

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

Unit 3 Week 1 Day 1	Unit 3 Week 1 Day 2	Unit 3 Week 1 Day 3
<p><u>Content Knowledge:</u> TE 16-17 Truckery Rhymes - “<u>This Little Truck</u>” SWM 13A&13B “Growing and Changing” -Build Oral Language Amazing Words: <i>weigh, measure, healthy, bamboo, curious, explore</i></p>	<p><u>Content Knowledge:</u> TE 32-33 Truckery Rhymes - “<u>This Little Truck</u>” SWM 13A&13B “Growing and Changing” -Build Oral Language Amazing Words: <i>weigh, measure, healthy, bamboo, curious, explore</i></p>	<p><u>Content Knowledge:</u> TE 50-51 Truckery Rhymes - “<u>This Little Truck</u>” SWM 13A&13B “Growing and Changing” -Build Oral Language Amazing Words: <i>weigh, measure, healthy, bamboo, curious, explore</i></p>
<p><u>Phonemic Awareness:</u> TE 18-19 Initial Sound /n/ MSB – pgs. 12-13 Initial Sounds & Discriminate Sounds Blend – Review</p>	<p><u>Phonemic Awareness:</u> TE 34-35 Initial Sound /b/ MSB- pgs. 12-13 Discriminate Sounds - /b/; nail/bail Review Blending: Phonics Songs and Rhymes Chart 13</p>	<p><u>Phonemic Awareness:</u> TE 52-53 Review Initial /n/ & /b/ Teach Final /n/ & /b/ Discriminate Sounds Segment Substitute Final Sounds</p>
<p><u>Phonics:</u> TE 20 Introduce Nn- Alphabet Card Model – write neck Guide Practice – PSR Chart 13 Apply: TE 21 Blend Words</p>	<p><u>Phonics:</u> TE 36 /b/ Spelled Bb- Teach/Model – /b//a//t/ MSB p.16 Guide Practice and Apply – TE 37</p>	<p><u>Phonics:</u> TE 54-55 Review /n/ & /b/ Blend RWN p. 167 Review Sound Spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 22 RWN p. 161-162</p>	<p><u>Handwriting:</u> TE 38</p>	<p><u>Student Reader:</u> TE 56-57 K.3.1 – “<i>The Baby Panda</i>”</p>
<p><u>High Frequency Words:</u> TE 23-24 - Nondecodable Words - Decodable Story 13: <i>Nan and Nat</i></p>	<p><u>High Frequency Words:</u> TE 39-41 - RWN p. 165 - MSB p.17 - Decodable Reader 13: <i>Nat!</i></p>	<p><u>Develop Vocabulary:</u> TE 60-73</p>
<p><u>Text Based Comprehension:</u> TE 26-27 MSB – p. 14-15 Read Aloud – “Best Friends”</p>	<p><u>Text Based Comprehension:</u> TE 42-45 Read: <i>Little Panda</i> MSB p. 26-27</p>	<p><u>Text Based Comprehension:</u> TE 58-59 MSB p.26 Read – <i>Little Panda</i></p>
<p><u>Conventions:</u> TE 28 – Verbs</p>	<p><u>Conventions:</u> TE 45 – Verbs RWN p. 166</p>	<p><u>Conventions:</u> TE 74 – Review Adjectives RWN p.169</p>
<p><u>Writing:</u> TE 29 <u>Listening and Speaking:</u> TE 30 - Respond to Literature <u>Extend:</u> TE 31</p>	<p><u>Writing:</u> TE 46 <u>Vocabulary:</u> TE 47 Color Words - Respond to Literature - MSB p.28 <u>Extend:</u> TE 49</p>	<p><u>Writing:</u> TE 75 Summary - RWN p.170 <u>Listening and Speaking:</u> TE 76 - 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><u>PA Core Standards:</u> 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.L., K.W.,K.X.; CC. 1.5 K.E.,K.G. <u>Arts and Humanities Standards:</u> 9.1A, 9.1.B; 9.4B.</p>	<p><u>PA Core Standards:</u> 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.J., K.K., K.L.; CC.1.3 K.D.,K.I.,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. <u>Arts and Humanities Standards:</u> 9.1A, 9.1.B, 9.1.C; 9.4B.</p>	<p><u>PA Core Standards:</u> 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.C.,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.A.,K.E.,K.G. <u>Arts and Humanities Standards:</u> 9.1A.9.1.B; 9.3A.; 9.4B.</p>

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Unit 3 Week 1 Day 4	Unit 3 Week 1 Day 5
<p><u>Content Knowledge:</u> TE 80-81 Truckery Rhymes - “<u>This Little Truck</u>” SWM 13A&13B “Growing and Changing” -Build Oral Language Amazing Words: <i>weigh, measure, healthy, bamboo, curious, explore</i></p>	<p><u>Content Knowledge:</u> TE 92-93 Truckery Rhymes - “<u>This Little Truck</u>” SWM 13A&13B “Growing and Changing” -Build Oral Language Amazing Words: <i>weigh, measure, healthy, bamboo, curious, explore</i></p>
<p><u>Phonemic Awareness:</u> TE 82 Review Initial & Media /i/</p>	<p><u>Phonemic Awareness:</u> TE 18-19 Initial Sound /n/ MSB – pgs. 12-13 Initial Sounds & Discriminate Sounds Blend – Review: nip, nap, not, nab, Nick, nut</p>
<p><u>Phonics:</u> TE 83 Review /i/ Spelled Ii <u>Spelling:</u> TE 84 /n/ Spelled Nn & /b/ Spelled Bb</p>	<p><u>Phonics:</u> TE 95 Review /N/ Spelled Nn & /b/ Spelled Bb High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll! Reader 13</u> TE 85 Read: <i>Lucy Can Nap</i></p>	<p>Assessment: TE 96-97/100-101</p>
<p><u>Text Based Comprehension:</u> TE 58-59 MSB p.14-15 RWN p.171 Read – <i>Little Panda</i> <u>Develop Comprehension:</u> TE 60-73</p>	<p><u>Let’s Practice It!</u> TE 98-99 MSB p.30-31 Read Aloud: “Star Light, Star Bright” and “Twinkle, Twinkle, Little Star”</p>
<p><u>Conventions:</u> TE 88 – Verbs RWN p.172</p>	<p><u>Conventions:</u> TE 88 – Verbs</p>
<p><u>Writing:</u> TE 89 <u>Vocabulary:</u> TE 90 Color words - MSB p.28 <u>Extend:</u> TE 91</p>	<p><u>Writing:</u> TE 103 Model Sentences <u>Extend:</u> TE105</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 Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.A., K.C., K.H., K.I., K.J.,K.K.,K.L., CC.1.3 K.I.,K.J.,K.K.;CC.1.4 K.M., K.N., K.O., K.P., K.R.,K.T.,K.V.,K.W.,K.X., CC.1.5 K.G. <u>Arts and Humanities Standards:</u> 9.1A, 9.1.B,9.1.C; 9.4.B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC1.3 K.C.,K.E.,K.H.; CC.1.4 K.A., K.B., K.C., K.D., K.E.,K.F.,K.V.,K.W.,K.X., CC.1.5 K.G. <u>Arts and Humanities Standards:</u> 9.1A, 9.1.B, 9.1.C; 9.4.B.</p>

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Unit 3 Week 2 Day 1	Unit 3 Week 2 Day 2	Unit 3 Week 2 Day 3
<p><u>Content Knowledge:</u> TE 116-117 Truckery Rhymes – “<u>Rumble, Rumble, Monster Max</u>” SWM 14A & 14B – “I’m a Little Duckling” Build Oral Language Amazing Words: <i>duckling, pond, paddle, plunged, proud, brave</i></p>	<p><u>Content Knowledge:</u> TE 132-133 Truckery Rhymes – “<u>Rumble, Rumble, Monster Max</u>” SWM 14A & 14B – “I’m a Little Duckling” Build Oral Language Amazing Words: <i>duckling, pond, paddle, plunged, proud, brave</i></p>	<p><u>Content Knowledge:</u> TE 150-151 Truckery Rhymes – “<u>Rumble, Rumble, Monster Max</u>” SWM 14A & 14B – “I’m a Little Duckling” Build Oral Language Amazing Words: <i>duckling, pond, paddle, plunged, proud, brave</i></p>
<p><u>Phonemic Awareness:</u> TE 118-119 Initial Sound /r/ MSB – pgs. 32-33 Initial Sounds & Discriminate Sounds Blend</p>	<p><u>Phonemic Awareness:</u> TE 134-135 Initial Sound /r/ MSB- pgs. 32-33 Isolate - /r/ Phonics Songs and Rhymes Chart 14 Review Sound Substitution</p>	<p><u>Phonemic Awareness:</u> TE 152-153 Review Initial /r/ Discriminate Sounds Segment and Blend</p>
<p><u>Phonics:</u> TE 120 Introduce Rr- Alphabet Card Model – write river Guide Practice – PSR Chart 14 Apply: TE 121 Blend Words</p>	<p><u>Phonics:</u> TE 136 /r/ Spelled Rr- Teach/Model – /r//a//t/ MSB p.36 Guide Practice and Apply – TE 137</p>	<p><u>Phonics:</u> TE 154-155 Review /r/ Blend RWN p. 179 Review Sound Spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 122 RWN p. 173-174</p>	<p><u>Handwriting:</u> TE 138</p>	<p><u>Student Reader:</u> TE 156-157 K.3.2 – <i>Tap! Rap! Bam! with Me</i></p>
<p><u>High Frequency Words:</u> TE 123-125 Nondecodable Words Decodable Story 14: “<i>Rin the Rat</i>”</p>	<p><u>High Frequency Words:</u> TE 139-141 - RWN p. 177 - MSB p.37 - Decodable Reader 14: <i>Rip with Rap!</i></p>	<p><u>Develop Vocabulary:</u> TE 159-173 Big Book: “<i>Little Quack</i>”</p>
<p><u>Text Based Comprehension:</u> TE 126-127 MSB – p. 34-35 Read Aloud – “The Bicycle”</p>	<p><u>Text Based Comprehension:</u> TE 142-145 Read: <i>Little Quack</i> MSB p. 46-47</p>	<p><u>Text Based Comprehension:</u> TE 158 MSB p.46 Read – <i>Little Panda</i> RWN p.180</p>
<p><u>Conventions:</u> TE 128 – Verbs</p>	<p><u>Conventions:</u> TE 145 – Verbs RWN p. 178</p>	<p><u>Conventions:</u> TE 174 – Review Verbs RWN p.181</p>
<p><u>Writing:</u> TE 129 <u>Listening and Speaking:</u> TE 130 Sequence <u>Extend:</u> TE 31</p>	<p><u>Writing:</u> TE 146 <u>Vocabulary:</u> TE 147 Action Words MSB p.48</p>	<p><u>Writing:</u> TE 175 Summary RWN p.182 <u>Listening and Speaking:</u> TE 176-177 MSB p.49 <u>Extend:</u> TE 179</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.; CC 1.4 K.M., K.N., K.O., K.P., K.R., K.W.,K.X.; CC. 1.5 K.A.,K.D. <u>Arts and Humanities Standards:</u> 9.1A.,B.,;9.4B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.A.,K.B.,K.C., K.D.,K.E.; CC.1.2 K.E., K.J.; CC.1.3 K.A.,K.B.,K.C.,K.D.,K.E.,K.G.,K.J.; CC.1.4 K.M., K.N., K.O., K.P., K.R.,K.W.,K.X., CC.1.5 K.A. <u>Arts and Humanities Standards:</u> 9.1A.,B.,;9.4B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.B.,K.C., K.D.,K.E.; CC.1.2 K.E.;CC.1.3 K.A., K.B., K.C., K.F., K.G., K.J., K.K.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F.K.X., CC.1.5 K.A.,K.D.,K.G. <u>Arts and Humanities Standards:</u> 9.1A.,B.,I.,E.,;9.4B.</p>

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Unit 3 Week 2 Day 4	Unit 3 Week 2 Day 5
<p><u>Content Knowledge:</u> TE 180-181 Truckery Rhymes – “<u>Rumble, Rumble, Monster Max</u>” SWM 14A & 14B – “I’m a Little Duckling” Build Oral Language Amazing Words: <i>duckling, pond, paddle, plunged, proud, brave</i></p>	<p><u>Content Knowledge:</u> TE 192-193 Truckery Rhymes – “<u>Rumble, Rumble, Monster Max</u>” SWM 14A & 14B – “I’m a Little Duckling” Build Oral Language Amazing Words: <i>duckling, pond, paddle, plunged, proud, brave</i></p>
<p><u>Phonemic Awareness:</u> TE 182 Review Initial & Final /b/ & /n/</p>	<p><u>Phonemic Awareness:</u> TE 194 Review /r/ Discriminate & Delete Initial Sound</p>
<p><u>Phonics:</u> TE 183 Review /b/ Spelled Bb & /n/ Spelled /n/ <u>Spelling:</u> TE 184 /r/ Spelled Rr</p>	<p><u>Phonics:</u> TE 195 Review /r/ Spelled Rr High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll! Reader 14</u> TE 185 Rita Ran to Rosie</p>	<p>Assessment: TE 196-197/200-201</p>
<p><u>Text Based Comprehension:</u> TE 186-187 MSB p.34-35 RWN p.183 Read – <i>Little Quack</i> <u>Develop Comprehension:</u> TE 159-173</p>	<p><u>Let’s Practice It!</u> TE 198-199 MSB p.50-51 Read Aloud: “Rumpelstiltskin”</p>
<p><u>Conventions:</u> TE 188 – Verbs RWN p.184</p>	<p><u>Conventions:</u> TE 202 – Verbs</p>
<p><u>Writing:</u> TE 189 <u>Vocabulary:</u> TE 190 Action Words MSB p.48</p>	<p><u>Writing:</u> TE 203 Make a Book <u>Extend:</u> TE 205</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 Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.A., K.C., K.H., K.I., K.J.,K.K.,K.L., CC1.3 K.I.,K.J.,K.K.,K.L.;CC.1.4 K.G.,K.H.,K.I.,K.J.,K.L.,K.M., K.N., K.O., K.P.,K.R., K.T.,K.V.,K.W.,K.X., CC.1.5 K.A. Arts and Humanities Standards: 9.1A.;9.4B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC1.3 K.B.,K.C.,K.E.; CC.1.4 K.M., K.N., K.O., K.P.,K.R.,K.V.,K.W.,K.X., Arts and Humanities Standards: 9.1A.,B.;9.4B.</p>

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Unit 3 Week 3 Day 1	Unit 3 Week 3 Day 2	Unit 3 Week 3 Day 3
<p><u>Content Knowledge:</u> TE 216-217 Truckery Rhymes – “Pop! Blows the Diesel” SWM 15A & 15B – “Celebration” Build Oral Language Amazing Words: <i>celebration, sprinted, barn, blacksmith, arch, soldier</i></p>	<p><u>Content Knowledge:</u> TE 232-233 Truckery Rhymes – “Pop! Blows the Diesel” SWM 15A & 15B – “Celebration” Build Oral Language Amazing Words: <i>celebration, sprinted, barn, blacksmith, arch, soldier</i></p>	<p><u>Content Knowledge:</u> TE 250-251 Truckery Rhymes – “Pop! Blows the Diesel” SWM 15A & 15B – “Celebration” Build Oral Language Amazing Words: <i>celebration, sprinted, barn, blacksmith, arch, soldier</i></p>
<p><u>Phonemic Awareness:</u> TE 218-219 Initial Sound /d/ MSB – pgs. 52-53 Initial Sounds & Discriminate Sounds Segment</p>	<p><u>Phonemic Awareness:</u> TE 234-235 Initial Sound /k/ MSB- pgs. 52-53 Isolate - /k/ PSR: Chart 15 Review Initial /d/</p>	<p><u>Phonemic Awareness:</u> TE 252-253 Review Initial /d/ and/k/ Teach Final /d/ Discriminate Sounds Segment Words Into Syllables Delete Phonemes</p>
<p><u>Phonics:</u> TE 120 Introduce /r/ Spelled Rr- Alphabet Card Model Guide Practice – Phonics Songs and Rhymes Chart 15 Apply: TE 221 Blend Words</p>	<p><u>Phonics:</u> TE 236-237 /k/ Spelled Kk- Teach/Model – /k//i//t/ MSB p.56 Guide Practice and Apply</p>	<p><u>Phonics:</u> TE 254-255 Blend Sounds - /d/ spelled Dd & /k/ Spelled Kk RWN p. 191 Review Letter Names and Sounds Blend Review Sound Spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 222 RWN p. 185-186</p>	<p><u>Handwriting:</u> TE 238</p>	<p><u>Student Reader:</u> TE 256-257 K.3.3 – <i>Pam at Bat</i></p>
<p><u>High Frequency Words:</u> TE 223-225 Nondecodable Words Decodable Story 15: <i>Pit Did</i></p>	<p><u>High Frequency Words:</u> TE 239-241 RWN p. 189 MSB p.57 Decodable Reader 15: <i>Dad Did</i></p>	<p><u>Develop Vocabulary:</u> TE 260-271 Big Book: “George Washington Visits”</p>
<p><u>Text Based Comprehension:</u> TE 226-227 MSB – p. 54-55 Read Aloud – “The First American Woman Doctor”</p>	<p><u>Text Based Comprehension:</u> TE 242-245 Read: <i>George Washington Visits</i> MSB p. 66-67</p>	<p><u>Text Based Comprehension:</u> TE 258 MSB p.66 Read : <i>George Washington Visits</i> RWN p.192</p>
<p><u>Conventions:</u> TE 228 – Verbs</p>	<p><u>Conventions:</u> TE 145 – Verbs RWN p. 190</p>	<p><u>Conventions:</u> TE 272 – Review Verbs RWN p.193</p>
<p><u>Writing:</u> TE 229</p> <p><u>Listening and Speaking:</u> TE 230 Recite Rhymes</p>	<p><u>Writing:</u> TE 246</p> <p><u>Vocabulary:</u> TE 247 Position Words MSB p.68</p>	<p><u>Writing:</u> TE 273 Persuasive Statement RWN p.194</p> <p><u>Listening and Speaking:</u> TE 274-275 MSB p.69</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.1.2 K.C.; CC 1.4 K.A.,K.B., K.C., K.D., K.E., K.F., K.W.,K.X.; Arts and Humanities Standards: 9.1A.,B.,;9.4B.</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. Arts and Humanities Standards: 9.1A.,B.,;9.4B.</p>	<p>PA Core Standards: CC.1.1 K.B,K.C., K.D.; CC.1.2 K.J., CC.1.3K.B.,K.C.,K.G.,K.J.K.K.J.; CC.1.4 K.X., CC.1.5 K.A.,K.B.,K.C. Arts and Humanities Standards: 9.1A.,B.,I.,E.,;9.4B.</p>

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Unit 3 Week 3 Day 4	Unit 3 Week 3 Day 5
<p><u>Content Knowledge:</u> TE 278-279 Truckery Rhymes – “Pop! Blows the Diesel” SWM 15A & 15B – “Celebration” Build Oral Language Amazing Words: <i>celebration, sprinted, barn, blacksmith, arch, soldier</i></p>	<p><u>Content Knowledge:</u> TE 290-291 Truckery Rhymes – “Pop! Blows the Diesel” SWM 15A & 15B – “Celebration” Build Oral Language Amazing Words: <i>celebration, sprinted, barn, blacksmith, arch, soldier</i></p>
<p><u>Phonemic Awareness:</u> TE 280 Review Initial /r/</p>	<p><u>Phonemic Awareness:</u> TE 292 Review /d/ & /k/ Isolate /d/ & /k/ Substitute Sound</p>
<p><u>Phonics:</u> TE 281 Review /r/ Spelled Rr <u>Spelling:</u> TE 282 /d/ Spelled Dd & /k/ Spelled Kk</p>	<p><u>Phonics:</u> TE 195 Review /r/ Spelled Rr & /d/ Spelled Dd Teach /k/ Kk and /d/ Dd High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll! Reader 15:</u> TE 283 The Dip</p>	<p>Assessment: TE 294-295/298-299</p>
<p><u>Text Based Comprehension:</u> TE 284-285 MSB p.54-55 RWN p.195 Read – <i>George Washington Visits</i> <u>Develop Comprehension:</u> TE 260-271</p>	<p><u>Let’s Practice It!</u> TE 296-297 MSB p.70-71 Read Aloud: “Can Celery Sip”</p>
<p><u>Conventions:</u> TE 286 Verbs RWN p.196</p>	<p><u>Conventions:</u> TE 300 Verbs</p>
<p><u>Writing:</u> TE 287 <u>Vocabulary:</u> TE 288 Position Words MSB p.68</p>	<p><u>Writing:</u> TE 301 Writing a Poem <u>Extend:</u> TE 205</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 Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.C., K.J.,K.K.;CC.1.3 K.B.,K.H.,K.I.,K.J.,K.K.;CC.1.4 K.M., K.N., K.O., K.P., K.T.,K.V.,K.W.,K.X., CC.1.5 K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.A.,K.B.,K.C.,K.G.;CC.1.3 K.B.; CC.1.4 K.M., K.N., K.O., K.P.,K.R.,K.V.,K.X.; CC.1.5 K.A.,K.B.,K.C. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>

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Unit 3 Week 4 Day 1	Unit 3 Week 4 Day 2	Unit 3 Week 4 Day 3
<p><u>Content Knowledge:</u> TE 216-217 Truckery Rhymes – “<u>Hickory, Dickory, Dock</u>” SWM 16A & 16B “My Friend” Build Oral Language Amazing Words: <i>goose, gosling, caterpillar, butterfly, reflection, cocoon</i></p>	<p><u>Content Knowledge:</u> TE 330-331 Truckery Rhymes – “<u>Hickory, Dickory, Dock</u>” SWM 16A & 16B “My Friend” Build Oral Language Amazing Words: <i>goose, gosling, caterpillar, butterfly, reflection, cocoon</i></p>	<p><u>Content Knowledge:</u> TE 348-349 Truckery Rhymes – “<u>Hickory, Dickory, Dock</u>” SWM 16A & 16B “My Friend” Build Oral Language Amazing Words: <i>goose, gosling, caterpillar, butterfly, reflection, cocoon</i></p>
<p><u>Phonemic Awareness:</u> TE 316-317 Initial Sound /f/ MSB – pgs. 72-73 Initial Sounds & Discriminate Sounds Blend</p>	<p><u>Phonemic Awareness:</u> TE 332-333 Initial Sound /f/ MSB- pgs. 72-73 Isolate - /f/ PSR: Chart 16 Review Sound Substitution</p>	<p><u>Phonemic Awareness:</u> TE 350-351 Review Initial /f/ Teach Final /f/ Discriminate Sounds Segment Substitute Final Sounds</p>
<p><u>Phonics:</u> TE 318 Introduce /f/ Spelled Ff- Alphabet Card Model Guide Practice – PSR Chart 16 Apply: TE 319 Blend Words</p>	<p><u>Phonics:</u> TE 334-335 /f/ Spelled Ff- Teach/Model – /f//a//n/ MSB p.76 Guide Practice and Apply</p>	<p><u>Phonics:</u> TE 352-353 Blend Sounds - /f/ spelled Ff RWN p. 203 Review Letter Names and Sounds Blend Review Sound Spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 320 RWN p. 197-198</p>	<p><u>Handwriting:</u> TE 336</p>	<p><u>Student Reader:</u> TE 354-355 K.3.4 – <i>Red Fans</i></p>
<p><u>High Frequency Words:</u> TE 321-323 - Nondecodable Words - Decodable Story 16 <i>Read For Me!</i></p>	<p><u>High Frequency Words:</u> TE 337-339 - RWN p. 201 - MSB p.77 - Decodable Reader 16: <i>In the Kit!</i></p>	<p><u>Develop Vocabulary:</u> TE 357-371 Big Book: “<i>Farfallina and Marcel</i>”</p>
<p><u>Text Based Comprehension:</u> TE 324-325 MSB – p. 74-75 Read Aloud – “<i>Sometimes Ken</i>”</p>	<p><u>Text Based Comprehension:</u> TE 340-341 Read: “<i>Farfallina and Marcel</i>” MSB p. 86-87</p>	<p><u>Text Based Comprehension:</u> TE 356 MSB p.86 Read : “<i>Farfallina and Marce</i>” RWN p.204</p>
<p><u>Conventions:</u> TE 326 – Verbs</p>	<p><u>Conventions:</u> TE 145 – Verbs RWN p. 202</p>	<p><u>Conventions:</u> TE 372 – Review Verbs RWN p.205</p>
<p><u>Writing:</u> TE 327 <u>Listening and Speaking:</u> TE 328 Oral Presentations</p>	<p><u>Writing:</u> TE 344 <u>Vocabulary:</u> TE 345 Words for Feelings MSB p.88</p>	<p><u>Writing:</u> TE 373 Caption RWN p.206 <u>Listening and Speaking:</u> TE 374-375 MSB p.89</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.; CC 1.4 K.M., K.N., K.O., K.P., K.R., K.V.,K.X.; CC. 1.5 K.A.,K.E.,K.G. Arts and Humanities Standards: 9.1A.;9.4B.</p>	<p>PA Core Standards: CC.1.1 K.A.,K.B,K.C., K.D.,K.E.; CC.1.2 K.E., 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.A.,K.G. Arts and Humanities Standards: 9.1A.;9.4B.</p>	<p>PA Core Standards: CC.1.1 K.B,K.C., K.D.; CC.1.2 K.J.; CC.1.3 K.A.,K.B.,K.C.,K.D.,K.G.,K.J.,K.K. ; CC.1.4 K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.X., CC.1.5 K.B.,K.C.,K.E. Arts and Humanities Standards: 9.1A.;9.4B.</p>

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Unit 3 Week 4 Day 4	Unit 3 Week 4 Day 5
<p><u>Content Knowledge:</u> TE 378-379 Truckery Rhymes – “<u>Hickory, Dickory, Dock</u>” SWM 16A & 16B “My Friend” Build Oral Language Amazing Words: <i>goose, gosling, caterpillar, butterfly, reflection, cocoon</i></p>	<p><u>Content Knowledge:</u> TE 390-391 Truckery Rhymes – “<u>Hickory, Dickory, Dock</u>” SWM 16A & 16B “My Friend” Build Oral Language Amazing Words: <i>goose, gosling, caterpillar, butterfly, reflection, cocoon</i></p>
<p><u>Phonemic Awareness:</u> TE 280 Review /d/ & /k/</p>	<p><u>Phonemic Awareness:</u> TE 392 Review /f/ Isolate Initial and Final /f/ Discriminate Final Sounds</p>
<p><u>Phonics:</u> TE 381 Review /d/ Spelled Dd & /k/ Spelled Kk <u>Spelling:</u> TE 382 /f/ Spelled Ff</p>	<p><u>Phonics:</u> TE 393 Review /f/ Spelled Ff Teach /f/ Ff High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll! Reader 16</u> TE 383 Can Melvin Scoot?</p>	<p>Assessment: TE 394-395/398-399</p>
<p><u>Text Based Comprehension:</u> TE 384-385 MSB p.74-75 RWN p.207 Read – <i>Farfallina and Marcel</i> <u>Develop Comprehension:</u> TE 357-371</p>	<p><u>Let’s Practice It!</u> TE 396-397 MSB p.90-91 Read Aloud: “The Mice and the Cat”</p>
<p><u>Conventions:</u> TE 386 – Verbs RWN p.208</p>	<p><u>Conventions:</u> TE 400 – Verbs</p>
<p><u>Writing:</u> TE 387 Extend the Concept <u>Vocabulary:</u> TE 388 Words for Feelings MSB p.88</p>	<p><u>Writing:</u> TE 401 Writing a List <u>Extend:</u> TE 205</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 Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.J. CC.1.3 K.C.,K.H.,K.J.,K.K.; CC.1.4 K.M.,K.N., K.O., K.P., K.R., K.T.,K.V.,K.W.,K.X., CC.1.5 K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.3K.A., K.B.,K.C.,K.E.; CC.1.4 K.A., K.B., K.C., K.D., K.E.,K.F.,K.V.,K.W.,K.X.; CC.1.5 K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>

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Unit 3 Week 5 Day 1	Unit 3 Week 5 Day 2	Unit 3 Week 5 Day 3
<p><u>Content Knowledge:</u> TE 414-415 Truckery Rhymes –“<u>Rub-a-Dub-Dub</u>” SWM 17A & 17B – “Some Things Change” Build Oral Language Amazing Words: <i>gears, headphones, webcams, handwritten, phonographs, newspapers</i></p>	<p><u>Content Knowledge:</u> TE 430-431 Truckery Rhymes –“<u>Rub-a-Dub-Dub</u>” SWM 17A & 17B – “Some Things Change” Build Oral Language Amazing Words: <i>gears, headphones, webcams, handwritten, phonographs, newspapers</i></p>	<p><u>Content Knowledge:</u> TE 448-449 Truckery Rhymes –“<u>Rub-a-Dub-Dub</u>” SWM 17A & 17B – “Some Things Change” Build Oral Language Amazing Words: <i>gears, headphones, webcams, handwritten, phonographs, newspapers</i></p>
<p><u>Phonemic Awareness:</u> TE 416-417 Initial Sound /o/ MSB – pgs. 92-93 Initial Sounds & Discriminate Sounds Discriminate Initial /a/, /i/, /o/</p>	<p><u>Phonemic Awareness:</u> TE 432-433 Initial and Medial /o/ MSB- pgs. 92-93 Isolate Medial - /o/ Phonics Songs and Rhymes Chart 17 Review Rhyming Words</p>	<p><u>Phonemic Awareness:</u> TE 450-451 Review Medial /o/ Discriminate Medial Sounds Substitute Medial Sounds Discriminate Initial Sounds</p>
<p><u>Phonics:</u> TE 418 Introduce /o/ Spelled Oo- Alphabet Card Model Guide Practice – PSR Chart 17 <u>Apply:</u> TE 419 Blend Words</p>	<p><u>Phonics:</u> TE 434-435 /o/ Spelled Oo- Teach/Model – /t/o//p/ MSB p.96 Guide Practice and Apply</p>	<p><u>Phonics:</u> TE 452-453 Blend Sounds - /o/ spelled Oo RWN p. 215 Review Letter Names and Sounds Blend Short o and Long o Review Sound Spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 420 RWN p. 209-210</p>	<p><u>Handwriting:</u> TE 436</p>	<p><u>Student Reader:</u> TE 454-455 K.3.5 – <i>Mom the Tot</i></p>
<p><u>High Frequency Words:</u> TE 421-423 Nondecodable Words Decodable Story 17 <i>Little Rob</i></p>	<p><u>High Frequency Words:</u> TE 437-439 RWN p. 213 MSB p.97 Decodable Reader 17: <i>The Map</i></p>	<p><u>Develop Vocabulary:</u> TE 458-469 Big Book: “Then and Now”</p>
<p><u>Text Based Comprehension:</u> TE 424-425 MSB – p. 94-95 Read Aloud – “Houses”</p>	<p><u>Text Based Comprehension:</u> TE 440-443 Read: <i>Then and Now</i> MSB p. 106-107</p>	<p><u>Text Based Comprehension:</u> TE 456 MSB p.106 Read : <i>Then and Now</i> RWN p.216</p>
<p><u>Conventions:</u> TE 426 Meaningful Word Groups</p>	<p><u>Conventions:</u> TE 443 Meaningful Word Groups RWN p. 214</p>	<p><u>Conventions:</u> TE 470 Review Verbs RWN p.217</p>
<p><u>Writing:</u> TE 427</p> <p><u>Listening and Speaking:</u> TE 428 Messages</p>	<p><u>Writing:</u> TE 444</p> <p><u>Vocabulary:</u> TE 445 Words for Opposites MSB p.108</p>	<p><u>Writing:</u> TE 471 List - RWN p.218</p> <p><u>Listening and Speaking:</u> TE 472-473 - MSB p.109</p>
<p><u>Small Group Time:</u> TE SG 73-90 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 73-90 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 73-90 Differentiate Vocabulary</p>
<p><u>PA Core Standards:</u> CC.1.1 K.B, K.C., K.D.,K.E.; CC.1.2 K.B.; CC 1.4 K.A., K.B., K.C., K.D., K.E., K.F.,K.W.,K.X.; CC. 1.5 K.E.,K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</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.C., K.D.,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.; CC.1.5 K.A.,K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.B,K.C., K.D.; CC.1.2 K.A., K.B., K.C., K.F., K.G., K.J.,K.L., CC1.3 K.D.,K.J.,K.K.; CC.1.4 K.V.,K.X.; CC.1.5 K.A.,K.E.,K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>

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Unit 3 Week 5 Day 4	Unit 3 Week 5 Day 5
<p><u>Content Knowledge:</u> TE 476-477 Truckery Rhymes –“<u>Rub-a-Dub-Dub</u>” SWM 17A & 17B – “Some Things Change” Build Oral Language Amazing Words: <i>gears, headphones, webcams, handwritten, phonographs, newspapers</i></p>	<p><u>Content Knowledge:</u> TE 488-489 Truckery Rhymes –“<u>Rub-a-Dub-Dub</u>” SWM 17A & 17B – “Some Things Change” Build Oral Language Amazing Words: <i>gears, headphones, webcams, handwritten, phonographs, newspapers</i></p>
<p><u>Phonemic Awareness:</u> TE 478 Review Initial and Final /f/</p>	<p><u>Phonemic Awareness:</u> TE 490 Review /o/ Isolate Initial and Medial /o/ Discriminate Medial Sounds</p>
<p><u>Phonics:</u> TE 479 Review /f/ Spelled Ff <u>Spelling:</u> TE 480 /o/ Spelled Oo</p>	<p><u>Phonics:</u> TE 491 Review /o/ Spelled Oo Teach /o/ Oo High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll! Reader 17:</u> TE 481 Can Max Go?</p>	<p>Assessment: TE 492-493/496-497</p>
<p><u>Text Based Comprehension:</u> TE 482-483 MSB p.94-95 RWN p.219 Read – <i>Then and Now</i> <u>Develop Comprehension:</u> TE 458-459</p>	<p><u>Let’s Practice It!</u> TE 494-495 MSB p.110-111 Read Aloud: “How Coyote Helped People”</p>
<p><u>Conventions:</u> TE 484 – Meaningful Groups of Words RWN p.220</p>	<p><u>Conventions:</u> TE 498 – Meaningful Groups of Words</p>
<p><u>Writing:</u> TE 485 Extend the Concept <u>Vocabulary:</u> TE 486 Words for Opposites - MSB p.108</p>	<p><u>Writing:</u> TE 499 Writing a Riddle</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 Close 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.J.,K.L., CC1.3 K.I.,K.J.,K.K.K.L.;CC.1.4 K.A., K.B., K.C., K.D., K.E.,K.F.,K.T.,K.V.,K.W.,K.X.; CC.1.5 K.G. Arts and Humanities Standards: 9.1.A; 9.4.B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.B.,K.C.;CC.1.3 K.B.,K.C.,K.E.; CC.1.4 K.A., K.B., K.C., K.D., K.E.,K.F.,K.G.,K.H.,K.I.,K.J.,K.L.,K.V.,K.X., CC.1.5 K.A.,K.B.,K.C.,K.G. Arts and Humanities Standards: 9.1A; 9.4.B.</p>

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<p><u>Content Knowledge:</u> TE 512-513 Truckery Rhymes – “<u>Fire Trucks are Red</u>” SWM 18A & 18B “King of the Beasts” Build Oral Language Amazing Words: <i>jungle, beast, nibbling, snarled, trembling, entangled</i></p>	<p><u>Content Knowledge:</u> TE 528-529 Truckery Rhymes – “<u>Fire Trucks are Red</u>” SWM 18A & 18B “King of the Beasts” Build Oral Language Amazing Words: <i>jungle, beast, nibbling, snarled, trembling, entangled</i></p>	<p><u>Content Knowledge:</u> TE 546-547 Truckery Rhymes – “<u>Fire Trucks are Red</u>” SWM 18A & 18B “King of the Beasts” Build Oral Language Amazing Words: <i>jungle, beast, nibbling, snarled, trembling, entangled</i></p>
<p><u>Phonemic Awareness:</u> TE 514-515 Review Initial Sounds MSB – pgs. 112-113 Discriminate Sounds Blend</p>	<p><u>Phonemic Awareness:</u> TE 530-531 Review Initial Sounds MSB- pgs. 112-113 Review Medial Sounds</p>	<p><u>Phonemic Awareness:</u> TE 548-549 Review Initial /o/ Discriminate Medial Sounds Substitute Medial Sounds</p>
<p><u>Phonics:</u> TE 516 Introduce /o/ Spelled Oo- Alphabet Card Model Guide Practice – PSR Chart 18 <u>Apply:</u> TE 517 Blend Words</p>	<p><u>Phonics:</u> TE 532-533 /o/ Spelled Oo Teach/Model – /m//o//p/ MSB p.116 Guide Practice and Apply</p>	<p><u>Phonics:</u> TE 550-551 Blend Sounds - /o/ spelled Oo RWN p. 231 Review Letter Names and Sounds Blend Short o and Long o Review Sound Spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 518 RWN p. 221-220</p>	<p><u>Handwriting:</u> TE 534</p>	<p><u>Student Reader:</u> TE 552-553 K.3.6 – Rob’s Dots</p>
<p><u>High Frequency Words:</u> TE 519-521 Nondecodable Words Decodable Story 18 <i>A Cap for Tom</i></p>	<p><u>High Frequency Words:</u> TE 535-537 RWN p. 227 MSB p.117 Decodable Reader 18: <i>Tip the Top</i></p>	<p><u>Develop Vocabulary:</u> TE 556-567 Big Book: “The Lion and the Mouse”</p>
<p><u>Text Based Comprehension:</u> TE 522-523 MSB – p. 114-115 Read Aloud – “The Tortoise and the Hare”</p>	<p><u>Text Based Comprehension:</u> TE 538-541 Read: <i>The Lion and the Mouse</i> MSB p. 126-127</p>	<p><u>Text Based Comprehension:</u> TE 554 MSB p.126 Read : <i>The Lion and the Mouse</i> RWN p.232</p>
<p><u>Conventions:</u> TE 524 – Sentences</p>	<p><u>Conventions:</u> TE 541 Sentences RWN p. 228</p>	<p><u>Conventions:</u> TE 568 – Meaningful Word Groups RWN p.233</p>
<p><u>Writing:</u> TE 525 Plan a Poem RWN p.225-226 <u>Listening and Speaking:</u> TE 526 Ask and Answer Questions</p>	<p><u>Writing:</u> TE 542 RWN p.229-230 <u>Vocabulary:</u> TE 543 Words for Textures MSB p.128</p>	<p><u>Writing:</u> TE 569 Revise a Poem RWN p.234 <u>Listening and Speaking:</u> TE 570-571 MSB p.129</p>
<p><u>Small Group Time:</u> TE SG 91-108 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 91-108 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 91-108 Differentiate Vocabulary</p>
<p>PA Core Standards: CC.1.1 K.B.,K.C., K.D.,K.E.; CC. 1.3 K.B.,K.C.; CC. 1.4 K.M., K.N., K.O., K.P., K.R., K.W.,K.X.; CC. 1.5 K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>	<p>PA Core Standards: CC.1.1 K.B,K.C., K.D.,K.E.; CC.1.2 K.E., K.J.; CC.1.3 K.A.,K.B.,K.D.,K.E.,K.G.,K.J.; CC.1.4 K.M., K.N., K.O., K.P., K.R.,K.U.,K.V.,K.X., CC.1.5 K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>	<p>PA Core Standards: CC.1.1 K.C., K.D.; CC.1.2 K.J.;CC.1.3 K.C.,K.J.,K.K.;CC.1.4 K.T.,K.U.,K.V.,K.W.,K.X., CC.1.5 K.A.,K.B.,K.C.,K.E.,K.G. <u>Arts and Humanities Standards:</u> 9.1A; 9.4B.</p>

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Unit 3 Week 6 Day 4	Unit 3 Week 6 Day 5
<p><u>Content Knowledge:</u> TE 574-575 Truckery Rhymes – “<u>Fire Trucks are Red</u>” SWM 18A & 18B “King of the Beasts” Build Oral Language Amazing Words: <i>jungle, beast, nibbling, snarled, trembling, entangled</i></p>	<p><u>Content Knowledge:</u> TE 586-587 Truckery Rhymes – “<u>Fire Trucks are Red</u>” SWM 18A & 18B “King of the Beasts” Build Oral Language Amazing Words: <i>jungle, beast, nibbling, snarled, trembling, entangled</i></p>
<p><u>Phonemic Awareness:</u> TE 576 Review Initial and Final /o/</p>	<p><u>Phonemic Awareness:</u> TE 588 Review /o/ Isolate Initial and Medial /o/ Discriminate Medial Sounds</p>
<p><u>Phonics:</u> TE 577 Review /o/ Spelled Oo <u>Spelling:</u> TE 578 /o/ Spelled Oo</p>	<p><u>Phonics:</u> TE 589 Review /o/ Spelled Oo Teach /o/ Oo High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll! Reader 18:</u> TE 579 Go and Stop</p>	<p>Assessment: TE 590-591/594-595</p>
<p><u>Text Based Comprehension:</u> TE 580-581 MSB p.114-115 RWN p.235 Read – <i>The Lion and the Mouse</i> <u>Develop Comprehension:</u> TE 556-567</p>	<p><u>Let’s Practice It!</u> TE 592-593 MSB p.130-131 Read Aloud: “Lions”</p>
<p><u>Conventions:</u> TE 484 – Sentences RWN p.236</p>	<p><u>Conventions:</u> TE 596 – Sentences</p>
<p><u>Writing:</u> TE 583 Edit a Poem RWN p. 237-238</p> <p><u>Vocabulary:</u> TE 486 Words for Textures MSB p.128</p>	<p><u>Writing:</u> TE 597 Share a Poem RWN p.239-240</p>
<p><u>Small Group Time:</u> TE SG 941-108 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 91-108 Differentiate Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2 K.J.; CC.1.3 K.C.,K.J.,K.K.;CC.1.4 K.T., K.T.,K.V.,K.W.,K.X., CC.1.5 K.G. Arts and Humanities Standards: 9.1A; 9.4B.</p>	<p><u>PA Core Standards:</u> CC.1.1 K.C., K.D.;CC.1.2K.A.,K.B.; CC.1.3 K.B., K.C.,K.H.; CC.1.4 K.M., K.N., K.O., K.P., K.R.,K.U.,K.V.,K.W.,K.X., CC.1.5 K.G. Arts and Humanities Standards: 9.1A; 9.4B.</p>