



Combination Class Guide

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Combination Class Guide

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**Language Arts
in a
Combination Class**

**Houghton Mifflin Grades
K-3/4-5**

Combination Classroom Planning Guides

Language Arts

Houghton Mifflin Combination Classroom Planning Guides are available for all combo teachers. Contact Becky D'Arrigo, Ed. Services for your copy. This guide includes management support, sample daily plans, and blackline masters.

First, read the introduction portion of the book. It gives an overview of how this guide can assist you in managing your language arts program. It discusses common issues such as classroom organization and communication. It lists the steps of how to teach students to work independently. Lastly, it outlines valuable management tips.

Next, there is a sample planning guide for the first theme integrating the two grade levels. The plans show models for combining lessons for the first three weeks. These plans correlate with the Houghton Mifflin Teachers Editions and provide suggestions for grouping of students (small group, whole group and independent). For example, it offers ideas for Teacher Read Alouds. The teacher reads both grade level read alouds to the entire class. The follow up skills are differentiated according to the appropriate grade level standards.

**GRADES K/1 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

KINDERGARTEN SPECIFIC STANDARDS	KINDERGARTEN -1st GRADE COMMON STANDARDS	1st GRADE SPECIFIC STANDARDS
<p align="center">READING</p> <p>Concepts of Print</p> <p>1.1 Identify book front, back, title page</p> <p>1.2* Track print left to right and top to bottom</p> <p>1.3 Know printed materials provide information</p> <p>1.4 Find or match a word in text</p> <p>1.5* Distinguish letters from words</p> <p>+ Apply concepts of print knowledge</p> <p>+ Recite the alphabet</p> <p>1.6* Recognize/name all upper and lower case letters</p> <p>Phonemic Awareness</p> <p>1.7-1.8 Phonemic awareness skills</p> <p>1.9 Blend v-c sounds, c-v-c sounds</p> <p>1.10* Rhyme words in response to oral prompts</p> <p>1.1* Identify beginning & ending sounds</p> <p>1.12 Auditorily track words & syllables</p> <p>1.13 Count number of syllables in words</p> <p>Phonics, Decoding and Word Recognition</p> <p>1.15 Read simple one-syllable and kindergarten high frequency sight words</p>	<p align="center">READING</p> <p>Phonemic Awareness</p> <p>1.8,1.9* Blend and segment sounds</p> <p>1.13,1.9 Count syllables</p> <p>Phonics, Decoding and Word Recognition</p> <p>1.14,1.10* Match and produce sounds for letters</p> <p>Vocabulary and Concept Development</p> <p>1.17,1.17 Identify, sort, classify categories of words</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.2,2.5 Make and confirm predictions</p> <p>2.3,2.6 Connect life experiences to text</p> <p>2.4*,2.7* Retell stories</p> <p>3.3,3.1 Identify story elements</p>	<p align="center">READING</p> <p>Concepts of Print</p> <p>1.1 Match oral words to printed words</p> <p>1.2 Identify title,author of a reading</p> <p>1.3 Identify letters, words, sentences</p> <p>Phonemic Awareness</p> <p>1.4,1.5 Distinguish sounds in spoken words</p> <p>1.6 Change beginning phonemes to make rhyming words</p> <p>1.7 Make new words by changing beginning, middle, and ending sound</p> <p>1.8 Blend 2-4 phonemes to make word</p> <p>1.9 Segment 1-syllable word into phonemes</p> <p>Phonics, Decoding and Word Recognition</p> <p>1.11 Read grade 1 sight word list</p> <p>1.12 Decode diphthongs, digraphs, and vowel+r</p> <p>1.13 Read compound words and contractions</p> <p>1.14 Root words and suffixes</p> <p>1.15 Word families</p> <p>1.16* Use phonics to decode</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.0* Read grade level text orally</p> <p>2.2* Answer questions about text</p> <p>2.7* Summarize main idea of narrative and expository</p>

*indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES K/1 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

KINDERGARTEN SPECIFIC STANDARDS	KINDERGARTEN -1st GRADE COMMON STANDARDS	1st GRADE SPECIFIC STANDARDS
WRITING	WRITING	WRITING
<p><u>Penmanship</u> 1.4* Print first & last name and upper and lowercase letters</p> <p><u>Writing Applications</u> 1.0* Writes words and brief sentences (1.1-1.3) +* Dictates a story and begins to write brief narratives</p>	<p><u>Penmanship</u> 1.0,1.3* Print letters & words legibly</p> <p><u>Writing Mechanics</u> 1.1,1.1 Use complete sentences +,1.5* Use end punctuation in sentence structure +,1.7* Use capitalization in sentence structure</p>	<p><u>Penmanship</u> 1.3* Print sentences neatly, correctly</p> <p><u>Content</u> 1.1* Use clear, coherent writing</p> <p><u>Conventions/Spelling</u> 1.8* Learn and apply spelling skills</p> <p><u>Writing Applications</u> 2.1 Write an autobiographical incident 2.2 Write a brief report of information</p>
LISTENING AND SPEAKING	LISTENING AND SPEAKING	LISTENING AND SPEAKING
<p>+ Recite poems, chants, nursery rhymes</p>	<p>1.0,1.1* Listen attentively 1.1,1.3* Follow 2-step directions 1.2,1.0* Speak clearly and in complete sentences</p>	<p>1.4* Stay on topic while speaking 2.0 Give brief oral presentations</p>

GRADES 1/2 COMBINATION CLASS STANDARDS OVERVIEW FOR LANGUAGE ARTS

1st GRADE SPECIFIC STANDARDS	1st & 2nd GRADES COMMON STANDARDS	2nd GRADE SPECIFIC STANDARDS
<p>READING</p> <p><u>Concepts of Print</u> 1.1 Match oral words to print 1.2 Identify title, author of a reading 1.3 Identify letters, words, sentences</p> <p><u>Phonemic Awareness</u> 1.4, 1.5 Distinguish sounds in spoken words 1.6 Change beginning phonemes to make rhyming words 1.7 Make new words by changing beginning, middle, and ending sound</p> <p><u>Phonics, Decoding, and Word Recognition</u> 1.10 Produce sounds for letters, letter patterns 1.11 Read Grade 1 High Frequency Sight Word List 1.13 Read compound words and contractions + Identify small words in contractions 1.14 Read root words with inflectional endings</p> <p><u>Vocabulary and Concept Development</u> 1.15 Build common word families 1.17 Classify categories of words</p> <p><u>Structural Features of Informational Materials</u> 2.1 Sequence and logical order 2.3 Follow one step written instructions</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.4 Use context 2.5 Confirm predictions using key words 2.6 Relate prior knowledge 2.7 Retell and summarize main ideas</p> <p><u>Fluency</u></p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u> 3.2 Role of authors/illustrators 3.3 Recollect, talk and write about books</p>	<p>1.0, 1.0 Students use phonics, word parts and syllabication...to achieve oral and silent reading</p> <p><u>Concepts of Print</u></p> <p><u>Phonemic Awareness</u> 1.8, 1.9 Blend and segment sounds to 1.6* <i>read aloud fluently</i></p> <p><u>Phonics, Decoding, and Word Recognition</u> 1.9+, 1.2 Syllabication 1.12, 1.1 Digraphs, diphthongs, vowel + "r" 1.14, 1.9 Suffixes 1.16, 1.6 Use phonics to decode</p> <p><u>Vocabulary and Concept Development</u> 1.17+ Begin to identify synonyms and antonyms, <i>Explain meanings</i></p> <p><u>Structural Features of Informational Materials</u></p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.2, 2.4* Answer questions about text</p> <p><u>Fluency</u> 2.7+ & Read numerous little books 2.8+ Read a grade level selection or above</p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u> 3.1, 3.0 Understand parts of a story</p>	<p><u>Phonics, Decoding, and Word Recognition</u> 1.1 Use spelling patterns in reading 1.2 Apply basic syllabication rules 1.3 Decode 2-syllable nonsense words 1.4 Know common abbreviations 1.5 Use regular and irregular plurals 1.6+ Mastery of grade 2 phonics skills + Decode unknown words</p> <p><u>Vocabulary and Concept Development</u> 1.8 Meanings of compound words 1.9 Meanings of affixes 1.10 Multiple meaning words</p> <p><u>Structural Features of Informational Materials</u> 2.1 Locate information using title, table of contents, headings</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.2 State purpose for engaging in reading 2.3 Know author's purpose to comprehend informational text 2.4* Answer and ask questions of expository text 2.5* Restate fact and details in text +* Recall facts, details, events in order 2.6 Cause and effect + Draw conclusions, and infer 2.7 Interpret information from charts, diagrams, graphs 2.8 Read and follow 2-step directions</p> <p><u>Fluency</u></p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u> 3.2 Generate alternative endings to plots, and identify reason(s) for, and impact of, the alternatives 3.3 Compare and contrast different versions of same stories that reflect different cultures</p>

Italics used to show second grade skills in column 2

**indicates report card correlation + shows expectations above California Content Standards*

GRADES 1/2 COMBINATION CLASS STANDARDS OVERVIEW FOR LANGUAGE ARTS

1st GRADE SPECIFIC STANDARDS	1st & 2nd GRADES COMMON STANDARDS	2nd GRADE SPECIFIC STANDARDS
<p>WRITING</p> <p><u>Organizations and Focus</u> 1.2 Use descriptive words</p> <p><u>Penmanship</u></p> <p><u>Genres and Characteristics</u> 2.1 Write fictional narratives 2.2 Write expository descriptions</p> <p><u>Sentence Structure</u></p> <p><u>Grammar</u> 1.2 Singular and plural nouns 1.3 Contractions, possessive nouns and pronouns + Identify descriptive words in text</p> <p><u>Punctuation</u> 1.4 Know declarative, exclamatory, interrogative sentences 1.6 Use punctuation to read</p> <p><u>Capitalization</u> 1.7 Capitalize first word of sentence, proper nouns, and "I"</p> <p><u>Spelling</u> 1.8 Spell 3 and 4-letter short vowel words and high frequency sight words</p>	<p>WRITING</p> <p><u>Organizations and Focus</u> 1.1, 1.1 Maintain focus and organize ideas</p> <p><u>Penmanship</u> 1.3, 1.2 Print legibly</p> <p><u>Genres and Characteristics</u> 2.1, 2.1 Write autobiographical narratives</p> <p><u>Sentence Structure</u> 1.1, 1.1 Use complete sentences</p> <p><u>Grammar</u> 1.2+, 1.2 Know FSD Grammar Skills Matrix</p> <p><u>Punctuation</u> 1.5, 1.3+ Correct ending punctuation 1.5+, FSD Capitalization and 1.5+ Punctuation Skills Matrix</p> <p><u>Capitalization</u></p> <p><u>Spelling</u> 1.8+, Apply spelling skills in written work</p>	<p>WRITING</p> <p><u>Organizations and Focus</u></p> <p><u>Penmanship</u></p> <p><u>Research</u> 1.3 Understand and use reference materials (dictionary, thesaurus, atlas) + Locate books by author and subject + Alphabetize five or more words by the second letter</p> <p><u>Revising and Editing Strategies</u> 1.4 Revise to improve sequence and detail</p> <p><u>Genres and their Characteristics</u> 2.0+ Given a topic sentence write a minimum of three supporting sentences 2.1+ Write an Observational Essay + Write a story 2.2 Write a friendly letter Write an Autobiographical Incident at Level 3 on District Writing Rubric</p> <p><u>Sentence Structure</u></p> <p><u>Grammar</u> 1.2 Identify nouns and verbs 1.3+* Use correct punctuation at the end of a sentence 1.7 Spell correctly basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns</p> <p><u>Punctuation</u> 1.3 Use commas in letters, dates, addresses, and series 1.4 Use quotation marks in dialogue</p> <p><u>Capitalization</u> 1.5 Capitalize proper nouns, beginning of sentence, greetings, months, days, titles, and initials</p> <p><u>Spelling</u> 1.6 Spell high frequency irregular words 1.7 Spell short vowel, long vowel, r-controlled, consonant blend</p>

*indicates report card correlation ; + shows FSD expectations above California Content Standards

**GRADES 1/2 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

1st GRADE SPECIFIC STANDARDS	1st & 2nd GRADES COMMON STANDARDS	2nd GRADE SPECIFIC STANDARDS
LISTENING & SPEAKING	LISTENING & SPEAKING	LISTENING & SPEAKING
<p><u>Comprehension</u></p> <p><u>Organization and Delivery of Oral Communications</u></p> <p>1.4 Stay on topic when talking 1.5 Use descriptive words</p> <p><u>Genres and Their Characteristics</u></p> <p>2.1 Recite poems, rhymes, songs, stories, alliterative chants 2.2 Retell stories including who, what, where, when, why 2.3 Relate sequenced personal experience 2.4 Give sensory descriptions</p>	<p><u>Comprehension</u></p> <p>1.1, 1.1 Listen attentively for specific information 1.2, 1.2 Ask questions for clarification and understanding 1.3, 1.4 Give, restate and follow simple 2-step directions, <i>3 and 4 step oral directions</i></p> <p><u>Organization and Delivery of Oral Communications</u></p> <p><u>Genres and Their Characteristics</u></p>	<p><u>Comprehension</u></p> <p>1.1 Determine purpose(s) for listening 1.2 Ask for clarification and explanation of stories and ideas + Explain response to literature by giving examples from text 1.3 Paraphrase information 1.4 Give and follow 3 and 4-step oral directions</p> <p><u>Organization and Delivery of Oral Communications</u></p> <p>1.5 Give logically sequenced, focused presentation 1.6 Speak clearly and at an appropriate pace 1.8 Retell stories, including plot, setting and characters 1.9 Report on a topic, including supportive facts and details</p> <p><u>Genres and Their Characteristics</u></p> <p>2.2 Report on a topic with facts and details, drawing from several sources of information</p>

Italics used to show second grade skills in column 2
**indicates report card correlation * shows FSD expectations above California Content Standards*
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**GRADES 2/3 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

2nd GRADE SPECIFIC STANDARDS	2nd & 3rd GRADES COMMON STANDARDS	3rd GRADE SPECIFIC STANDARDS
READING	READING	READING
<p><u>Phonics, Decoding, and Word Recognition</u></p> <p>1.1 Use spelling patterns in reading 1.2 Apply basic syllabication rules 1.4 Know common abbreviations 1.5 Use regular and irregular plurals 1.6 Read aloud fluently using phonics + Mastery of grade 2 phonics skills + Decode unknown words</p> <p><u>Reading Comprehension</u></p> <p>2.2 State purpose for engaging in reading 2.3 Know author's purpose to comprehend informational text 2.4* Answer and ask questions of expository text 2.5* Restate fact and details in text +* Recall facts, details, events in order 2.7 Interpret information from charts, diagrams, graphs 3.2 Generate alternative endings to plots, and identify reason(s) for, and impact of, the alternatives 3.3 Compare and contrast different versions of same stories that reflect different cultures</p>	<p><u>Word Analysis, Fluency, Systematic Vocabulary and Concept Development</u></p> <p>1.0, 1.0 Students use phonics, word parts * and syllabication....to achieve oral and silent reading</p> <p><u>Phonics, Decoding, and Word Recognition</u></p> <p>1.1+, Give sounds for, demonstrate 1.3+* mastery of phonics skills 1.3, 1.2 Decode 2-syllable, multi-syllable * words</p> <p><u>Vocabulary and Concept Development</u></p> <p>1.7, 1.4 Know common antonyms and synonyms, <i>homophones and homographs</i> 1.9, 1.8 Know simple prefixes and suffixes</p> <p><u>Reading Comprehension</u></p> <p>2.0, 2.0 Comprehension strategies are * used as needed including generating and responding to questions, making predictions, comparing information. Students read a variety of genres at each grade level. 2.1, 2.1 Use title, table of contents, chapter heading, <i>glossary and index</i> to locate information in text 2.6, 2.7+Recognize cause and effect relationships in text 2.8, 2.7 Read and follow 2-step, <i>multi-step</i> written instructions 2.8+, Read numerous books to build 1.8+* fluency and comprehension (<i>20-30 fiction/non-fiction.</i>)</p>	<p><u>Phonics, Decoding, and Word Recognition</u></p> <p>1.1* Use complex word families to decode unfamiliar words 1.3* Read narrative and expository text aloud with fluency, accuracy, pacing, intonation and expression</p> <p><u>Vocabulary and Concept Development</u></p> <p>1.3+* Use fluent and accurate decoding skills 1.5 Categorize words from general to specific and explain the importance 1.6 Use sentence and word context to find meaning of unknown words. 1.7* Use a dictionary...</p> <p><u>Reading Comprehension</u></p> <p>2.2 Connect prior knowledge with literal and inferential information 2.3* Demonstrate comprehension 2.3+* Summarize a paragraph 2.4* Recall major points in text 2.5* Identify main idea and details in expository text 2.6* Extract significant information from text 2.7+ Distinguish between fact/opinion, fantasy/reality</p>

Italics used to show third grade skills in column 2

**indicates report card correlation; + shows FSD expectations above California Content Standards*

GRADES 2/3 COMBINATION CLASS STANDARDS OVERVIEW FOR LANGUAGE ARTS

2nd GRADE SPECIFIC STANDARDS	2nd & 3rd GRADES COMMON STANDARDS	3rd GRADE SPECIFIC STANDARDS
<p>WRITING</p> <p>Writing Strategies</p> <p>1.1 Group together related ideas, and maintain a consistent focus</p> <p>1.3 Understand and use reference materials (dictionary, thesaurus, atlas)</p> <p>+ Alphabetize five or more words by the second letter</p> <p>Writing Applications</p> <p>2.0 Given a topic sentence write a minimum of three supporting sentences</p> <p>2.1+ Write an Observational Essay</p> <p>2.2 Write an Autobiographical Incident at Level 3 on District Writing Rubric</p> <p>Conventions</p> <p>1.1 Differentiate between complete and incomplete sentences</p> <p>1.3+* Use correct punctuation at the end of a sentence</p> <p>1.7 Spell correctly basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns</p>	<p>WRITING</p> <p>Writing Strategies</p> <p>1.2, Create readable documents with legible manuscript handwriting</p> <p>1.2+* <i>Write legibly and correctly in cursive, with margins, correct spacing between letters, words</i></p> <p>1.2</p> <p>1.3+, Locate books in library by author and subject</p> <p>1.4 Revise original drafts to improve sequence and provide more descriptive detail, <i>improve the coherence, logical progression of ideas</i></p> <p>Writing Applications</p> <p>2.0, 2.0* Students write compositions</p> <p>2.1, 2.1 Write brief narratives:</p> <p>* autobiographical incident, <i>story</i></p> <p>2.1+, * Write a story at level 3 on District Writing Rubric</p> <p>2.3+*</p> <p>2.2, 2.3 Write a friendly letter with date, salutation, body, closing and signature; <i>personal and formal letters, thank you notes and invitation</i></p> <p>Conventions</p> <p>1.0, 1.0 Students write/speak with a command of English</p> <p>1.2, 1.2 Identify and use various parts of speech, including nouns and verbs in writing and speaking (<i>pronouns, adjectives, compound words articles</i>)</p> <p>1.2+,* Know grade 2 and <i>grade 3</i></p> <p>1.2+* FSD Grammar Skills Matrix</p> <p>1.3, 1.6 Use commas in greeting and closure of a letter, addresses, dates, words in a series, <i>places</i></p> <p>* Capitalize proper nouns, words at beginning of sentences, greetings, months, days of the week, titles, initials of people, <i>geographic names, holidays, historical periods, special events</i></p> <p>1.5, 1.7</p> <p>1.5+ Apply the capitalization and punctuation skills for grade 2 and <i>grade 3</i> on FSD matrix</p> <p>* Spell grade level high frequency words correctly</p> <p>1.6, Spell grade level high frequency words correctly</p> <p>1.8+ Apply spelling skills to written work</p> <p>1.7+, * Apply spelling skills to written work</p> <p>1.8+*</p>	<p>WRITING</p> <p>Writing Strategies</p> <p>1.1 Write a single paragraph that develops a topic sentence and includes simple supporting facts and details</p> <p>1.4+ Edit final draft for spelling, capitalization, punctuation and grammar</p> <p>Writing Applications</p> <p>2.2* Use concrete sensory details to write descriptions of people, places, things</p> <p>2.3+* Write a Report of Information</p> <p>Conventions</p> <p>1.1* Understand and use declarative, interrogative, imperative and exclamatory sentences</p> <p>1.1+* Identify run-on sentences</p> <p>1.3 Use past, present, and future verb tenses in writing and speaking</p> <p>1.4* Identify and use subject and predicate of single clause sentences in writing and speaking</p> <p>1.4+ Identify contractions</p> <p>1.8* Spell correctly one-syllable words that have blends, contractions, compounds and orthographic patterns and common homophones</p>

Italics used to show third grade skills in column 2

**indicates report card correlation ; + shows FSD expectations above California Content Standards*

**GRADES 2/3 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

2nd GRADE SPECIFIC STANDARDS	2nd & 3rd GRADES COMMON STANDARDS	3rd GRADE SPECIFIC STANDARDS
LISTENING & SPEAKING	LISTENING & SPEAKING	LISTENING & SPEAKING
<p><u>Comprehension</u></p> <p>1.1 Determine purpose(s) for listening</p> <p>1.2 Ask for clarification and explanation of stories and ideas</p> <p>+ Explain response to literature by giving examples from text</p> <p>1.4 Give and follow 3 and 4-step oral directions</p> <p><u>Organization and Delivery of Oral Communications</u></p> <p>1.6 Speak clearly and at an appropriate pace</p> <p>1.8 Retell stories, including plot, setting and characters</p> <p>1.9 Report on a topic, including supportive facts and details</p> <p><u>Genres and Their Characteristics</u></p> <p>2.2 Report on a topic with facts and details, drawing from several sources of information</p>	<p><u>Comprehension</u></p> <p>1.3, 1.1 Retell, paraphrase, explain speaker's words; <i>summarize with supporting evidence</i></p> <p>1.2, +, 1.3 Respond and <i>ask</i> appropriate questions</p> <p><u>Organization and Delivery of Oral Communications</u></p> <p>1.5, 1.5 Organize presentations in a logical sequence and maintain a clear focus</p> <p>1.7, 1.6 Recount experiences in a logical sequence; <i>provide a beginning, middle and end, including concrete details that develop a central idea</i></p> <p><u>Genres and Their Characteristics</u></p> <p>2.1, 2.1 Recount experiences or present stories that move through a logical sequence of events; describe story elements. <i>Make narrative presentations providing context, insight into why incident is memorable, developing character, setting, and or plot with details;</i></p> <p>2.2+, 2.2 Memorize and recite short poems, nursery rhymes or self-selected portions of literature <i>Present dramatic interpretations of poems using clear diction, pitch, tempo, tone</i></p>	<p><u>Comprehension</u></p> <p>1.2 Connect and relate prior experiences, insights, and ideas to those of speaker</p> <p><u>Organization and Delivery of Oral Communications</u></p> <p>1.4 Identify musical elements of literary language (rhymes, repeated sounds, onomatopoeia)</p> <p>1.7 Use clear and specific vocabulary to communicate ideas and establish tone</p> <p>1.8 Use appropriate props to clarify and enhance oral presentations</p> <p><u>Analysis and Evaluation of Oral and Media Communications</u></p> <p>1.9 Read prose and poetry aloud with fluency, and pace; use appropriate intonation and vocal patterns to emphasize important passages</p> <p>1.10 Compare ideas and points of view in broadcast and print media</p> <p>1.11 Distinguish between speaker's opinion and verifiable facts</p> <p><u>Genres and Their Characteristics</u></p> <p>2.2 Make descriptive presentations that use concrete sensory details</p>

Italics used to show third grade skills in column 2

**indicates report card correlation; +shows FSD expectations above California Content Standards*

**GRADES 3/4 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

3rd GRADE SPECIFIC STANDARDS	3rd & 4th GRADES COMMON STANDARDS	4th GRADE SPECIFIC STANDARDS
<p>READING</p> <p><u>Phonics, Decoding and Word Recognition</u> 1.1 Complex word families (-ight) 1.2 Multi-syllable words + Master phonics skills (see Phonics Progression for Fluency Continuum)</p> <p><u>Vocabulary and Concept Development</u> + Decode grade level material fluently 1.5 Specific words (living thing-animal-mammal-dog) 1.6 Context clues 1.7 Dictionary</p> <p><u>Fluency</u></p> <p><u>Structural Features of Informational Materials</u> 2.1 Locate information using title, table of contents, chapter heading, glossary and index</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.3 Support answers with text examples + Summarize a paragraph 2.5 Main idea, supporting details 2.6 Problem and solution + Fantasy/Reality</p> <p><u>Structural Features of Literature</u> 3.1 Poetry, drama, fiction, non-fiction</p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u> 3.4 Identify author's message 3.5 Onomatopoeia and alliteration 3.6 Identify speaker/narrator + Identify descriptive adjectives</p>	<p>READING</p> <p><u>Word Recognition</u> 1.3, 1.1 Read aloud fluently</p> <p><u>Vocabulary and Concept Development</u> 1.4*, 1.2* Antonyms, synonyms, homophones, homographs, <i>word origins, derivations, idioms, Greek and Latin roots</i> 1.8* Prefixes (-un, -re, -pre-, mis-, dis-) and suffixes (-er, -est, -ful)</p> <p><u>Fluency</u> +* Read 20-30 grade-appropriate fiction and/or non-fiction books a year +* Read grade level or above selections with comprehension and fluency</p> <p><u>Structural Features of Informational Materials</u></p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.2, 2.3 Use prior knowledge 2.4 2.2 Use prediction, <i>monitoring, confirming, retelling, self-correcting, key words, topic sentences, foreshadowing clues</i> 2.7, 2.7 Follow multi-step instruction 2.7+, Cause and effect, 2.6 fact and opinion, inference with text examples</p> <p><u>Structural Features of Literature</u></p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u> 3.2, 3.2 Plot theme, main idea/ <i>events and causes</i> 3.3, 3.3 Describe characters by their actions and words, <i>situation, setting, motivation</i></p>	<p>READING</p> <p><u>Word Recognition</u></p> <p><u>Vocabulary and Concept Development</u> 1.5 Thesaurus 1.6 Multiple meaning words</p> <p><u>Fluency</u></p> <p><u>Structural Features of Informational Materials</u> 2.1 Compare and contrast, cause and effect, sequential-chronological order, proposition and support</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.4 Evaluate new information and hypotheses by testing 2.5 Compare and contrast</p> <p><u>Structural Features of Literature</u> 3.1 Fantasies, fables, myths, legends, fairy tales</p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u> 3.2 Story plot sequence, main events and causes, how each influences future action 3.4 Compare and contrast tales from various cultures 3.5 Figurative language (simile, metaphor, hyperbole, personification)</p>

Italics used to show fourth grade skills in column 2

*indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES 3/4 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

3rd GRADE SPECIFIC STANDARDS	3rd & 4th GRADES COMMON STANDARDS	4TH GRADE SPECIFIC STANDARDS
<p>WRITING</p> <p><u>Organization and Focus</u> 1.1* Write single paragraph with topic sentence, supporting details</p> <p><u>Penmanship</u></p> <p><u>Research and Technology</u> 1.3+ Locate books in library by author and subject</p> <p><u>Revising and Evaluating Strategies</u></p> <p><u>Genres and Their Characteristics</u> 2.2* Write descriptions with concrete sensory details 2.3 Write letters, notes, invitations</p> <p><u>Sentence Structure</u> 1.1+ Identify run-on sentences</p> <p><u>Grammar</u> 1.2* Use subject/verb agreement, pronouns, adjectives, compound words, articles 1.3* Use past, present and future verb tenses 1.4 Identify subject and predicate + Identify contractions and words in contraction + Apply grammar rules on FSD Grammar Skills Matrix</p> <p><u>Punctuation</u> 1.5 Punctuate: dates, city and state, book titles 1.6 Use commas in: series, dates, locations, addresses + Use apostrophes in contractions + Use periods after abbreviation + Use quotation marks for dialogue</p> <p><u>Capitalization</u></p> <p><u>Spelling</u> 1.8 Spell one-syllable words with blends, contractions, compounds, patterns (qu, y to i double consonants, common homophones) 1.9 Use alphabetical order to 3rd letter</p>	<p>WRITING</p> <p><u>Organization and Focus</u> <u>Penmanship</u> 1.2, 1.4 Write legibly in cursive with * margins and correct spacing</p> <p><u>Research and Technology</u> 1.3, 1.8 Understand the structure and organization of a dictionary, * thesaurus, atlas, encyclopedia, <i>almanac, newspaper, periodical</i></p> <p><u>Revising and Evaluating Strategies</u> 1.4, Edit and revise drafts for 1.10* coherence and logical progression of ideas +* Edit final draft for spelling, grammar, capitalization, punctuation</p> <p><u>Genres and Their Characteristics</u> 2.1, 2.1 Write narratives: story, <i>autobiographical incident</i> 2.3+, 2.3 Write Report of information + Write Story, <i>Evaluation</i> at District Writing Rubric 3 or above</p> <p><u>Sentence Structure</u> 1.1, 1.1 Use correct sentences: declarative, interrogative, imperative, exclamatory; <i>simple and compound</i></p> <p><u>Grammar</u></p> <p><u>Punctuation</u> 1.6, 1.4 Use commas in: series, dates, * locations, addresses, <i>indirect quotations,</i> 1.6+, 1.4 Use apostrophes in contractions, <i>possessives, parentheses to set off supplementary material</i> +* Apply skills on FSD Capitalization And Punctuation Matrix</p> <p><u>Capitalization</u> 1.7* Capitalize: geographical names, holidays, historical periods, special events, <i>titles, first word in quotations,</i> 1.7+, Capitalize name titles (Mayor) 1.6+</p> <p><u>Spelling</u> 1.8+*, Spell high frequency words at 1.7+* level 3, 4 Apply spelling skills to written work</p>	<p>WRITING</p> <p><u>Organization and Focus</u> 1.1 Select focus, organization and point of view based upon prompt 1.2* Write indented multiple paragraph composition with introduction, body and conclusion 1.3 Convey information using cause and effect, similarity and difference, posing and answering questions, chronological order</p> <p><u>Penmanship</u></p> <p><u>Research and Technology</u> 1.5 Quote or paraphrase information sources, citing appropriately 1.6 Locate information using prefaces, appendices, dictionary charts and tables 1.7* Use reference materials as an aid to writing 1.9 Demonstrate basic keyboarding skills and technology vocabulary</p> <p><u>Revising and Evaluating Strategies</u></p> <p><u>Genres and Their Characteristics</u> 2.2 Write responses to literature (evaluation) 2.3+ Write a debatable issue essay 2.4 Write summaries</p> <p><u>Sentence Structure</u> 1.2 Combine short, related sentences with: appositives, participle phrases, adjectives, adverbs, prepositional phrases</p> <p><u>Grammar</u> 1.3* Identify and use regular and irregular verbs, adverbs, prepositions, coordinating conjunctions + interjections, adjectives</p> <p><u>Punctuation</u> 1.5* Use underlining, quotations, and italics to identify titles</p> <p><u>Capitalization</u> 1.6+ Use quotations in direct address</p> <p><u>Spelling</u> 1.8 Spell roots, inflections, suffixes, prefixes, syllable constructions</p>

Italics used to show fourth grade skills in column 2

**indicates report card correlation + shows FSD expectations above California Content Standards*

**GRADES 3/4 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

3rd GRADE SPECIFIC STANDARDS	3rd & 4th GRADES COMMON STANDARDS	4th GRADE SPECIFIC STANDARDS
LISTENING & SPEAKING	LISTENING & SPEAKING	LISTENING & SPEAKING
<p><u>Comprehension</u> 1.2* Connect and relate prior experiences, insights, ideas to those of speaker</p> <p><u>Organization and Delivery of Oral Communications</u> 1.4 Identify rhymes, repeated sounds, onomatopoeia 1.5 Organize ideas chronologically or around major points of information 1.8 Clarify and enhance oral presentations by using props</p> <p><u>Analysis and Evaluation of Oral and Media Communications</u> 1.9 Read prose and poetry aloud with fluency, rhythm, pace 1.10 Compare ideas, points of view in broadcast and print media 1.11 Distinguish between speaker's opinion and verifiable facts</p> <p><u>Genres and Their Characteristics</u> 2.3 Make descriptive presentations using concrete sensory details</p>	<p><u>Comprehension</u> 1.1, 1.2 Retell, paraphrase, explain speaker's words; <i>summarize with supporting evidence</i> * 1.3, 1.1 Respond and <i>ask</i> appropriate questions,</p> <p><u>Organization and Delivery of Oral Communications</u> 1.7, 1.8 Use clear specific vocabulary, <i>with details, examples, anecdotes or experiences</i> *</p> <p><u>Analysis and Evaluation of Oral and Media Communications</u></p> <p><u>Genres and Their Characteristics</u> 2.1, 2.1 Make narrative presentations providing context, insight into why incident is memorable, developing character, setting, and or plot with details; stay within time limit; <i>relating ideas, observations or memories</i> .2.2, 2.4 Present dramatic interpretations of poems (2-3 stanzas) or plays <i>soliloquies, dramatic dialogues</i> using clear diction, pitch, tempo, <i>tone, volume and phrasing</i> *</p>	<p><u>Comprehension</u> 1.3 Identify how language reflects regions and cultures (sayings, expressions, usages) 1.4 Give precise directions and/or instructions</p> <p><u>Organization and Delivery of Oral Communications</u> 1.9 Enhance meaning by using pitch, volume, phrasing, pace, modulation, gestures</p> <p><u>Analysis and Evaluation of Oral and Media Communications</u> 1.0 Evaluate role of media in focusing attention on events and forming opinions on issues</p> <p><u>Genres and Their Characteristics</u> 2.2 Make informational presentations that frame a key question, contain facts and/or details, and use more than one information source 2.3 Deliver oral summaries (main ideas and most significant details) of articles and books</p>

Italics used to show fourth grade skills in column 2

**indicates report card correlation + shows FSD expectations above California Content Standards*

GRADES 4/5 COMBINATION CLASS STANDARDS OVERVIEW FOR LANGUAGE ARTS

4th GRADE SPECIFIC STANDARDS	4th & 5th GRADES COMMON STANDARDS	5th GRADE SPECIFIC STANDARDS
<p><u>READING</u></p> <p><u>Phonics, Decoding and Word Recognition</u></p> <p><u>Vocabulary and Concept Development</u> 1.5 Use thesaurus 1.6 Interpret multiple meaning words</p> <p><u>Fluency</u></p> <p><u>Structural Features of Informational Materials</u> 2.1 Identify structural patterns (compare/contrast, cause/effect, sequential-chronological order, proposition/support)</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.2 Use prediction, monitoring, confirming, retelling, self-correcting strategies 2.3 Make and confirm prediction by using prior knowledge, information in text, illustrations, titles, topic sentences, key words, and foreshadowing clues 2.5 Compare and contrast information 2.6 Distinguish between cause/effect</p> <p><u>Structural Features of Literature</u> 3.1 Distinguish between fantasies, fables, myths, legends, fairy tales</p> <p><u>Narrative Analysis of Grade-Level-Appropriate TEXT</u> 3.3 Character development that explains character's action</p>	<p><u>READING</u></p> <p><u>Phonics, Decoding and Word Recognition</u> 1.1, 1.1 Read text aloud with fluency, intonation, expression</p> <p><u>Vocabulary and Concept Development</u> 1.2, 1.2, Use word origins, synonyms 1.3 antonyms, homonyms, idioms to determine meaning 1.3, 1.4 Learn Greek and Latin derived roots and affixes</p> <p><u>Fluency</u> 1.6+ Read 20-30 grade-level-appropriate fiction and non-fiction selections per year 1.5+ + Read grade level appropriate selection with comprehension and fluency</p> <p><u>Structural Features of Informational Materials</u></p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.4, 2.4 Evaluate new information and hypotheses with textual evidence and prior knowledge 2.6, 2.5 Distinguish between fact/opinion supported inferences</p> <p><u>Structural Features of Literature</u></p> <p><u>Narrative Analysis of Grade-Level-Appropriate TEXT</u> 3.2, 3.2 Identify theme, plot sequence, main events/cause, conflict resolution 3.4, 3.6 Compare/contrast tales from various cultures, <i>Evaluate meaning of archetypal patterns and symbols in myths and traditions</i> 3.5, 3.5 Identify, <i>describe the function and effect of simile, metaphor, hyperbole, personification, imagery, symbolism</i></p>	<p><u>READING</u></p> <p><u>Phonics, Decoding and Word Recognition</u></p> <p><u>Vocabulary and Concept Development</u> 1.5 Figurative and metaphorical use of words in context</p> <p><u>Fluency</u></p> <p><u>Structural Features of Informational Materials</u> 2.1 Access and use information with text features (heading, bold-text, diagrams, illustrations, charts) 2.2 Analyze text organized in sequential or chronological order</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u> 2.3 Find and assess evidence that support main ideas/concepts</p> <p><u>Structural Features of Literature</u> 3.1 Know characteristics of poetry, drama, fiction, non-fiction, and author's specific purpose</p> <p><u>Narrative Analysis of Grade-Level-Appropriate TEXT</u> 3.3 Character development as it relates to plot or theme 3.4 Know that theme is meaning or moral of a selection. Identify implied or directly stated themes 3.7 Evaluate author's use of techniques to influence readers' perspectives</p>

Italics used to show fifth grade skills in column 2

*indicates report card correlation + shows expectations above California Content Standards

GRADES 4/5 COMBINATION CLASS STANDARDS OVERVIEW FOR LANGUAGE ARTS

4th GRADE SPECIFIC STANDARDS	4th & 5th GRADES COMMON STANDARDS	5th GRADE SPECIFIC STANDARDS
<p>WRITING</p> <p>Organization and Focus</p> <p>1.1 Select focus, organization and point of view based upon prompt</p> <p>1.3 Convey information using cause and effect, similarity and difference, posing and answering questions, chronological order</p> <p>Penmanship</p> <p>Research and Technology</p> <p>1.3* Understand the structure and organization of an almanac, newspaper, periodical</p> <p>1.9 Demonstrate basic keyboarding skills and technology vocabulary</p> <p>Revising and Evaluating Strategies</p> <p>Genres and Their Characteristics</p> <p>2.1 Write autobiographical incident</p> <p>2.3+, Write a debatable issue essay</p> <p>2.4 Write summaries</p> <p>2.4+, Write an Evaluation Essay at District Writing Rubric 3 or above</p> <p>Sentence Structure</p> <p>1.2 Combine short, related sentences with: appositives, participle phrases, adjectives, adverbs, prepositional phrases</p> <p>Grammar</p> <p>1.3* Identify and use regular and irregular verbs, adverbs, prepositions, coordinating conjunctions</p> <p>+ interjections, adjectives</p> <p>Punctuation</p> <p>1.5* Use underlining, quotations, and italics to identify titles</p> <p>Capitalization</p> <p>1.6 Capitalize titles, first word in quotations</p> <p>1.6+ Use quotations in direct address, periods in abbreviations</p> <p>Spelling</p> <p>1.8 Spell roots, inflections, suffixes, prefixes, syllable constructions</p>	<p>WRITING</p> <p>Organization and Focus</p> <p>1.0,1.0* Stages of writing</p> <p>1.2*, Write indented multiple paragraph</p> <p>1.1, composition with introduction,</p> <p>1.2 body and conclusion, <i>plot, setting, ending, transitional expressions, key events in chronological order</i></p> <p>Penmanship</p> <p>1.4, Write legibly in cursive with</p> <p>1.2+ * margins and correct spacing</p> <p>Research and Technology</p> <p>1.5, 1.3 Quote or paraphrase information sources, citing <i>itations, end notes, bibliographic references</i></p> <p>1.6, 1.3 Find information using prefaces, appendices, dictionary, charts and tables</p> <p>1.7* Use reference materials as an aid</p> <p>1.5 to writing (<i>thesaurus</i>)</p> <p>Revising and Evaluating Strategies</p> <p>1.10, Edit/revise drafts for coherence,</p> <p>1.6* logical progression of ideas, <i>improve meaning, focus of writing</i></p> <p>+* Edit final draft for spelling, grammar, capitalization, punctuation</p> <p>Genres and Their Characteristics</p> <p>2.2, 2.2 Write responses to literature</p> <p>2.3+, Write Report of information,</p> <p>Sentence Structure</p> <p>1.1, 1.2, Use appositives, participle phrases, adjectives, adverbs, prepositional phrases, <i>independent and dependent clauses, transitions, conjunctions,</i></p> <p>Grammar</p> <p>1.4+. 1.2+FSD Grammar Skills Matrix</p> <p>Punctuation</p> <p>1.4, Commas in indirect quotations,</p> <p>1.3+ <i>appositives</i>, apostrophes in possessives (<i>plural</i>), parentheses to set off supplementary material</p> <p>+* Apply skills on FSD Capitalization And Punctuation Matrix</p> <p>Capitalization</p> <p>1.3* FSD Capitalization & Punctuation Matrix</p> <p>Spelling</p> <p>1.8+*, Spell high frequency words at</p> <p>1.7+* level 4, 5</p> <p>Apply spelling skills to written work</p>	<p>WRITING</p> <p>Organization and Focus</p> <p>Penmanship</p> <p>Research and Technology</p> <p>1.4 Create a document on a computer</p> <p>Revising and Evaluating Strategies</p> <p>1.6+ Use proofreading marks to edit</p> <p>Genres and Their Characteristics</p> <p>2.1 Write a story with plot, point of view, setting, conflict. Show not tell events of story</p> <p>2.3+ Write first hand biography</p> <p>2.4 Write persuasive letter or composition</p> <p>2.4+ * Report of Information at District Writing Rubric 3 or above</p> <p>Sentence Structure</p> <p>1.1+ Linking and helping verbs</p> <p>Grammar</p> <p>1.2a Identify and correctly use verbs that are misused (<i>lay/lie; sit/set; rise/raise</i>)</p> <p>1.2b Subject pronouns, object pronouns, possessive pronouns</p> <p>Punctuation</p> <p>1.3a Use colons for time, lists, business letter</p> <p>+* Apply skills on FSD Capitalization And Punctuation Matrix</p> <p>Capitalization</p> <p>Spelling</p> <p>1.5 Apply spelling rules and knowledge of patterns to correctly spell words</p>

Italics used to show fifth grade skills in column 2

*indicates report card correlation + shows FSD expectations above California Content Standards

GRADES 4/5 COMBINATION CLASS STANDARDS OVERVIEW FOR LANGUAGE ARTS

4th GRADE SPECIFIC STANDARDS	4th & 5th GRADES COMMON STANDARDS	5th GRADE SPECIFIC STANDARDS
<p>LISTENING & SPEAKING</p> <p><u>Comprehension</u></p> <p>1.3 Identify how language reflects regions and cultures (sayings, expressions, usages)</p> <p>1.4 Give precise directions and/or instructions</p> <p><u>Organization and Delivery of Oral Communications</u></p> <p>1.5* Present effective introductions and conclusions</p> <p>1.6* Convey information using cause and effect, similarity and difference, posing and answering a question</p> <p>1.7* Emphasize points to retain key ideas and concepts</p> <p><u>Analysis and Evaluation of Oral and Media Communications</u></p> <p>1.0 Evaluate role of media in focusing attention on events and forming opinions on issues</p> <p><u>Genres and Their Characteristics</u></p> <p>2.3* Deliver oral summaries (main ideas and most significant details) of articles and books</p> <p>2.4* Recite poems (2-3 stanzas), brief soliloquies, or dramatic dialogues using clear diction, tempo, volume and phrasing</p>	<p>LISTENING & SPEAKING</p> <p><u>Comprehension</u></p> <p>1.1, 1.1 Respond and ask appropriate questions,</p> <p>1.2 1.2 Summarize major ideas with supporting evidence, <i>interpret verbal/nonverbal messages, purposes, perspectives</i></p> <p><u>Organization and Delivery of Oral Communications</u></p> <p>1.8, 1.5 Clarify information with details, examples, anecdotes or experiences</p> <p>1.9, 1.6 Engage audience using pitch, volume, phrasing, pace, modulation, <i>gestures, appropriate verbal cues, facial expressions</i></p> <p><u>Analysis and Evaluation of Oral and Media Communications</u></p> <p><u>Genres and Their Characteristics</u></p> <p>2.1, 2.1 Make narrative presentations relating ideas, observations or memories, providing context, insight into why incident is memorable, <i>establish plot, point of view and setting with descriptive words and phrases; show rather than tell</i> developing character, setting, and or plot with details; stay within time limit; <i>relating ideas, observations or memories</i></p> <p>2.2, 2.2 Make informative presentations framing a key question, with facts/details that help listeners focus. Use more than one source.</p>	<p>LISTENING & SPEAKING</p> <p><u>Comprehension</u></p> <p>1.3 Make inference or draw conclusions from an oral report</p> <p><u>Organization and Delivery of Oral Communications</u></p> <p>1.4* Select focus, organization structure, point of view for oral presentation</p> <p><u>Analysis and Evaluation of Oral and Media Communications</u></p> <p>1.7 Identify, analyze, critique persuasive techniques, identify any illogical fallacies in oral presentations and media messages</p> <p>1.8 Analyze media, identify and categorize types of media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture</p> <p><u>Genres and Their Characteristics</u></p> <p>2.2 Make informational presentations that frame a key question, contain facts and/or details, and use more than one information source</p> <p>2.3 Deliver oral responses to literature that summarize key events and details, provide clear ideas or images, use examples or textual evidence. Use clear, audible voice, correct grammatical structure, and appropriate pacing, expressive gestures</p>

Italics used to show fifth grade skills in column 2

**indicates report card correlation + shows FSD expectations above California Content Standards*

**GRADES 5/6 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

5th GRADE SPECIFIC STANDARDS	5th & 6th GRADES COMMON STANDARDS	6th GRADE SPECIFIC STANDARDS
READING	READING	READING
<p><u>Phonics, Decoding and Word Recognition</u></p> <p><u>Vocabulary and Concept Development</u></p> <p>1.2* Use word origins to determine meaning of unknown words</p> <p>1.4* Know Greek/Latin derived roots and affixes to analyze meaning of complex words</p> <p>1.5* Figurative and metaphorical use of words in context</p> <p><u>Fluency</u></p> <p><u>Structural Features of Informational Materials</u></p> <p>2.2* Analyze text organized in sequential or chronological order</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u></p> <p>2.4,* Evaluate new information and hypotheses with textual evidence and prior knowledge</p> <p>2.5* Distinguish between facts, supported inferences and opinions in text</p> <p><u>Structural Features of Literature</u></p> <p>3.1 Know characteristics of poetry, drama, fiction, non-fiction, and author's specific purpose</p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u></p> <p>3.2* Summarize a selection, identify main problem/conflict or plot and resolution</p> <p>3.4 Know that theme is meaning or moral of a selection. Identify implied or directly stated themes</p> <p><u>Literary Criticism</u></p> <p>3.6 Evaluate meaning of archetypal patterns and symbols in myths and traditions</p> <p>3.7 Evaluate use of author's techniques to influence readers' perspectives</p>	<p><u>Phonics, Decoding and Word Recognition</u></p> <p>1.1, 1.1 Read text aloud with fluency, intonation, expression</p> <p><u>Vocabulary and Concept Development</u></p> <p>1.3,* Define, <i>generate</i>, and <i>sort</i></p> <p>1.5+* frequently used synonyms, antonyms, homonyms</p> <p>1.5, 1.2 Explain figurative/metaphorical and <i>multiple meaning</i> use of words in context</p> <p><u>Fluency</u></p> <p>1.6+,* Read 20-30 grade-level-appropriate fiction and non-fiction selections per year</p> <p>1.5+* Read grade level appropriate selection with comprehension and fluency</p> <p><u>Structural Features of Informational Materials</u></p> <p>2.1, 2.1 Access and use information with text features (heading, bold-text, diagrams, illustrations, charts)</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u></p> <p>2.3, 2.3 Find and assess evidence that supports main ideas/concepts</p> <p>+* <i>Make inferences/conclusions with text examples to support</i></p> <p><u>Structural Features of Literature</u></p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u></p> <p>3.3, 3.2 Character development as it relates to plot or theme</p> <p>3.5, 3.7 Describe function and effect of key literary devices (images, metaphor, symbolism) <i>imagery, flashback, foreshadowing, simile, personification, suspense</i></p> <p><u>Literary Criticism</u></p>	<p><u>Phonics, Decoding and Word Recognition</u></p> <p><u>Vocabulary and Concept Development</u></p> <p>1.3* Recognize origins/meanings of frequently used foreign words, use accurately in speaking and writing</p> <p>1.4* Use context clues to get meaning of unknown words or words with novel meanings</p> <p>1.5 Examine "shades of meaning" for related words (softly - quietly)</p> <p><u>Fluency</u></p> <p><u>Structural Features of Informational Materials</u></p> <p>2.0+ Use appropriate strategy (skim, scan, reread, take notes, summarize, highlight main points)</p> <p>2.2 Analyze text which uses compare and contrast patterns</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u></p> <p>2.4* Clarify understanding by creating outlines, logical notes, summaries or reports</p> <p>2.5 Follow multiple-step instructions for preparing applications</p> <p><u>Structural Features of Literature</u></p> <p>3.1 Describe major characteristics of short story, myth, folktale, legend, novel, poetry, drama</p> <p>+ Begin to recognize rhyme and pattern in verse</p> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u></p> <p>3.3 Analyze the influence of setting on the problem and its resolution</p> <p>3.4 Explore tone and meaning conveyed poetry through word choice, figurative language, line length, sentence structure, rhyme, punctuation, rhythm, repetition</p> <p>3.5 Recognize the difference between first and third person narration.</p> <p>+ Use text examples to discuss, evaluate, interpret a selection</p> <p>3.6 Identify/analyze themes</p> <p><u>Literary Criticism</u></p> <p>3.8 Critique credibility of characterizations and realism of plot</p>

Italics used to show sixth grade skills in column 2

*indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES 5/6 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

5th GRADE SPECIFIC STANDARDS	5th & 6th GRADES COMMON STANDARDS	6th GRADE SPECIFIC STANDARDS
<p>WRITING</p> <p><u>Organization and Focus</u> 1.1 Create a multiple-paragraph narrative composition with plot setting and ending</p> <p><u>Penmanship</u></p> <p><u>Research and Technology</u> 1.3 Find information by using citations, end notes, bibliographic references 1.4 Create a document on a computer 1.5 Use a thesaurus</p> <p><u>Revising and Evaluating Writing</u> +* Edit for spelling, grammar, capitalization, punctuation 1.6+ Use proofreading marks to edit</p> <p><u>Genres and Their Characteristics</u> 2.3+ Write first hand biography 2.4 Write persuasive letter or composition 2.4+ * Report of Information at District Writing Rubric 3 or above</p> <p><u>Sentence Structure</u> 1.1 Use prepositional phrases, appositives, independent and dependent clauses, transitions and conjunctions 1.1+ Linking and helping verbs</p> <p><u>Grammar</u> 1.2a Identify and correctly use verbs that are misused (lay/lie; sit/set; rise/raise) 1.2b Subject pronouns, object pronouns, possessive pronouns</p> <p><u>Punctuation</u> 1.3a Use colons for time, lists, 1.3b Use quotation marks; underline, italicize or use quotation marks for titles of books, poems, songs, 1.3+ Use apostrophe to show plural possessives, form plural of numbers and letters Use commas to set off appositives</p> <p><u>Capitalization</u></p> <p><u>Spelling</u> 1.5 Apply spelling rules and knowledge of patterns to correctly spell words 1.5+*, Spell high frequency words at level 4,</p>	<p>WRITING</p> <p><u>Organization and Focus</u> 1.0,1.0* Stages of writing 1.2,1.2 Create multiple-paragraph expository composition</p> <p><u>Penmanship</u> 1.2+ Use neat, legible manuscript and 1.5+ cursive writing</p> <p><u>Research and Technology</u></p> <p><u>Revising and Evaluating Writing</u> 1.6,1.6 Edit and revise drafts</p> <p><u>Genres and Their Characteristics</u> 2.1, 2.1 Write a story with plot, point of view, setting, conflict. Show not tell events of story, <i>dialogue and suspense</i> 2.2, 2.4 Write responses to literature 2.3, 2.3 Write research reports, <i>use bibliography</i> 2.3+, Write a First Hand Biography at 2.5+ <i>District Writing Rubric 3 or above</i></p> <p><u>Sentence Structure</u></p> <p><u>Grammar</u> 1.2+, FSD Grammar Skills Matrix 1.2+</p> <p><u>Punctuation</u> 1.3a, 1.3 Use colons in business letters +* Apply skills on FSD Capitalization And Punctuation Matrix</p> <p><u>Capitalization</u> 1.3* FSD Capitalization & Punctuation Matrix 1.4, 114 Use correct capitalization</p> <p><u>Spelling</u> Apply spelling skills to written work</p>	<p>WRITING</p> <p><u>Organization and Focus</u> 1.1 Identify writing purpose, choose best form of writing for purpose 1.3. Use variety of organizational patterns (compare/contrast, categorize, order of importance, spatial order, climatic order)</p> <p><u>Penmanship</u></p> <p><u>Research and Technology</u> 1.4 Find information on electronic text (bulletin boards, database, keyboard searches, e-mail) 1.5 Compose documents on computer</p> <p><u>Revising and Evaluating Writing</u> 1.6 Revise writing to improve organization, consistency of ideas; use transitional words/sentences</p> <p><u>Genres and Their Characteristics</u> 2.2 Write expository (Observation) composition 2.5 Write persuasive compositions (Evaluation) + Write a Reflective Essay</p> <p><u>Sentence Structure</u> 1.1a Use simple, compound, and compound-complex sentences 1.1b Use effective coordination and subordination of ideas to express a complete thought</p> <p><u>Grammar</u> 1.2 Use verb tenses, subject-verb agreement with compound subjects and indefinite pronouns + Use nouns in possessive case + Know FSD Grammar Skills Matrix</p> <p><u>Punctuation</u> 1.3 Use colons, semi-colons, commas + FSD Capitalization & Punctuation Matrix</p> <p><u>Capitalization</u></p> <p><u>Spelling</u> 1.5 Spell frequently misspelled words correctly</p>

Italics used to show sixth grade skills in column 2

*indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES 5/6 COMBINATION CLASS
STANDARDS OVERVIEW FOR LANGUAGE ARTS**

5th GRADE SPECIFIC STANDARDS	5th & 6th GRADES COMMON STANDARDS	6th GRADE SPECIFIC STANDARDS
LISTENING & SPEAKING	LISTENING & SPEAKING	LISTENING & SPEAKING
<p><u>Comprehension</u> 1.1* Ask appropriate questions 1.3* Make inferences/conclusion from an oral report</p> <p><u>Organization and Delivery of Oral Communications</u></p> <p><u>Analysis and Evaluation of Oral and Media Communications</u> 1.8 Analyze media, identify and categorize types of media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture</p> <p><u>Genres and Their Characteristics</u></p>	<p><u>Comprehension</u> 1.2*, 1.1* Interpret speaker's verbal and non-verbal communication 1.2*, 1.2* Summarize major ideas with supporting evidence, <i>interpret verbal/nonverbal messages, purposes, perspectives</i></p> <p><u>Organization and Delivery of Oral Communications</u> 1.4*, 1.4* Select focus, organization structure, point of view for oral presentation 1.5*, 1.5* Clarify and support ideas with evidence and examples; <i>Emphasize key points</i> 1.6* Engage audience with appropriate verbal cues, facial expressions, <i>visual and media display</i></p> <p><u>Analysis and Evaluation of Oral and Media Communications</u> 1.7, 1.9 Analyze persuasive techniques used in oral presentations and media messages</p> <p><u>Genres and Their Characteristics</u> 2.1, 2.1* Deliver narrative presentations establishing situation, plot, point of view, descriptive setting, using show not tell technique, <i>a range of narrative strategies (dialogue, tension or suspense)</i> 2.2, 2.2* Deliver informative presentations about a key point 2.3, 2.3* Give oral responses to literature summarizing main ideas, giving clear ideas/images, <i>showing insight, using text examples</i></p>	<p><u>Comprehension</u> 1.0+* Identify speaker's main points and purpose 1.2* Identify tone, mood, emotion conveyed in oral communication 1.3* <i>Restate and follow multi-step oral instructions</i> +* Listen and respond appropriately to others' point of view</p> <p><u>Organization and Delivery of Oral Communications</u> 1.4* Select a focus, organizational structure, point of view, volume to match purpose, occasion and message 1.7* Use effective rate, volume, pitch, tone, and non-verbal elements to sustain audience interest</p> <p><u>Analysis and Evaluation of Oral and Media Communications</u> 1.8 Analyze use of rhetorical devices</p> <p><u>Genres and Their Characteristics</u> +* Use clear, audible voice, provide effective introduction, clear message and conclusion, stay within time limit, maintain eye contact with audience, use grammatical structure, pacing and expressive gestures 2.4* Deliver persuasive presentations 2.5* Deliver presentations on problems and solution</p>

Italics used to show sixth grade skills in column 2

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**GRADES K/1 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

K STANDARDS		K/1 COMMON STANDARDS		1st STANDARDS	
Number Sense		Number Sense		Number sense	
1.0	Understand relationship between numbers and quantities	3.1,2,6	Estimation	+1.0*	Reads, counts, writes, and records numbers to 100
1.1*	Match sets of numerals 1-10			1.2	Compare and order whole numbers to 100 using <, =, and >
1.1*	1:1 correspondence to 30			1.4	Place value of 1s, 10s
1.2*	Read Numerals 1-30			1.5*	Coin value
+1.2*	Count to 110			2.1	Recall facts to 20
2/1*	Use concrete objects to determine the answer to addition and subtraction problems			2.2	Use inverse relationship between + and -
				2.3	Identify one more than, one less than, ten more than, ten less than a given number
				2.4	Count by 2s, 5s, and 10s
				2.5	Show meaning of addition
				2.7*	Add and subtract two digit numbers without regrouping
				+	Know concept of equality
Algebra and Functions		Algebra and Functions		Algebra and Functions	
1.1*	Attributes (classify and sort)			1.2*	Understand meaning of symbols (+, -, =)
				1.1	Write, solve, create number problems (+, -)
Measurement and Geometry		Measurement and Geometry		Measurement and Geometry	
1.0	Understand concept of time, and that objects have properties, like length, weight and capacity.	1.1, +1.1*	Compare size, length, weight, capacity, mass	1.2*	Tell time to half hour
+	Coin value (1,5,10,25 cents)	1.2 & 1.3, +	Calendar		
1.4-2.0	Concepts of time	2.1,2.1*	Identify geometric shapes		
2.2	Recognize same/different	+	Know most/least, more/less		
		+,2.2	Classify plane/solid figures		
Statistics, Data, Probability		Statistics, Data, Probability		Statistics, Data, Probability	
1.2	Identify, describe and extend simple patterns	1.1,1.0-1.2*	Make and analyze data from graphs.	2.0	Describe, extend and explain ways to get to a next element in repeating patterns
		+,2.1+	Extends patterns		
Mathematical Reasoning		Mathematical Reasoning		Mathematical Reasoning	
		1.0-1.2,1.0-2.2*	Problem solving: make decisions about how to solve and explain reasoning		

*indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES 1/2 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

1st STANDARDS	1/2 COMMON STANDARDS	2nd STANDARDS
Number Sense	Number Sense	Number sense
1.0* Read, count, write, record numbers to 100	1.4,+ Identify place value	1.1 Count, write and know place value (numbers to 1,000)
1.2 Compare and order whole numbers to 100 using <,<=, and>	2.6,6.0 Estimation	1.3 Order and compare numbers to 1000 using <,<=, >
1.4 Place value of 1s, 10s	2.1,2.3 Recall add/subtract facts to 20	2.1* Inverse relationship adding and subtracting
1.5* Coin value	2.2,2.1 Inverse relationship between addition and subtraction	2.2* Add and subtract to 3 digit numbers
2.1 Recall facts to 20	2.4,3.3 Count by 2s, 5s, 10s	3.1 Use repeated addition and counting by multiples to do multiplication
2.2 Use inverse relationship between + and -		3.2 Use repeated subtraction to do division with remainders
2.3 Identify one more less than, one less than, ten more than, ten less than a given number		3.3 Memorize multiplication tables 2s, 5s, and 10s
2.4 Count by 2s, 5s, and 10s		4.1 Recognize and compare fractions
2.5 Show meaning of addition		4.2 Recognize fractions of a whole and parts of a group
2.7* Add and subtract two digit numbers without regrouping		4.3 Know fractions that = the whole 4/4=1
+* Know concepts of equality		5.1-5.2* Solve money problems
Algebra and Functions	Algebra and Functions	Algebra and Functions
1.1 Understand the symbols (+,-,=)	1.1,1.2 Solve problems and write number sentences for add/subtract	1.1 Use commutative and associative rules
	+* Use comparison symbols (<,>,<=)	
Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
+ Read a calendar	1.1.1.0* Measure and compare with standard and non-standard units	1.3* Measure object to inch or centimeter
2.3 Give and follow directions about location	2.1,2.1* Identify, compare, classify geometric shapes	2.1* Identify and classify plane and solid geometric shapes by attributes
	2.2,2.1 Classify plane and solid figures	2.2 Put together and take apart shapes to make new shapes
	1.2,+* Tell time to half hour, quarter hours, and compare times	
Statistics, Data, Probability	Statistics, Data, Probability	Statistics, Data, Probability
2.0 Describe, extend and explain ways to get to a next element in repeating patterns	1.0,1.0-1.4* Make and analyze data from graphs	+ Use tally marks
	2.1,2.2-2.2* Describe, extend, explain patterns	1.0 Collect, organize, display and interpret numerical data on bar graphs
		2.0 Understand and describe patterns
Mathematical Reasoning	Mathematical Reasoning	Mathematical Reasoning
	1.0-2.2, Problem solving: Make 1.1-2.1* decisions about how to solve and explain/justify the reasoning	
	3.0,+ Note connections between one problem and another	

*Indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES 2/3 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

2nd STANDARDS	2/3 COMMON STANDARDS	3rd STANDARDS
Number Sense	Number Sense	Number sense
1.1 Count, write, know place value to 1,000 1.3 Order and compare numbers to 1,000 < , = , > 2.1* Inverse relationship adding and subtracting 2.2* Add or subtract whole numbers with three digits 3.0 Simple problems using multiplication and division 3.1 Repeated addition, arrays, counting by multiples 3.2 Repeated subtraction, equal sharing, and forming equal groups with remainders to do division 3.3 Multiplication tables 2,5 and 10 by memory 4.1 Fractions from 1/12 to 1/2 4.2 Fractions of a whole and parts of a group 4.3 What fractional parts are equivalent to the whole 4/4=1 5.1-5.2* Solve money problems	1.1,1.3 Place value 2.1,2.3 Inverse relationship 4.1,3.2 Fractions	1.3 Place value to 10,000 1.5 Expanded notation 2.1 +, - to 10,000 2.2 Times table to 10 2.3 Inverse relationship multiplication/division 2.4 Multiplication of multi digit numbers times one digit number 3.2 Add and subtract simple fractions 3.3 Add, subtract, multiply, divide money using decimal notation
Algebra and Functions	Algebra and Functions	Algebra and Functions
1.1 Use communicative and associative rules.		1.1 Represent relationships of quantities in the form of mathematical expressions, equations or inequalities 2.1 Solve simple problems involving a functional relationship between two quantities
Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
1.3* Measure to nearest inch and centimeter 2.1 Identify and classify plane and solid geometric shapes by attributes 2.2 Put shapes together to form other shapes	1.4, 1.4* Tell time	1.2 Area and volume of solids 1.3 Perimeter of polygon 2.1 Identify, describe and classify polygons 2.2 Identify attributes of triangles 2.3 Identify attributes of quadrilaterals
Statistics, Data, Probability	Statistics, Data, Probability	Statistics, Data, Probability
1.0 Collect numerical data and record, organize, display, and interpret the data on bar graphs 2.0 Demonstrate and understand patterns and how patterns grow	1.1,1.2 Record numerical data in systematic ways	1.2 Record possible outcomes for a simple event and systematically keep track of the outcome 1.3 Summarize and display the results of probability experiments
Mathematical Reasoning	Mathematical Reasoning	Mathematical Reasoning
	1.0 Make decisions about how to set up and approach problems 2.0 Solve problems using strategies, skills, and concepts 3.0 Note connections between problems and generalize to other situations	

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**GRADES 3/4 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

3rd STANDARDS	3/4 COMMON STANDARDS	4th STANDARDS
Number Sense	Number Sense	Number Sense
1.3 Place value to 10,000 1.5 Expanded notation 2.1 +, - to 10,000 2.2 Times table to 10 2.3 Inverse relationship of multiplication/division 2.4 Multiplication of multi digit numbers times one digit number 3.2 Add and subtract simple fractions 3.3 Add, subtract, multiply, divide money using decimal notation	1.1 Read and write whole numbers 1.2 Order and compare whole numbers 1.4,1.3 Round numbers 2.1,3.0 Addition, subtraction, multiplication and division of whole numbers	1.1 Read and write whole numbers in the millions 1.2 Order and compare whole numbers and decimals to two decimal places 1.3 Round whole numbers through millions 1.8 Use concepts of negative numbers 1.9 Number line position of fractions, mixed numbers, decimals to two decimal places. 3.0 Addition, subtraction, multiplication, and division of whole numbers 3.1 Do algorithms for addition and subtraction of multi digit numbers 3.2 Multiply a multi digit number by a two-digit number and divide a multi digit number by a one-digit number 3.3 Solves problems involving multiplication of multi digit by two-digit number 3.4 Solve problems involving division of multi digit numbers by one-digit numbers 4.2 Know 2, 3, 5, 7, & 11 are prime
Algebra and Functions	Algebra and Functions	Algebra and Functions
1.1 Represent relationships of quantities in the form of mathematical expressions, equations or inequalities 2.1 Solve simple problems involving a functional relationship between two quantities	1.0,1.1 Use symbols, operations and properties to represent, describe, simplify and solve number relationships	1.2 Interpret and evaluate expressions with parentheses 1.3 Use parentheses to indicate which operations to perform first 1.5 Understand that an equation like $3x + 5$ is a prescription for determining a second number when a first number is given 2.0 Students know how to manipulate equations 2.1 Know that equals added to equals are equal 2.2 Know that equals multiplied by equals are equal

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**GRADES 3/4 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

3rd STANDARDS	3/4 COMMON STANDARDS	4th STANDARDS
Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
1.2 Area and volume of solids 1.3 Perimeter of polygon 2.1 Identify, describe and classify polygons 2.2 Identify attributes of triangles 2.3 Identify attributes of quadrilaterals	1.2,1.1,1.2 Perimeter and area 2.2, 3.7 Attributes of triangles 2.5,3.6 Three dimensional geometric solids 2.3,3.8 Definition of different quadrilaterals	2.0 Use two-dimensional coordinate grids 2.1 Draw points corresponding to linear relationships 2.2 Understand that the length of a horizontal line equals the difference of the x-coordinates 2.3 Understand that the length of a vertical line equals the difference of the y-coordinates 3.0 Demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems
Statistics, Data, Probability	Statistics, Data, Probability	Statistics, Data, Probability
1.2 Record possible outcomes for a simple event and systematically keep track of outcomes 1.3 Summarize and display results of probability experiments	1.4,2.0 Make predictions about probability	
Mathematical Reasoning	Mathematical Reasoning	Mathematical Reasoning
	1.0 Make decisions about how to approach problems 2.0 Use strategies, skills and concepts in finding solutions 3.0 Move beyond a problem by generalizing to another	

**GRADES 4/5 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

4th STANDARDS	4/5 COMMON STANDARDS	5th STANDARDS
Number Sense	Number Sense	Number sense
<p><u>READ/WRITE/USE NUMBERS</u></p> <p>1.1 Read and write whole numbers in the millions</p> <p>1.2 Order and compare whole numbers and decimals to two decimal places</p> <p>1.3 Round whole numbers through millions</p> <p>1.8 Use concepts of negative numbers</p> <p>1.9 Number line position of fractions, mixed numbers, decimals to two decimal places.</p> <p>3.0 Addition, subtraction, multiplication, and division of whole numbers</p> <p>3.1 Do algorithms for addition and subtraction of multi digit numbers</p> <p>3.2 Multiply a multi digit number by a two-digit number and divide a multi digit number by a one-digit number</p> <p>3.3 Solves problems involving multiplication of multi digit by two-digit number</p> <p>3.4 Solve problems involving division of multi digit numbers by one-digit numbers</p> <p>4.2 Know 2, 3, 5, 7, & 11 are prime</p>	<p><u>READ/WRITE/USE NUMBERS</u></p> <p>4th (1.1) to 1,000,000</p> <p>5th (1.1) to 1,000,000/thousandths</p> <p><u>MULTIPLY/DIVIDE MULTIDIGIT NUMBERS, FRACTIONS, DECIMALS</u></p> <p>4th (1.5,1.9, 1.6,1.7) Fractional sets, relating to decimals, writing, equivalents</p> <p>5th (1.2, 2.1- 2.5,+) Add, subtract, multiply, divide</p> <p><u>POSITIVE/NEGATIVE NUMBERS</u></p> <p>4th (+) Add, subtract</p> <p>5th (1.3,1.5) Identify/compute</p> <p><u>FACTORS</u></p> <p>4th (4.0) Factor small numbers</p> <p>5th (1.4) Determine prime factors to %0 and write % factors with exponent</p> <p><u>PROBLEM SOLVING</u></p> <p>4th (+) Complete number stories, solve multi step problems</p> <p>5th (2.1-2.5) With fractions, percents, decimals</p>	<p><u>PLACE VALUE</u></p> <p>+ Identify to billion/1000th</p> <p><u>PERCENTAGES</u></p> <p>+ Compute a given percentage to a whole number</p> <p>1.2 Interpret percents, find decimal, percent and fractional equivalents</p>
Algebra and Functions	Algebra and Functions	Algebra and Functions
<p><u>FORMULAS AND EQUATIONS</u></p> <p>1.2 Interpret and evaluate expressions with parentheses</p> <p>1.3 Use parentheses to indicate which operations to perform first</p> <p>1.5 Understand that an equation like $3x + 5$ is a prescription for determining a second number when a first number is given</p> <p>2.0 Students know how to manipulate equations</p> <p>2.1 Know that equals added to equals are equal</p> <p>2.2 Know that equals multiplied by equals are equal</p>	<p><u>EXPRESSIONS</u></p> <p>4th (+) Interpret, evaluate math, expressions w/parenthesis</p> <p>5th (1.2) Use a letter to represent an unknown</p> <p><u>GRAPHS/PATTERNS</u></p> <p>4th (+) Recognize, develop, extend patterns in graphs, tables using addition subtraction, multiply and divide</p> <p>5th (1.1, 1.4,1.5) Identify, graph ordered pairs to 4 quadrants, with integers, and to solve problems</p> <p><u>EQUATIONS/VARIABLES</u></p> <p>4th (+) Write, solve, know how to manipulate, recognize, express relationships with variables</p> <p>5th (1.3,+) Know, use, distribute properties with variables, write/solve with inequalities, with substitutions</p> <p><u>PROBLEM SOLVING</u></p> <p>4th (+) Recognize/use a variety of strategies</p> <p>5th (+) Translate simple word problems into algebraic expressions</p>	

* indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES 4/5 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

4th STANDARDS	4/5 COMMON STANDARDS	5th STANDARDS
Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
<u>PERIMETER/AREA/SQUARE</u> 2.0 Use two-dimensional coordinate grids 2.1 Draw points corresponding to linear relationships 2.2 Understand that the length of a horizontal line equals the difference of the <i>x</i> -coordinates 2.3 Understand that the length of a vertical line equals the difference of the <i>y</i> -coordinates 3.0 Demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems	<u>ANGLES/LINES</u> 4th (1.3) Know definition of triangle, quadrangle, angles, etc. (3.1) Know parallel, perpendicular lines 5th (2.1) Measure, identify, draw angles, lines, and geometric shapes (2.2) Know sum of angles to solve problems <u>GEOMETRIC FIGURES/SHAPES</u> 4th (3.6) Identify, classify properties of shape (3.7- Know difference among triangles and quadrangles 3.8) 5th (2.3) Investigate relationship between three-dimensional/two-dimensional shapes 1.3 Understand volume (+) Find angles/volume of rectangle/solids (+) Identify, classify, describe properties of geometric planes/solid figures <u>SYMMETRY</u> 4th (3.3- 3.5) Demonstrate line symmetry and congruence 5th (+) Demonstrate line symmetry and congruence <u>MEASUREMENT</u> 4th (+) Convert metric measurements 5th (+) Use standard, metric, nonstandard units to measure and compare	<u>FORMULA</u> 1.1 Use formulas of right triangles and parallelograms, etc. 1.2 Construct cube and rectangular box from patterns
Statistics, Data, Probability	Statistics, Data, Probability	Statistics, Data, Probability
<u>PROBABILITY</u> 1.2 Record possible outcomes for a simple event and systematically keep track of outcomes 1.3 Summarize and display results of probability experiments	<u>ORDERED PAIRS</u> 4th (2.2,2.3) Calculate with <i>x/y</i> coordinates 5th (1.4,1.5) Write correctly, identify data, interpret, etc. <u>GRAPHS/CHARTS/TABLES</u> 4th (1.1,1.3) Collect, organize, record and interpret (2.1) Understand points on a linear graph 5th (+) Choose appropriate graph for representation (1.1) Compute, compare, interpret mean/median/mode (1.2,1.4) Display, analyze, compare, interpret data sets (1.3) Use fractions and % to compare data sets of different sizes	

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**GRADES 4/5 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

4th STANDARDS	4/5 COMMON STANDARDS	5th STANDARDS
Mathematical Reasoning	Mathematical Reasoning	Mathematical Reasoning
	<p><u>PROBLEM SOLVING</u></p> <p>4th(+) Utilize a variety of strategies (2.6) Calculate and check validity (3.1) Evaluate reasonableness</p> <p>5th (2.3) Utilize a variety of strategies (1.1) Process of eliminating patterns (1.2) Smaller parts (2.1) Check reasonableness (2.3) Plot coordinate, draw pictures (3.1) Evaluate reasonableness (2.6) Calculate and check validity (2.2) Apply simple to more complex (3.0) Generalize to other situations -3.3) and extend to new situations</p>	<p><u>RELATIONSHIPS</u></p> <p>1.1 Identify them relevant or irrelevant</p> <p><u>NOTATION</u></p> <p>2.4 Use appropriate</p> <p><u>SOLUTIONS</u></p> <p>(+) Indicate advantages of exact and approximate solutions</p>

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**GRADES 5/6 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

5th STANDARDS	5/6 COMMON STANDARDS	6th STAND
Number Sense	Number Sense	Number sense
<p>1.0 Compute numbers (millions-thousandths), positive integers, decimals and fractions. Understand relationship between decimals, fractions & percents.</p> <p>1.1* Estimate, round numbers to millions and thousandths.</p> <p>+ Add and subtract mixed numbers with like and unlike denominators to 20.</p> <p>+ Identify place value within any number to 1 billion and to 1000th.</p> <p>1.2* Find and explain decimal equivalents for common fractions and compute a given percent of a whole number.</p> <p>1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.</p> <p>1.4 Understand and use prime factors of all numbers through 50 using exponents.</p> <p>1.5* Identify and show on number line: decimals, fractions, mixed numbers, positive and negative integers.</p> <p>2.1* Add, subtract, multiply and divide decimals, add negative integers, subtract positive integers from negative integers</p> <p>2.2* Divide with multidigit divisors and positive decimals.</p>	<p>1.0 Compute numbers (millions-thousandths), positive integers, decimals and fractions. Understand relationship between decimals, fractions & percents.</p> <p>2.0, Add, subtract, multiply and divide fractions and decimals.</p> <p>2.3* Add and subtract fractions and mixed numbers, show answers in simplest form.</p> <p>2.1,* 2.2* 2.4, 2.5 Understand and solve problems of multiplication and division of fractions.</p> <p>2.3* 2.3* 2.3* 2.4* 2.4*</p>	<p>1.0* Compare and order positive and negative fractions using number line. Solve problems of fractions, ratios, proportions and percentages.</p> <p>1.1* 1.2 Interpret and use ratios</p> <p>1.3* Use proportions and multiplicative inverse (cross multiplication to solve problems.</p> <p>1.4 Calculate percentages for discounts, interest earned, tips.</p> <p>2.3* Add, subtract, multiply, divide positive and negative integers.</p> <p>2.4* Find least common multiple & greatest common divisor.</p>

○ indicates key standards

italics used to show fifth grade extension of skills

**indicates report card correlation + shows FSD expectations above California Content Standards*

**GRADES 5/6 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

5th STANDARDS	5/6 COMMON STANDARDS	6th STANDARDS
Algebra and Functions	Algebra and Functions	Algebra and Functions
<p>1.1* Answer questions about graph or equation.</p> <p>1.2* See common standard</p> <p>+ Write and solve equations with inequalities $<$, $>$.</p> <p>1.3* Know and use distributive property in equations and expressions with variables.</p> <p>1.4* Identify and graph ordered pairs in four quadrants of coordinate plane.</p> <p>1.5* Use linear functions with integer values; write equation and graph.</p>	<p>1.0 Use variables in simple expressions, compute for specific values of variable, plot and interpret results.</p> <p>* <i>Solve, graph and interpret simple linear equations.</i></p> <p>1.2* Use letter for unknown number, write and evaluate simple algebraic expressions by substitution</p> <p>1.1* <i>Solve one-step linear equations.</i></p>	<p>1.2* Write and evaluate algebraic expressions with up to three variables.</p> <p>+ Recognize, develop, analyze, and extend patterns in graphs, tables, and rules to solve problems of ratio/proportion.</p> <p>1.3* Apply algebraic order of operations, commutative, associative, distributive properties</p> <p>1.4* Solve problems using correct order of operations manually and with a calculator.</p> <p>2.0* Solve rate and proportion problems with tables, graphs and rules.</p> <p>2.1* Convert units of measure</p> <p>2.2* Show understanding of rate as a measure of one quantity of unit per value of another quantity.</p> <p>2.3* Solve problems of rate, speed, distance and time.</p> <p>3.0 Investigate geometric patterns and describe algebraically.</p> <p>3.1 Use variables in expressions of geometric quantities ($p=2w+2l$).</p> <p>3.2 Investigate geometric patterns and express in symbolic form.</p>
Measurement and Geometry	Measurement and Geometry	Measurement and Geometry
<p>1.1* Derive formulas for area of a triangle and parallelogram by comparing area of rectangle.</p> <p>1.2* Compute surface area of cube and rectangular box by using 2-dimensional patterns to construct.</p> <p>1.3* Understand volume; use appropriate units of measure to compute volume of rectangular solids</p> <p>1.4 Find perimeter, area and volume</p> <p>2.1* Measure, identify and draw angles, perpendicular and parallel lines, rectangles and triangles with appropriate tools.</p> <p>2.2* Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360°. Use to solve problems.</p> <p>2.3 Visualize and draw 2-dimensional views of 3-dimensional objects made from rectangular solids.</p>	<p>1.0 Understand and compute volume and areas of simple objects. <i>Solve problems of measurement of plane and solid shape.</i></p> <p>2.0 Identify, describe and classify properties of and relationship between plane and solid geometric figures.</p>	<p>1.1* Understand π, know formulas for circumference and area of circle.</p> <p>1.2* Use π to estimate and calculate circumference and area of circles.</p> <p>1.3 Know and use formulas for volume of triangular prisms and cylinders; compare these to formula for volume of rectangular solid.</p> <p>2.1 Identify and describe vertical, adjacent, complementary and/or supplementary angles.</p> <p>2.2* Solve problems of an unknown angle using relationships of angles.</p> <p>2.3 Draw quadrilaterals and triangles from given information.</p>

○ indicates key standards

italics used to show fifth grade extension of skills

*indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES 5/6 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

5th STANDARDS	5/6 COMMON STANDARDS	6th STAND
Statistics, Data, Probability	Statistics, Data, Probability	Statistics, Data, Probability
<p>1.2 Represent data in appropriate graphs (histogram, circle graphs, etc.) and explain choices.</p> <p>1.3* Use fractions and percentages to compare data sets of different sizes.</p> <p>1.4 Identify ordered pairs of data from a graph and interpret its meaning.</p> <p>1.5* Know how to write ordered pairs.</p>	<p>1.0 Display, analyze, compare, and interpret different data sets. <i>Compute statistical measurements for data sets.</i></p> <p>1.1* Know concepts of mean, median, and mode. Compute and compare examples. <i>Compute range.</i></p> <p>1.2, 1.4 <i>Compute and interpret data using mean, median, and mode, maximum, minimum, and range. Decide which provides most useful information in a given context.</i></p> <p>1.3 <i>Understand how inclusion or exclusion of outliers affect measures of central tendency.</i></p>	<p>2.0 Use data samples of a population and describe the characteristics and limitations of the samples.</p> <p>2.1 Compare different samples from a population with data from entire population and identify when it makes sense to use a sample.</p> <p>2.2+* Identify and compare different ways of selecting a sample and which makes a sample more representative for a population</p> <p>2.3 Analyze data displays and explain how results could be influenced by questions asked and conclusions influenced by the way results were displayed.</p> <p>2.4* Identify and explain sampling error.</p> <p>2.5 Identify claims based on statistical data and evaluate validity of claims in simple cases.</p> <p>3.0 Determine theoretical and experimental probabilities and use those to make predictions about events.</p> <p>3.1* Use tables, grids, tree diagrams, etc. to show all possible outcomes for compound events and express theoretical probability of each outcome.</p> <p>3.2 Use data to estimate probability for future events.</p> <p>3.3* Represent probabilities as ratios, proportions, decimals between 0 and 1, and percents (0 - 100) and check for reasonableness.</p> <p>3.4 Understand probability of either two disjoint events occurring is sum of the two individual probabilities and the probability of one event following another in independent trials is the product of the two probabilities.</p> <p>3.5 Understand difference between independent and dependent events and the resulting effects.</p>

○ indicates key standards

italics used to show fifth grade extension of skills

*indicates report card correlation + shows FSD expectations above California Content Standards

**GRADES 5/6 COMBINATION CLASS
STANDARDS OVERVIEW FOR MATHEMATICS**

5th STANDARDS	5/6 COMMON STANDARDS	6th STANDARDS
Mathematical Reasoning	Mathematical Reasoning	Mathematical Reasoning
See common standards.	<p>1.0 Decide how to approach problems.</p> <p>1.1* Analyze problems by:</p> <ul style="list-style-type: none"> • identifying relationships • knowing relevant from irrelevant information • sequencing and prioritizing information • observing patterns <p>1.2* Know when and how to break a problem into simpler parts.</p> <p>1.3* <i></i></p> <p>2.0 Use strategies, skills and concepts to find solutions.</p> <p>2.1* Estimate to verify reasonableness of calculated results</p> <p>2.2* Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3* Use a variety of methods</p> <p>2.4 (words, numbers, symbols, charts, graphs, tables, diagrams, and models) to explain math reasoning.</p> <p>2.4* Use appropriate math notation, terms, and clear language to express solution clearly; support solutions with evidence in both verbal and symbolic work.</p> <p>2.5 Know when to use estimates and exact solutions. Give answers to specified degree of accuracy.</p> <p>2.6,* Make precise calculations and check validity of results from context of problem.</p> <p>2.7* <i></i></p> <p>3.0 Move beyond a particular problem by generalizing to other situations.</p> <p>3.1* Evaluate reasonableness of the solution in context.</p> <p>3.2 Note method of deriving solution and demonstrate conceptual understanding by solving similar problems.</p> <p>3.3 Develop generalizations <i>and strategies</i> of results and apply to other circumstances.</p>	<p>1.2* Formulate and justify mathematical conjectures based upon a general description of the mathematical question or problem posed.</p> <p>2.3 Estimate unknown quantities graphically and solve for them using logical reasoning, and arithmetic and algebraic techniques.</p>

○ indicates key standards

italics used to show fifth grade extension of skills

**indicates report card correlation + shows FSD expectations above California Content Standards*

History-Social Science Teaching Suggestions

One instructional mode that works well in teaching History-Social Science in the Combination Classroom is staggered instruction. In his model the teacher provides direct instruction to one grade level while the other grade level is working on an independent History-Social Science Activity.

To plan this type of instruction for your combo class, we suggest you utilize the resources available in our new adoptions. The Houghton Mifflin and McDougal Littell programs offer many resources that allow you to plan cross-curricular activities for independent and small group work.

Houghton Mifflin (K-5) includes the following resources:

- Practice Book
- Lesson Reviews
- Leveled Readers
- Web site – Eduplace.com
- Audio Books
- Differentiated instruction (Extra Support, Challenge, English Learners)
- Skillbuilders
- Extend Activities
- Cross-Curricular Activities
- Chapter Review
- Web links to Weekly Reader (Current Event and Unit Activity)

The Integration Guide from Houghton Mifflin (grades K-50) can be used to integrate social studies, language arts and fine arts. For example, it suggests hands-on activities that include art, drama and writing. Blackline graphic organizers can be found in the back of the book. The reading strategies used in the language arts program (predict, infer, monitor, question, summarize, clarify and evaluate) are reinforced in the history social science program.

McDougal Littell (6th)

- Interact with History – introduces problems and decisions faced by real people of the past
- History Workshops – hands-on, interactive activities
- Activity options – short interdisciplinary activities
- Every chapter provides a strategy for using the Internet and other technologies in the classroom
- Interdisciplinary Links – activity options at the bottom of pages in the Teacher's Edition
- Online Test Practice through the ClassZone Web site
- Ideas and materials for differentiated instruction (Struggling readers, On-level, Gifted and Talented and English Learners)
- California Standards Planner and Lesson Plans, - includes pacing guide and lesson plans for each chapter

As a creative teacher, you will undoubtedly come up with many ideas of your own for teaching these lessons as well. At some sites, team teaching with another teacher has served this purpose well.

9/2006 cw

Fullerton School District

**Science
Combination Class
Grades 1-2**

2002 Summer Curriculum Committee
Beth Jerome, Nancy Henderson

Science in Combination Classes

- This is perhaps the most difficult of the combination class curricula, due to the standards and the hands-on investigations.
- KDG and 1st are the only grades in which the concepts continue from grade to grade in the earth, physical, life and investigations science strands. Many of the standards in other grade levels overlap only in the areas of investigation and experimentation.
- Combination class teachers need to focus on main ideas and concepts in shorter time frames, in order to cover the material. Consider adopting the staggered lesson model for science instruction.
- Writing in science is critical: observations, reports, compare/contrast, making predictions, defining, interpreting, hypothesizing and classifying. Use science journals for writing.
- Alternate activities each day. One grade level group will work independently (doing an activity) while you work with the other group discussing a new concept or reading the text and discussing. These groups can write or draw in their science notebooks after their activity, reading, discussion, teacher led lesson, etc.
- Use the Math Center, Reading Center and Science Center activities (offered with most lessons) as independent explorations. These reinforce the concept, are hands-on and fun! They may write or draw in their science notebooks. This may include the title of the lesson, materials they used, the procedure they used, and their findings.
- Display a “commonly used science terms” list near the science center to offer spelling assistance when writing in science notebooks.
 1. This list may change with each activity to include vocabulary from the current lesson.
 2. These words are found in the text in bold print and highlighted.
 3. Keep their texts available for students to check their spelling

Refer to the Staggered Lessons Plan for an example of science lesson in a Combination Class.

Science

Staggered Instruction Teaching Suggestions

The following pages include sample lessons to get your year underway. You will find a primary grade example of how you might approach staggered lessons in science for a one week period.

The Staggered Instruction Model allows for both teacher directed lessons and independent student work. It is our recommendation that you alternate each type of lesson between the two grades of your combination class during the week. Below you will find a list of ideas in each category.

Teacher Directed

- * Direct Instruction
- * Note taking
- * Experiments
- * Computer Demonstrations
- * Video Presentations
- * Guest Speakers

Independent

- *Textbook reading
- * Reading Worksheets
- * Center/Investigation Activity
- * Investigation Reviews
- * Science Notebooks
- * Technology Link/CD Rom
- * Internet Research
- * Projects

Both Houghton Mifflin and Holt (Sixth Grade) Teacher's Editions contain references to preview/review and directed reading worksheets as well as investigations, technology web sites or CD Roms which may be available to you and will assist you with both directed and independent lesson planning

Science: Life Sciences

First/Second Grade Staggered Lesson Plans

This plan begins with the Houghton Mifflin Science, Unit A, Kinds of Living Things (1st grade) and Unit A, Life Cycles (2nd grade). Lessons are given for each day except Wednesday due to time constraints. Special consideration was given to ensure the teacher time to work with each grade level separately while supplying an adequate independent activity for the other grade level on that particular day. This lesson plan guide begins on Monday with a teacher-directed first grade lesson while second grade is working independently. On Tuesday, the second graders work with the teacher while the first graders work independently. This switches each day allowing you to work with grade levels to enforce the standard identified while at the same time giving independent exploration time for the others.

First Grade

Monday: Using Poster book page A1 or student text pages A4 and A5 and picture cards A1-A7, identify the animals shown on the picture cards and show them on which continent each animal lives (standard 2A). Use discussion questions on TE page A21-A22.

Tuesday: Students make animal fact cards on 4X6 index cards with crayons (TE page A22). Direct them by using TE page 23 "procedure."

Thursday: Read Poster book page A2 (text pages A8-A9). List what plants need to grow and discuss how they get water, light and air (standard 2b). Use questions on TE page A29 to prompt discussion. Read The Great Kapok Tree, by Lynne Cherry. Writing integration: Write a nature poem TE page A31)

Friday: Bring in plants (TE page A26). Using Activity card A2, have students explore the parts of the plants. Have the students draw one of these plants in their science notebook and label the flowers, leaves, stems and roots. Discuss the importance of each of these parts (standard 2b, 2e).

Second Grade

Monday: Lesson 1(standard 2a), TE pages A18 and A19. Group Students and have them color and sort the animal cards. Have them find differences and similarities of each baby animal with its parent. Write these observations on poster paper (2 columns: differences and similarities)

Tuesday: Discuss findings they recorded in their journals on Monday. Read and observe Poster Book page A1 or Student Text pages A4 and A5. Introduce and model a Venn Diagram. Use it to compare a baby animal from the picture in the book with an adult animal (standard 2c). They may copy this in their science journal for practice.

Thursday: Using Poster book page A3 or Student Text pages A14-A15, explore these different animal life cycles (standard 2c). Draw or write about one in science journal. Choose two animals and tell how the life cycles of the animals are alike and different.

Friday: Unit Project Link, TE page A39. In three small groups, children make drawings to diagram the life cycles of the mouse, butterfly and frog using page A15(text) as a resource. (Standard 2b)

Essential Life Science Lessons for Combination Classes- Grade 1

Science Standard	Lesson	Houghton Mifflin TE pages	Activity and page	Materials
2.a Plants and animals inhabit different kinds of environments due to their survival characteristics. 2.b Plants and animals both need water, animals need food, and plants need light.	1	A16, A17, A20, A21	A1-Observing Plants and Animals (Omit this activity)	n/a
2.e Roots are associated with the intake of water and soil nutrients, green leaves with making food from sunlight.	2	A24-30	A2-Examining Plants	different live plants* hand lens
	5	A50-57	A3-Grouping Plants	different live plants* hand lens
	4	A40, A44, A45, A46	A4-Examining Animals (Omit this activity)	n/a
2.b and 2.c Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. 2.d How to infer what animals eat by their shapes fo their teeth	7	A66-A72	A7-Looking at teeth	carrot sticks* mirror

Essential Earth Science Lessons for Combination Classes- Grade 1

Science Standard	Lesson	Houghton Mifflin TE pages	Activity and page	Materials
3. a Using simple tools (e.g. wind vane, thermometer) weather can be observed, measured and described. Student will record changes in weather from day to day and over the seasons.	1	B16-B23	Science in the Math Center, TE page B23- Making a Graph to record daily temperatures	Graph paper Thermometer
	4	B40-46	Unit Project Link A Weather Report: <u>When it's Windy</u> . TE page B47	Drawing paper Crayons or markers A Windy Day (Teacher Resource Book, p. B144)
3. b Observe the constancy of weather during a season and the changes in weather during a season and the changes from season to season. **Supplement standards 3.a and 3.b with AIMS: <u>Primarily Earth</u> , pages 135-144	6	B58-64	B6-Going on a Scavenger Hunt, TE pages B60-B61	Prepare a list of items for students to gather reflective of the current season (e.g. for Fall-dried leaves, acorns, empty birds nest, etc..) Zip lock baggie
			Observing the Weather	student copies of pages 137-140 butcher paper crayons, markers, glue
3. c Show that the sun warms the land, air and water	2	B24-31	"In the Science Center", TE page B30 and "Unit Project Link", TE page B31	several thermometers drawing paper and crayons
	3	B32-38	B3-Getting Warmer, TE pages B34-B35	three thermometers timer

Essential Physical Science Lessons for Combination Classes- Grade 1

Science Standard	Lesson	Houghton Mifflin TE pages	Activity and page	Materials
1. a Materials come in different states of matter: identify the properties of solids, liquids, and gases. Communicate how they are different.	1 (solids)	C16-C23	C1- Describing and grouping solids, TE pages C18-C19	from kit: marble, piece of wood, piece of metal, peice of plastic, ball, round button, paper clip, jar lid and round counter sealable bag or container
	2 (liquids)	C24-C30	C2- Describing and grouping liquids, TE pages C26-C27	from kit: 7 plastic cups, corn syrup, vegetable oil, paper towels orange juice, water, cola, seltzer water* paper towels*
	4 (gases)	C40-C47	C4-Trapping Air, TE pages C42-C43	from kit: 3 different sized bags, twist ties
	10	C90-C97	C10-Exploring Goo TE pages C92-C93	from kit: 2 pkgs. gelatin, green food coloring, clear plastic cup water*
1. b Demonstrate that the properties of substances can change when they are mixed, cooled, or heated.	6	C58-C64	C6-Making Ice Warmer TE page C60-C61	from kit: plastic cup ice cubes*
	7	C66-C72	C7-Observing Water TE page C68-C69	from kit: Plastic cups, measuring cup, plastic wrap, grease pencil tape*
	8	C74-C80	C8-Making Rain TE page C76-C77	from kit: Clear plastic jar, aluminum pie pan very warm water, ice, newspapers*

* Teacher provided materials
Page 37

Essential Life Science Lessons for Combination Classes- Grade 2

Science Standard	Lesson	Houghton Mifflin TE pages	Activity and page	Materials
2.a Organisms reproduce offspring of their own kind and the offspring resemble their parents and each other	4	A40-A47	A4-Training a Goldfish TE page A42 (omit this activity)	n/a
2.b Describe the sequential stages of life cycles for different animals, for example butterflies, frogs and mice	1	A16-A23	A1-Looking at Animal Families TE pages A18-A19	Animal Baby Cards, Animal Parent Cards * (Teacher Resource Book, pp. A50-A51)
	3	A32-A39	Do the "Unit Project Link" on TE page39	large white paper plates, markers, drawing paper, Animal Life Cycles (Teacher Resource Book, page A147)*
2. c Recognize that many characteristics of an organism are inherited from the parents and may be influenced by the environment.	6	A58-A65	A6-Examining Flowers and Fruits, TE pages A60-A61 (omit this activity)	n/a
2. d There is variation among individuals of one kind within a population.	9	A82-A89	A9-Comparing Fruits TE pages A84-A85	from kit: tape measure, balance with masses 2 each of three different kinds of fruits, self-stick labels and markers*
2. e Observe and explain that germination, growth, and development of plants can be affected by light, gravity, touch or environmental stress.	8	A74-A81	Use AIMS Activity: "What Plants Need" on pages 51-60 of the <u>Primarily Plants</u> book	from kit: potting soil and lima bean seeds 4 half-gallon milk cartons, scissors*
2. f Demonstrate that flowers, seeds and fruits are associated with reproduction in plants	7	A66-A73	A7-Examining a Seed TE pages A68-A69	from kit: hand lens, toothpicks, 6 lima beans, plastic bags stapler, paper towels, masking tape*

* Teacher provided materials

Essential Physical Science Lessons for Combination Classes- Grade 2

Science Standard	Lesson	Houghton Mifflin TE pages	Activity and page	Materials
1. a The position of an object can be described by locating it relative to another object or the background. 1. b An object's motion can be described by recording the change in its position over time.	4	B40-B47	B4-Measuring Motion TE page B42	from kit: timer, dropper, cup, wax paper, tape measure water, crayons, tape, paper towel, stack of books*
1. c Pushes and pulls can change the direction of a moving object. 1. d Tools and machines are used to apply pushes and pulls(forces) to make things move 1. e Objects near the Earth fall to the ground unless something holds them up.	5	B50-B55	B5-Exploring Pushes, TE page B50	from kit: 3"X5" index cards, marble book*
1. f Magnets can be used to make some objects move without being touched.	AIMS	*See the "Hungry Hounds" activity (attached)	from the Aims, <u>Mostly Magnets</u> publication, pages 57-60	2 magnets, ruler, tape, paper clip*
1. g Sound is made by vibrating objects and can be described by its pitch and volume.	6 7	B58-B65 B66-B73	B6Observing Motion and Sound, TE page B60 B7Experimenting with high and low sounds, TE page B68	from kit: tuning fork, container water*, paper towel* from kit: goggles, rubber band, paper cup

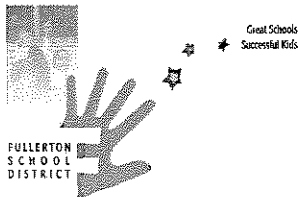
Essential Earth Science Lessons for Combination Classes- Grade 2

Science Standard	Lesson	Houghton Mifflin TE pages	Activity and page	Materials
3. a Compare the physical properties of different kinds of rocks and that rock is composed of different combinations of minerals	1	C18-C23	C1-Examining Kinds of Soil, TE page C18	from kit: goggles 1 cup of each: topsoil, clay soil, sandy soil hand lens
combine these 2 lessons:	5 7	C52-C57 C66-C72	C5-Examining Sizes ... C7-Testing the hardnessof rocks	from kit: goggles, rocks, sand (1c), hand lens tile
3. b Smaller rocks come from the breakage and weathering of larger rocks	6	C58-C65	C6-Observing How Water Flows, TE page C60	from kit: goggles, wet sand, foil pan, button, measuring cup water*
3. c Soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.	3	C32-C39	C3-Examining Soil and Water, TE page C34	from kit: goggles, topsoil, clay soil, sandy soil, 3 plastic cups, measuring cup water, spoon, paper towels*
3. d Fossils provide evidence about the plants and animals that lived long ago, and scientists learn about the past history of Earth by studying fossils.	8	C74-C81	C8-Exploring Fossils, TE page C76	from kit: goggles, dough(clay), paper plates, hand lens, once-living objects, fossil fern imprint, fossil snail
3. e Rock, water, plants and soil provide many resources including food, fuel and building materials that humans use	4	C40-C46	C4-Exploring Uses of Plants and Water, TE page C42	magazines, glue, scissors*
	10	C90-C97	C10-Looking for Rocks (omit this activity)	n/a

**Fullerton School District
Educational Services**

Welcome to School Sample Letters

- **Mail or**
- **Send Home on the First Day of School**



Educational Services

1401 W Valencia Drive
Fullerton CA 92833

Dear Parents,

Welcome to the new school year. This promises to be an exciting year of learning for your child. Your child has been individually selected to be in a combination class. A combination class is a class of students from two grade levels. We believe that your child will find this to be a stimulating educational environment. This type of classroom offers many opportunities for students to extend learning, develop independent learning skills and to develop responsible work habits. Students in combination classes learn academic skills in addition to important interpersonal skills.

You can expect your child to receive high quality, standards-based instruction. Your child will be instructed in both small and large groups according to grade level and academic need. Some curriculum units will be taught to both grade levels, while other skills and lessons will be taught to one grade level. Students will learn grade level curriculum and will be expected to master grade level skills.

You will learn more about your child's combination class on *Back to School Night*, when your child's teacher will discuss the daily class schedule, grade level learning objectives, and the curriculum in more detail.

This year will bring your child many wonderful opportunities, both academically and socially. We at Fullerton School District trust that this will be an exceptional year of learning and fun for your child.

Curriculum and Instruction
Welcome to School

Fullerton School District
Educational Services

Back-to-School Night
Sample Letter A

Distribute Sample Letter A with the
***Parent Curriculum Booklet* on Back-**
to-School Night.



Great Schools
Successful Kids

Educational Services

1401 W Valencia Drive
Fullerton CA 92833

Dear Parents,

Welcome to *Back-to-School Night* and welcome to our combination class! In a combination class, students from two grade levels with a variety of interests and experiences are drawn together, making for a rich educational environment. This type of classroom environment offers many opportunities for students to develop academic knowledge and to extend learning.

The *Fullerton School District Parent Curriculum Guide* will provide you with an overview of the grade level standards your child is expected to meet or exceed by the end of this year. To ensure mastery of these standards, instruction in your child's combination class will be in both small and large groups, according to both the grade level, and your child's academic need. In areas in which the academic curricula for both combination class grade levels overlap, instruction may be in a large group. Other grade level specific curricula will be taught in small groups. Your child's educational progress will be monitored and measured by classroom and district assessments. You will receive information on your child's learning via the *FSD Standards-Based Report Card*, *Parent-Teacher Conference* and other school-to-home contacts.

We at the Fullerton School District trust that this will be an exceptional year of learning opportunity for your child!

Curriculum and Instruction
Back-to-School Night Letter A

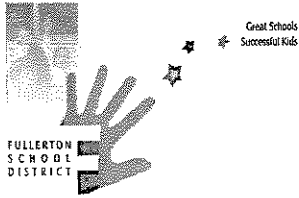
**Fullerton School District
Educational Services**

Back-to-School Night Sample Letter B

**Sample Letter B does not refer to the
*Parent Curriculum Booklet.***

**This letter may be distributed on Back-to-
School Night without the *Parent
Curriculum Booklet****

***For those sites that distribute the booklets on the Fall Conference.**



Educational Services

1401 W Valencia Drive
Fullerton CA 92833

Dear Parents,

Welcome to *Back-to-School Night* and welcome to our combination class! In a combination class, students from two grade levels with a variety of interests and experiences are drawn together, making for a rich educational environment. This type of classroom environment offers many opportunities for students to develop academic knowledge and to extend learning.

To ensure mastery of these standards, instruction in your child's combination class will be in both small and large groups, according to both the grade level, and your child's learning need. In areas in which the academic curricula for both combination class grade levels overlap, instruction may be in a large group. Other grade level specific curricula will be taught in small groups. Your child's educational progress will be monitored and measured by classroom and district assessments. You will receive information on your child's learning via the *FSD Standards-Based Report Card*, *Parent-Teacher Conference* and other school-to-home contacts.

We at the Fullerton School District trust that this will be an exceptional year of learning opportunity for your child!

Curriculum and Instruction
Back-to-School Night Letter B

Getting Started. . . Suggestions for Teaching a Combination Class

- Keep your class together for at least the first week, before doing grade level specific instruction. Let them get to know you and each other. Work on setting standards, introducing routines.
- When you decide to do grade level instruction, start slowly.
- Experiment with different types of groups, grade level, alike and mixed.
- Keep your students together as much as possible for assemblies, physical education, field trips, etc.
- Consider using cubbies to store student books, etc. in. This will allow for lots of flexible grouping. Student materials can be stored in the cubbies and different seating assignments can be used for each curricular area.
- Make decisions that best meet the needs of students in your class. Trust in your professional judgment.
- Network with other combination class teachers; find out what has worked for them.
- Elicit your principal's support and that of your colleagues.
- Your class is special. Elicit volunteer support from parents for trips to the EMC, clerical help, etc.
- Acknowledge that this is a challenging teaching assignment! You will undoubtedly learn and grow as a teacher as a result of this experience!
- Believe in yourself and your professional expertise!

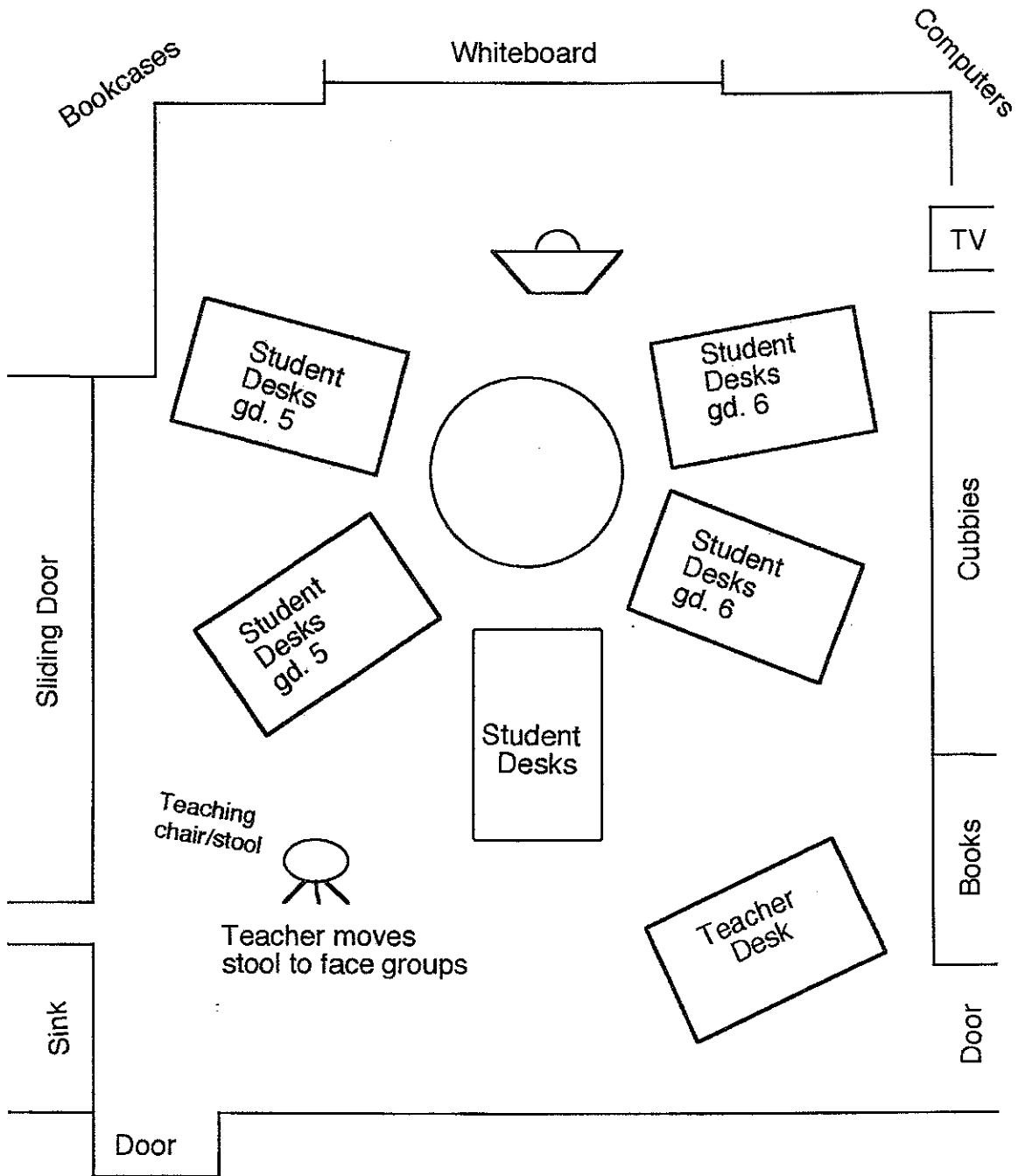
Combination Class Students Should Be Able to . . .

- Get needed materials
- Go to appropriate place to work
- Follow the procedures (rules and directions) for the task
- Move about the room so others may continue working
- Work so others may continue working
- Return to a task after an interruption, without teacher reminder
- Complete the task according to appropriate criteria
- Record the data needed at the completion of the task
- Use materials so they may be satisfactorily used again by other students
- Conserve materials
- Return materials to the appropriate place in the appropriate manner
- Move to an appropriate choice of activity when given the opportunity to choose
- Go to an appropriate resource at the appropriate time when needing help
- Can respond to the signal for attention in a timely manner
- Take care of personal needs according to class procedures (sharpen pencils, drinks, restroom, etc.)

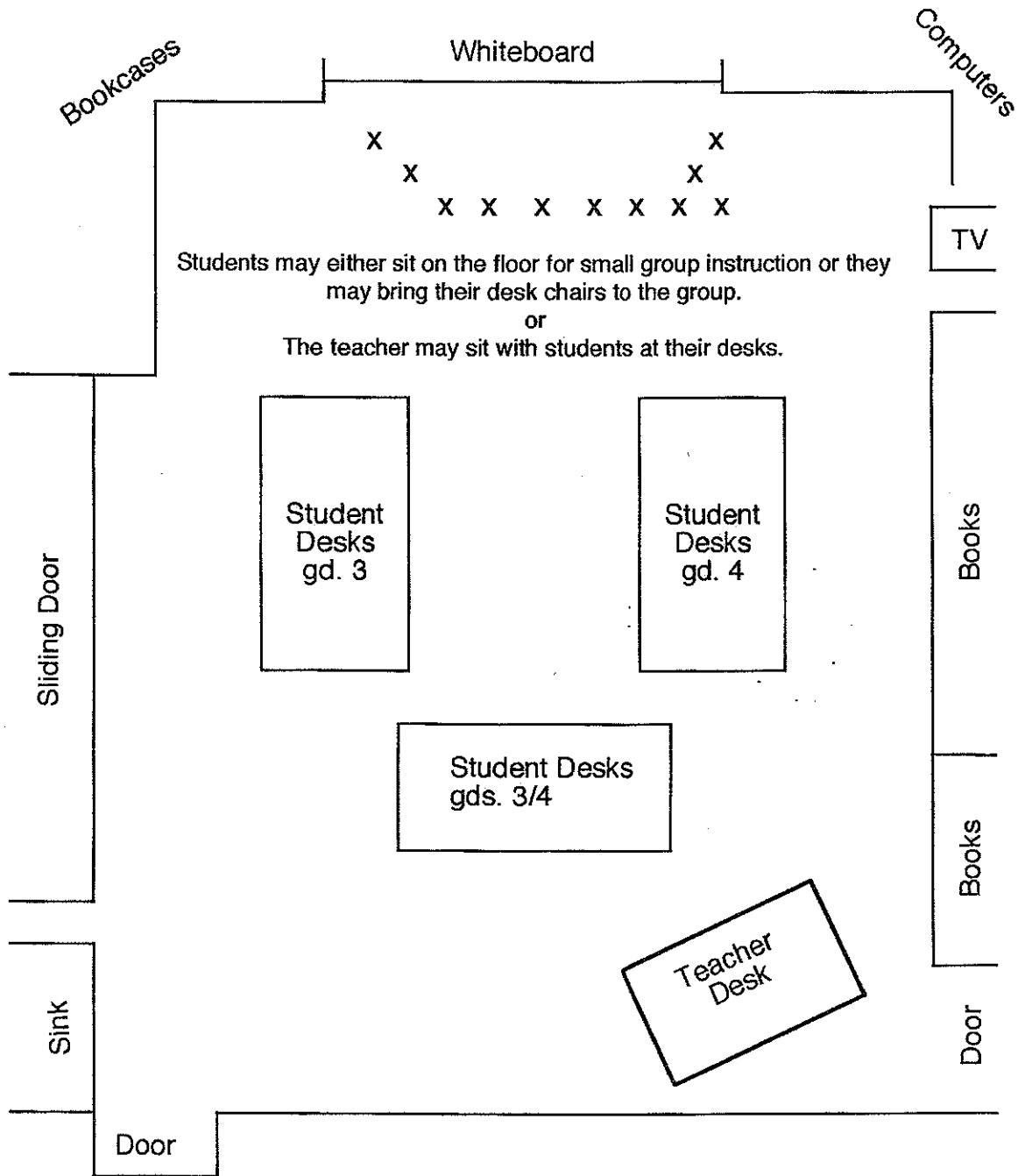
**Fullerton School District
Educational Services**

Classroom Arrangement

Combination Classroom Arrangement Sample A



Combination Classroom Arrangement Sample B



Combination Class Advantages for Students

The following list may be helpful when talking to parents about your combination class.

Students in a combination class. . . .

- develop responsible work habits
- learn in a stimulating an education environment
- have access to positive role models
- develop teamwork skills
- participate in extended learning opportunities
- have opportunities to preview and review concepts
- develop independent learning skills
- develop interpersonal skills
- are exposed to a broad and varied learning environment
- have an opportunity to experience wide range of ages, and learning styles
- participate in smaller grade level groups with teacher/student ratio
- opportunity to reinforce and extend learning

Combination Class Advantages for Teachers?

Yes! . . . The following advantages were identified by a group of Combination Class teachers. Combination class teachers

- become familiar with two grade levels
- reinforce previous skills by knowing each grade level standards (overlap chart)
- have an opportunity to participate in a professional group to exchange ideas
- receive specialized district support: combination class meetings, a Combination Class Guide and a Combination Class Committee
- collaborate with other professionals
- have a wealth of grade level curriculum material to choose from
- Grade level texts have built in assessments to assist teachers. Time savers.

Questions and Answers for Combination Class Teachers

Question: Must I use the district adopted materials?

Answer: Yes, the district curriculum/textbook materials are approved by the Curriculum Steering Committee and are adopted by the Board of Trustees. Combination class teachers are expected, as are all teachers in the district, to use the district adopted materials. Teachers may supplement the materials if necessary.

Question: How can I get through all the curriculum/textbook materials provided by the publisher?

Answer: The publisher provides numerous supplementary materials, some of which are optional materials. Because publishers often provide many supplementary materials, in addition to the base program, it is important to focus on teaching the curriculum standards and not on using or getting through all the supplementary materials. It becomes particularly important, given the instructional time, to identify the base program including which lessons teach the standards. It is particularly critical in a combination classroom to prioritize instructional time by focusing lessons on the essential standards. The materials serve as instructional tools to use to teach the standards.

Question: How will I have enough instructional time?

Answer: Teaching combination classes poses a challenge and necessitates attention to organization and planning to prioritize time. Teaching students to follow the expected routine and not to waste time when changing groups is fundamental.

Question: How will I manage lessons for two grade levels?

Answer: Successful combination class teachers usually stagger lessons. For example, while the teacher provides direct instruction to group A, group B works independently. The groups rotate for direct instruction. Refer to the Classroom Management section of this guide.

Question: I would like to talk to a professional colleague who is teaching or who has taught a combination class. How can I contact such a colleague?

Answer: You are invited to call one of the committee members listed in the front of this guide. The District Combination Class Committee is a group of professionals who are dedicated to supporting fellow combination class teachers. Individual committee members are more than willing to share suggestions for lesson design, for classroom management and for various other combination class topics.

Question: How do I find out who else in the District is teaching a combination class?

Answer: Check in the District Telephone Directory.

Language Arts Focus Wall Example

Theme 1

Theme 1

Title

Author

Genre

Reading Strategies

Grammar

Grammar

Questions

Monitor/Clarify

Summarize

Evaluate

Vocabulary

Vocabulary