

Wilkes-Barre Area School District ELA Resource Document
2016-2017

Unit 2 Week 1 Day 1	Unit 2 Week 1 Day 2	Unit 2 Week 1 Day 3
<p><u>Content Knowledge:</u> TE 16 & 17 Truckery Rhymes- “Patty Cake, Patty Cake” SWM Chart 7A & 7B- “Lilly Had a Flower Bed” Build Oral Language Amazing Words: <i>seeds, buds, fruits, stem, bloom, petals</i></p>	<p><u>Content Knowledge:</u> TE 32 & 33 Truckery Rhymes- “Patty Cake, Patty Cake” /SWM Chart 7A & 7B- “Lilly Had a Flower Bed” Build Oral Language -Amazing Words: <i>seeds, buds, fruits, stem, bloom, petals</i></p>	<p><u>Content Knowledge:</u> TE 50 & 51 Truckery Rhymes- “Patty Cake, Patty Cake” SWM Chart 7A & 7B- “Lilly Had a Flower Bed” Build Oral Language -Amazing Words: <i>seeds, buds, fruits, stem, bloom, petals</i></p>
<p><u>Phonemic Awareness:</u> TE 18 & 19 Initial Sounds /a/ MSB p 12 & 13 Initial Sounds & Discrimination sounds Initial /m// and /t/</p>	<p><u>Phonemic Awareness:</u> TE 34-35 Isolate Initial /a/ = apple, ant, Andy Guided Practice: MSB p 12-13 Review Rhyme</p>	<p><u>Phonemic Awareness:</u> TE 52 & 53 Review Initial /a/ ant, apple Practice medial /a/ map, sad, rag Discriminate sounds (same sounds) Discriminate Initial Sounds Picture cards- apple, map</p>
<p><u>Phonics:</u> TE 20 Introduce: Aa – Alphabet card Model: write apple Guide Practice- Phonics Songs and Rhymes Chart 7 “It’s Time to Go Camping!” Apply – Blend Words TE 21 /a/ /m/ -Short a and long a</p>	<p><u>Phonics:</u> TE 36 /a/ spelled Aa Teach/Model: MSB p 16 Guide Practice and Apply TE 37</p>	<p><u>Phonics:</u> TE 54 & 55 Aa Alphabet card Blend sounds /a/ -at-Guide Practice- RWN p 87-Short a and long a Review /t/ & /m/</p>
<p><u>Handwriting:</u> TE 22 RWN p 81 & 82</p>	<p><u>Handwriting:</u> TE 38 & 39 RWN 85</p>	<p><u>Students Reader:</u> TE 56 & 57 K.2.1- “Tam in the Garden”</p>
<p><u>High Frequency Words:</u> TE 23 have & is Decodable Story 7: “I Have!” RWN p 83 & 84</p>	<p><u>High Frequency Words:</u> TE 39 MSB p 18-25 Decodable Reader 7: “A Little Mat”</p>	<p><u>Develop Vocabulary</u> TE 60-71</p>
<p><u>Text Based Comprehension:</u> TE 26 MSB p 14 & 15 Read Aloud TE 27 “A Look at Two Flowers”</p>	<p><u>Text Based Comprehension:</u> TE 42-44 MSB p. 26 Read Big Book “Flowers” 1st Read Read for Understanding & Retell</p>	<p><u>Text Based Comprehension:</u> TE 58 MSB p 26 Read Big Book “Flowers” 2nd Read</p>
<p><u>Conventions:</u> TE 28 Nouns for More Than One (flowers, crayons, markers)</p>	<p><u>Conventions:</u> TE 45 Nouns for More Than One RWN p. 86</p>	<p><u>Conventions:</u> TE 72 Nouns for Places and Things RWN p 89</p>
<p><u>Writing:</u> TE 29 <u>Listening & Speaking</u> TE 30</p>	<p><u>Writing:</u> TE 46 <u>Vocabulary:</u> TE 47 MSB p 28</p>	<p><u>Writing:</u> TE 73 RWN p 90 <u>Listening and Speaking:</u> TE 74 & 75 MSB p 29</p>
<p><u>Small Group Time:</u> TE SG 1-18 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 1-18 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 1-18 Differentiate Vocabulary</p>
<p>PA Core Standards: CC.1.1 K.B, K.C.,K.D.,K.E.; CC.1.2 K.C.;CC.1.3 K.C.; CC.1.4 K.G., K.H.,K.I.,K.J.,K.X.; CC.1.5.K.B., K.C.</p>	<p>PA Core Standards: CC.1.1 K.B., K.C., K.E.; CC.1.2 K.A., K.B., K.C., K.E., K.G., K.J., K.L.; CC.1.3 K.D., K.J.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.X.; CC.1.5 K.A</p>	<p>PA Core Standards: CC.1.1 K.B., K.C., K.D.,K.E.; CC.1.2 K.A., K.B., K.C., K.F., K.G., K.J., K.L.; CC.1.3 K., K.J.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.X.; CC.1.5 K.B., K.C.</p>

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Unit 2 Week 1 Day 4	Unit 2 Week 1 Day 5
<p><u>Content Knowledge:</u> TE 78 & 79 Truckery Rhymes- “<u>Patty Cake, Patty Cake</u>” SWM Chart 7A & 7B- “Lilly Had a Flower Bed” Build Oral Language Amazing Words: <i>seeds, buds, fruits, stem, bloom, petals</i></p>	<p><u>Content Knowledge:</u> TE 90 & 91 Truckery Rhymes- “<u>Patty Cake, Patty Cake</u>” SWM Chart 7A & 7B- “Lilly Had a Flower Bed” Build Oral Language -Amazing Words: <i>seeds, buds, fruits, stem, bloom, petals</i></p>
<p><u>Phonemic Awareness:</u> TE 80 Review Initial & Final Sound /t/ Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 92 Isolate Initial & Medial sounds /a/ Discriminate Initial and medial sounds</p>
<p><u>Phonics:</u> TE 81 Review letter /t/ Alphabet card <u>Spelling:</u> TE 82 /a/ T_a_m</p>	<p><u>Phonics</u> TE 93 Review /a/ Model: write letter Aa</p>
<p><u>Get Set, Roll! Reader 7:</u> TE 83 <u>The Mat</u></p>	<p><u>Reread a Book</u> TE 93 Assessment TE 94-95</p>
<p><u>Text Based Comprehension:</u> TE 84 MSB p 14-15 RWN p 91</p>	<p><u>Let’s Practice It!</u> TE 96 MSB p. 30-31 Read aloud “The Ant and The Grasshopper”</p>
<p><u>Develop Comprehension:</u> TE 60-71 Read “Flowers” 3rd Read</p>	<p>Assessment TE 98-99</p>
<p><u>Conventions:</u> TE 86 Nouns for More than One RWN p. 92</p>	<p><u>Conventions</u> TE 100 Nouns for More Than One</p>
<p><u>Writing:</u> TE 87 Vocabulary TE 88 Color Words MSB p 28</p>	<p><u>Writing</u> TE 101</p>
<p><u>Small Group Time:</u> TE SG 1-18 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 1-18 Differentiate Closed Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.B., K.C., K.H., K.I., K.K., K.L.; CC.1.3 K.I., K.J., K.K; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.T., K.V., K.X.; CC.1.5 K.A., K.B., K.C.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D., K.E.; CC.1.2 K.H.; CC.1.3 K.A., K.B., K.E., K.H.; CC.1.4 K.M., K.N., K.O., K.P., K.R., K.V., K.X.</p>

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Unit 2 Week 2 Day 1	Unit 2 Week 2 Day 2	Unit 2 Week 2 Day 3
<p><u>Content Knowledge:</u> TE 114 & 115 Truckery Rhymes- “<u>Swing Around with Rosie</u>” SWM Chart 8A & 8B- “If You Like to Discover” Build Oral Language Amazing Words: <i>discover, nature, spy, acorn, pod, pattern</i></p>	<p><u>Content Knowledge:</u> TE 130 & 131 Truckery Rhymes- “<u>Swing Around with Rosie</u>” SWM Chart 8A & 8B- “If You Like to Discover” Build Oral Language Amazing Words: <i>discover, nature, spy, acorn, pod, pattern</i></p>	<p><u>Content Knowledge:</u> TE 148 & 149 Truckery Rhymes- “<u>Swing Around with Rosie</u>” SWM Chart 8A & 8B- “If You Like to Discover” Build Oral Language Amazing Words: <i>discover, nature, spy, acorn, pod, pattern</i></p>
<p><u>Phonemic Awareness:</u> TE – 116-117 Initial Sounds /s/ MSB p 32 & 33 Initial Sounds & Discrimination sounds Blend – review blending /s/ /a/ /m/</p>	<p><u>Phonemic Awareness:</u> TE 132-133 Isolate Initial /s/ = soap Guided Practice, MSB p 32-33 Isolate Final /s/ = bus, mess, boss, pass, us, house, kiss Review initial sound identification chart 8 “See, See My Kite”</p>	<p><u>Phonemic Awareness:</u> TE 150 & 152 Review Initial /s/ sun Practice final /s/ bus, moose Discriminate sounds Count syllables blend words</p>
<p><u>Phonics:</u> TE 118 Introduce Ss – Alphabet card Model – write sun Guide Practice- Phonics Songs and Rhymes Chart 8 “<u>See See My Kite</u>” Apply – Blend Words TE 119 /a/ /m/ & /a/ /t/ -sat at am mat</p>	<p><u>Phonics:</u> TE 134 /s/ spelled Ss Teach/Model- /s/ /a/ /t/ MSB p 36 Guide Practice and Apply TE 135</p>	<p><u>Phonics:</u> TE 152 & 153 Blend sounds Guided practice- RWN 99 Blend</p>
<p><u>Handwriting:</u> TE 120 -RWN p 93 & 94</p>	<p><u>Handwriting:</u> TE 136 -RWN 97</p>	<p><u>Students Reader:</u> TE 154-155 K.2.2- “Look Around”</p>
<p><u>High Frequency Words:</u> TE 121 have & is Decodable Story 8: “Sock Sack!” RWN p 95 & 96</p>	<p><u>High Frequency Words:</u> TE 137 -MSB p 37 Decodable Reader 8: “Sam and Tam” MSB 38-45</p>	<p><u>Text Based Comprehension:</u> TE 156 MSB- p 46 Read Big Book “Nature’s Spy”</p>
<p><u>Text Based Comprehension:</u> TE 124- MSB p 34 & 35 Read Aloud TE 125 “Cary Caterpillar Takes a Nap”</p>	<p><u>Text Based Comprehension:</u> TE 140- 142 MSB p. 47 Read “Nature Spy” (Read for Understanding & Retell)</p>	<p><u>Develop Vocabulary:</u> TE 157-171 RWN p 100</p>
<p><u>Conventions:</u> TE 126 Proper Nouns (Mary, Solomon, Bob)</p>	<p><u>Conventions:</u> TE 45 Proper Nouns RWN p. 98</p>	<p><u>Conventions:</u> TE 172 Nouns for More Than One RWN p 101</p>
<p><u>Writing:</u> TE 127 “Wonderful, Marvlous Me!” <u>Listening & Speaking:</u> TE 128 Listen to Directions</p>	<p><u>Writing:</u> TE 144 Vocabulary: TE 145 Nature Words (flowers, leaf, tree, grass) MSB p 48</p>	<p><u>Writing:</u> TE 172 List RWN p 102 <u>Listening and Speaking:</u> TE 174 MSB p 49 Listen to Directions</p>
<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Vocabulary</p>
<p><u>PA Core Standards:</u> CC.1.1 K.B., K.C.,K.D.,K.E.; CC.1.3 K.C., K.G.; CC.1.4 K.G., K.H.,K.I.,K.J.,K.L., K.W.,K.X.; CC.1.5 K.A., K.B., K.C., K.G.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.A, K.B., K.C., K.D., K.E.; CC.1.2 K.A., K.B., K.E., K.G., K.J., K.L.; CC.1.3 K.D., K.J.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.W., K.X.; CC.1.5 K.G.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D.,K.E.; CC.1.2 K.B., K.F., K.G., K.J., K.K., K.L.; CC.1.3 K.D, K.I., K.J.; CC.1.4 K.V., K.X.; CC.1.5 K.A., K.B., K.C.</p>

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Unit 2 Week 2 Day 4	Unit 2 Week 2 Day 5
<p><u>Content Knowledge:</u> TE 178 & 179 Truckery Rhymes- “<u>Swing Around with Rosie</u>” SWM Chart 8A & 8B- “If You Like to Discover” Build Oral Language Amazing Words: <i>discover, nature, spy, acorn, pod, pattern</i></p>	<p><u>Content Knowledge:</u> TE 190 & 191 Truckery Rhymes- “<u>Swing Around with Rosie</u>” SWM Chart 8A & 8B- “If You Like to Discover” Build Oral Language Amazing Words: <i>discover, nature, spy, acorn, pod, pattern</i></p>
<p><u>Phonemic Awareness:</u> TE 180 Review Initial & Medial Sound /a/ Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 192 Isolate Initial and Medial sounds /s/ Discriminate initial and final sounds</p>
<p><u>Phonics:</u> TE 181 Review letter /a/ Alphabet card <u>Spelling:</u> TE 182 /s/ s_a_t</p>	<p><u>Phonics</u> TE 193 Review /s/ Review High Frequency Words Apply phonics</p>
<p><u>Get Set, Roll! Reader 8:</u> TE 183 “Melvin Sat”</p>	<p><u>Reread a Book:</u> TE 193 Assessment TE 194-195</p>
<p><u>Text Based Comprehension:</u> TE 184 MSB p 34-35 RWN p 103</p>	<p><u>Let’s Practice It!:</u> TE 196 MSB p 50-51 Read Aloud “The Three Wishes”</p>
<p><u>Develop Comprehension:</u> TE 157-171</p>	<p>Assessment: TE 198-199</p>
<p><u>Conventions:</u> TE 186 Proper Nouns RWN- p 104</p>	<p><u>Conventions:</u> TE 200 Proper Nouns</p>
<p><u>Writing:</u> TE 187 <u>Vocabulary:</u> TE 188 Nature Words MSB p 48</p>	<p><u>Writing:</u> TE 201</p>
<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Closed Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.B., K.C., K.H., K.I., K.K., K.L.; CC.1.3 K.I., K.J., K.K; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.T., K.V., K.X.; CC.1.5 K.A., K.B., K.C.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D., K.E.; CC.1.2 K.H.; CC.1.3 K.A., K.B., K.E., K.H.; CC.1.4 K.M., K.N., K.O., K.P., K.R., K.V., K.X.</p>

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Unit 2 Week 3 Day 1	Unit 2 Week 3 Day 2	Unit 2 Week 3 Day 3
<p><u>Content Knowledge:</u> TE 214 & 215 Truckery Rhymes “<u>It’s Raining, It’s Pouring</u>” SWM Chart 9A & 9B “Who Lives in the Grassland?” Build Oral Language Amazing Words: <i>calf, grassland, cub, pup, joey, foal</i></p>	<p><u>Content Knowledge:</u> TE 230 & 231 Truckery Rhymes- “<u>It’s Raining, It’s Pouring</u>” SWM Chart 9A & 9B “Who Lives in the Grassland?” Build Oral Language Amazing Words: <i>calf, grassland, cub, pup, joey, foal</i></p>	<p><u>Content Knowledge:</u> TE 248 & 249 Truckery Rhymes “<u>It’s Raining, It’s Pouring</u>” SWM Chart 9A & 9B “Who Lives in the Grassland?” Build Oral Language -Amazing Words: <i>calf, grassland, cub, pup, joey, foal</i></p>
<p><u>Phonemic Awareness:</u> TE 216-217 Initial Sounds /p/ MSB p 52-53 Initial Sounds & Discrimination sounds Blend – review blending p-i-g</p>	<p><u>Phonemic Awareness:</u> TE 232-233 Isolate Initial /p/ = pig, party, pot Guided Practice: MSB p 52-53 Isolate Final /p/ = map, mop, cap Review initial sound identification chart 9 “Perky Little Peppy Pups”</p>	<p><u>Phonemic Awareness:</u> TE 250 & 251 Review Initial /p/ pan Practice final /p/ cap Discriminate sounds (same ending sound) Blend words – map, mat Substitute final sound - tap, tam, Sam, sat, map, mat</p>
<p><u>Phonics:</u> TE 218 Introduce Pp – Alphabet card Model – write penguin Guide Practice- Phonics Songs and Rhymes Chart 9 “<u>Perky Little Peppy Pups</u>” Apply – Blend Words TE 219 /P/ /a/ /m/ & /P/ /a/ /t/ -tap map pat</p>	<p><u>Phonics:</u> TE 234 /p/ spelled Pp Teach/Model- /P/ /a/ /m/ MSB p 56 Guide Practice and Apply TE 235 – Map, Pam, tap, sat</p>	<p><u>Phonics:</u> TE 252 & 253 Blend sounds /t/ -ap Guided practice RWN p. 111 Blend /t/ /a/ /p/</p>
<p><u>Handwriting:</u> TE 220 RWN p 105 & 106</p>	<p><u>Handwriting:</u> TE 236 -RWN p. 109</p>	<p><u>Students Reader:</u> TE 254-255 K.2.3- “Tam and Sam at the Zoo”</p>
<p><u>High Frequency Words:</u> TE 221 my & like -Decodable Story 9: “Pat the Cat” RWN p 107 & 108</p>	<p><u>High Frequency Words:</u> TE 237 -MSB p 57 Decodable Reader 9: “My Map”</p>	<p><u>Text Based Comprehension:</u> TE 256 MSB- p 66 -Read Big Book “Animal Babies” 2nd Read</p>
<p><u>Text Based Comprehension:</u> TE 224 MSB p 54 & 55 Read Aloud TE 225 “A Growing Foal”</p>	<p><u>Text Based Comprehension:</u> TE 240-242 MSB p. 66 Read “Animal Babies” 1st Read Read for Understanding & Retell</p>	<p><u>Develop Vocabulary:</u> 258-271</p>
<p><u>Conventions:</u> TE 226 Adjectives for Colors</p>	<p><u>Conventions:</u> TE 243 Adjectives for Shapes RWN p. 110</p>	<p><u>Conventions:</u> TE 272 Proper Nouns RWN p 113 & 114</p>
<p><u>Writing:</u> TE 227 <u>Listening & Speaking:</u> TE 228</p>	<p><u>Writing:</u> TE 244 <u>Vocabulary:</u> TE 245 Words for baby animals (kitten, calf, chick, puppy) MSB p 68</p>	<p><u>Writing:</u> TE 273 Notes RWN p 114 <u>Listening and Speaking:</u> TE 274 MSB p 69 Discussions</p>
<p><u>Small Group Time:</u> TE SG 37-54 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 37-54 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 37-54 Differentiate Vocabulary</p>
<p>PA Core Standards: CC.1.1.K.B, K.C., K.D.,K.E.; CC.1.3.K.C., K.H.; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.W.,K.X.; CC.1.5. K.B., K.C., K.E.</p>	<p>PA Core Standards: CC.1.1.K.B, K.D., K.E.; CC.1.2.K.A., K.B., K.E., K.G., K.J., K.L.; CC.1.3.K.I., K.J.; CC.1.4.K.G., K.I., K.J., K.L, K.W., K.X.; CC.1.5.K.A, K.B, K.G.</p>	<p>PA Core Standards: CC.1.1. K.C., K.D., K.E.; CC.1.2.K.A, K.B., K.F., K.G., K.J., K.K., K.L.; CC.1.3.K.D, K.J.; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.V., K.X.; CC.1.5.K.E., K.G.</p>

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Unit 2 Week 3 Day 4	Unit 2 Week 3 Day 5
<p><u>Content Knowledge:</u> TE 278 & 279 Truckery Rhymes- “It’s Raining, It’s Pouring” /SWM Chart 9A & 9B “Who Lives in the Grassland” Build Oral Language -Amazing Words: <i>calf, grassland, cub, pup, joey, foal</i></p>	<p><u>Content Knowledge:</u> TE 290 & 291 Truckery Rhymes “It’s Raining, It’s Pouring” SWM Chart 9A & 9B- “Who Lives in the Grassland” Build Oral Language -Amazing Words: <i>calf, grassland, cub, pup, joey, foal</i></p>
<p><u>Phonemic Awareness:</u> TE 280 -Review Initial & Medial Sound /s/ -Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 292 -Isolate Initial and Medial sounds /p/ -Discriminate final sounds</p>
<p><u>Phonics:</u> TE 281 – Review letter /s/ Alphabet card <u>Spelling:</u> TE 282 /p/ p_a_t</p>	<p><u>Phonics</u> TE 293 Review /p/ Review High Frequency Words Apply phonics</p>
<p><u>Get Set, Roll! Reader 9:</u> TE 283 “Rosie”</p>	<p><u>Reread a Book:</u> TE 293 Assessment TE 294-295</p>
<p><u>Text Based Comprehension:</u> TE 284 MSB p 54-55 RWN p 115</p>	<p><u>Let’s Practice It!:</u> TE 296 MSB p 70-71 Read Aloud “Anansi’s Hat-Shaking Dance”</p>
<p><u>Develop Comprehension:</u> TE 258-271</p>	<p>Assessment: TE 298-299</p>
<p><u>Conventions:</u> TE 286 Adjectives for Colors RWN p. 116</p>	<p><u>Conventions:</u> TE 300 Review Adjectives for Shapes (round clock)</p>
<p><u>Writing:</u> TE 287 <u>Vocabulary:</u> TE 288 Words for Babies MSB p 68</p>	<p><u>Writing:</u> TE 301</p>
<p><u>Small Group Time:</u> TE SG 37-54 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 37-54 Differentiate Closed Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D, K.E. ; CC.1.2.K.A, K.B., K.C., K.I., K.J., K.L.; CC.1.3.K.J; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.T., K.W., K.X.; CC.1.5 K.G.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D., K.E.; CC.1.2 K.C.; CC.1.3 K.A., K.B., K.C., K.E.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.X; CC.1.5.K.G.</p>

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Unit 2 Week 4 Day 1	Unit 2 Week 4 Day 2	Unit 2 Week 4 Day 3
<p><u>Content Knowledge:</u> TE 314 & 315 Truckery Rhymes “Jack and Kat” SWM Chart 10A & 10B “Hush Little Brown Bear” Build Oral Language Amazing Words: <i>sleep, winter, cave, woods, storm, blustery</i></p>	<p><u>Content Knowledge:</u> TE 330 & 331 Truckery Rhymes “Jack and Kat” SWM Chart 10A & 10B “Hush Little Brown Bear” Build Oral Language Amazing Words: <i>sleep, winter, cave, woods, storm, blustery</i></p>	<p><u>Content Knowledge:</u> TE 348 & 349 Truckery Rhymes “Jack and Kat” SWM Chart 10A & 10B “Hush Little Brown Bear” Build Oral Language Amazing Words: <i>sleep, winter, cave, woods, storm, blustery</i></p>
<p><u>Phonemic Awareness:</u> TE 316-317 Initial Sounds /k/ MSB p 72-73 Initial Sounds & Discrimination sounds Blend – review blending k-a-p</p>	<p><u>Phonemic Awareness:</u> TE 332-333 Isolate Initial /k/ = can, cat, carrot Guided Practice: MSB p 72-73 Isolate Final /k/ = bake, cake Review initial sound identification chart 10 “Can Cat Come to Captain’s Cove?” Cap, can, mat, tap, pat, pan, tan</p>	<p><u>Phonemic Awareness:</u> TE 350 & 351 Review Initial /k/ carrot Practice final /k/ duck /d/ /u/ /k/ Discriminate sounds (same ending sound) Segment - /b/ /a/ /k/ Count Syllables – clap each sound</p>
<p><u>Phonics:</u> TE 318 Introduce Cc – Alphabet card Model – write cactus Guide Practice- Phonics Songs and Rhymes Chart 10 “Can Cat Come to Captain’s Cove?” Apply – Blend Words TE 319 <i>/c/ /a/ /p/ & /C/ /a/ /m/</i></p>	<p><u>Phonics:</u> TE 334 /k/ spelled Cc Teach/Model- /c/ /a/ /t/ MSB p 76 Guide Practice and Apply TE 335 – Cam, cap, Cam, Mac</p>	<p><u>Phonics:</u> TE 352 Blend sounds /k/ -at Guided practice RWN p. 123 Blend /k/ /a/ /t/</p>
<p><u>Handwriting:</u> TE 320 RWN p 117 & 118</p>	<p><u>Handwriting:</u> TE 336 -RWN p. 121</p>	<p><u>Students Reader:</u> TE 354-355 K.2.4- “Winter Fun”</p>
<p><u>High Frequency Words:</u> TE 321 we, my & like -Decodable Story 10: “The Cap” RWN p 119 & 120</p>	<p><u>High Frequency Words:</u> TE 337 MSB p 77 Decodable Reader 10: “My Cap”</p>	<p><u>Text Based Comprehension:</u> TE 356 MSB- p 86 Read Big Book “Bear Snores On” 2nd Read</p>
<p><u>Text Based Comprehension:</u> TE 324 MSB p 74 & 75 Read Aloud TE 325 “Bolie’s First Winter”</p>	<p><u>Text Based Comprehension:</u> TE 340-341 MSB p. 86 Read “Bear Snores On” 1st Read Read for Understanding & Retell</p>	<p><u>Develop Vocabulary:</u> 258-271</p>
<p><u>Conventions:</u> TE 326 Adjectives for Sizes (big, little)</p>	<p><u>Conventions:</u> TE 343 Adjectives for Numbers RWN p. 122</p>	<p><u>Conventions:</u> TE 374 Adjectives for Colors RWN p 125 & 126</p>
<p><u>Writing:</u> TE 327 Notes <u>Listening & Speaking:</u> TE 328 RWN 1 & 2</p>	<p><u>Writing:</u> TE 344 <u>Vocabulary:</u> TE 345 Words for Seasons (spring, winter, fall, summer) MSB p 88</p>	<p><u>Writing:</u> TE 375 Poems RWN p 126 <u>Listening and Speaking:</u> TE 376 MSB p 89 Discussions</p>
<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Vocabulary</p>
<p>PA Core Standards: CC.1.1.K.C, K.D., K.E.; CC.1.2.K.C; CC.1.3.K.C., K.E.; CC.1.4.K.M, K.N, K.O, K.P, K.R, K.V, K.X.; CC.1.5. K.B., K.C., K.G.</p>	<p>PA Core Standards: CC.1.1.K.B, K.C, K.D., K.E.; CC.1.2.K.J; CC.1.3.K.A, K.B, K.D, K.E, K.G, K.J.; CC.1.4.K.A., K.B., K.C., K.D, K.E, K.F, K.W., K.X.; CC.1.5.K.G.</p>	<p>PA Core Standards: CC.1.1. K.C., K.D., K.E.; CC.1.2.K.C, K.J; CC.1.3.K.A, K.B, K.C, K.D, K.E, K.G, K.J, K.K.; CC.1.4.K.V., K.X.; CC.1.5.K.G.</p>

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Unit 2 Week 4 Day 4	Unit 2 Week 4 Day 5
<p><u>Content Knowledge:</u> TE 380 & 381 Truckery Rhymes “<u>Jack and Kat</u>” SWM Chart 10A & 10B “Hush Little Brown Bear” Build Oral Language Amazing Words: <i>sleep, winter, cave, woods, storm, blustery</i></p>	<p><u>Content Knowledge:</u> TE 392 & 393 Truckery Rhymes “<u>Jack and Kat</u>” SWM Chart 10A & 10B “Hush Little Brown Bear” Build Oral Language Amazing Words: <i>sleep, winter, cave, woods, storm, blustery</i></p>
<p><u>Phonemic Awareness:</u> TE 382 -Review Initial & Medial Sound /p/ -Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 394 -Isolate Initial and Medial sounds /k/ -Discriminate final sounds</p>
<p><u>Phonics:</u> TE 383 – Review letter /p/ Alphabet card <u>Spelling:</u> TE 384 /k/ c_a_p</p>	<p><u>Phonics</u> TE 395 Review /k/ Review High Frequency Words Apply phonics</p>
<p><u>Get Set, Roll! Reader 10:</u> TE 385 “The Cap”</p>	<p><u>Reread a Book:</u> TE 395 Assessment TE 396-397</p>
<p><u>Text Based Comprehension:</u> TE 386 MSB p 74-75 RWN p 127</p>	<p><u>Let’s Practice It!:</u> TE 398 MSB p 90-91 Read Aloud “Rock-a-Bye Baby”</p>
<p><u>Develop Comprehension:</u> TE 358-373</p>	<p>Assessment: TE 400-401</p>
<p><u>Conventions:</u> TE 388 Adjectives for Sizes RWN p. 128</p>	<p><u>Conventions:</u> TE 402 Adjectives for Numbers (two people, seven animals)</p>
<p><u>Writing:</u> TE 389 <u>Vocabulary:</u> TE 390 Words for Seasons MSB p 88</p>	<p><u>Writing:</u> TE 403</p>
<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Closed Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D; CC.1.2.K.J, K.K.; CC.1.3.K.B, K.C, K.E, K.I, K.J; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.T., K.W., K.X.; CC.1.5 K.G.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D., K.E.; CC.1.3.K.B., K.C., K.E, K.J.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.X; CC.1.5.K.A, K.G.</p>

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Unit 2 Week 5 Day 1	Unit 2 Week 5 Day 2	Unit 2 Week 5 Day 3
<p><u>Content Knowledge:</u> TE 416 & 417 Truckery Rhymes “<u>Rock-a-Bye Mixer</u>” SWM Chart 11A & 11B “Little Mouse” Build Oral Language Amazing Words: <i>nest, meadow, stump, tree trunk, hive, den</i></p>	<p><u>Content Knowledge:</u> TE 432 & 433 Truckery Rhymes “<u>Rock-a-Bye Mixer</u>” SWM Chart 11A & 11B “Little Mouse” Build Oral Language Amazing Words: <i>nest, meadow, stump, tree trunk, hive, den</i></p>	<p><u>Content Knowledge:</u> TE 450 & 451 Truckery Rhymes “<u>Rock-a-Bye Mixer</u>” SWM Chart 11A & 11B “Little Mouse” Build Oral Language Amazing Words: <i>nest, meadow, stump, tree trunk, hive, den</i></p>
<p><u>Phonemic Awareness:</u> TE 418-419 Initial Sounds /i/ MSB p 92-93 Initial Sounds & Discrimination sounds Rhyming Words – review pit/mitt</p>	<p><u>Phonemic Awareness:</u> TE 434-435 Isolate Initial /i/ = insect, iguana, inch Guided Practice: MSB p 92-93 Medial sounds /i/ = pig, tip, lick, pit, hit, Jim, sit, pick Review blending sound chart 11 “In a Tin” tip, pit, sit, sat, tap, pat</p>	<p><u>Phonemic Awareness:</u> TE 452-453 Review Initial /i/ insect Practice medial /i/ pig, fit /p/ /i/ /g/ Identify syllables Segment - /z/ /i/ /p/ Substitute Phonemes – change last sound - /t/ /i/ /p/ - /t/ /i/ /n/</p>
<p><u>Phonics:</u> TE 420 Introduce ii – Alphabet card Model – write igloo Guide Practice- Phonics Songs and Rhymes Chart 11 “<u>In a Tin</u>” Apply – Blend Words TE 421 /t/ /i/ /p/ it, Tim, sit, pit, sip, pat, tap</p>	<p><u>Phonics:</u> TE 436 /i/ spelled ii Teach/Model- /s/ /i/ /t/ MSB p 96 Guide Practice and Apply TE 437 – Tip, it, pit, sip, Pat, cat, tap</p>	<p><u>Phonics:</u> TE 454 Blend sounds /i/ -ip - it Guided practice RWN p. 135 Blend /s/ /i/ /p/ sit, pit, pat, cat, cap, tap, tip, map, tap</p>
<p><u>Handwriting:</u> TE 422 RWN p 129-130</p>	<p><u>Handwriting:</u> TE 438-439 -RWN p. 133</p>	<p><u>Students Reader:</u> TE 456 K.2.5 - “A House for Pip”</p>
<p><u>High Frequency Words:</u> TE 423 he & for -Decodable Story 11: “Tim the Pig” RWN p 131 & 132</p>	<p><u>High Frequency Words:</u> TE 439 MSB p 97 Decodable Reader 11: “Tip and Pat” MSB p.; 98-105</p>	<p><u>Text Based Comprehension:</u> TE 458 MSB- p 106 Read Big Book “A Bed for Winter” 2nd Read</p>
<p><u>Text Based Comprehension:</u> TE 426 MSB p 94 & 95 Read Aloud TE 427 “The Beaver’s Lodge”</p>	<p><u>Text Based Comprehension:</u> TE 442-443 MSB p. 106 & 107 Read “A Bed for Winter” 1st Read Read for Understanding & Retell</p>	<p><u>Develop Vocabulary:</u> 459-473</p>
<p><u>Conventions:</u> TE 428 Adjectives for Opposites (light/heavy, on/off)</p>	<p><u>Conventions:</u> TE 445 Opposites RWN p. 134</p>	<p><u>Conventions:</u> TE 474 Adjectives for Number and Size RWN p 137 & 138</p>
<p><u>Writing:</u> TE 429 <u>Listening & Speaking:</u> TE 430 Give a Description (I could hardly move I was wearing so many clothes.) RWN 1 & 2</p>	<p><u>Writing:</u> TE 446 <u>Vocabulary:</u> TE 447 Sequence Words (first, second, next, last) MSB p 108</p>	<p><u>Writing:</u> TE 475 Caption RWN p 138 <u>Listening and Speaking:</u> TE 476-477 MSB p 109 Give a Description</p>
<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Vocabulary</p>
<p>PA Core Standards: CC.1.1.K.B, K.C, K.D., K.E.; CC.1.2.K.A, K.C; CC.1.4 K.M, K.N, K.O, K.P, K.R, K.W, K.X.</p>	<p>PA Core Standards: CC.1.1.K.B, K.C, K.D., K.E.; CC.1.2.K.A, K.B, K.C, K.E, K.G, K.I, K.J, K.L; CC.1.3.K.D, K.J; CC.1.4 K.A., K.B., K.C., K.D, K.E, K.F, K.W., K.X.; CC.1.5.K.A.</p>	<p>PA Core Standards: CC.1.1. K.B, K.C., K.D., K.E.; CC.1.2.K.A, K.B, K.C, K.F, K.G, K.K, K.L; CC.1.3.K.D, K.I; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.V., K.X.; CC.1.5.K.E, K.G.</p>

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Unit 2 Week 5 Day 4	Unit 2 Week 5 Day 5
<p><u>Content Knowledge:</u> TE 480 & 481 Truckery Rhymes “<u>Rock-a-Bye Mixer</u>” SWM Chart 11A & 11B “Little Mouse” Build Oral Language Amazing Words: <i>nest, meadow, stump, tree trunk, hive, den</i></p>	<p><u>Content Knowledge:</u> TE 492 & 493 Truckery Rhymes “<u>Rock-a-Bye Mixer</u>” SWM Chart 11A & 11B “Little Mouse” Build Oral Language Amazing Words: <i>nest, meadow, stump, tree trunk, hive, den</i></p>
<p><u>Phonemic Awareness:</u> TE 482 -Review Initial & Final Sound /k/ -Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 494 -Isolate Initial and Medial sounds /i/ -Discriminate medial sounds</p>
<p><u>Phonics:</u> TE 483 – Review letter /k/ Alphabet card <u>Spelling:</u> TE 484 /i/ t_i_p</p>	<p><u>Phonics</u> TE 495 Review /i/ Review High Frequency Words Apply phonics</p>
<p><u>Get Set, Roll! Reader 11:</u> TE 485 “Pete Can Dig”</p>	<p><u>Reread a Book:</u> TE 495 Assessment TE 496-497</p>
<p><u>Text Based Comprehension:</u> TE 486 Sequence MSB p 94-95</p>	<p><u>Let’s Practice It!:</u> TE 498 MSB p 110-111 Read Aloud “The House that Jack Built”</p>
<p><u>Develop Comprehension:</u> TE 459-473</p>	<p>Assessment: TE 500-501</p>
<p><u>Conventions:</u> TE 488 Adjectives for Opposites RWN p. 140</p>	<p><u>Conventions:</u> TE 502 Adjectives for Opposites (big/small, young/old)</p>
<p><u>Writing:</u> TE 489 <u>Vocabulary:</u> TE 490 Sequence Words (first, second, last) MSB p 108</p>	<p><u>Writing:</u> TE 503</p>
<p><u>Small Group Time:</u> TE SG 73-90 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 73-90 Differentiate Closed Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D; CC.1.2.K.C, K.I, K.J, K.K, K.L.; CC.1.3.K.K; CC.1.4 K.M., K.N., K.O., K.P., K.R, K.T., K.W., K.X.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D., K.E.; CC.1.2.K.C; CC.1.3.K.B., K.C., K.E, K.F.; CC.1.4 K.M., K.N., K.O., K.P., K.R., K.W., K.X.</p>

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Unit 2 Week 6 Day 1	Unit 2 Week 6 Day 2	Unit 2 Week 6 Day 3
<p><u>Content Knowledge:</u> TE 516 & 517 Truckery Rhymes “<u>Wrecker Rosie Sat on a Wall</u>” SWM Chart 12A & 12B “I’ve Been Climbing Up a Beanstalk” Build Oral Language Amazing Words: <i>beanstalk, lad, ogre, magic, naughty, lend</i></p>	<p><u>Content Knowledge:</u> TE 532 & 533 Truckery Rhymes “<u>Wrecker Rosie Sat on a Wall</u>” SWM Chart 12A & 12B “I’ve Been Climbing Up a Beanstalk” Build Oral Language Amazing Words: <i>beanstalk, lad, ogre, magic, naughty, lend</i></p>	<p><u>Content Knowledge:</u> TE 550 & 551 Truckery Rhymes “<u>Wrecker Rosie Sat on a Wall</u>” SWM Chart 12A & 12B “I’ve Been Climbing Up a Beanstalk” Build Oral Language Amazing Words: <i>beanstalk, lad, ogre, magic, naughty, lend</i></p>
<p><u>Phonemic Awareness:</u> TE 518-519 Reteach Initial Sounds /i/ MSB p 112-113 Initial Sounds & Discrimination sounds Distinguish /i/ & /a/ - and, in, inch, ant, it, ask, Alex, Isabell, ill, alligator</p>	<p><u>Phonemic Awareness:</u> TE 534-535 Isolate Medial /i/ = pig, wig, sit, pick Isolate Final sound /s/ = dress Guided Practice: MSB p 112-113 Blending sounds - /t/ /i/ /m/ Sam, pass, tip, sack</p>	<p><u>Phonemic Awareness:</u> TE 552-553 Review Initial /i/ inch Discriminate Sounds – pit = cap or tip Identify and count syllables (bean-stalk) Substitute Phonemes – change middle sound - /t/ /i/ /p/ - /t/ /a/ /p/</p>
<p><u>Phonics:</u> TE 520 Introduce ii – Alphabet card Model – write Six Little Silly Fish Guide Practice- Phonics Songs and Rhymes Chart 12 “<u>Six Little Silly Fish</u>” Apply – Blend Words TE 521 /s/ /a/ /m/ sit, pit, sip, pat, tap</p>	<p><u>Phonics:</u> TE 536 /i/ spelled ii Teach/Model- /t/ /i/ /m/ MSB p 116 Guide Practice and Apply TE 537 – Sam, Tim, sat, it, pit, sip, Pat, cat, tap</p>	<p><u>Phonics:</u> TE 554 Blend sounds /i/ -ip - it -im Guided practice RWN p. 151 Blend /s/ /i/ /p/ sit, pit, pat, cat, cap, tap, tip, map, tap</p>
<p><u>Handwriting:</u> TE 522 RWN p 141-142</p>	<p><u>Handwriting:</u> TE 538-539 -RWN p. 147</p>	<p><u>Students Reader:</u> TE 556 K.2.6 - “Tim’s Garden”</p>
<p><u>High Frequency Words:</u> TE 523 he & for -Decodable Story 12: “Sam, Sit!” RWN p 143 & 144</p>	<p><u>High Frequency Words:</u> TE 539 MSB p 117 Decodable Reader 12 “Tim and Sam”</p>	<p><u>Text Based Comprehension:</u> TE 558 MSB- p 126 Read Big Book “Jack and the Beanstalk” 3rd Read</p>
<p><u>Text Based Comprehension:</u> TE 526 MSB p 114 & 115 Read Aloud TE 527 “Jack and the Beanstalk” 1st Read</p>	<p><u>Text Based Comprehension:</u> TE 542-543 MSB p. 126 & 127 Read “Jack and the Beanstalk” 2nd Read Read for Understanding & Retell</p>	<p><u>Develop Vocabulary:</u> 559-571</p>
<p><u>Conventions:</u> TE 528 Adjectives (big, green, long)</p>	<p><u>Conventions:</u> TE 545 Adjectives RWN p. 148</p>	<p><u>Conventions:</u> TE 572 Adjectives for Opposites RWN p 153 & 154</p>
<p><u>Writing:</u> TE 529 <u>Listening & Speaking:</u> TE 530 Listen for a Plot (The things that happen in a story.)</p>	<p><u>Writing:</u> TE 546 <u>Vocabulary:</u> TE 547 Direction Words (left, right) MSB p 128</p>	<p><u>Writing:</u> TE 573 Revise a Story RWN p 154 <u>Listening and Speaking:</u> TE 574-575 MSB p 129 Discussions</p>
<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Vocabulary</p>
<p>PA Core Standards: CC.1.1.K.B, K.C, K.D., K.E.; CC.1.3.K.C, K.E; CC1.4.K.M, K.N, K.O, K.P, K.R, K.V, K.W, K.X; CC1.5.K.B, K.C, K.G.</p>	<p>PA Core Standards: CC.1.1.K.B, K.C, K.D., K.E.; CC.1.2. K.J, K.L; CC.1.3.K.D, K.J.; CC.1.4.K.A., K.B., K.C., K.D, K.E, K.F, K.W., K.X.; CC.1.5.K.A.</p>	<p>PA Core Standards: CC.1.1.K.C., K.D.; CC.1.2.K.J; CC.1.3.K.A, K.B, K.C, K.D, K.E, K.G, K.J; CC.1.4.K.T, K.U, K.V., K.X.; CC.1.5.K.B, K.C.</p>

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Unit 2 Week 6 Day 4	Unit 2 Week 6 Day 5
<p><u>Content Knowledge:</u> TE 578 & 579 Truckery Rhymes “<u>Wrecker Rosie Sat on a Wall</u>” SWM Chart 12A & 12B “I’ve Been Climbing Up a Beanstalk” Build Oral Language Amazing Words: <i>beanstalk, lad, ogre, magic, naughty, lend</i></p>	<p><u>Content Knowledge:</u> TE 590 & 591 Truckery Rhymes “<u>Wrecker Rosie Sat on a Wall</u>” SWM Chart 12A & 12B “I’ve Been Climbing Up a Beanstalk” Build Oral Language Amazing Words: <i>beanstalk, lad, ogre, magic, naughty, lend</i></p>
<p><u>Phonemic Awareness:</u> TE 580 -Review Initial & Final Sound /k/ -Picture Cards (spelled Cc)</p>	<p><u>Phonemic Awareness:</u> TE 592 -Isolate Initial and Medial sounds /i/ -Discriminate medial sounds</p>
<p><u>Phonics:</u> TE 581 – Review letter /i/ Alphabet card <u>Spelling:</u> TE 582 /i/ t_i_p</p>	<p><u>Phonics</u> TE 593 Review /i/ Review High Frequency Words Apply phonics</p>
<p><u>Get Set, Roll! Reader 11:</u> TE 583 “Tires”</p>	<p><u>Reread a Book:</u> TE 593 Assessment TE 594-595</p>
<p><u>Text Based Comprehension:</u> TE 584 Sequence MSB p 114-115 RWN p. 155</p>	<p><u>Let’s Practice It!:</u> TE 596 MSB p 130-131 Read Aloud “Parts of a Plant”</p>
<p><u>Develop Comprehension:</u> TE 559-571</p>	<p>Assessment: TE 598-599</p>
<p><u>Conventions:</u> TE 586 Adjectives RWN p. 156</p>	<p><u>Conventions:</u> TE 600 Adjectives (red, shiny, plastic, little)</p>
<p><u>Writing:</u> TE 587 <u>Vocabulary:</u> TE 588 Direction Words (left, right) MSB p 128</p>	<p><u>Writing:</u> TE 601-603</p>
<p><u>Small Group Time:</u> TE SG 91-108 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 91-108 Differentiate Closed Reading</p>
<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C., K.D; CC.1.2.K.J.; CC.1.3.K.B, K.C, K.F, K.J, K.K; CC.1.4 K.T., K.U., K.I., K.V., K.X.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D., K.E.; CC.1.2.K.E; CC.1.4 K.M., K.N., K.O., K.P., K.R., K.U, K.V, K.X; CC.1.5.K.G.</p>