### Lesson 1: Back to School Lessons

**Anchor Text:** What Is a Pal?  
**Genre:** Informational Text  
**Target Skill:**  
- Main Idea  
- Supporting Details  
- Summary  
**Phonemic Awareness:**  
- Beginning Sounds  
- Beginning Blends  
**Fluency:**  
- Accuracy: Word Recognition  
- Rate: Fluent  
**Speaking and Listening:**  
- Finding Characters  
- Asking Questions  
**Selection Vocabulary:**  
- Familiar, New, Word  
- Oral Vocabulary  
**Spelling Principle:**  
- Words with Short a  
**Spelling Words:**  
- Basic: am, at, is, sat, man, dad, mat  

**Decodable Reader Selections:**  
- Dan and Nan  
- Nat Cat  
- Fan, Fan, Fan  

**Back to School (one week) Big Books**  
- Jack’s Talent  
- Back to School Lessons  

**Concepts of Print**  
- Print Represents Speech (Introductions and Names)  
- Letters, Words, and Sentences  
- Photo Captions (Names of Countries)  
- Environmental Print  
- Punctuation Marks and Intonation  

**Alphabet Routine**  
- Identify Letters  
- Alphabet Song  
- Place Names:  
- Name and Match Letters  
- Alphabet Sequence  
- Print Uppercase and Lowercase Letters of the Alphabet  

**Phonemic Awareness**  
- Distinguish Vowel Sounds  
- Blend Phrases  
- Isolate Phrases  
- Segment Phrases  
- Rhyming Words  

**High-Frequency Words**  
- Short a  
- Consonants: m, n, t, g  
- Phonogram: -at  

**Letters and Sounds**  
- Rhyme  
- Syllable  
- Sound  

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### Lesson 2: Back to School Lessons

**Anchor Text:** The Storm  
**Genre:** Realistic Fiction  
**Target Skill:**  
- Understanding Characters  
- Inferring  
- Predicting  
**Phonemic Awareness:**  
- Beginning Sounds  
- Beginning Blends  
**Fluency:**  
- Accuracy: Words Connected in Text  
- Rate: Fluent  
**Speaking and Listening:**  
- Ask and Answer Questions  
**Selection Vocabulary:**  
- Storm, Pop, come, wet, bed  
**Spelling Principle:**  
- Words with Short i  
**Spelling Words:**  
- Basic: it, is, him, egg, fit, fish  

**Decodable Reader Selections:**  
- Can’t Fix It  
- I Ran  
- Sid Pig  

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### GRADE 1 • Unit 1

**Reading Literature & Informational Text**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
<th>Spelling</th>
<th>Language</th>
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<td>Text-Based Comprehension</td>
<td>Phonemic Awareness/Phonics</td>
<td>Fluency and High-Frequency Words</td>
<td>Speaking and Listening</td>
<td>Target/Academic Vocabulary</td>
<td>Spelling</td>
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<td>Language Skills and Strategies</td>
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**Supporting Skills**
- Anayze/Evaluate
- Target Strategy
- Story Structure
- Text Structure
- Analyze/evaluate
- Target Skill
- Supporting Skills
- Target Skill

**Phonics**
- Short e: Consonants l, x
- Inflection - u

**Fluency**
- Phrasing, Punctuation

**High-Frequency Words**
- Do, find, funny, long, no, they

**Reading/Literature & Informational Text**
- Selections: Text-Based
- Supporting Skills: Analyze/Evaluate
- Target Strategy: Story Structure
- Phonics: Short e
- Inflection - u

**Spelling**
- Words with Short e
- Words with Short u

**Grammar Skill**
- Adjective: Size and Shape

**Language Skills and Strategies**
- Collaborate: Give Instructions; Ask and Answer Questions

**Performance Task**
- Write a Drama
- Produce: Plan a Play

**Writing**
- Narrative Writing
- Class Story
- Focus Trait
- Language Workshop
- Writing Form
- Research/Media Literacy
- Using Text Features

**Target Skill**
- Sequence of Events

**Target Strategy**
- Monitor/Clarify

**Supporting Skills**
- Author’s Word Choice
- Question

**Text and Graphic Features**
- Adjectives
- Inference

**Phonemic Awareness/Phonics**
- Beginning Sound
- Phonemes: Short e
- Consonants l, x

**Fluency and High-Frequency Words**
- Reading/Literature & Informational Text
- Supporting Skills: Analyze/Evaluate
- Target Skill: Sequence of Events
- Target Strategy: Monitor/Clarify
- Supporting Skills: Author’s Word Choice
- Phonics: Short e
- Consonants l, x
- Inflection - u

**Selections**
- Text-Based

**Supporting Skills**
- Author’s Word Choice
- Question
- Target Strategy: Story Structure
- Supporting Skills: Analyze/Evaluate

**Fluency**
- Phrasing, Punctuation

**High-Frequency Words**
- Do, find, funny, long, no, they

**Selection Vocabulary**
- Curious, school, hill, George, kids, mess, points, job

**Oral Vocabulary**
- airport, crept, proud, sneaked, shout, worried

**Domain-Specific Vocabulary**
- mascots, educators, principal

**Vocabulary Strategies**
- Multiple-Meaning Words

**Selection Vocabulary**
- Lucia, book, car, firefighter’s, goal, hi, home, librarian, this, George

**Domain-Specific Vocabulary**
- canvas, combinations, easy, important, rhythm, row

**Vocabulary Strategies**
- Alphabetical Order

**Selection Vocabulary**
- mice, book, car, firefighter’s, good, hi, home, librarian, neighborhood, pants, plant, street

**Oral Vocabulary**
- canvas, combinations, easy, important, rhythm, row

**Domain-Specific Vocabulary**
- urban, citizen, services

**Vocabulary Spelling Language**
- Words about School
- Words about Trains
- Words about Neighborhoods
- Words about Animals

**Writing**
- Narrative Writing
- Class Story
- Focus Trait
- Language Workshop
- Writing Form
- Research/Media Literacy
- Using Text Features

**Grammar Skill**
- Adjective: Color and Number

**Language Skills and Strategies**
- Collaborate: Offer Opinions and Ideas Using Learned Phrases

**Performance Task**
- Write a Drama
- Produce: Plan a Play

**Writing**
- Narrative Writing
- Class Story
- Focus Trait
- Language Workshop
- Writing Form
- Research/Media Literacy
- Class Report
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Target/Academic Vocabulary</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
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</tr>
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<tbody>
<tr>
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## Lesson 9

### Anchor Text
- **Genre:** Biography
- **Title:** Dr. Seuss

### Paired Selection
- **Genre:** Poetry
- **Title:** Let’s Laugh!

### Decodable Reader
- **Genre:** Poetry
- **Title:** Nuts for Ben and Jen

### Target Skill
- **Text and Graphic Features**
- **Listening Skill**
- **Phonemic Awareness**
- **Phonics**

### Fluency and High-Frequency Words
- **Phonics**

### Fluency
- **Word Recognition**

### Listening and Speaking
- **Listening Skill**
- **Listening Comprehension**
- **Speaking Skill**

### Target/Academic Vocabulary
- **Selection Vocabulary**

### Spelling
- **Spelling Principle**

### Grammar
- **Grammar Skill**

### Language Workshop
- **Language Skills**
- **Spelling Principles Review**

### Writing
- **Writing Mode**
- **Writing Form**

### Performance Task
- **Content Vocabulary**
- **Domain-Specific Vocabulary**
- **Oral Vocabulary**

### Extended Reading
- **Genre:** Informational Text
- **Title:** From Seed to Pumpkin

### Target Strategies
- **Sums/Change**
- **Monitor/Clarify**

### Fluency
- **Word Accuracy**

### Reading Aloud
- **Selection Vocabulary**

### PORTFOLIO
- **Content Vocabulary**
- **Domain-Specific Vocabulary**
- **Oral Vocabulary**

### Vocabulary Strategies
- **Antonyms**
- **Synonyms**

### Grammar Review
- **Adjectives, Verbs, Commas in a Series**

### Writing
- **Writing Mode**
- **Writing Form**

### ELD Language Workshop
- **Language Skills and Strategies**
- **Spelling Principles Review**

### Collaborative Project
- **Writing About Reading**
- **Performance Task**

### Research/Media Literacy
- **Ask and Answer Questions**
- **Using Information from Media**

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## Lesson 10

### Anchor Text
- **Genre:** Fantasy
- **Title:** A Cupcake Party

### Paired Selection
- **Genre:** Poetry
- **Title:** The Lost Cat

### Decodable Reader
- **Genre:** Poetry
- **Title:** Who Likes to Jump?

### Target Skill
- **Story Structure**
- **Listening Skill**
- **Phonemic Awareness**

### Fluency and High-Frequency Words
- **Phonics**

### Fluency
- **High-Frequency Words**

### Listening and Speaking
- **Listening Skill**

### Target/Academic Vocabulary
- **Selection Vocabulary**

### Spelling
- **Spelling Principle**

### Grammar
- **Grammar Skill**

### Language Workshop
- **Language Skills**
- **Spelling Principles Review**

### Writing
- **Writing Mode**
- **Writing Form**

### Performance Task
- **Content Vocabulary**
- **Domain-Specific Vocabulary**
- **Oral Vocabulary**

### Extended Reading
- **Genre:** Realistic Fiction
- **Title:** A Musical Day

### Target Strategies
- **Sums/Change**
- **Monitor/Clarify**

### Fluency
- **Word Accuracy**

### Reading Aloud
- **Selection Vocabulary**

### PORTFOLIO
- **Content Vocabulary**
- **Domain-Specific Vocabulary**
- **Oral Vocabulary**

### Vocabulary Strategies
- **Antonyms**
- **Synonyms**

### Grammar Review
- **Adjectives, Verbs, Commas in a Series**

### Writing
- **Writing Mode**
- **Writing Form**

### ELD Language Workshop
- **Language Skills and Strategies**
- **Spelling Principles Review**

### Collaborative Project
- **Writing About Reading**
- **Performance Task**

### Research/Media Literacy
- **Ask and Answer Questions**
- **Using Information from Media**
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency and High-Frequency Words</th>
<th>Speaking and Listening</th>
<th>Target/Academic Vocabulary</th>
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<th>Grammar Skill</th>
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### Lesson 14

**Anchor Text:** The Big Race  
**Genre:** Fantasy

**Paired Selection:** Rules and Laws  
**Genre:** Informational Text

**Decodable Reader:** Selections  
**Genre:** Decodable Reader

**Phonemic Awareness/Phonics:** Middle Sound Substitute Medial Phonemes  
**Phonics:** Long *e* (CVCe)  
**Phonograms:** -ine, -ite

**Selection Word:** Conclusion

**Grammar:** Present and Past Tense Verbs

**Spelling:** Words with Long *o* and *e*

**Word Analysis:** Words about Race

**Phonics:** Digraphs *wh, sh, th, ch*

**Vocabulary Strategies:** Spatial: shape

**Vocabulary:** Challenge:
- cactus, habitat, mainly, search,
- feathers, group, hair,
- stems, howl

**Spelling Words:** Came, make, chases

**Target/Academic Vocabulary:** Threatened, swivel, sensitive, raced,

**Spelling Principle:** Words with Long *i*

**Spelling Words:** Basic: come, make, bike, white, bike

**Domain-Specific Vocabulary:** Legal, rule, duty

**Target/Academic Vocabulary:** Challenge:
- waves, stays, two,
- three, two,
- starts, three, two,
- watch

**Spelling Principle:** Words with Long *o*

**Spelling Words:** Basic: come, make, bike, white, bike

**Domain-Specific Vocabulary:** Legal, rule, duty

**Target/Academic Vocabulary:** Challenge:
- waves, stays, two,
- three, two,
- starts, three, two,
- watch

**Spelling Principle:** Words with Long *e*

**Spelling Words:** Basic: come, make, bike, white, bike

**Domain-Specific Vocabulary:** Legal, rule, duty

**Target/Academic Vocabulary:** Challenge:
- waves, stays, two,
- three, two,
- starts, three, two,
- watch

**Spelling Principle:** Words with Long *o*

**Spelling Words:** Basic: come, make, bike, white, bike

**Domain-Specific Vocabulary:** Legal, rule, duty

**Target/Academic Vocabulary:** Challenge:
- waves, stays, two,
- three, two,
- starts, three, two,
- watch

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**Spelling Words:** Basic: come, make, bike, white, bike

**Domain-Specific Vocabulary:** Legal, rule, duty

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- three, two,
- starts, three, two,
- watch

**Spelling Principle:** Words with Long *i*

**Spelling Words:** Basic: come, make, bike, white, bike

**Domain-Specific Vocabulary:** Legal, rule, duty

**Target/Academic Vocabulary:** Challenge:
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- three, two,
- starts, three, two,
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<td>Grammar Skill</td>
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<td>Story</td>
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<td>Prepositional and Propositional Phrases</td>
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## Lesson 21

**Anchor Text**
The Garden Grade 1: Fantasy Genre Informational Text

**Paired Selection**
Garden Good Guys Genre Informational Text

**Decodable Reader**
Mark Spark: My School, My Name Decodable Reader Genre Poetry

- **Target Skill**
  - **Conventions**
  - **Phonics**
  - **Vocabulary**
  - **Phonemic Awareness**
  - **Fluency**

- **Target Strategy**
  - **Phonics**
  - **High-Frequency Words**
  - **Listening/Speaking**

- **Supporting Skills**
  - **Monitor/Clarify**
  - **Cause and Effect**

- **Selections**
  - **Selection Vocabulary**
  - **Selections**
  - **Text-Based**

- **Speaking and Listening Skill**
  - **Listening/Speaking**
  - **Listening**

- **Language Skills and Strategies**
  - **Grammar Skill**
  - **Spelling**

- **Writing**
  - **Writing Mode**

- **Supporting Skill**

### Target/Academic Vocabulary
- **Spelling Principle**
- **Spelling Words**
- **Spelling Rules**

### Selections
- **Story Structure**

### Fluency Phrasing: Natural Pauses
- **High-Frequency Words**
- **Read Aloud**

### Speaking and Listening Skill Giving Clear Explanations
- **Domain-Specific Vocabulary**

### Syllable Pattern
- **Syllable Pattern**

### Phonemes
- **Phonics**

### Domain-Specific Vocabulary
- **Phonological Awareness**

### Vowel Digraphs
- **Vowel Digraphs**

### Vowel Sounds
- **Vowel Sounds**

### Repetition
- **Repetition**

## Lesson 22

**Anchor Text**
Amazing Animals Genre Informational Text

**Paired Selection**
Clark’s Part Genre Folktales

**Decodable Reader**
See the Birds Genre Fantasy

- **Target Skill**
  - **Conventions**
  - **Phonics**
  - **Vocabulary**
  - **Phonemic Awareness**
  - **Fluency**

- **Target Strategy**
  - **Phonics**
  - **High-Frequency Words**
  - **Listening/Speaking**

- **Supporting Skills**
  - **Monitor/Clarify**
  - **Cause and Effect**

- **Selections**
  - **Selection Vocabulary**
  - **Selections**
  - **Text-Based**

- **Speaking and Listening Skill**
  - **Listening/Speaking**
  - **Listening**

- **Language Skills and Strategies**
  - **Grammar Skill**
  - **Spelling**

- **Writing**
  - **Writing Mode**

- **Supporting Skill**

### Target/Academic Vocabulary
- **Spelling Principle**
- **Spelling Words**
- **Spelling Rules**

### Selections
- **Story Structure**

### Fluency Phrasing: Natural Pauses
- **High-Frequency Words**
- **Read Aloud**

### Speaking and Listening Skill Giving Clear Explanations
- **Domain-Specific Vocabulary**

### Syllable Pattern
- **Syllable Pattern**

### Phonemes
- **Phonics**

### Domain-Specific Vocabulary
- **Phonological Awareness**

### Vowel Digraphs
- **Vowel Digraphs**

### Vowel Sounds
- **Vowel Sounds**

### Repetition
- **Repetition**

## Lesson 23

**Anchor Text**
Whistle for Willie Genre Realistic Fiction

**Paired Selection**
Pet Poems Genre Poetry

**Decodable Reader**
Look at This Text: Good Cooks Genre Informational Text

- **Target Skill**
  - **Conventions**
  - **Phonics**
  - **Vocabulary**
  - **Phonemic Awareness**
  - **Fluency**

- **Target Strategy**
  - **Phonics**
  - **High-Frequency Words**
  - **Listening/Speaking**

- **Supporting Skills**
  - **Monitor/Clarify**
  - **Cause and Effect**

- **Selections**
  - **Selection Vocabulary**
  - **Selections**
  - **Text-Based**

- **Speaking and Listening Skill**
  - **Listening/Speaking**
  - **Listening**

- **Language Skills and Strategies**
  - **Grammar Skill**
  - **Spelling**

- **Writing**
  - **Writing Mode**

- **Supporting Skill**

### Target/Academic Vocabulary
- **Spelling Principle**
- **Spelling Words**
- **Spelling Rules**

### Selections
- **Story Structure**

### Fluency Phrasing: Natural Pauses
- **High-Frequency Words**
- **Read Aloud**

### Speaking and Listening Skill Giving Clear Explanations
- **Domain-Specific Vocabulary**

### Syllable Pattern
- **Syllable Pattern**

### Phonemes
- **Phonics**

### Domain-Specific Vocabulary
- **Phonological Awareness**

### Vowel Digraphs
- **Vowel Digraphs**

### Vowel Sounds
- **Vowel Sounds**

### Repetition
- **Repetition**

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**Note:** The content provided includes text-based selections and skills for reading, writing, speaking, and listening at the Grade 1 level, specifically designed for the Foundation of Language Arts, Language Arts, and Writing sections.
### Lesson 24

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<th>A Tree Is a Plant</th>
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<td>completely, gently, lonely, recognize, reflection, settle</td>
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<tbody>
<tr>
<td>Spelling</td>
<td>Basic: /oo/, /ou/, /ow/</td>
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<tr>
<td>Spelling Words</td>
<td>Basic: how, now, cow, found, out, town</td>
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<td>Spelling Principle</td>
<td>Vowel Diagrams: /oo/, /ow/</td>
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<tr>
<td>Grammar Review</td>
<td>Sentences, Pronouns, Quotation Marks</td>
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</table>
GRADE 1 • Unit 6

Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling and Pronunciation | Grammar and Language |

26 | Anchor Text | The Dot | Author’s Purpose | Define & Contrast | High-Frequency Words | Fluency | Reading Vocabulary | Spelling Principle | Grammar Skill |

27 | Anchor Text | What Can You Do? | Author’s Purpose | Define & Contrast | High-Frequency Words | Fluency | Reading Vocabulary | Spelling Principle | Grammar Skill |

28 | Anchor Text | If You Kite | Author’s Purpose | Define & Contrast | High-Frequency Words | Fluency | Reading Vocabulary | Spelling Principle | Grammar Skill |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Selections</th>
<th>Text-Based Comprehension</th>
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<th>Spelling</th>
<th>Language</th>
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<tr>
<td>29</td>
<td>Anchor Text</td>
<td>隔壁男孩</td>
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<td>忙碌的男孩</td>
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<td>Anchor Text</td>
<td>你能做什么吗？</td>
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### 词汇策略和拼写
- **拼写原则**
  - 基本：
    - 影响
  - 冒犯
- **拼写字词**
  - Suffix: -ful, -ly, -y
  - Prefix: un-
  - Words: 奖励, 章节, 精美, 个子

### 阅读与写作
- **写作项目**
  - 写作文章：团队合作
  - 写作形式：
    - 发表演讲
    - 写作文案
    - 呈现
  - 写作模式：
    - 拟写
    - 意见
  - 写作任务：
    - 写作阅读
    - 性格研究
  - **语言技巧**
    - 写作技巧：
      - 意见与主题
      - 使用正确的语言
  - **语言技能**
    - 开场白：
      - 使用短语
      - 理解和使用
    - **语法**
      - 短语：
        - 时间
        - 方位
      - **句型**
        - 陈述句
        - 疑问句
        - 祈使句
  - **拼写**
    - **原则**
      - 影响
  - **语言网络**
    - 关于团队合作
    - 扩展名词短语；
    - 词：
      - 关于昆虫的
      - 名词：
        - 班级
      - **策略**
        - 扩展名词短语；
        - 讨论
        - 一起工作
  - **语言工作坊**
    - 写话
    - 写作模式：
      - 拟写
      - 意见
      - 发表演讲
    - **语言技巧**
      - 阅读与写作:
        - 写作任务：
          - 团队合作
        - 写作模式：
          - 拟写
          - 意见