneme Addition</li> <li>-High-Frequency Words</li> <li>-Vocabulary: <i>nation, unite</i></li> </ul> <p><b>Close Reading</b> <i>Happy Birthday, U.S.A.!</i>, T347A–T347F</p> <p><b>Grammar</b> Adverbs That Tell How, T355</p>	<p><b>Integrate Ideas</b> T225</p> <ul style="list-style-type: none"> <li>-Speaking and Listening</li> </ul>	<p><b>Word Work</b> T358–T359</p> <ul style="list-style-type: none"> <li>-Fluency: Phrasing</li> </ul> <p><b>Integrate Ideas</b></p> <ul style="list-style-type: none"> <li>-Research and Inquiry, T362</li> <li>-Speaking and Listening, T363</li> </ul> <p><b>Grammar Mechanics:</b> Abbreviations, T361</p>	

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

## Across-Grade Alignment

Reading Standards for Literature	Kindergarten	Grade 1	Grade 2
<b>Key Ideas and Details</b>	<b>1</b> • With prompting and support, ask and answer questions about key details in a text.	<b>1</b> • Ask and answer questions about key details in a text.	<b>1</b> • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	<b>2</b> • With prompting and support, retell familiar stories, including key details.	<b>2</b> • Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>2</b> • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	<b>3</b> • With prompting and support, identify characters, settings, and major events in a story.	<b>3</b> • Describe characters, settings, and major events in a story, using key details.	<b>3</b> • Describe how characters in a story respond to major events and challenges.
<b>Craft and Structure</b>	<b>4</b> • Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.) CA	<b>4</b> • 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	<b>4</b> • 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
	<b>5</b> • Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA	<b>5</b> • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>5</b> • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	<b>6</b> • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>6</b> • Identify who is telling the story at various points in a text.	<b>6</b> • 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**

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



Reading Standards for Informational Text	Kindergarten	Grade 1	Grade 2
<b>Key Ideas and Details</b>	<b>1</b> • With prompting and support, ask and answer questions about key details in a text.	<b>1</b> • Ask and answer questions about key details in a text.	<b>1</b> • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	<b>2</b> • With prompting and support, identify the main topic and retell key details of a text.	<b>2</b> • Identify the main topic and retell key details of a text.	<b>2</b> • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	<b>3</b> • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>3</b> • Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>3</b> • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>	<b>4</b> • With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.) CA	<b>4</b> • 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	<b>4</b> • 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
	<b>5</b> • Identify the front cover, back cover, and title page of a book.	<b>5</b> • 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	<b>5</b> • 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.
	<b>6</b> • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>6</b> • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	<b>6</b> • Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	<b>7</b> • 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).	<b>7</b> • Use the illustrations and details in a text to describe its key ideas.	<b>7</b> • Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

	Kindergarten	Grade 1	Grade 2
Integration of Knowledge and Ideas	<p><b>8</b> • With prompting and support, identify the reasons an author gives to support points in a text</p>	<p><b>8</b> • Identify the reasons an author gives to support points in a text.</p>	<p><b>8</b> • Describe how reasons support specific points the author makes in a text.</p>
	<p><b>9</b> • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>9</b> • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>9</b> • Compare and contrast the most important points presented by two texts on the same topic.</p>
Range of Reading and Level of Text Complexity	<p><b>10</b> • Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA</p>	<p><b>10</b> • With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. CA b. Confirm predictions about what will happen next in a text. CA</p>	<p><b>10</b> • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

Reading Standards for Foundational Skills	Kindergarten	Grade 1	Grade 2
Print Concepts	<p><b>1</b> • Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><b>1</b> • Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
Phonological Awareness	<p><b>2</b> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>f. Blend two to three phonemes into recognizable words. CA</p>	<p><b>2</b> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
	<p><b>3</b> • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>	<p><b>3</b> • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p><b>3</b> • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>

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<p>Phonics and Word Recognition</p>	<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words</p>
<p>Fluency</p>	<p>4 • Read emergent-reader texts with purpose and understanding.</p>	<p>4 • Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4 • Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Writing Standards	Kindergarten	Grade 1	Grade 2
Text Types and Purposes	<p><b>1</b> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	<p><b>1</b> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>1</b> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	<p><b>2</b> • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>2</b> • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>2</b> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	<p><b>3</b> • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>3</b> • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>3</b> • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

	Kindergarten	Grade 1	Grade 2
Production and Distribution of Writing	4 • (Begins in grade 2) CA	4 • (Begins in grade 2) CA	4 • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CA
	5 • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5 • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5 • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	6 • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6 • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6 • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	7 • Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7 • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	7 • Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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	<p><b>8</b> • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>8</b> • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>8</b> • Recall information from experiences or gather information from provided sources to answer a question.</p>
	<p><b>9</b> • (Begins in grade 4)</p>	<p><b>9</b> • (Begins in grade 4)</p>	<p><b>9</b> • (Begins in grade 4)</p>
<p><b>Range of Writing</b></p>	<p><b>10</b> • (Begins in grade 2) CA</p>	<p><b>10</b> • (Begins in grade 2) CA</p>	<p><b>10</b> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA</p>

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



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

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

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	<p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage ► badge; boy ► boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>Knowledge of Language</b>	<p><b>3</b> • (Begins in grade 2)</p>	<p><b>3</b> • (Begins in grade 2)</p>	<p><b>3</b> • Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
<b>Vocabulary Acquisition and Use</b>	<p><b>4</b> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p><b>4</b> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p><b>4</b> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA</p>

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<b>Vocabulary Acquisition and Use</b>	<p><b>5</b> • With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p><b>5</b> • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p>	<p><b>5</b> • Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
	<p><b>6</b> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>6</b> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p><b>6</b> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>