

SUGGESTED DAILY SCHEDULE FOR 2-3

Effectively Managing Classroom Time

Whole Group

Time: 15-20 Minutes

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

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

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

Grade 2 Reading Group (with the Teacher)

Time: 30 Minutes

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

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

- Word Work
- Reading/Writing Workshop
- Literature Anthology

Grade 3 Reading Group

Time: 30 Minutes

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

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

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

Grade 3 Reading Group (with the Teacher)

Time: 30 Minutes

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

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

- Reading/Writing Workshop
- Literature Anthology

Grade 2 Reading Group

Time: 30 Minutes

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

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

Whole Group Writing

Time: 20 Minutes

Materials: Teacher's Edition

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



Differentiated Small Groups

Time: 45 Minutes

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Friends Help Friends, T8–T9 Oral Vocabulary T10 Word Work/Vocabulary T12–T17 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Short <i>a, i</i> -High-Frequency Words/Words in Context Close Reading “Little Flap Learns to Fly,” T18–T21 Grammar Sentences, T23	Introduce the Concept T10–T11 Vocabulary T14–T15 Close Reading “Bruno’s New Home,” T16–T19 Grammar Sentences and Fragments, T34 Spelling Short Vowels <i>a, i</i> , T36 Build Vocabulary T38	Oral Language Friends Help Friends, T24 Word Work T27 -Structural Analysis: Plural Nouns Close Reading “Little Flap Learns to Fly,” T30–T37 -Genre: Fantasy -Skill: Key Details -Strategy: Visualize -Vocabulary Strategy: Inflectional Endings Write About the Text T38–T39 Grammar Questions, T40–T41	Close Reading “Bruno’s New Home,” T16–T19 Strategy Visualize, T20–T21 Skill Character, T22–T23 Vocabulary Strategy Synonyms, T26–T27 Write About the Text Model Note-Taking and Write to a Prompt, T30–T31 Grammar Sentences and Fragments, T34 Build Vocabulary T38
	GRADE 3	Listening Comprehension Strategy: Visualize, T11 -Interactive Read-Aloud: “The New Kid” Write About the Text Writing Fluency, T22	Listening Comprehension T12–T13 Write About the Text Writing Fluency, T30 Genre Writing Friendly Letter: Read Like a Writer, T352	Listening Comprehension T25 -Interactive Read-Aloud Word Work/Vocabulary T26–T29 -Phonemic Awareness -Phonics/Spelling: Short <i>a, i</i> -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T24	Genre Fantasy, T24–T25 Genre Writing Friendly Letter: Discuss the Expert Model, T352 Spelling Short Vowels <i>a, i</i> , T36
OPTIONS					

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

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

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

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

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

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

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

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

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Pets Are Our Friends, T192–T193 Oral Vocabulary T194 Word Work/Vocabulary T196–T201 -Phonemic Awareness: Phoneme Categorization -Phonics/Spelling: Introduce Two-Letter Blends -High-Frequency Words/Words in Context Close Reading <i>Finding Cal</i> , T202–T205 Grammar Subjects, T207	Introduce the Concept T142–T143 Vocabulary T146–T147 Close Reading “Room to Grow,” T148–T151 Grammar Subjects, T166 Spelling Final e, T168 Build Vocabulary T170	Oral Language Pets Are Our Friends, T208 Word Work T211 -Structural Analysis Close Reading <i>Finding Cal</i> , T214–T221 -Genre: Fiction -Skill: Character, Setting, Events -Strategy: Ask and Answer Questions -Vocabulary Strategy: Context Clues Write About the Text T222–T223 Grammar Subjects, T224–T225	Close Reading “Room to Grow,” T148–T151 Strategy Ask and Answer Questions, T152–T153 Skill Sequence, T154–T155 Vocabulary Strategy Compound Words, T158–T159 Write About the Text Model Note-Taking and Write to a Prompt, T162–T163 Grammar Subjects, T166 Build Vocabulary T170
	GRADE 3	Comprehension RI.3.1, RI.3.8 Listening/Speaking SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.2a, W.3.8, W.3.10, W.4.9b Grammar L.3.1i Vocabulary RI.3.4, L.3.6 Foundational Skills/Word Work RF.1.3c, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension Strategy: Ask and Answer Questions, T195 -Interactive Read-Aloud: “My Partner and Friend” Write About the Text Writing Fluency, T206	Listening Comprehension T209 -Interactive Read-Aloud Word Work T210–T212 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T208	Genre Narrative Nonfiction, T156–T157 Genre Writing Friendly Letter: Proofread/Edit, T356 Spelling Final e, T168
OPTIONS					

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

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Animals Need Our Care, T284–T285 Oral Vocabulary T286 Word Work/Vocabulary T288–T293 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce Short <i>a</i> ; Long <i>a</i> : <i>a_e</i> -High-Frequency Words/Words in Context Close Reading “Taking Care of Pepper,” T294–T297 Grammar Predicates, T299	Introduce the Concept T208–T209 Vocabulary T212–T213 Close Reading “Mary Anderson’s Great Invention,” T214–T217 Grammar Predicates, T232 Spelling Long <i>a</i> , T234 Build Vocabulary T236	Oral Language Animals Need Our Care, T300 Word Work T303 -Structural Analysis: Inflectional Endings <i>-ed</i> , <i>-ing</i> Close Reading “Taking Care of Pepper,” T306–T313 -Genre: Narrative Nonfiction -Skill: Key Details: Use Photos -Strategy: Ask and Answer Questions -Vocabulary Strategy: Root Words Write About the Text T314–T315 Grammar Predicates, T316–T317	Close Reading “Mary Anderson’s Great Invention,” T214–T217 Strategy Ask and Answer Questions, T218–T219 Skill Cause and Effect, T220–T221 Vocabulary Strategy Metaphors T224–T225 Write About the Text Model Note-Taking and Write to a Prompt, T228–T229 Grammar Predicates, T232 Build Vocabulary T236
	GRADE 3	Comprehension RI.3.1, RI.3.8, L.3.5a Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.2a, W.3.8, W.3.10, W.4.9b Grammar L.3.1i Vocabulary L.3.5a, L.3.6, RI.3.4, RL.3.4 Foundational Skills/Word Work RF.2.3b, RF.3.3d, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension Strategy: Ask and Answer, T287 -Interactive Read-Aloud: “All Kinds of Vets” Write About the Text Writing Fluency, T298	Listening Comprehension T210–T211 Write About the Text Writing Fluency, T228 Genre Writing Personal Narrative: Read Like a Writer, T358	Listening Comprehension Strategy: Ask and Answer, T301 -Interactive Read-Aloud Word Work/Vocabulary T302–T305 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T300
OPTIONS					

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T320–T321</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>a</i>; Long <i>a</i>: <i>a_e</i> <p>Fluency T322</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>Lola and Tiva: An Unlikely Friendship</i>, T323A–T323K</p> <p>Grammar Mechanics: Commas, T325</p>	<p>Close Reading <i>All Aboard! Elijah McCoy’s Steam Engine</i>, T225A–T225R</p> <p>Grammar Predicates, T233</p>	<p>Word Work T327–T329</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy Review: Context Clues: Sentence Clues, T329</p> <p>Close Reading “Animal Needs,” T329A–T329B</p> <p>Write About Two Texts T330</p> <p>Grammar Mechanics: Commas, T331</p>	<p>Fluency T227</p> <p>Close Reading “Lighting the World,” T225S–T225T</p> <p>Integrate Ideas Research and Inquiry, T238–T239</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T230</p>	<p>Word Work T334–T335</p> <ul style="list-style-type: none"> -Phonemic Awareness: Blending -Phonics/Spelling -Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T338–T339</p> <p>Write About Two Texts T336</p> <p>Write to a Prompt T336</p> <p>Grammar Predicates, T337</p>	<p>Integrate Ideas T238–T239</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T231</p> <p>Spelling Long <i>a</i>, T235</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “All Kinds of Vets,” T318</p> <p>Comprehension Maintain Skill: Key Details, T319</p> <p>Vocabulary Reinforce Vocabulary, T323</p> <p>Word Work T321</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Predicates, T325</p> <p>Write About the Text T324</p>	<p>Phonics/Decoding T226–T227</p> <ul style="list-style-type: none"> -Long <i>a</i> Spellings, T226 -Plurals <i>-s</i> and <i>-es</i>, T227 <p>Write About the Text T230</p> <p>Genre Writing Personal Narrative: Prewrite, T359</p> <p>Spelling Long <i>a</i>, T235</p> <p>Build Vocabulary T237</p>	<p>Oral Language T326</p> <p>Word Work T327–T328</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Short <i>a</i>; Long <i>a</i>: <i>a_e</i> -High-Frequency Words -Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i> <p>Fluency Intonation, T329</p> <p>Integrate Ideas Research and Inquiry, T332–T333</p> <p>Grammar Predicates, T331</p>	<p>Close Reading <i>All Aboard! Elijah McCoy’s Steam Engine</i>, T225A–T225R</p> <p>Genre Writing Personal Narrative: Teach the Prewrite Minilesson, T359</p> <p>Grammar Predicates, T233</p> <p>Spelling Long <i>a</i>, T235</p> <p>Build Vocabulary T237</p>	<p>Integrate Ideas T338–T339</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Commas, T337</p>	<p>Genre Writing Personal Narrative: Choose Your Topic and Plan, T359</p> <p>Grammar Predicates, T233</p> <p>Build Vocabulary T237</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
GRADE 2					
CORE	Comprehension RI.2.1, RI.2.2, RI.2.6	Build Background Families Working Together, T376–T377	Introduce the Concept T274–T275	Oral Language Families Working Together, T390	Close Reading “A Natural Beauty,” T280–T281
	Listening/Speaking SL.2.1c, SL.2.2, SL.2.3	Oral Vocabulary T378	Vocabulary T278–T279	Word Work T393	Strategy Ask and Answer Questions, T282–T283
OPTIONS	Writing W.2.2, W.2.4, W.2.8, W.2.10	Word Work/Vocabulary T380–T385	Close Reading “A Natural Beauty,” T280–T281	Close Reading <i>Families Work!</i> , T396–T403	Skill Main Idea and Key Details, T284–T285
	Grammar L.2.2	-Phonemic Awareness: Phoneme Isolation	Grammar Simple and Compound Sentences, T296	-Structural Analysis: Possessives	Vocabulary Strategy Multiple-Meaning Words, T288–T289
CORE	Vocabulary L.1.4c, L.2.4c, L.2.5a	-Phonics/Spelling: Introduce Short <i>i</i> ; Long <i>i</i> ; <i>i_e</i>	Spelling Long <i>o</i> , T298	-Genre: Expository Text	Write About the Text Model Note-Taking and Write to a Prompt, T292–T293
	Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	-High-Frequency Words/Words in Context	Build Vocabulary T300	-Skill: Key Details	Grammar Simple and Compound Sentences, T296
CORE	GRADE 3	Close Reading <i>Families Work!</i> , T386–T387		-Strategy: Ask and Answer Questions	Build Vocabulary T300
	Comprehension RI.3.1, RI.3.2, RI.3.10	Grammar Expanding and Combining Sentences, T389		-Vocabulary Strategy	
OPTIONS	Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3		Listening Comprehension T276–T277	Write About the Text Ask and Answer Questions, T391	Genre Expository Text, T286–T287
	Writing W.3.1a, W.3.8, W.3.10, W.4.9b	Listening Comprehension Strategy: Ask and Answer Questions, T379	Write About the Text Writing Fluency, T292	-Interactive Read-Aloud	Genre Writing Personal Narrative: Teach the Draft Minilessson, T360
CORE	Grammar L.3.1h, L.3.1i	-Interactive Read-Aloud: “Families Today”	Genre Writing Personal Narrative: Draft, T360	Word Work/Vocabulary T392–T395	Spelling Long <i>o</i> , T298
	Vocabulary L.3.4a, L.3.5b, RI.3.4	Write About the Text Writing Fluency, T388		-Phonemic Awareness	
OPTIONS	Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c			-Phonics/Spelling	
				-High-Frequency Words/Expand Vocabulary	
				Oral Vocabulary Words T390	

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

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<p>GRADE 2</p> <p>Comprehension RL.2.1, RL.2.3, RL.2.5, RL.2.7</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.3, W.2.4, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.2</p> <p>Vocabulary L.2.4b, L.2.4c, L.2.5, L.2.5a, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	<p>CORE</p>	<p>Build Background Animals and Nature, T8–T9</p> <p>Oral Vocabulary T10</p> <p>Word Work/Vocabulary T12–T17</p> <p>-Phonemic Awareness: Phoneme Addition</p> <p>-Phonics/Spelling: Introduce Short <i>o</i>, Long <i>o</i>: <i>o_e</i></p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading <i>A Visit to the Desert</i>, T18–T21</p> <p>Grammar Nouns, T23</p>	<p>Introduce the Concept T10–T11</p> <p>Vocabulary T14–15</p> <p>Close Reading “Anansi Learns a Lesson,” T16–T19</p> <p>Grammar Kinds of Nouns, T34</p> <p>Spelling Long <i>i</i> and long <i>u</i>, T36</p> <p>Build Vocabulary T38</p>	<p>Oral Language Animals and Nature, T24</p> <p>Word Work T27</p> <p>-Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i></p> <p>Close Reading <i>A Visit to the Desert</i>, T30–T37</p> <p>-Genre: Realistic Fiction</p> <p>-Skill: Character, Setting, Plot</p> <p>-Strategy: Make, Confirm, Revise Predictions</p> <p>-Vocabulary Strategy: Prefixes</p> <p>Write About the Text T38–T39</p> <p>Grammar Nouns, T40–T41</p>	<p>Close Reading “Anansi Learns a Lesson,” T16–T19</p> <p>Strategy Make, Confirm, or Revise Predictions, T20–T21</p> <p>Skill Theme, T22–T23</p> <p>Vocabulary Strategy Antonyms, T26–T27</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T30–T31</p> <p>Grammar Kinds of Nouns, T34</p> <p>Build Vocabulary T38</p>
		<p>GRADE 3</p> <p>Comprehension RL.3.1, RL.3.2</p> <p>Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p>Writing W.3.3a, W.3.8, W.3.10, W.4.9a</p> <p>Grammar L.3.1a, L.3.1c</p> <p>Vocabulary L.3.4a, L.3.6, RL.3.4</p> <p>Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p>OPTIONS</p>	<p>Listening Comprehension Strategy: Make, Confirm, Review Predictions, T11</p> <p>-Interactive Read-Aloud: “Swamp Life”</p> <p>Write About the Text Writing Fluency, T22</p>	<p>Listening Comprehension T12–T13</p> <p>Write About the Text Writing Fluency, T30</p> <p>Genre Writing How-To: Read Like a Writer, T352</p>

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

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

		DAY 3		DAY 4		DAY 5	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Word Work T44–T45 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Short <i>o</i> , Long <i>o</i> : <i>o_e</i> Fluency T46 -Phrasing -High-Frequency Words Close Reading <i>Sled Dogs Run</i> , T47A–T47K Grammar Mechanics: Commas in a Series, T49	Close Reading <i>Roadrunner’s Dance</i> , T27A–T27T Grammar Kinds of Nouns, T35	Word Work T51 -Phonemic Awareness: Phoneme Substitution Vocabulary Strategy Review: Root Words, T53 Close Reading “Cold Dog, Hot Fox,” T53A–T53B Write About Two Texts T54 Grammar Mechanics: Commas in a Series, T55	Fluency T29 Close Reading “Deltona is Going Batty,” T27U–T27X Integrate Ideas Inquiry Space, T40–T41 Write About Two Texts Model Note-Taking and Taking Notes, T32	Word Work T58–T59 -Phonemic Awareness -Phonics/Spelling -Structural Analysis: <i>-ed</i> , <i>-ing</i> -High-Frequency Words -Vocabulary Integrate Ideas Text Connections, T62–T63 Write About Two Texts T60 Grammar Nouns, T61	Integrate Ideas T40–T41 -Text Connections -Inquiry Space Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T33 Spelling Long <i>i</i> and long <i>u</i> , T37
	GRADE 3	Oral Vocabulary “Swamp Life,” T42 Comprehension Maintain Skill: Key Details: Use Illustrations, T43 Vocabulary T47 Word Work T45 -Structural Analysis: <i>-ed</i> , <i>-ing</i> Grammar Nouns, T49 Write About the Text T48	Phonics/Decoding T28–T29 -Long <i>i</i> and Long <i>u</i> -Plural Words with <i>y</i> to <i>i</i> Write About the Text T32 Genre Writing How-To: Prewrite, T353 Spelling Long <i>i</i> and long <i>u</i> , T37 Build Vocabulary T39	Oral Language T50 Word Work T51–T52 -Phonics/Spelling: Words with Short <i>o</i> and Long <i>o</i> : <i>o_e</i> -High-Frequency Words -Structural Analysis: Inflectional Endings <i>-ed</i> , <i>-ing</i> Fluency T53 -Phrasing Integrate Ideas T56–T57 Grammar Nouns, T55	Close Reading <i>Roadrunner’s Dance</i> , T27A–T27T Genre Writing How-To: Teach the Prewrite Minilesson, T353 Grammar Kinds of Nouns, T35 Spelling Long <i>i</i> and long <i>u</i> , T37 Build Vocabulary T39	Integrate Ideas T62–T63 -Research and Inquiry -Speaking and Listening Grammar Mechanics: Commas in a Series, T61	Genre Writing How-To: Choose Your Topic and Plan, T353 Grammar Kinds of Nouns, T35 Build Vocabulary T39

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 2		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	Comprehension RI.2.1, RL.2.1, RL.2.3, RL.2.5 Listening/Speaking SL.2.1b, SL.2.1c, SL.2.2, SL.2.3 Writing W.2.3, W.2.4, W.2.8, W.2.10 Vocabulary L.1.4b, L.2.4a, L.2.4b, L.2.4c, L.2.4e Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	Build Background Animals in Stories, T100–T101 Oral Vocabulary T102 Word Work/Vocabulary T104–T109 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Introduce Long <i>u</i> : <i>u_e</i> -High-Frequency Words/Words in Context Close Reading <i>The Boy Who Cried Wolf</i> , T110–T113 Grammar Singular and Plural Nouns, T115	Introduce the Concept T76–T77 Vocabulary T80–T81 Close Reading “Sailing to America,” T82–T85 Grammar Singular and Plural Nouns, T100 Spelling Long <i>e</i> , T102 Build Vocabulary T104	Oral Language Animals in Stories, T116 Word Work T119 -Structural Analysis: CVCe Syllables Close Reading <i>The Boy Who Cried Wolf</i> , T122–T129 -Genre: Fable -Skill: Plot: Problem and Solution -Strategy: Make Predictions -Vocabulary Strategy: Suffixes Write About the Text T130–T131 Grammar Singular and Plural Nouns, T132–T133	Close Reading “Sailing to America,” T82–T85 Strategy Make, Confirm, or Revise Predictions T86–T87 Skill Theme, T88–T89 Vocabulary Strategy Figurative Language: Similes, T92–T93 Write About the Text Model Note-Taking and Write to a Prompt, T96–T97 Grammar Singular and Plural Nouns, T100 Build Vocabulary T104
	OPTIONS	Comprehension RL.3.1, RL.3.2, RL.3.10 Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.1a, W.3.8, W.3.10, W.4.9a Grammar L.3.1b, L.3.2f Vocabulary L.3.4a, L.3.5a, L.3.6, RL.3.4 Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T103 -Interactive Read-Aloud: “The Fox and the Crane” Write About the Text Writing Fluency, T114	Listening Comprehension T78–T79 Write About the Text Writing Fluency, T96 Genre Writing How-To: Draft, T354	Listening Comprehension T117 -Interactive Read-Aloud Word Work/Vocabulary T118–T121 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T116
APPROACHING LEVEL		ON LEVEL			
GRADE 2	GRADE 3	GRADE 2	GRADE 3		
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension		

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

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

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

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

		DAY 1		DAY 2	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	CALIFORNIA STANDARDS				
	GRADE 2				
	<p>Comprehension RI.2.1, RI.2.2, RI.2.6</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.2, W.2.4, W.2.8, W.2.10</p> <p>Vocabulary L.1.4b, L.2.4a, L.2.4b, L.2.4c, L.2.4e</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	<p>Build Background Animal Habitats, T192–T193</p> <p>Oral Vocabulary T194</p> <p>Word Work/Vocabulary T196–T201</p> <p>-Phonemic Awareness: Phoneme Segmentation</p> <p>-Phonics/Spelling: Introduce Soft c and g</p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading <i>A Prairie Guard Dog</i>, T202–T205</p> <p>Grammar Kinds of Nouns, T207</p>	<p>Introduce the Concept T142–T143</p> <p>Vocabulary T146–T147</p> <p>Close Reading “Every Vote Counts!,” T148–151</p> <p>Grammar Special Nouns, T166</p> <p>Spelling Words with Silent Letters, T168</p> <p>Build Vocabulary T170</p>	<p>Oral Language Animal Habitats, T208</p> <p>Word Work T211</p> <p>-Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i></p> <p>Close Reading <i>A Prairie Guard Dog</i>, T214–T221</p> <p>-Genre: Narrative Nonfiction</p> <p>-Skill: Main Topic and Key Details</p> <p>-Strategy: Make, Confirm, Revise Predictions</p> <p>-Vocabulary Strategy: Suffixes</p> <p>Write About the Text T222–T223</p> <p>Grammar Kinds of Nouns, T224–T225</p>	<p>Close Reading “Every Vote Counts!,” T148–T151</p> <p>Strategy Reread, T152–T153</p> <p>Skill Author’s Point of View, T154–T155</p> <p>Vocabulary Strategy Prefixes, T158–T159</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T162–T163</p> <p>Grammar Special Nouns, T166</p> <p>Build Vocabulary T170</p>
OPTIONS	<p>Listening Comprehension Strategy: Make, Confirm, Revise Predictions, T195</p> <p>-Interactive Read-Aloud: “Explore a Coral Reef”</p> <p>Write About the Text Writing Fluency, T206</p>	<p>Listening Comprehension T144–T145</p> <p>Write About the Text Writing Fluency, T162</p> <p>Genre Writing How-To: Discuss the Edited Model, T356</p>	<p>Listening Comprehension T209</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T210–T213</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T208</p>	<p>Genre Prefixes, T156–T157</p> <p>Genre Writing How-To: Proofread/Edit, T356</p> <p>Spelling Words with Silent Letters, T168</p>	
		APPROACHING LEVEL		ON LEVEL	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T228–T229</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> <p>Fluency T230</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading <i>Turtle, Turtle, Watch Out!</i>, T231A–T231L</p> <p>Grammar Mechanics: Capital Letters, T233</p>	<p>Close Reading <i>Vote!</i>, T159A–T159V</p> <p>Grammar Special Nouns, T167</p>	<p>Word Work T235</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation <p>Vocabulary Strategy Review: Root Words, T237</p> <p>Close Reading “At Home in the River,” T237A–T237B</p> <p>Write About Two Texts T238</p> <p>Grammar Mechanics: Capital Letters, T239</p>	<p>Fluency T161</p> <p>Close Reading “A Plan for the People,” T159W–T159Z</p> <p>Integrate Ideas Inquiry Space, T172–T173</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T164</p>	<p>Word Work T242–T243</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T246–T247</p> <p>Write About Two Texts T244</p> <p>Grammar Kinds of Nouns, T245</p>	<p>Integrate Ideas T172–T173</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space <p>Weekly Assessment Write About Two Texts Analyze Student Model and Write to the Prompt, T165</p> <p>Spelling Words with Silent Letters, T169</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “Explore a Coral Reef,” T226</p> <p>Comprehension T227</p> <p>Vocabulary T231</p> <p>Word Work T229</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Kinds of Nouns, T233</p> <p>Write About the Text T232</p>	<p>Phonics/Decoding T160–T161</p> <ul style="list-style-type: none"> -Words with Silent Letters -Singular and Plural Possessives <p>Write About the Text T164</p> <p>Genre Writing How-To: Publish, T356</p> <p>Spelling Words with Silent Letters, T169</p> <p>Build Vocabulary T171</p>	<p>Oral Language T234</p> <p>Word Work T235–T236</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Soft <i>c</i> and <i>g</i> -High-Frequency Words -Structural Analysis: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> <p>Fluency Phrasing, T237</p> <p>Integrate Ideas Research and Inquiry, T240–T241</p> <p>Grammar Kinds of Nouns, T239</p>	<p>Close Reading <i>Vote!</i>, T159A–T159V</p> <p>Genre Writing How-To: Evaluate, T357</p> <p>Grammar Special Nouns, T167</p> <p>Spelling Words with Silent Letters, T169</p> <p>Build Vocabulary T171</p>	<p>Integrate Ideas T246–T247</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Capital Letters, T245</p>	<p>Genre Writing How-To: Conference with Students, T357</p> <p>Grammar Special Nouns, T167</p> <p>Build Vocabulary T171</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<p>GRADE 2</p> <p>Comprehension RI.2.1, RI.2.2, RI.2.6</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.1, W.2.4, W.2.8, W.2.10</p> <p>Grammar RF.2.3</p> <p>Vocabulary L.2.4, L.2.4a</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p> <p>GRADE 3</p> <p>Comprehension RI.3.1, RI.3.2, RI.3.6</p> <p>Listening/Speaking SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.6</p> <p>Writing W.3.2b, W.3.8, W.3.10, W.4.9b</p> <p>Grammar L.3.1a, L.3.2b</p> <p>Vocabulary L.3.4b, RI.3.4</p> <p>Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p>Build Background Baby Animals, T284-T285</p> <p>Oral Vocabulary T286</p> <p>Word Work/Vocabulary T288-T293</p> <p>-Phonological Awareness: Identify/Generate Rhyme</p> <p>-Phonics/Spelling: Introduce Consonant Digraphs</p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading <i>Eagles and Eaglets</i>, T294-T297</p> <p>Grammar Plural Nouns, T299</p>	<p>Introduce the Concept Survival, T208-T209</p> <p>Vocabulary T212-T213</p> <p>Close Reading “Kids to the Rescue!,” T214-T217</p> <p>Grammar Combining Sentences, T232</p> <p>Spelling Three-Letter Blends, T234</p> <p>Build Vocabulary T236</p>	<p>Oral Language Baby Animals, T300</p> <p>Word Work T303</p> <p>-Structural Analysis: Suffixes <i>-ful</i>, <i>-less</i>,</p> <p>Close Reading <i>Eagles and Eaglets</i>, T306-T313</p> <p>-Genre: Expository Text</p> <p>-Skill: Main Topic and Key Details</p> <p>-Strategy: Reread</p> <p>-Vocabulary Strategy: Multiple-Meaning Words</p> <p>Write About the Text T314-T315</p> <p>Grammar Plural Nouns, T316-T317</p>	<p>Close Reading “Kids to the Rescue!,” T214-T217</p> <p>Strategy Reread, T218-T219</p> <p>Skill Author’s Point of View, T220-T221</p> <p>Vocabulary Strategy Strategy: Suffixes <i>-ful</i> and <i>-less</i>, T224-T225</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T228-T229</p> <p>Grammar Combining Sentences, T232</p> <p>Build Vocabulary T236</p>	
	<p>CORE</p>	<p>Listening Comprehension Strategy: Reread, T287</p> <p>-Interactive Read-Aloud: “Wild Animal Families”</p> <p>Write About the Text Writing Fluency, T298</p>	<p>Listening Comprehension T210-T211</p> <p>Write About the Text Writing Fluency, T228</p> <p>Genre Writing Explanatory Essay: Read Like a Writer, T358</p>	<p>Listening Comprehension Strategy: Reread, T301</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T302-T305</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T300</p>	<p>Genre Expository Text, T222-T223</p> <p>Genre Writing Explanatory Essay: Discuss the Expert Model, T358</p> <p>Spelling Three-Letter Blends, T234</p>
	<p>OPTIONS</p>				

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T320–T321</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Consonant Digraphs <p>Fluency T322</p> <ul style="list-style-type: none"> -Pronunciation -High-Frequency Words <p>Close Reading <i>Baby Bears</i>, T323A–T323J</p> <p>Grammar Mechanics: Abbreviations, T325</p>	<p>Close Reading <i>Whooping Cranes in Danger</i>, T225A–T225N</p> <p>Grammar Combining Sentences, T233</p>	<p>Word Work T327</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation <p>Vocabulary Strategy Review: Inflectional Endings, T320</p> <p>Close Reading “From Caterpillar to Butterfly,” T329A–T329B</p> <p>Write About Two Texts T330</p> <p>Grammar Mechanics: Abbreviations, T331</p>	<p>Fluency T227</p> <p>Close Reading “Help the Manatees!,” T225O–T225P</p> <p>Integrate Ideas Inquiry Space, T238–T239</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T230</p>	<p>Word Work T334–T335</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling -Structural Analysis -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T338–T339</p> <p>Write About Two Texts T336</p> <p>Write to a Prompt T336</p> <p>Grammar Plural Nouns, T337</p>	<p>Integrate Ideas T238–T239</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T231</p> <p>Spelling Three-Letter Blends, T235</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “Wild Animal Families,” T318</p> <p>Comprehension Maintain Skill: Key Details: Use Photos, T319</p> <p>Vocabulary T323</p> <p>Word Work T320–T321</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar T325</p> <p>Write About the Text T324</p>	<p>Phonics/Decoding T226–T227</p> <ul style="list-style-type: none"> -Three-Letter Blends -Closed Syllables <p>Write About the Text T230</p> <p>Genre Writing Explanatory Essay: Prewrite, T359</p> <p>Spelling Three-Letter Blends, T235</p> <p>Build Vocabulary T237</p>	<p>Oral Language T326</p> <p>Word Work T327–T328</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Consonant Digraphs -High-Frequency Words -Structural Analysis: Suffixes <i>-ful</i>, <i>-less</i> <p>Fluency Pronunciation, T329</p> <p>Integrate Ideas Research and Inquiry, T332–T333</p> <p>Grammar Plural Nouns, T331</p>	<p>Close Reading <i>Whooping Cranes in Danger</i>, T225A–T225N</p> <p>Genre Writing Explanatory Essay: Teach the Prewrite Minilesson, T359</p> <p>Grammar Combining Sentences, T233</p> <p>Spelling Three-Letter Blends, T235</p> <p>Build Vocabulary T237</p>	<p>Integrate Ideas T338–T339</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Abbreviations, T337</p>	<p>Genre Writing Explanatory Essay: Choose Your Topic and Plan, T359</p> <p>Grammar Combining Sentences, T233</p> <p>Build Vocabulary T237</p>	

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

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

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

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

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

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS					
GRADE 2		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	Comprehension	RI.2.1, RI.2.3, RI.2.6, RI.2.8, RI.2.9	RI.2.1, RI.2.3, RI.2.6, RI.2.8, RI.2.9	RI.2.1, RI.2.3, RI.2.6, RI.2.8, RI.2.9	RI.2.1, RI.2.3, RI.2.6, RI.2.8, RI.2.9
	Listening/Speaking	SL.2.1c, SL.2.2, SL.2.3	SL.2.1c, SL.2.2, SL.2.3	SL.2.1c, SL.2.2, SL.2.3	SL.2.1c, SL.2.2, SL.2.3
OPTIONS	Writing	W.2.2, W.2.4, W.2.8, W.2.10	W.2.2, W.2.4, W.2.8, W.2.10	W.2.2, W.2.4, W.2.8, W.2.10	W.2.2, W.2.4, W.2.8, W.2.10
	Grammar	L.2.1, L.2.2	L.2.1, L.2.2	L.2.1, L.2.2	L.2.1, L.2.2
GRADE 3					
Comprehension		RL.3.1, RL.3.3	RL.3.1, RL.3.3	RL.3.1, RL.3.3	RL.3.1, RL.3.3
Listening/Speaking		SL.3.1b, SL.3.1c, SL.3.2, SL.3.3	SL.3.1b, SL.3.1c, SL.3.2, SL.3.3	SL.3.1b, SL.3.1c, SL.3.2, SL.3.3	SL.3.1b, SL.3.1c, SL.3.2, SL.3.3
Writing		W.3.3b, W.3.8, W.3.10, W.4.9a	W.3.3b, W.3.8, W.3.10, W.4.9a	W.3.3b, W.3.8, W.3.10, W.4.9a	W.3.3b, W.3.8, W.3.10, W.4.9a
Grammar		L.3.1a, L.3.2c	L.3.1a, L.3.2c	L.3.1a, L.3.2c	L.3.1a, L.3.2c
Vocabulary		L.3.4a, L.3.6, RL.3.4	L.3.4a, L.3.6, RL.3.4	L.3.4a, L.3.6, RL.3.4	L.3.4a, L.3.6, RL.3.4
Foundational Skills/Word Work		RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c
		APPROACHING LEVEL		ON LEVEL	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T44–T45</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>a</i> <p>Fluency T46</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>I Fall Down</i>, T47A–T47J</p> <p>Grammar Mechanics: Abbreviations, T49</p>	<p>Close Reading <i>Martina the Beautiful Cockroach</i>, T27A–T27V</p> <p>Grammar Action Verbs, T35</p>	<p>Word Work T51</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy Review: Root Words, T53</p> <p>Close Reading “Move It!,” T53A–T53B</p> <p>Write About Two Texts T54</p> <p>Grammar Mechanics: Abbreviations, T55</p>	<p>Fluency T29</p> <p>Close Reading “Get a Backbone!,” T27W–T27Z</p> <p>Integrate Ideas Inquiry Space T40–T41</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T32</p>	<p>Word Work T58–T59</p> <ul style="list-style-type: none"> -Phonemic Awareness -Structural Analysis: Contractions with ‘<i>s</i>, ‘<i>re</i>, ‘<i>ll</i>, ‘<i>ve</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T62–T63</p> <p>Write About Two Texts T60</p> <p>Grammar Action Verbs, T61</p>	<p>Integrate Ideas T40–T41</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space, T41 <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T33</p> <p>Spelling <i>r</i>-Controlled Vowels /ûr/, T37</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “Apples and Gravity,” T42</p> <p>Comprehension Review: Main Topic and Key Details, T43</p> <p>Vocabulary T47</p> <p>Word Work T44–T45</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Action Verbs, T49</p> <p>Write About the Text T48</p>	<p>Phonics/Decoding T28–T29</p> <ul style="list-style-type: none"> -<i>r</i>-Controlled Vowels -Contractions <p>Write About the Text T32</p> <p>Genre Writing Opinion Letter: Prewrite, T353</p> <p>Spelling <i>r</i>-Controlled Vowels /ûr/, T37</p> <p>Build Vocabulary T39</p>	<p>Oral Language T50</p> <p>Word Work T51–T52</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Long <i>a</i> -High-Frequency Words -Structural Analysis: Contractions with ‘<i>s</i>, ‘<i>re</i>, ‘<i>ll</i>, ‘<i>ve</i> <p>Fluency Intonation, T53</p> <p>Integrate Ideas Research and Inquiry, T56–T57</p> <p>Grammar Action Verbs, T55</p>	<p>Close Reading <i>Martina the Beautiful Cockroach</i>, T27A–T27V</p> <p>Genre Writing Opinion Letter: Teach the Prewrite Minilesson, T353</p> <p>Grammar Action Verbs, T35</p> <p>Spelling <i>r</i>-Controlled Vowels /ûr/, T37</p> <p>Build Vocabulary T39</p>	<p>Integrate Ideas T62–T63</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Abbreviations, T61</p>	<p>Genre Writing Opinion Letter: Choose Your Topic and Plan, T353</p> <p>Grammar Action Verbs, T35</p> <p>Build Vocabulary T39</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Look at the Sky, T100–T101 Oral Vocabulary T102 Word Work/Vocabulary T104–T107 -Phonemic Awareness: Phoneme Isolation -Phonics/Spelling: Introduce Long <i>i: l, y, igh, ie</i> -High-Frequency Words/Words in Context Close Reading “Starry Night,” T110–T113 Grammar Present–Tense Verbs, T115	Introduce the Concept T76–T77 Vocabulary T80–T81 Close Reading “Jane’s Discovery,” T82–T85 Grammar Present–Tense Verbs and Subject–Verb Agreement, T100 Spelling <i>r</i> -Controlled Vowels /är/ and /ör/, T102 Build Vocabulary T104	Oral Language Look at the Sky, T116 Word Work T119 -Structural Analysis: Open Syllables Close Reading “Starry Night,” T122–T129 -Genre: Fiction -Skill: Plot: Sequence -Strategy: Reread -Vocabulary Strategy: Compound Words Write About the Text T130–T131 Grammar Present–Tense Verbs, T132–T133	Close Reading “Jane’s Discovery,” T82–T85 Strategy Visualize, T86–T87 Skill Cause and Effect, T88–T89 Vocabulary Strategy Figurative Language: Idioms, T92–T93 Write About the Text Model Note-Taking and Write to a Prompt, T96–T97 Grammar Present–Tense Verbs and Subject–Verb Agreement, T100 Build Vocabulary T104
	GRADE 3	Comprehension RL.3.1, RL.3.3 Listening/Speaking SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.3a, W.3.8, W.3.10, W.4.9a Grammar L.3.1a, L.3.1f Vocabulary L.3.5a, L.3.6, RL.3.4 Foundational Skills/Word Work RF.2.3b, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension Strategy: Reread, T103 -Interactive Read-Aloud: “The Hidden Sun” Write About the Text Writing Fluency, T114	Listening Comprehension T117 -Interactive Read-Aloud Word Work/Vocabulary T118–T121 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T116	Genre Historical Fiction, T90–T91 Genre Writing Opinion Letter: Teach the Draft Minilesson, T354 Spelling <i>r</i> -Controlled Vowels /är/ and /ör/, T102
OPTIONS					

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

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

		DAY 3		DAY 4		DAY 5					
		GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3				
CORE	GRADE 2	<p>Word Work T136–T137</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>i</i> <p>Fluency T138</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>Mr. Putter & Tabby See the Stars</i>, T139A–T139L</p> <p>Grammar Present-Tense Verbs, T141</p>	<p>Close Reading <i>Finding Lincoln</i>, T93A–T93R</p> <p>Grammar Present-Tense Verbs and Subject-Verb Agreement, T101</p>	GRADE 2	<p>Word Work T143</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Categorization <p>Vocabulary Strategy Review: Similes, T145</p> <p>Close Reading “Day to Night,” T145A–T145B</p> <p>Write About Two Texts T146</p> <p>Grammar Mechanics: Commas in a Series, T147</p>	GRADE 3	<p>Fluency T95</p> <p>Close Reading “A Great American Teacher,” T93S–T93T</p> <p>Integrate Ideas Inquiry Space, T106–T107</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T98</p>	GRADE 2	<p>Word Work T150–T151</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Words with Long <i>i</i> -Structural Analysis -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T154–T155</p> <p>Write About Two Texts T152</p> <p>Grammar Present-Tense Verbs, T153</p>	GRADE 3	<p>Integrate Ideas T106–T107</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T99</p> <p>Spelling <i>r</i>-Controlled Vowels /är/ and /ör/, T103</p>
	OPTIONS	<p>Oral Vocabulary “The Hidden Sun,” T134</p> <p>Comprehension T135</p> <p>Vocabulary T139</p> <p>Word Work T137</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Mechanics: Commas in a Series, T141</p> <p>Write About the Text T140</p>	<p>Phonics/Decoding T94–T95</p> <ul style="list-style-type: none"> -<i>r</i>-Controlled Vowels /är/ and /ör/ -Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i> <p>Write About the Text T98</p> <p>Genre Writing Opinion Letter: Revise, T355</p> <p>Spelling <i>r</i>-Controlled Vowels /är/ and /ör/, T103</p> <p>Build Vocabulary T105</p>	<p>Oral Language T142</p> <p>Word Work T143–T144</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Long <i>i</i> -High-Frequency Words -Structural Analysis: Open Syllables <p>Fluency Intonation, T145</p> <p>Integrate Ideas Research and Inquiry, T148–T149</p> <p>Grammar Present-Tense Verbs, T147</p>	<p>Close Reading <i>Finding Lincoln</i>, T93A–T93R</p> <p>Genre Writing Opinion Letter: Teach the Revise Minilesson, T355</p> <p>Grammar Present-Tense Verbs and Subject-Verb Agreement, T101</p> <p>Spelling <i>r</i>-Controlled Vowels /är/ and /ör/, T103</p> <p>Build Vocabulary T105</p>	<p>Integrate Ideas T154–T155</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Commas in a Series, T153</p>	<p>Genre Writing Opinion Letter: Peer Conferences, T355</p> <p>Grammar Present-Tense Verbs and Subject-Verb Agreement, T101</p> <p>Build Vocabulary T105</p>				

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
GRADE 2	CORE	Build Background Ways People Help, T192–T193 Oral Vocabulary T194 Word Work/Vocabulary T196–T201 -Phonemic Awareness: Phoneme Deletion -Phonics/Spelling: Long <i>o</i> : <i>o</i> , <i>oa</i> , <i>ow</i> , <i>oe</i> -High-Frequency Words/Words in Context Close Reading “Lighting Lives,” T202–T205 Grammar Past-Tense Verbs, T207	Introduce the Concept T142–T143 Vocabulary T146–T147 Close Reading “Earth and Its Neighbors,” T148–T151 Grammar Past-Tense Verbs, T166 Spelling <i>r</i> -Controlled Vowels / <i>âr</i> /, / <i>îr</i> /, T168 Build Vocabulary T170	Oral Language Ways People Help, T208 Word Work T211 -Structural Analysis: Contractions with <i>not</i> Close Reading “Lighting Lives,” T214–T221 -Genre: Narrative Nonfiction -Skill: Author’s Purpose -Strategy: Ask and Answer Questions -Vocabulary Strategy: Synonyms Write About the Text T222–T223 Grammar Past- and Future-Tense Verbs, T224–T225	Close Reading “Earth and Its Neighbors,” T148–T151 Strategy Summarize, T152–T153 Skill Main Idea and Key Details, T154–T155 Vocabulary Strategy Suffixes, T158–T159 Write About the Text Model Note-Taking and Write to a Prompt, T162–T163 Grammar Past-Tense Verbs, T166 Build Vocabulary T170
GRADE 3		OPTIONS	Listening Comprehension Strategy: Ask and Answer Questions, T195 -Interactive Read-Aloud: “Color Your Community” Write About the Text Writing Fluency, T206	Listening Comprehension T144–T145 Write About the Text Writing Fluency, T162 Genre Writing Opinion Letter: Discuss the Edited Model, T356	Listening Comprehension T209 -Interactive Read-Aloud Word Work/Vocabulary T210–T213 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T208
CALIFORNIA STANDARDS					
		APPROACHING LEVEL		ON LEVEL	
GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3
Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension		

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T228–T229</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Addition -Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> <p>Fluency T230</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>Biblioburro: A True Story From Colombia</i>, T231A–T231L</p> <p>Grammar Mechanics: Letter Punctuation, T233</p>	<p>Close Reading <i>Earth</i>, T159A–T159P</p> <p>Grammar Past-Tense Verbs, T167</p>	<p>Word Work T235</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending <p>Vocabulary Strategy</p> <p>Review: Compound Words, T237</p> <p>Close Reading “The Enormous Turnip,” T237A–T237B</p> <p>Write About Two Texts T238</p> <p>Grammar Mechanics: Letter Punctuation, T239</p>	<p>Fluency T161</p> <p>Close Reading “Coyote and the Jar of Stars,” T159Q–T159R</p> <p>Integrate Ideas Inquiry Space, T172–T173</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T164</p>	<p>Word Work T242–T243</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> -Structural Analysis -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T246–T247</p> <p>Write About Two Texts T244</p> <p>Grammar Past- and Future-Tense Verbs, T245</p>	<p>Integrate Ideas T172–T173</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T165</p> <p>Spelling <i>r</i>-Controlled Vowels /â/r/, /î/r/, T169</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “Color Your Community,” T226</p> <p>Comprehension Review: Main Topic and Key Details, T227</p> <p>Vocabulary T231</p> <p>Word Work T228–T229</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar T233</p> <p>Write About the Text T232</p>	<p>Phonics/Decoding T160–T161</p> <ul style="list-style-type: none"> -<i>r</i>-Controlled Vowels -Suffixes <i>-y</i> and <i>-ly</i> <p>Write About the Text T164</p> <p>Genre Writing Opinion Letter: Publish, T356</p> <p>Spelling <i>r</i>-Controlled Vowels /â/r/, /î/r/, T169</p> <p>Build Vocabulary T171</p>	<p>Oral Language T234</p> <p>Word Work T235–T236</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Long <i>o</i>: <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> -High-Frequency Words -Structural Analysis: Contractions with <i>not</i> <p>Fluency Expression, T237</p> <p>Integrate Ideas Research and Inquiry, T240–T241</p> <p>Grammar Past- and Future-Tense Verbs, T239</p>	<p>Close Reading <i>Earth</i>, T159A–T159P</p> <p>Genre Writing Opinion Letter: Evaluate, T357</p> <p>Grammar Past-Tense Verbs, T167</p> <p>Spelling <i>r</i>-Controlled Vowels /â/r/, /î/r/, T169</p> <p>Build Vocabulary T171</p>	<p>Integrate Ideas T246–T247</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Letter Punctuation, T245</p>	<p>Genre Writing Opinion Letter: Conference with Students, T357</p> <p>Grammar Past-Tense Verbs, T167</p> <p>Build Vocabulary T171</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Weather Alert!, T284–T285 Oral Vocabulary T286 Word Work/Vocabulary T288–T293 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Long e: e, ee, ea, ie, y, ey, e_e -High-Frequency Words/Words in Context Close Reading “Tornado!,” T294–T295 Grammar The Verb <i>Have</i> , T297	Introduce the Concept T208–T209 Vocabulary T212–T213 Close Reading “Bats Did It First,” T214–T217 Grammar Future-Tense Verbs, T232 Spelling Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , T234 Build Vocabulary T236	Oral Language Weather Alert!, T300 Word Work T303 -Structural Analysis: Plurals -s, -es Close Reading “Tornado!,” T306–T311 -Genre: Expository Text -Skill: Main Idea and Key Details -Strategy: Ask and Answer Questions -Vocabulary Strategy: Antonyms Write About the Text T314–T315 Grammar The Verb <i>Have</i> , T316–T317	Close Reading “Bats Did It First,” T214–T217 Strategy Summarize, T218–T219 Skill Main Idea and Key Details, T220–T221 Vocabulary Strategy Root Words, T224–T225 Write About the Text Model Note-Taking and Write to a Prompt, T228–T229 Grammar Future-Tense Verbs, T232 Build Vocabulary T236
	GRADE 3	Comprehension RI.3.2, RI.3.5 Listening/Speaking SL.3.1a, SL.3.1d, SL.3.2, SL.3.3, W.3.2d Writing W.3.8, W.3.10, W.4.9b Grammar L.3.1e, L.3.2a Vocabulary L.3.4a, L.3.4c, L.3.5b, RF.3.3b Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c, L.3.4.b	Listening Comprehension Strategy: Ask and Answer Questions, T287 -Interactive Read-Aloud: “Clouds All Around” Write About the Text Writing Fluency, T298	Listening Comprehension Ask and Answer Questions, T301 -Interactive Read-Aloud Word Work/Vocabulary T302–T305 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T300	Genre Expository Text, T222–T223 Genre Writing Book Review: Discuss the Expert Model, T358 Spelling Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , T234
OPTIONS					

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

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
GRADE 2					
<p>Comprehension RI.2.1, RI.2.2, RI.2.6</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.2, W.2.4, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.1f, L.2.2</p> <p>Vocabulary L.2.4b, L.2.5, L.2.5a, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>		<p>Build Background Express Yourself, T376–T377</p> <p>Oral Vocabulary T378</p> <p>Word Work/Vocabulary T380–T385</p> <p>-Phonemic Awareness: Addition/Deletion</p> <p>-Phonics/Spelling: Long <i>u</i>: <i>u_e, ew, ue, u</i></p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading “They’ve Got the Beat!,” T386–T387</p> <p>Grammar Combining and Rearranging Sentences, T389</p>	<p>Introduce the Concept T274–T275</p> <p>Vocabulary T278–T279</p> <p>Close Reading “The Long Road to Oregon,” T280–T281</p> <p>Grammar Combining Sentences with Verbs, T296</p> <p>Spelling Diphthongs, T298</p> <p>Build Vocabulary T300</p>	<p>Oral Language Express Yourself, T390</p> <p>Word Work T393</p> <p>-Structural Analysis: Comparative Endings <i>-er, -est</i></p> <p>Close Reading “They’ve Got the Beat!,” T396–T403</p> <p>-Genre: Expository Text</p> <p>-Skill: Main Idea and Key Details</p> <p>-Strategy: Ask and Answer Questions</p> <p>-Vocabulary Strategy: Prefixes</p> <p>Write About the Text T404–T405</p> <p>Grammar T406–T407</p>	<p>Close Reading “The Long Road to Oregon,” T280–T281</p> <p>Strategy Summarize, T282–T283</p> <p>Skill Sequence, T284–T285</p> <p>Vocabulary Strategy Suffixes, T288–T289</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T292–T293</p> <p>Grammar Combining Sentences with Verbs, T296</p> <p>Build Vocabulary T300</p>
GRADE 3					
<p>Comprehension RI.3.2, RI.3.8, RI.3.10</p> <p>Listening/Speaking SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, W.3.1a</p> <p>Writing W.3.8, W.3.10, W.4.9b</p> <p>Grammar L.3.1b, L.3.1f, L.3.2b, L.3.2e</p> <p>Vocabulary L.3.4b, RF.3.3b, RI.3.4</p> <p>Foundational Skills/Word Work RF.3.3a, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c</p>		<p>Listening Comprehension Strategy: Ask and Answer Questions, T379</p> <p>-Interactive Read-Aloud: “Why People Drum”</p> <p>Write About the Text Writing Fluency, T388</p>	<p>Listening Comprehension T276–T277</p> <p>Write About the Text Writing Fluency, T292</p> <p>Genre Writing Book Review: Draft, T360</p>	<p>Listening Comprehension T391</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T392–T395</p> <p>-Phonological Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T390</p>	<p>Genre Expository Text, T286–T287</p> <p>Genre Writing Book Review: Teach the Draft Minilesson, T360</p> <p>Spelling Diphthongs, T298</p>
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words/Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T410–T411</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Long <i>u</i> <p>Fluency T412</p> <ul style="list-style-type: none"> -Pronunciation -High-Frequency Words <p>Close Reading <i>Many Ways to Enjoy Music</i>, T413A–T413D</p> <p>Grammar Mechanics: Sentence Punctuation, T415</p>	<p>Close Reading <i>Riding the Rails West!</i>, T289A–T289D</p> <p>Grammar Combining Sentences with Verbs, T297</p>	<p>Word Work T417</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Addition and Deletion <p>Vocabulary Strategy Review: Antonyms, T419</p> <p>Close Reading “A Musical Museum,” T419A–T419B</p> <p>Write About Two Texts T420</p> <p>Grammar Mechanics: Sentence Punctuation, T421</p>	<p>Fluency T291</p> <p>Close Reading “Discovering Life Long Ago,” T289E–T289F</p> <p>Integrate Ideas Inquiry Space, T302–T303</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T294</p>	<p>Word Work T424–T425</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phonics/Spelling: Long <i>u</i> -Structural Analysis -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T428–T429</p> <p>Write About Two Texts T426</p> <p>Grammar Combining and Rearranging Sentences, T427</p>	<p>Integrate Ideas T302–T303</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T295</p> <p>Spelling Diphthongs, T299</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “Why People Drum,” T408</p> <p>Comprehension T409</p> <p>Vocabulary T413</p> <p>Word Work T411</p> <ul style="list-style-type: none"> -Structural Analysis: <i>-er, -est</i> <p>Grammar T415</p> <p>Write About the Text T414</p>	<p>Phonics/Decoding T290–T291</p> <ul style="list-style-type: none"> -Diphthongs /oi/ and /ou/ -Prefixes <i>un-, non-, dis-</i>, T291 <p>Write About the Text T294</p> <p>Genre Writing Book Review: Revise, T361</p> <p>Spelling Diphthongs, T299</p> <p>Build Vocabulary T301</p>	<p>Oral Language T416</p> <p>Word Work T417–T419</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Long <i>u</i> -High-Frequency Words -Structural Analysis <p>Fluency Pronunciation, T419</p> <p>Integrate Ideas Research and Inquiry, T422–T423</p> <p>Grammar Combining and Rearranging Sentences, T421</p>	<p>Close Reading <i>Riding the Rails West!</i>, T289A–T289D</p> <p>Genre Writing Book Review: Teach the Revise Minilesson, T361</p> <p>Grammar Combining Sentences with Verbs, T297</p> <p>Spelling Diphthongs, T299</p> <p>Build Vocabulary T301</p>	<p>Integrate Ideas T428–T429</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Sentence Punctuation, T427</p>	<p>Genre Writing Book Review: Peer Conferences, T361</p> <p>Grammar Combining Sentences with Verbs, T297</p> <p>Build Vocabulary T301</p>	

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

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

		DAY 1		DAY 2	
<p>CALIFORNIA STANDARDS</p> <p>GRADE 2</p> <p>Comprehension RI.2.1, RI.2.3, RI.2.9</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3, SL.2.6</p> <p>Writing W.2.2, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.2, L.2.2a</p> <p>Vocabulary L.2.4, L.2.4d, L.2.5, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p> <p>GRADE 3</p> <p>Comprehension RL.3.1, RL.3.6</p> <p>Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p>Writing W.3.1a, W.3.8, W.3.10, W.4.9a</p> <p>Grammar L.3.1a, L.3.1d</p> <p>Vocabulary L.3.4c, L.3.5b, L.3.6</p> <p>Foundational Skills/Word Work L.3.4c, RF.3.4a, RF.3.4b, RF.3.4c</p>					
	CORE	<p>GRADE 2</p> <p>Build Background Different Places, T8–T9</p> <p>Oral Vocabulary T10</p> <p>Word Work/Vocabulary T12–T17</p> <p>-Phonemic Awareness: Phoneme Identity</p> <p>-Phonics/Spelling: Introduce Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading “Alaska: A Special Place,” T18–T19</p> <p>Grammar Linking Verbs, T21</p>	<p>GRADE 3</p> <p>Introduce the Concept T10–T11</p> <p>Vocabulary T14–T15</p> <p>Close Reading “Nail Soup,” T16–T17</p> <p>Grammar Linking Verbs, T32</p> <p>Spelling Variant Vowels /ü/, /ù/, T34</p> <p>Build Vocabulary T36</p>	<p>GRADE 2</p> <p>Oral Language Different Places, T22</p> <p>Word Work T25</p> <p>-Structural Analysis: Prefixes/Suffixes</p> <p>Close Reading “Alaska: A Special Place,” T28–T35</p> <p>-Genre: Expository Text</p> <p>-Skill: Connections Within Text: Compare and Contrast</p> <p>-Strategy: Reread</p> <p>-Vocabulary Strategy: Compound Words</p> <p>Write About the Text Ideas, T36–T37</p> <p>Grammar Linking Verbs, T38–T39</p>	<p>GRADE 3</p> <p>Close Reading “Nail Soup,” T16–T17</p> <p>Strategy Ask and Answer Questions, T18–T19</p> <p>Skill Point of View, T20–T21</p> <p>Vocabulary Strategy Root Words, T24–T25</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T28–T29</p> <p>Grammar Linking Verbs, T32</p> <p>Build Vocabulary T36</p>
	OPTIONS	<p>Listening Comprehension Strategy: Reread, T11</p> <p>-Interactive Read-Aloud: “Where Do You Live?”</p> <p>Write About the Text Writing Fluency, T20</p>	<p>Listening Comprehension T12–T13</p> <p>Write About the Text Writing Fluency, T28</p> <p>Genre Writing Fictional Narrative: Read Like a Writer, T344</p>	<p>Listening Comprehension Strategy: Reread, T23</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T24–T27</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: Words with Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T22</p>	<p>Genre Folktale, T22–T23</p> <p>Genre Writing Fictional Narrative: Discuss the Expert Model, T344</p> <p>Spelling Variant Vowels /ü/, /ù/, T34</p>
		APPROACHING LEVEL		ON LEVEL	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words/Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Earth Changes, T98–T99 Oral Vocabulary T100 Word Work/Vocabulary T102–T107 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Introduce <i>r</i> -Controlled Vowels /úr/: <i>er, ir, ur, or</i> -High-Frequency Words/Words in Context Close Reading “Into the Sea,” T108–T109 Grammar Helping Verbs, T111	Introduce the Concept T74–T75 Vocabulary T78–T79 Close Reading “The Impossible Pet Show,” T80–T81 Grammar Contractions with <i>Not</i> , T96 Spelling Plural Words, T98 Build Vocabulary T100	Oral Language Earth Changes, T112 Word Work T115 -Structural Analysis Close Reading “Into the Sea,” T118–T125 -Genre: Information Text -Skill: Connections Within Text: Cause and Effect -Strategy: Reread -Vocabulary Strategy: Context Clues Write About the Text T126–T127 Grammar Helping Verbs, T128–T129	Close Reading “The Impossible Pet Show,” T80–T81 Strategy Ask and Answer Questions, T82–T83 Skill Point of View, T84–T85 Vocabulary Strategy Prefixes, T88–T89 Write About the Text Model Note-Taking and Write to a Prompt, T92–T93 Grammar Contractions with <i>Not</i> , T96 Build Vocabulary T100
	GRADE 3	Comprehension RL.3.1, RL.3.6, SL.3.1c Listening/Speaking SL.3.1c, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.1a, W.3.8, W.3.10, W.4.9a Grammar L.3.2f Vocabulary L.3.4b, L.3.6, RL.3.4 Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension Strategy: Reread, T101 -Interactive Read-Aloud: “Earth Changes” Write About the Text Writing Fluency, T110 Genre Writing Fictional Narrative: Draft, T346	Listening Comprehension T113 -Interactive Read-Aloud Word Work/Vocabulary T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T112	Genre Realistic Fiction, T86–T87 Genre Writing Fictional Narrative: Teach the Draft Minilesson, T346 Spelling Plural Words, T98
		APPROACHING LEVEL		ON LEVEL	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	<p>Word Work T132–T133</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution -Phonics/Spelling: <i>r</i>-Controlled Vowels /ûr/ <p>Fluency T134</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading <i>Volcanoes</i>, T135A–T135H</p> <p>Grammar Mechanics: Quotation Marks, T137</p>	<p>Close Reading <i>The Talented Clementine</i>, T89A–T89T</p> <p>Grammar Contractions with <i>Not</i>, T97</p>	<p>Word Work T139</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation <p>Vocabulary Strategy</p> <p>Review: Compound Words, T141</p> <p>Close Reading “To the Rescue,” T141A–T141B</p> <p>Write About Two Texts T142</p> <p>Grammar Mechanics: Quotation Marks, T143</p>	<p>Fluency T91</p> <p>Close Reading <i>Clementine and the Family Meeting</i>, T89U–T89Z</p> <p>Integrate Ideas Inquiry Space, T102–T103</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T94–T95</p>	<p>Word Work T146–T147</p> <ul style="list-style-type: none"> -Phonics/Spelling -Structural Analysis: Inflectional Endings -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T150–T151</p> <p>Write About Two Texts T148</p> <p>Grammar Helping Verbs, T149</p>	<p>Integrate Ideas T102–T103</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T95</p> <p>Spelling Plural Words, T99</p>
	OPTIONS	<p>Oral Vocabulary “Earth Changes,” T130</p> <p>Comprehension Maintain Skill: Main Topic and Key Details, T131</p> <p>Vocabulary T135</p> <p>Word Work T133</p> <ul style="list-style-type: none"> -Structural Analysis <p>Vocabulary T135</p> <p>Grammar T137</p> <p>Write About the Text T136</p>	<p>Phonics/Decoding T90–T91</p> <ul style="list-style-type: none"> -Plural Words -Syllables with Vowel Teams <p>Write About the Text T94</p> <p>Genre Writing Fictional Narrative: Revise, T347</p> <p>Spelling Plural Words, T99</p> <p>Build Vocabulary T101</p>	<p>Oral Language T138</p> <p>Word Work T139–T140</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels -High-Frequency Words -Structural Analysis: Inflectional Endings <p>Fluency T141</p> <ul style="list-style-type: none"> -Phrasing <p>Integrate Ideas Research and Inquiry, T144–T145</p> <p>Grammar Helping Verbs, T143</p>	<p>Close Reading <i>The Talented Clementine</i>, T89A–T89T</p> <p>Genre Writing Fictional Narrative: Teach the Revise Minilesson, T347</p> <p>Grammar Contractions with <i>Not</i>, T97</p> <p>Spelling Plural Words, T99</p> <p>Build Vocabulary T101</p>	<p>Integrate Ideas T150–T151</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Quotation Marks, T149</p>	<p>Genre Writing Fictional Narrative: Peer Conferences, T347</p> <p>Grammar Contractions with <i>Not</i>, T97</p> <p>Build Vocabulary T101</p>

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<p>GRADE 2</p> <p>Comprehension RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.9</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.3, W.2.4, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.1d, L.2.2</p> <p>Vocabulary L.2.5, L.2.5a, L.2.6, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p>	CORE	<p>Build Background Our Culture Makes Us Special, T188</p> <p>Oral Vocabulary T190</p> <p>Word Work/Vocabulary T192–T197</p> <p>-Phonemic Awareness: Generate Rhyme</p> <p>-Phonics/Spelling: Introduce r-Controlled Vowels</p> <p>-High-Frequency Words/Words in Context</p> <p>Close Reading “Happy New Year,” T198–T199</p> <p>Grammar Irregular Verbs, T201</p>	<p>Introduce the Concept T138–139</p> <p>Vocabulary Words in Context, T142–T143</p> <p>Close Reading “Gray Wolf! Red Fox!,” T144–T145</p> <p>Grammar Main and Helping Verbs, T160</p> <p>Spelling Variant Vowels /ô/, T162</p> <p>Build Vocabulary T164</p>	<p>Oral Language Our Culture Makes Us Special, T202</p> <p>Word Work T205</p> <p>-Structural Analysis: Irregular Plurals</p> <p>Close Reading “Happy New Year,” T208–T211</p> <p>-Genre: Realistic Fiction</p> <p>-Skill: Plot: Compare and Contrast</p> <p>-Strategy: Visualize</p> <p>-Vocabulary Strategy: Similes</p> <p>Write About the Text T216–T217</p> <p>Grammar Irregular Verbs, T218–T219</p>	<p>Close Reading “Gray Wolf! Red Fox!,” T144–T145</p> <p>Strategy Reread, T146–T147</p> <p>Skill Compare and Contrast, T148–T149</p> <p>Vocabulary Strategy Sentence Clues, T152–T153</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T156–T157</p> <p>Grammar Main and Helping Verbs, T160</p> <p>Build Vocabulary T164</p>
		<p>GRADE 3</p> <p>Comprehension RI.3.1, RI.3.8</p> <p>Listening/Speaking SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3</p> <p>Writing W.3.2a, W.3.8, W.3.10, W.4.9a</p> <p>Grammar L.3.1d, L.3.1e, L.3.2c</p> <p>Vocabulary RI.3.4</p> <p>Foundational Skills/Word Work L.3.4c, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c</p>	OPTIONS	<p>Listening Comprehension Strategy: Visualize, T191</p> <p>-Interactive Read-Aloud: “My New School”</p> <p>Write About the Text Writing Fluency, T200</p>	<p>Listening Comprehension T140–T141</p> <p>Write About the Text Writing Fluency, T156</p> <p>Genre Writing Fictional Narrative: Discuss the Edited Model, T348</p>

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T222–T223</p> <ul style="list-style-type: none"> -Phonemic Awareness: Blending -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar; /är/ar</i> <p>Fluency T224</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>Dear Primo: A Letter to My Cousin</i>, T225A–T225P</p> <p>Grammar Mechanics: Book Titles, T227</p>	<p>Close Reading <i>Amazing Wildlife of the Mojave</i>, T153A–T153N</p> <p>Grammar Main and Helping Verbs, T161</p>	<p>Word Work T229</p> <ul style="list-style-type: none"> -Phonemic Awareness: Initial Sound Substitution <p>Vocabulary Strategy Review: Multiple-Meaning Words, T231</p> <p>Close Reading “Games Around the World,” T231A–T231B</p> <p>Write About Two Texts T232</p> <p>Grammar Mechanics: Book Titles, T233</p>	<p>Fluency T155</p> <p>Close Reading “Little Half Chick,” T153O–T153P</p> <p>Integrate Ideas Inquiry Space, T166–T167</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T158</p>	<p>Word Work T236–T237</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phonics/Spelling: <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar; /är/ar</i> -Structural Analysis -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T240–T241</p> <p>Write About Two Texts T238</p> <p>Grammar T239</p>	<p>Integrate Ideas T166–T167</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T159</p> <p>Spelling Variant Vowel /<i>ô/</i>, T163</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “My New School,” T220</p> <p>Comprehension T221</p> <p>Word Work T223</p> <ul style="list-style-type: none"> -Structural Analysis <p>Vocabulary T225</p> <p>Grammar T227</p> <p>Write About the Text T226</p>	<p>Phonics/Decoding T154–T155</p> <ul style="list-style-type: none"> -Variant Vowel /<i>ô/</i> -Greek and Latin Roots <p>Write About the Text T158</p> <p>Genre Writing Fictional Narrative: Publish, T348</p> <p>Spelling Variant Vowel /<i>ô/</i>, T163</p> <p>Build Vocabulary T165</p>	<p>Oral Language T228</p> <p>Word Work T229–T230</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /<i>ôr/or, ore, oar; /är/ar</i> -High-Frequency Words -Structural Analysis <p>Fluency T231</p> <ul style="list-style-type: none"> -Expression <p>Integrate Ideas T234–T235</p> <p>Grammar Irregular Verbs, T233</p>	<p>Close Reading <i>Amazing Wildlife of the Mojave</i>, T153A–T153N</p> <p>Genre Writing Fictional Narrative: Evaluate, T349</p> <p>Grammar Main and Helping Verbs, T161</p> <p>Spelling Variant Vowel /<i>ô/</i>, T163</p> <p>Build Vocabulary T165</p>	<p>Integrate Ideas T240–T241</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Book Titles, T239</p>	<p>Genre Writing Fictional Narrative: Conference with Students, T349</p> <p>Grammar Main and Helping Verbs, T161</p> <p>Build Vocabulary T165</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Folktales About Nature, T278 Oral Vocabulary T280 Word Work/Vocabulary T282–T287 -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: <i>r</i> -Controlled Vowels: /îr/ -High-Frequency Words/Words in Context Grammar Irregular Verbs, T291	Introduce the Concept T202–T203 Vocabulary T206–T207 Close Reading “Firsts in Flight,” T208–T209 Grammar Complex Sentences, T224 Spelling Homophones, T226 Build Vocabulary T228	Oral Language Folktales About Nature, T292 Word Work T295 -Structural Analysis: Abbreviations Close Reading “Why the Sun and Moon Live in the Sky,” T298–T305 -Genre: Drama/Folktales -Skill: Theme -Strategy: Visualize -Vocabulary Strategy: Root Words Write About the Text T306–T307 Grammar Irregular Verbs, T308–T309	Close Reading “Firsts in Flights,” T208–T209 Strategy Reread, T210–T211 Skill Cause and Effect, T212–T213 Vocabulary Strategy Multiple-Meaning Words, T216–T217 Write About the Text Model Note-Taking and Write to a Prompt, T220–T221 Grammar Complex Sentences, T224 Build Vocabulary T228
	GRADE 3	Listening Comprehension Strategy: Visualize, T281 -Interactive Read-Aloud: “How Thunder and Lightning Came to Be” Write About the Text Writing Fluency, T290	Listening Comprehension T204–T205 Write About the Text Writing Fluency, T220 Genre Writing Poetry: Read Like a Writer, T350	Listening Comprehension Strategy: Visualize, T293 -Interactive Read-Aloud Word Work/Vocabulary T294–T296 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T292	Genre Expository Text, T214–T215 Genre Writing Poetry: Discuss the Expert Model, T350 Spelling Homophones, T226
OPTIONS					

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T312–T313</p> <ul style="list-style-type: none"> -Phonemic Awareness: Identify Syllables -Phonics/Spelling: <i>r</i>-Controlled Vowel /ir/ <p>Fluency T314</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>How the Beetle Got Her Colors</i>, T315A–T315F</p> <p>Grammar Mechanics: Letter Punctuation, T317</p>	<p>Close Reading <i>Hot Air Balloons</i>, T217A–T217P</p> <p>Grammar Complex Sentences, T225</p>	<p>Word Work T319</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending <p>Vocabulary Strategy Review: Suffixes, T321</p> <p>Close Reading “How the Finch Got Its Colors,” T321A–T321B</p> <p>Write About Two Texts T322</p> <p>Grammar Mechanics: Letter Punctuation, T323</p>	<p>Fluency T219</p> <p>Close Reading “Bellerophon and Pegasus,” T217Q–T217R</p> <p>Integrate Ideas Inquiry Space, T230–T231</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Word Work T326–T327</p> <ul style="list-style-type: none"> -Phonological Awareness: Phonics/Spelling -Structural Analysis: Abbreviations -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T330–T331</p> <p>Write About Two Texts T328</p> <p>Grammar Irregular Verbs, T329</p>	<p>Integrate Ideas T230–T231</p> <ul style="list-style-type: none"> -Text Connections -Inquiry Space <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T223</p> <p>Spelling Homophones, T227</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “How Thunder and Lightning Came to Be,” T310</p> <p>Comprehension T311</p> <p>Word Work T313</p> <ul style="list-style-type: none"> -Structural Analysis <p>Vocabulary T315</p> <p>Grammar Irregular Verbs, T317</p> <p>Write About the Text T316</p>	<p>Phonics/Decoding T218–T219</p> <ul style="list-style-type: none"> -Homophones -<i>r</i>-Controlled Vowel Syllables <p>Write About the Text T222</p> <p>Genre Writing Poetry: Prewrite, T351</p> <p>Spelling Homophones, T227</p> <p>Build Vocabulary T229</p>	<p>Oral Language T318</p> <p>Word Work T319–T320</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with <i>r</i>-Controlled Vowels /ir/ <i>eer</i>, <i>ere</i>, <i>ear</i> -High-Frequency Words -Structural Analysis: Abbreviations <p>Fluency Expression, T321</p> <p>Integrate Ideas Research and Inquiry, T324–T325</p> <p>Grammar T323</p>	<p>Close Reading <i>Hot Air Balloons</i>, T217A–T217P</p> <p>Genre Writing Poetry: Teach the Prewrite Minilesson, T351</p> <p>Grammar Complex Sentences, T225</p> <p>Spelling Homophones, T227</p> <p>Build Vocabulary T229</p>	<p>Integrate Ideas T330–T331</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Letter Punctuation, T329</p>	<p>Genre Writing Poetry: Choose Your Topic and Plan, T351</p> <p>Grammar Complex Sentences, T225</p> <p>Build Vocabulary T229</p>	

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

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

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3	
CORE	GRADE 2	Build Background Poems About Nature, T368 Oral Vocabulary T370 Word Work/Vocabulary T372–T377 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Introducing <i>r</i> -Controlled Vowels: / <i>â</i> / <i>r</i> <i>are</i> , <i>air</i> , <i>ear</i> , <i>ere</i> -High-Frequency Words/Words in Context Close Reading “Snow Shape,” T378 Grammar Contractions, T381	Introduce the Concept T266–T267 Vocabulary T270–T271 Close Reading “Ginger’s Fingers,” “The Giant,” and “Captain’s Log,” T272–T273 Grammar Irregular Verbs, T288 Spelling Soft <i>c</i> and <i>g</i> , T290 Build Vocabulary T292	Oral Language Poems About Nature, T382 Word Work T385 -Structural Analysis Close Reading “Snow Shape,” Nature Walk,” In the Sky,” T388–T395 -Genre: Free Verse -Skill: Theme -Strategy: Repetition -Vocabulary Strategy: Similes Write About the Text T396 Grammar Contractions, T398	Close Reading “Ginger’s Fingers,” “The Giant,” and “Captain’s Log,” T272–T273 Skill Theme, T276–T277 Literary Element Repetition and Rhyme, T278–T279 Vocabulary Strategy Metaphors, T280–T281 Write About the Text Model Note-Taking and Write to a Prompt, T284–T285 Grammar Irregular Verbs, T288 Build Vocabulary T292	
	GRADE 3	Listening Comprehension Strategy: Visualize, T371 -Interactive Read-Aloud: “Redwood National Forest” Write About the Text Writing Fluency, T380	Listening Comprehension T268–T269 Write About the Text Writing Fluency, T284 Genre Writing Poetry: Draft, T352	Listening Comprehension T383 -Interactive Read-Aloud Word Work/Vocabulary T384–T387 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T382	Genre Narrative and Free Verse, T274–T275 Genre Writing Poetry: Teach the Draft Minilesson, T352 Spelling Soft <i>c</i> and <i>g</i> , T290	
OPTIONS			APPROACHING LEVEL		ON LEVEL	
	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3
		Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension	

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

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

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

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

		DAY 1		DAY 2		
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3	
CORE	GRADE 2	Build Background Being a Good Citizen, T8–T9 Oral Vocabulary T10 Word Work/Vocabulary T12–T17 -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Introduce Diphthongs: <i>ou, ow</i> -High-Frequency Words/Words in Context Close Reading “A Difficult Decision,” T18–T19 Grammar Pronouns, T21	Introduce the Concept T10–T11 Vocabulary T14–T15 Close Reading “Juanita and the Beanstalk,” T16–T17 Grammar Singular and Plural Nouns, T32 Spelling Compound Words, T34 Build Vocabulary T36	Oral Language Being a Good Citizen, T22 Word Work T25 -Structural Analysis: Irregular Plurals, T25 Close Reading “A Difficult Decision,” T28–T35 -Genre: Realistic Fiction -Skill: Point of View -Strategy: Summarize -Vocabulary Strategy: Suffixes Write About the Text T36–T37 Grammar Pronouns, T38–T39	Close Reading “Juanita and the Beanstalk,” T16–T17 Strategy Summarize, T18–T19 Skill Point of View, T20–T21 Vocabulary Strategy Root Words, T24–T25 Write About the Text Model Note-Taking and Write to a Prompt, T28–T29 Grammar Singular and Plural Nouns, T32 Build Vocabulary T36	
	GRADE 3	Listening Comprehension Strategy: Summarize, T11 -Interactive Read-Aloud: “A Boy Named Martin” Write About the Text Writing Fluency, T20	Listening Comprehension T12–T13 Write About the Text Writing Fluency, T28 Genre Writing Opinion Essay: Read Like a Writer, T344	Listening Comprehension Strategy: Summarize, T23 -Interactive Read-Aloud Word Work/Vocabulary T24–T27 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T22	Genre Fairy Tale, T22–T23 Genre Writing Opinion Essay: Discuss the Expert Model, T344 Spelling Compound Words, T34	
OPTIONS			APPROACHING LEVEL		ON LEVEL	
	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3
		Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency			Leveled Reader Phonics Vocabulary Comprehension
						Leveled Reader Vocabulary Comprehension

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
GRADE 2					
CALIFORNIA STANDARDS	GRADE 2	Build Background Cooperation Works!, T98–T99 Oral Vocabulary T100 Word Work/Vocabulary T102–T107 -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Introduce Diphthongs <i>oy, oi</i> -High-Frequency Words/Words in Context Close Reading “Soccer Friends,” T108–T109 Grammar Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i> , T111	Introduce the Concept T74–T75 Vocabulary T78–T79 Close Reading “The New Hoop,” T80–T81 Grammar Subject and Object Pronouns, T96 Spelling Inflectional Endings <i>-ed, -ing, -s</i> , T98 Build Vocabulary T100	Oral Language Cooperation Works!, T112 Word Work T115 -Structural Analysis Close Reading “Soccer Friends,” T118–T125 -Genre: Informative -Skill: Point of View -Strategy: Summarize -Vocabulary Strategy: Idioms Practice <i>Your Turn</i> , 212–217 Write About the Text T126–T127 Grammar Pronouns with <i>-self</i> and <i>-selves</i> , T128–T129	Close Reading “The New Hoop,” T80–T81 Strategy Summarize, T82–T83 Skill Point of View, T84–T85 Vocabulary Strategy Homographs, T88–T89 Write About the Text Model Note-Taking and Write to a Prompt, T92–T93 Grammar Subject and Object Pronouns, T96 Build Vocabulary T100
	GRADE 3		Comprehension RL.2.1, RL.2.3, RL.2.6 Listening/Speaking SL.2.1, SL.2.1c, SL.2.2, SL.2.3 Writing W.2.1, W.2.3, W.2.8, W.2.10 Grammar L.2.1, L.2.2, L.2.2d Vocabulary L.2.4a Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c	Listening Comprehension T76–T77 Write About the Text Writing Fluency, T92 Genre Writing Opinion Essay: Draft, T346	Listening Comprehension T113 -Interactive Read-Aloud Word Work/Vocabulary T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T112
GRADE 3		Comprehension RL.3.1, RL.3.2, RL.3.6 Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.3a, W.3.8, W.3.9a, W.3.10 Grammar L.3.1a Vocabulary L.3.4a, L.3.4d, L.3.6, RL.3.4 Foundational Skills/Word Work RF.3.3a, RF.3.3b, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension Strategy: Summarize, T101 -Interactive Read-Aloud: “My First Day” Write About the Text Writing Fluency, T110	Listening Comprehension T113 -Interactive Read-Aloud Word Work/Vocabulary T114–T117 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T112	Genre Realistic Fiction, T86–T87 Genre Writing Opinion Essay: Teach the Draft Minilesson, T346 Spelling Inflectional Endings <i>-ed, -ing, -s</i> , T98
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE					
OPTIONS					
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T132–T133</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> <p>Fluency T134</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>Once Upon a Baby Brother</i>, T135A–T135P</p> <p>Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T137</p>	<p>Close Reading <i>Bravo, Tavo!</i>, T89A–T89V</p> <p>Grammar Subject and Object Pronouns, T97</p>	<p>Word Work T139</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion <p>Vocabulary Strategy Review: Suffixes, T141</p> <p>Close Reading “Bully-Free Zone,” T141A–T141B</p> <p>Write About Two Texts T142</p> <p>Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T143</p>	<p>Fluency Phrasing, T91</p> <p>Close Reading “Trash into Art,” T89W–T89Z</p> <p>Integrate Ideas Research and Inquiry, T102–T103</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Word Work T146–T147</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phonics/Spelling -Structural Analysis: Consonant + <i>le (el, al)</i> -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T150–T151</p> <p>Write About Two Texts T148</p> <p>Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T149</p>	<p>Integrate Ideas T102–T103</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T95</p> <p>Spelling Inflectional Endings <i>-ed, -ing, -s</i>, T99</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “My First Day!” T130</p> <p>Comprehension Maintain Skill: Theme, T131</p> <p>Word Work T133</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Pronouns, T137</p> <p>Write About the Text T136</p>	<p>Phonics/Decoding T90–T91</p> <ul style="list-style-type: none"> -Inflectional Endings, T90 -Suffixes <i>-ful, -less, -able</i> <p>Write About the Text T94</p> <p>Genre Writing Opinion Essay: Revise, T347</p> <p>Spelling Inflectional Endings <i>-ed, -ing, -s</i>, T99</p> <p>Build Vocabulary T101</p>	<p>Oral Language T138</p> <p>Word Work T139–T140</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Diphthongs <i>oy, oi</i> -High-Frequency Words -Structural Analysis <p>Fluency Expression, T141</p> <p>Integrate Ideas Research and Inquiry, T144–T145</p> <p>Grammar Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i>, T143</p>	<p>Close Reading <i>Bravo, Tavo!</i>, T89A–T89V</p> <p>Genre Writing Opinion Essay: Teach the Revise Minilesson, T347</p> <p>Grammar Subject and Object Pronouns, T97</p> <p>Spelling Inflectional Endings <i>-ed, -ing, -s</i>, T99</p> <p>Build Vocabulary T101</p>	<p>Integrate Ideas T150–T151</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Capitalizing the Pronoun <i>I</i>, T149</p>	<p>Genre Writing Opinion Essay: Peer Conferences, T347</p> <p>Grammar Subject and Object Pronouns, T97</p> <p>Build Vocabulary T101</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Our Heroes, T188 Oral Vocabulary T190 Word Work/Vocabulary T192–T197 -Phonological Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowels /û/: oo, u, u_e, ew, ue, ui and /ù/: oo, u, ou -High-Frequency Words/Words in Context Close Reading <i>César Chávez</i> , T198–T199 Grammar Possessive Pronouns, T201	Introduce the Concept T138–139 Vocabulary T142–T143 Close Reading “Rescue Dogs Save the Day,” T144–T145 Grammar Pronoun-Verb Agreement, T160 Spelling Closed Syllables VC/CV, T162 Build Vocabulary T164	Oral Language Our Heroes, T202 Word Work T205 -Structural Analysis: Contractions with <i>not</i> Close Reading T208–T215 -Genre: Informative -Skill: Connections Within Text: Sequence -Strategy: Summarize -Vocabulary Strategy: Synonyms Write About the Text T216–T217 Grammar Possessive Pronouns, T218–T219	Close Reading “Rescue Dogs Save the Day,” T144–T145 Strategy Ask and Answer Questions, T146–T147 Skill Author’s Point of View, T148–T149 Vocabulary Strategy Context Clues, T152–T153 Write About the Text Model Note-Taking and Write to a Prompt, T156–T157 Grammar Pronoun-Verb Agreement, T160 Build Vocabulary T164
	GRADE 3	Comprehension RI.3.1, RI.3.6 Listening/Speaking SL.3.1c, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.2, W.3.8, W.3.10, W.4.9b Grammar L.3.1a, L.3.1f Vocabulary L.3.4a, L.3.4c, L.3.6, RI.3.4 Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension Strategy: Summarize, T191 -Interactive Read-Aloud: “A Hero On and Off Skis” Write About the Text Writing Fluency, T200	Listening Comprehension T203 -Interactive Read-Aloud Word Work/Vocabulary T204–T207 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T190	Genre Expository Text, T150–T151 Genre Writing Opinion Essay: Proofread/Edit, T348 Spelling Closed Syllables VC/CV, T162
OPTIONS					

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

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Preserving Our Earth, T278 Oral Vocabulary T280 Word Work/Vocabulary T282–T287 -Phonemic Awareness: Identify Syllables -Phonics/Spelling: Introduce Variant Vowel /ô/: <i>a, aw, au, augh, al,</i> and <i>ough</i> -High-Frequency Words/Words in Context Close Reading <i>The Art Project</i> , T288 Grammar Contractions, T291	Introduce the Concept T202–T203 Vocabulary T206–T207 Close Reading “Dolores Huerta: Growing Up Strong,” T208–T209 Grammar Possessive Pronouns, T224 Spelling Inflectional Endings <i>y</i> to <i>i</i> , T226 Build Vocabulary T228	Oral Language Preserving Our Earth, T292 Word Work T295 -Structural Analysis: Vowel Team Syllables Close Reading <i>The Art Project</i> , T298–T305 -Genre: Fiction -Skill: Plot: Problem and Solution -Strategy: Make, Confirm, Revise Predictions -Vocabulary Strategy: Homophones Write About the Text T306–T307 Grammar Contractions, T308–T309	Close Reading “Dolores Huerta: Growing Up Strong,” T208–T209 Strategy Ask and Answer Questions, T210–T211 Skill Author’s Point of View, T212–T213 Vocabulary Strategy Prefixes and Suffixes, T216–T217 Write About the Text Model Note-Taking and Write to a Prompt, T220–T221 Grammar Possessive Pronouns, T224 Build Vocabulary T228
	GRADE 3	Comprehension RI.3.1, RI.3.6 Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.2a, W.3.8, W.3.10, W.4.9b Grammar L.3.1a, L.3.2d Vocabulary L.3.4a, L.3.4b, RI.3.4 Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension T204–T205 Write About the Text Writing Fluency, T220 Genre Writing Book Review: Read Like a Writer, T350	Listening Comprehension T295 -Interactive Read-Aloud Word Work/Vocabulary T294–T297 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T292	Genre Biography, T214–T215 Genre Writing Book Review: Discuss the Expert Model, T350 Spelling Inflectional Endings <i>y</i> to <i>i</i> , T226
OPTIONS					
		APPROACHING LEVEL		ON LEVEL	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		Leveled Reader Phonemic Awareness Phonics Structural Analysis High-Frequency Words/Vocabulary Comprehension	Leveled Reader Phonics/Decoding Vocabulary Comprehension Fluency	Leveled Reader Phonics Vocabulary Comprehension	Leveled Reader Vocabulary Comprehension

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

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

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

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

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

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

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

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Plant Myths and Facts, T8–T9 Oral Vocabulary T10 Word Work/Vocabulary T12–T17 -Phonemic Awareness: Identify and Make Oral Rhymes -Phonics/Spelling: Open, Closed Syllables -High-Frequency Words/Vocabulary in Context Close Reading <i>Why Fir Tree Keeps His Leaves</i> , T18–T19 Grammar Adjectives, T21	Introduce the Concept T10–T11 Vocabulary T14–T15 Close Reading “Athena and Arachne,” T16–T17 Grammar Adjectives and Articles, T32 Spelling Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , and <i>dis-</i> , T34 Build Vocabulary T36	Oral Language Plant Myths and Facts, T22 Word Work T27 -Structural Analysis: Compound Words Close Reading <i>Why Fir Tree Keeps His Leaves</i> , T28 -Genre: Myth -Skill: Theme -Strategy: Reread -Vocabulary Strategy: Context Clues Write About the Text T36–T37 Grammar Adjectives, T38–T39	Close Reading “Athena and Arachne,” T16–T17 Strategy Make, Confirm, or Revise Predictions, T18–T19 Skill Theme, T20–T21 Vocabulary Strategy Root Words, T24–T25 Write About the Text Model Note-Taking and Write to a Prompt, T28–T29 Grammar Adjectives and Articles, T32 Build Vocabulary T36
	GRADE 3	Comprehension L.3.1, RL.3.2 Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3 Writing W.3.1a, W.3.8, W.3.10 Grammar L.3.1a Vocabulary L.3.4c, L.3.5b, L.3.6 Foundational Skills/Word Work RF.3.3a, RF.3.4a, RF.3.4b, RF.3.4c	Listening Comprehension Strategy: Reread, T18 -Interactive Read-Aloud: “The Bluebell” Write About the Text Writing Fluency, T20	Listening Comprehension T23 -Interactive Read-Aloud Word Work/Vocabulary T24–T27 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T22	Genre Myth/Drama, T22–T23 Genre Writing Feature Article: Discuss the Expert Model, T344 Spelling Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , and <i>dis-</i> , T34
OPTIONS					

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T42–T43</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Blending -Phonics/Spelling: Words with Open and Closed Syllables <p>Fluency T44</p> <ul style="list-style-type: none"> -Expression -High-Frequency Words <p>Close Reading <i>The Golden Flower: A Taino Myth from Puerto Rico</i>, T45A–T45L</p> <p>Grammar Mechanics: Commas in a Series, T47</p>	<p>Close Reading <i>King Midas and the Golden Touch</i>, T25A–T25P</p> <p>Grammar Adjectives and Articles, T33</p>	<p>Word Work T49</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Deletion <p>Vocabulary Strategy Review: Similes, T51</p> <p>Close Reading “A Pumpkin Plant,” T51A–T51B</p> <p>Write About Two Texts T52</p> <p>Grammar Mechanics: Commas in a Series, T53</p>	<p>Fluency T27</p> <p>Close Reading “Carlos’s Gift,” T25Q–T25T</p> <p>Integrate Ideas Research and Inquiry, T38–T39</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T30</p>	<p>Word Work T56–T57</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Open and Closed Syllables -Structural Analysis: Compound Words -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T60–T61</p> <p>Write About Two Texts T58</p> <p>Grammar Adjectives, T59</p>	<p>Integrate Ideas T38–T39</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T31</p> <p>Spelling Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i> and <i>dis-</i>, T35</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “The Bluebell,” T40</p> <p>Comprehension Maintain Skill: Point of View, T41</p> <p>Vocabulary Reinforce Vocabulary, T45</p> <p>Word Work T42–T43</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar Adjectives, T47</p> <p>Write About the Text T46</p>	<p>Phonics/Decoding T26–T27</p> <ul style="list-style-type: none"> -Prefixes -Roots in Related Words <p>Write About the Text T30</p> <p>Genre Writing Feature Article and Prewrite, T345</p> <p>Spelling Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, and <i>dis-</i>, T35</p> <p>Build Vocabulary T37</p>	<p>Oral Language T48</p> <p>Word Work T49–T50</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Open and Closed Syllables -High-Frequency Words/ Vocabulary -Structural Analysis: Compound Words <p>Fluency Expression, T51</p> <p>Integrate Ideas T54–T55</p> <p>Grammar Adjectives, T53</p>	<p>Close Reading <i>King Midas and the Golden Touch</i>, T25A–T25P</p> <p>Genre Writing Feature Article: Teach the Prewrite Minilesson, T345</p> <p>Grammar T33</p> <p>Spelling Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, and <i>dis-</i>, T35</p> <p>Build Vocabulary T37</p>	<p>Integrate Ideas T60–T61</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Commas in a Series, T59</p>	<p>Genre Writing Feature Article: Choose Your Topic and Plan, T345</p> <p>Grammar T33</p> <p>Build Vocabulary T37</p>	

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

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

		DAY 1		DAY 2	
<p>CALIFORNIA STANDARDS</p> <p>GRADE 2</p> <p>Comprehension RI.2.1, RI.2.6, RI.2.8</p> <p>Listening/Speaking SL.2.1c, SL.2.2, SL.2.3</p> <p>Writing W.2.2, W.2.4, W.2.8, W.2.10</p> <p>Grammar L.2.1, L.2.2, L.2.4</p> <p>Vocabulary L.2.5, L.4.4a, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p> <p>GRADE 3</p> <p>Comprehension RL.3.1, RL.3.2</p> <p>Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p>Writing W.3.1a, W.3.8, W.3.10</p> <p>Grammar L.3.1g</p> <p>Vocabulary L.3.5a, L.3.5b, RL.3.4</p> <p>Foundational Skills/Word Work RF.3.3b, RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p>CORE</p>	<p>GRADE 2</p> <p>Build Background We Need Energy, T98–T99</p> <p>Oral Vocabulary T100</p> <p>Word Work/Vocabulary T102–T107</p> <p>-Phonemic Awareness: Initial Phoneme Addition</p> <p>-Phonics/Spelling: Introduce CVCe Syllables</p> <p>-High-Frequency Words/Vocabulary in Context</p> <p>Close Reading “Pedal Power,” T108–T109</p> <p>Grammar Articles and <i>This, That, These, and Those</i>, T111</p>	<p>GRADE 3</p> <p>Introduce the Concept T74–T75</p> <p>Vocabulary T78–T79</p> <p>Close Reading “The Big Blizzard,” T80–T81</p> <p>Grammar Adjectives That Compare, T96</p> <p>Spelling Consonant + /e Syllables T98</p> <p>Build Vocabulary T100</p>	<p>GRADE 2</p> <p>Oral Language We Need Energy, T112</p> <p>Word Work T115</p> <p>-Structural Analysis: Prefixes</p> <p>Close Reading “Pedal Power,” T118–T121</p> <p>-Genre: Informative</p> <p>-Skill: Author’s Purpose</p> <p>-Strategy: Reread</p> <p>-Vocabulary Strategy: Paragraph Clues</p> <p>Write About the Text T126–T127</p> <p>Grammar Names and Titles, T128–T129</p>	<p>GRADE 3</p> <p>Close Reading “The Big Blizzard,” T80–T81</p> <p>Strategy Make, Confirm, or Revise Predictions, T82–T83</p> <p>Skill Theme, T84–T85</p> <p>Vocabulary Strategy Idioms, T88–T89</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T92–T93</p> <p>Grammar Adjectives That Compare, T96</p> <p>Build Vocabulary T100</p>
		<p>OPTIONS</p>	<p>Listening Comprehension Strategy: Reread, T101</p> <p>-Interactive Read-Aloud: “How Does Energy Make Your Hair Stand Up?”</p> <p>Write About the Text Writing Fluency, T110</p>	<p>Listening Comprehension T76–T77</p> <p>Write About the Text Writing Fluency, T92</p> <p>Genre Writing Feature Article: Draft, T346</p>	<p>Listening Comprehension Strategy: Reread, T113</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T114–T117</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T112</p>

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T132–T133</p> <ul style="list-style-type: none"> -Phonemic Awareness: Initial Phoneme Substitution -Phonics/Spelling: Words with CVCe Syllables <p>Close Reading <i>My Light</i>, T135A–T135L</p> <p>Fluency T134</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Grammar Mechanics: Names and Titles, T137</p>	<p>Close Reading <i>Nora’s Ark</i>, T89A–T89V</p> <p>Grammar Adjectives That Compare, T97</p>	<p>Word Work T139</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation <p>Vocabulary Strategy Review: Synonyms/Antonyms, T141</p> <p>Close Reading “The Power of Water,” T141A–T141B</p> <p>Write About Two Texts T142</p> <p>Grammar Mechanics: Names and Titles, T143</p>	<p>Fluency T91</p> <p>Close Reading “The Wind and the Sun,” T89W–T89X</p> <p>Integrate Ideas Research and Inquiry, T102–T103</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T94</p>	<p>Word Work T146–T147</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: CVCe Syllables -Structural Analysis -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T150–T151</p> <p>Write About Two Texts T148</p> <p>Grammar Articles and <i>This, That, These, and Those</i>, T149</p>	<p>Integrate Ideas T102–T103</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T95</p> <p>Spelling Consonant + <i>le</i> Syllables, T99</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “How Does Energy Make Your Hair Stand Up?,” T130</p> <p>Comprehension Maintain Skill: Connections Within Text: Cause and Effect, T131</p> <p>Vocabulary T135</p> <p>Word Work T133</p> <ul style="list-style-type: none"> -Structural Analysis <p>Grammar T137</p> <p>Write About the Text T136</p>	<p>Phonics/Decoding T90–T91</p> <ul style="list-style-type: none"> -Consonant + <i>le</i> Syllables, T90 -Latin Suffixes, T91 <p>Write About the Text T94</p> <p>Genre Writing Feature Article: Revise, T347</p> <p>Spelling Consonant + <i>le</i> Syllables, T99</p> <p>Build Vocabulary T101</p>	<p>Oral Language T138</p> <p>Word Work T139–T140</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with CVCe Syllables -High-Frequency Words -Structural Analysis: Prefixes/Suffixes <p>Fluency T141</p> <ul style="list-style-type: none"> -Intonation <p>Integrate Ideas Research and Inquiry, T144–T145</p> <p>Grammar T143</p>	<p>Close Reading <i>Nora’s Ark</i>, T89A–T89V</p> <p>Genre Writing Feature Article: Teach the Revise Minilesson, T347</p> <p>Grammar Adjectives That Compare, T97</p> <p>Spelling Consonant + <i>le</i> Syllables, T99</p> <p>Build Vocabulary T101</p>	<p>Integrate Ideas T150–T151</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Names and Titles, T149</p>	<p>Genre Writing Feature Article: Peer Conferences, T347</p> <p>Grammar Adjectives That Compare, T97</p> <p>Build Vocabulary T101</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
<p>GRADE 2</p> <p>Comprehension RI.2.1, RI.2.2, RI.2.6, RI.2.8</p> <p>Listening/Speaking SL.2.1, SL.2.2, SL.2.3</p> <p>Writing W.2.1, W.2.4, W.2.8, W.2.10</p> <p>Vocabulary L.2.4c, L.2.5, L.2.5a, L.4.4b, RI.2.4</p> <p>Foundational Skills/Word Work RF.2.4a, RF.2.4b, RF.2.4c</p> <p>GRADE 3</p> <p>Comprehension RI.3.1, RI.3.3, RI.3.10</p> <p>Listening/Speaking SL.3.1b, SL.3.1d, SL.3.2, SL.3.3</p> <p>Writing W.3.2a, W.3.8, W.3.10, W.4.9b</p> <p>Grammar L.3.1a, L.3.1g</p> <p>Vocabulary L.3.4c, L.3.5b, RI.3.4</p> <p>Foundational Skills/Word Work RF.3.3c, RF.3.4a, RF.3.4b, RF.3.4c</p>	<p>CORE</p>	<p>Build Background Team Up to Explore, T188</p> <p>Oral Vocabulary T190</p> <p>Word Work/Vocabulary T192–T195</p> <p>-Phonological Awareness: Identify Syllables</p> <p>-Phonics/Spelling: Introduce Consonant + <i>le</i> Syllables (<i>el, al</i>)</p> <p>-High-Frequency Words/ Vocabulary in Context</p> <p>Close Reading “Dive Teams,” T198–T199</p> <p>Grammar Adjectives That Compare, T201</p>	<p>Introduce the Concept T138–139</p> <p>Vocabulary T142–T143</p> <p>Close Reading “Rocketing Into Space,” T144–T145</p> <p>Grammar Adverbs, T160</p> <p>Spelling Vowel Team Syllables, T162</p> <p>Build Vocabulary T164</p>	<p>Oral Language Team Up to Explore, T202</p> <p>Word Work T205</p> <p>-Structural Analysis: Contractions/ Possessives</p> <p>Close Reading “Dive Teams,” T208–T213</p> <p>-Genre: Informative</p> <p>-Skill: Main Idea and Key Details</p> <p>-Strategy: Summarize</p> <p>-Vocabulary Strategy</p> <p>Write About the Text T216–T217</p> <p>Grammar Adjectives That Compare, T218–T219</p>	<p>Close Reading “Rocketing Into Space,” T144–T145</p> <p>Strategy Reread, T146–T147</p> <p>Skill Problem and Solution, T148–T149</p> <p>Vocabulary Strategy Greek and Latin Roots, T152–T153</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T156–T157</p> <p>Grammar Adverbs, T160</p> <p>Build Vocabulary T164</p>
			<p>OPTIONS</p>	<p>Listening Comprehension Strategy: Summarize, T191</p> <p>-Interactive Read-Aloud: “Teamwork in Space”</p> <p>Write About the Text Writing Fluency, T200</p>	<p>Listening Comprehension T140–T141</p> <p>Write About the Text Writing Fluency, T156</p> <p>Genre Writing Feature Article: Discuss the Edited Model, T348</p>

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T222–T223</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Addition/ Deletion -Phonics/Spelling: Consonant + /e Syllables <p>Fluency T224</p> <ul style="list-style-type: none"> -Phrasing -High-Frequency Words <p>Close Reading <i>Astronaut Handbook</i>, T225A–T225J</p> <p>Grammar Mechanics: Apostrophes with Possessive Nouns, T227</p>	<p>Close Reading <i>Out of this World! The Ellen Ochoa Story</i>, T153A–T153L</p> <p>Grammar Adverbs, T161</p>	<p>Word Work T229</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Segmentation and Blending <p>Vocabulary Strategy Review: Synonyms/ Antonyms, T231</p> <p>Close Reading “Teamwork to the Top,” T231A–T231B</p> <p>Write About Two Texts T232</p> <p>Grammar Mechanics: Apostrophes with Possessive Nouns, T233</p>	<p>Fluency T155</p> <p>Close Reading “A Flight to Lunar City,” T153M–T153N</p> <p>Integrate Ideas Research and Inquiry, T166–T167</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T158</p>	<p>Word Work T236–T237</p> <ul style="list-style-type: none"> -Phonemic Awareness -Phonics/Spelling: Consonant + /e Syllables -Structural Analysis: Contractions/Possessives -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T240–T241</p> <p>Write About Two Texts T238</p> <p>Grammar Adjectives That Compare, T239</p>	<p>Integrate Ideas T166–T167</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Weekly Assessment</p> <p>Write About Two Texts Analyze Student Model and Write to the Prompt, T159</p> <p>Spelling Vowel Team Syllables, T163</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “Teamwork in Space,”</p> <p>Comprehension T221</p> <p>Vocabulary T225</p> <p>Word Work T222–T223</p> <ul style="list-style-type: none"> -Fluency: Pronunciation -Structural Analysis: Contractions/Possessives -High Frequency Words <p>Grammar Adjectives That Compare, T227</p> <p>Write About the Text T226</p>	<p>Phonics/Decoding T154–T155</p> <ul style="list-style-type: none"> -Vowel Team Syllables -Greek and Latin Roots <p>Write About the Text and Write to a Prompt T158</p> <p>Genre Writing Feature Article: Publish, T348</p> <p>Spelling Vowel Team Syllables, T163</p> <p>Build Vocabulary T165</p>	<p>Oral Language T228</p> <p>Word Work T229–T230</p> <ul style="list-style-type: none"> -Phonics/Spelling -High-Frequency Words -Structural Analysis: Contractions/Possessives <p>Fluency T231</p> <ul style="list-style-type: none"> -Phrasing <p>Integrate Ideas Research and Inquiry, T234–T235</p> <p>Grammar Adjectives That Compare, T233</p>	<p>Close Reading <i>Out of this World! The Ellen Ochoa Story</i>, T153A–T153L</p> <p>Genre Writing Feature Article: Evaluate, T349</p> <p>Grammar Adverbs, T161</p> <p>Spelling Vowel Team Syllables, T163</p> <p>Build Vocabulary T165</p>	<p>Integrate Ideas T240–T241</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Apostrophes with Possessive Nouns, T239</p>	<p>Genre Writing Feature Article: Conference with Students, T349</p> <p>Grammar Adverbs, T161</p> <p>Build Vocabulary T165</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS		GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE	GRADE 2	Build Background Money Matters, T278 Oral Vocabulary T280 Word Work/Vocabulary T282–T287 -Phonemic Awareness: Phoneme Segmentation -Phonics: Introduce Vowel Team Syllables -High-Frequency Words and Vocabulary Close Reading “The Life of a Dollar Bill,” T288 Grammar Adverbs and Prepositional Phrases, T291	Introduce the Concept T202–T203 Vocabulary T206–T207 Close Reading “Butterflies Big and Small,” T208–T209 Grammar Adverbs That Compare, T224 Spelling <i>r</i> -Controlled Vowel Syllables, T226 Build Vocabulary T228	Oral Language Money Matters, T292 Word Work T295 -Comparative Endings <i>-er</i> , <i>-est</i> Close Reading “The Life of a Dollar Bill,” T298–T305 -Genre: Expository Text -Skill: Problem and Solution -Vocabulary Strategy: Paragraph Clues Write About the Text T306–T307 Grammar Adverbs and Prepositional Phrases, T308–T309	Close Reading “Butterflies Big and Small,” T208–T209 Strategy Reread, T210–T211 Skill Compare and Contrast, T212–T213 Vocabulary Strategy Context Clues, T216–T217 Write About the Text Model Note-Taking and Write to a Prompt, T220–T221 Grammar Adverbs That Compare, T224 Build Vocabulary T228
	GRADE 3	Listening Comprehension Strategy: Summarize, T281 -Interactive Read-Aloud: “Keep the Change” Write About the Text Writing Fluency, T290	Listening Comprehension T204–T205 Write About the Text Writing Fluency, T220 Genre Writing Research Report: Read Like a Writer, T350	Listening Comprehension T293 -Interactive Read-Aloud Word Work/Vocabulary T294–T297 -Phonemic Awareness -Phonics/Spelling -High-Frequency Words/Expand Vocabulary Oral Vocabulary Words T292	Genre Expository Text, T214–T215 Genre Writing Research Report: Discuss the Expert Model, T350 Spelling <i>r</i> -Controlled Vowel Syllables, T226
OPTIONS					

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

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

		DAY 3		DAY 4		DAY 5	
CORE	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
		<p>Word Work T312–T313</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Reversal -Phonics/Spelling: Vowel Team Syllables <p>Fluency T314</p> <ul style="list-style-type: none"> -Intonation -High-Frequency Words <p>Close Reading <i>Money Madness</i>, T315A–T315L</p> <p>Grammar Mechanics: Capitalization, T317</p>	<p>Close Reading <i>Alligators and Crocodiles</i>, T217A–T217X</p> <p>Grammar Adverbs That Compare, T225</p>	<p>Word Work T319</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phoneme Substitution <p>Vocabulary Strategy</p> <p>Review: Greek and Latin Roots, T321</p> <p>Close Reading “King Midas and the Golden Touch,” T321A–T321B</p> <p>Write About Two Texts T322</p> <p>Grammar Mechanics: Capitalization, T323</p>	<p>Fluency T219</p> <p>Close Reading “The Monkey and the Crocodile,” T217Y–T217Z</p> <p>Integrate Ideas Research and Inquiry, T230–T231</p> <p>Write About Two Texts Model Note-Taking and Taking Notes, T222</p>	<p>Word Work T326–T327</p> <ul style="list-style-type: none"> -Phonemic Awareness: Phonics/Spelling: Vowel Team Syllables -Structural Analysis: Comparative Endings -High-Frequency Words -Vocabulary <p>Integrate Ideas Text Connections, T330–T331</p> <p>Write About Two Texts T328</p> <p>Grammar Adverbs and Prepositional Phrases, T329</p>	<p>Integrate Ideas T230–T231</p> <ul style="list-style-type: none"> -Text Connections -Research and Inquiry <p>Weekly Assessment</p> <p>Write About Two Texts</p> <p>Analyze Student Model and Write to the Prompt, T223</p> <p>Spelling <i>r</i>-Controlled Vowel Syllables, T227</p>
OPTIONS	GRADE 2	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3	
	<p>Oral Vocabulary “Keep the Change!,” T310</p> <p>Comprehension T311</p> <p>Vocabulary T315</p> <p>Word Work T312–T315</p> <ul style="list-style-type: none"> -Structural Analysis: Comparative Endings <i>-er</i>, <i>-est</i> <p>Grammar Adverbs and Prepositional Phrases, T317</p> <p>Write to a Prompt T316</p>	<p>Phonics/Decoding T218–T219</p> <ul style="list-style-type: none"> -<i>r</i>-Controlled Vowel Syllables, T218 -Latin Suffixes, T219 <p>Write About the Text and Write to a Prompt T222</p> <p>Genre Writing Research Report: Prewrite, T351</p> <p>Spelling <i>r</i>-Controlled Vowel Syllables, T227</p> <p>Build Vocabulary T229</p>	<p>Oral Language T318</p> <p>Word Work T319–T320</p> <ul style="list-style-type: none"> -Phonics/Spelling: Words with Vowel Team Syllables -High-Frequency Words -Structural Analysis <p>Fluency T321</p> <ul style="list-style-type: none"> -Intonation <p>Integrate Ideas Research and Inquiry, T324–T325</p> <p>Grammar T323</p> <p>Genre Informative</p>	<p>Close Reading <i>Alligators and Crocodiles</i>, T217A–T217X</p> <p>Genre Writing Research Report: Teach the Prewrite Minilesson, T351</p> <p>Grammar Adverbs That Compare, T225</p> <p>Spelling <i>r</i>-Controlled Vowel Syllables, T227</p> <p>Build Vocabulary T229</p>	<p>Integrate Ideas T330–T331</p> <ul style="list-style-type: none"> -Research and Inquiry -Speaking and Listening <p>Grammar Mechanics: Capitalization, T329</p>	<p>Genre Writing Research Report: Choose Your Topic and Plan, T351</p> <p>Grammar Adverbs That Compare, T225</p> <p>Build Vocabulary T229</p>	

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

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

		DAY 1		DAY 2	
CALIFORNIA STANDARDS	GRADE 2	GRADE 2	GRADE 3	GRADE 2	GRADE 3
	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3
	GRADE 2	GRADE 2	GRADE 3	GRADE 2	GRADE 3
	GRADE 3	GRADE 2	GRADE 3	GRADE 2	GRADE 3
CORE		<p>Build Background The World of Ideas, T368</p> <p>Oral Vocabulary T370</p> <p>Word Work/Vocabulary T372–T377</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling: <i>r</i>-Controlled Vowel Syllables</p> <p>-High-Frequency Words/ Vocabulary in Context</p> <p>Close Reading “A Box of Crayons,” “What Story is This?,” “The Ticket,” T378–T379</p> <p>Grammar Adjectives and Adverbs, T381</p>	<p>Introduce the Concept T266–T267</p> <p>Vocabulary T270–T271</p> <p>Close Reading “The Camping Trip” and “Bubble Gum,” T272–T273</p> <p>Grammar Prepositions, T288</p> <p>Spelling Suffixes <i>-ful</i>, <i>-less</i>, and <i>-ly</i>, T290</p> <p>Build Vocabulary T292</p>	<p>Oral Language The World of Ideas, T382</p> <p>Word Work T385</p> <p>-Structural Analysis</p> <p>Close Reading “A Box of Crayons,” “What Story is This?,” “The Ticket,” T388–T395</p> <p>-Genre: Informative</p> <p>-Skill: Point of View</p> <p>-Strategy: Rhyming Poem</p> <p>-Vocabulary Strategy: Metaphors</p> <p>Write About the Text T396</p> <p>Grammar Adjectives and Adverbs, T398</p>	<p>Close Reading “The Camping Trip” and “Bubble Gum,” T272–T273</p> <p>Skill Point of View, T276–T277</p> <p>Literary Element Rhythmn and Rhyme, T278–T279</p> <p>Vocabulary Strategy Idioms, T280–T281</p> <p>Write About the Text Model Note-Taking and Write to a Prompt, T284–T285</p> <p>Grammar Prepositions, T288</p> <p>Build Vocabulary T292</p>
OPTIONS		<p>Listening Comprehension Strategy: Summarize, T371</p> <p>-Interactive Read-Aloud: “Give Me a Brown Box”</p> <p>Write About the Text Writing Fluency, T380</p>	<p>Listening Comprehension T268–T269</p> <p>Write About the Text Writing Fluency, T284</p> <p>Genre Writing Research Report: Draft, T352</p>	<p>Listening Comprehension T383</p> <p>-Interactive Read-Aloud</p> <p>Word Work/Vocabulary T384–T387</p> <p>-Phonemic Awareness</p> <p>-Phonics/Spelling</p> <p>-High-Frequency Words/Expand Vocabulary</p> <p>Oral Vocabulary Words T382</p>	<p>Genre Narrative Poem, T274–T275</p> <p>Genre Writing Research Report: Teach the Draft Minilesson, T352</p> <p>Spelling Suffixes <i>-ful</i>, <i>-less</i>, and <i>-ly</i>, T290</p>
		APPROACHING LEVEL		ON LEVEL	
		GRADE 2	GRADE 3	GRADE 2	GRADE 3
		<p>Leveled Reader</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>Structural Analysis</p> <p>High-Frequency Words/Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Phonics/Decoding</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p>	<p>Leveled Reader</p> <p>Phonics</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>Leveled Reader</p> <p>Vocabulary</p> <p>Comprehension</p>

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

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

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