

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

Unit 4 Week 1 Day 1	Unit 4 Week 1 Day 2	Unit 4 Week 1 Day 3
<p><u>Content Knowledge:</u> TE 16&17 Truckery Rhymes – “<u>Hey Diddle Diddle</u>” SWM 19A & 19B – “We’re Going On A Trip” Build Oral Language Amazing Words: <i>world, lonely, trip, horizon, journey, homesick</i></p>	<p><u>Content Knowledge:</u> TE 32&33 Truckery Rhymes – “<u>Hey Diddle Diddle</u>” SWM 19A & 19B – “<u>We’re Going On A Trip</u>” Build Oral Language Amazing Words: <i>world, lonely, trip, horizon, journey, homesick</i></p>	<p><u>Content Knowledge:</u> TE 50& 51 Truckery Rhymes – “<u>Hey Diddle Diddle</u>” SWM 19A & 19B – “<u>We’re Going On A Trip</u>” Build Oral Language Amazing Words: <i>world, lonely, trip, horizon, journey, homesick</i></p>
<p><u>Phonemic Awareness:</u> TE 18 & 19 Initial sounds /h/ MSB p 12&13 Guided Practice Discrimination Sounds = first sound- Discrimination Sounds = /h/ hook hill/boy/head Blend sounds - /n/ /o/ /d/</p>	<p><u>Phonemic Awareness:</u> TE 34-35 Isolate initial sound = hen, hat Guided Practice MSB p 12& 13 Review sound substitution = hip/sip & hot/hop -SWM p 19 “We’re Hiking Home”</p>	<p><u>Phonemic Awareness:</u> TE 52 & 53 Review initial /h/ Discriminate initial /h/ sounds- hand/foot Substitute Medial Sounds-hit/hat</p>
<p><u>Phonics:</u> TE 20 Introduce Hh – Alphabet card Model – write helicopter -Apply Blend Words TE 21 /h/ /a/ /t/ On, it, can, hop, hit</p>	<p><u>Phonics:</u> TE 36 -/h/ spelled Hh -Teach/Model - /h/ /a/ /t/, man, Dan, Hob, hit, fan, had, hat, pop MSB p 16 -Guided Practice and Apply TE 37 man, Dan, hob, hit, fan, had, hat, pop</p>	<p><u>Phonics:</u> TE 54 -Blend sounds /Hh/ - /h/ /i/ /m/ -Review letter names -Review –sound-spelling -Review High Frequency Words -RWN p. 247</p>
<p><u>Handwriting:</u> TE 22 RWN p 241</p>	<p><u>Handwriting:</u> TE 38 & 39 MSB p 17 RW N p 245</p>	<p><u>Student Reader:</u> TE 56-57 K.4.1 – “A Day to Play”</p>
<p><u>High Frequency Words:</u> TE 23 do, are, & that Decodable Story 19: I Have! (243 & 244)</p>	<p><u>High Frequency Words:</u> TE p 39 Decodable Reader p 19: Hob Can Hit</p>	<p><u>Text Based Comprehension:</u> TE 58-69 MSB p.26 – Read Big Book “Rooster’s Off to See the World”</p>
<p><u>Text Based Comprehension:</u> TE 26 MSB p 14 & 15 Read Aloud TE 27 “Kate Kitten Takes A Walk”</p>	<p><u>Text Based Comprehension:</u> TE42 & 43 MSB p 26 & 27</p>	<p><u>Develop Vocabulary:</u> TE 59-69</p>
<p><u>Conventions:</u> TE p 28 Naming Parts</p>	<p><u>Conventions:</u> TE p 45 Naming Parts RWN p 246</p>	<p><u>Conventions:</u> TE 70 Sentences RWN – p. 249</p>
<p><u>Writing:</u> TE p 29 <u>Listening & Speaking:</u> TE p 30 Give Directions</p>	<p><u>Writing:</u> TE p 46 Respond To Literature MSB p 28 <u>Vocabulary:</u> Sequence Words- before, after, beginning, end</p>	<p><u>Writing:</u> TE 71 Directions RWN p.250 <u>Listening and Speaking:</u> TE 72 Messages 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.; C.C.1.3 K.A.K.C. CC1.4 K.G.,K.H., K.I.,K.J.,K.L.,K.W.,K.X., CC1.5 K.E.,K.G.</p>	<p><u>PA Core Standards:</u> CC1.1 K.A.,K.B.,K.C.,K.D.,K.E.,CC1.2 K.E.,K.J.;CC1.3K.A.,K.B.,K.C.,K.D.,K.E.,K. G.,K.J. CC1.4 K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.W.,K.X.;CC 1.5 K.A.,K.G.</p>	<p><u>PA Core Standards:</u>CC1.1K.B.,K.C.,K.D.; CC1.2K.J.,K.K.;CC1.3K.A.,K.B.,K.C.,K.D. K.F, K.G.,K.T.,K.J.,K.K.; CC1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V., K.W.,K.X.; CC1.5K.E.,K.G.</p>

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

Unit 4 Week 1 Day 4	Unit 4 Week 1 Day 5
<p><u>Content Knowledge:</u> TE 76 & 77 Truckery Rhymes-“<u>Hey Diddle Diddle</u>” with me/sing chart 19A & 19B-“We’re Going on a Trip” Build oral language Amazing Words- <i>world, lonely, trip, horizon, journey, homesick</i></p>	<p><u>Content Knowledge:</u> TE 88-89 Truckery Rhymes-“<u>Hey Diddle Diddle</u>” with me/sing chart 19A& 19B- “We’re Going on a Trip” Build Oral language Amazing Words- <i>world, lonely, trip, horizon, journey, homesick</i></p>
<p><u>Phonological Awareness:</u> TE 78 Review initial & medial sounds /o/ Picture Cards</p>	<p><u>Phonological Awareness:</u> TE 90 Review /h/ Isolate initial /h/ and substitute sounds</p>
<p><u>Phonics:</u> TE 79-Review letter/o/ Alphabet card <u>Spelling:</u> Te 80 /h/ Spelled Hh h_i_m</p>	<p><u>Phonics:</u> TE 91 Review /h/ spelled Hh Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader</u> 19 TE 81 Hot!</p>	<p><u>Reread a Book:</u> TE 91 Assessment –TE 92-93</p>
<p><u>Text Based comprehension:</u> TE 82-83 MSB p. 14-15 RWN p. 251</p>	<p><u>LPI-TE 94</u> MSB p.30-31 Teacher Read Aloud “The Evening is Coming”</p>
<p><u>Develop Comprehension:</u> TE 59-69</p>	<p>Assessment- TE 96-97</p>
<p><u>Conventions:</u> TE 84 Naming Parts RWN p.252</p>	<p><u>Conventions:</u> TE 98 Naming parts</p>
<p><u>Writing:</u> TE 85 Extent the Concept <u>Vocabulary:</u> TE 86 Sequence Words MSB p.28</p>	<p><u>Writing:</u> TE 99 This week we...</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.1.2K.J.;CC.1.3K.B.K.,C.,K.H.;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.</p>	<p><u>PA Core Standards:</u>CC.1.1K.C.,K.D.;CC.1.3K.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.; CC1.5K.G</p>

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

Unit 4 Week 2 Day 1	Unit 4 Week 2 Day 2	Unit 4 Week 2 Day 3
<p><u>Content Knowledge:</u> TE 112&113 Truckery Rhymes – “Jack be Nimble” SWM 20A & 20B-”It’s My Lucky Day” Build Oral Language Amazing Words-<i>piglet, fox, lucky, filth, cook, scrubber</i></p>	<p><u>Content Knowledge:</u> TE 128&129 Truckery Rhymes – “Jack be Nimble” SWM 20A & 20B – “It’s My Lucky Day” Build Oral Language Amazing Words: <i>piglet, fox, lucky, filth, cook, scrubber</i></p>	<p><u>Content Knowledge:</u> TE 146&147 Truckery Rhymes – “Jack be Nimble” SWM 20A & 20B”It’s My Lucky Day” Build Oral Language Amazing Words: <i>piglet, fox, lucky, filth, cook, scrubber</i></p>
<p><u>Phonemic Awareness:</u> TE_114&115 Initial sounds /l/ MSB p 32&33 Guided Practice Discrimination Sounds = first sound= Discrimination Sounds = /l/ lake leak/list, moon/sock, lemon/line, ten/sun, ladder/look Initial sounds- /l/lion</p>	<p><u>Phonemic Awareness:</u> TE 130-131 Isolate initial and final /l/ sound = lamp, doll, call, fall, ball, tall, bill, hill Guided Practice MSB p 32-33 Medial sound /l/ Review substitute Phoneme = pill/dill, bill/fill Review blending sound chart 20 “Lucy Leopard Lover her Lunch”</p>	<p><u>Phonemic Awareness:</u> TE 148&149 Review initial and final /l/ Discriminate sounds-full/lap Segment - /b/ /i/ /l/ Substitute Initial and Final sounds- bill/dill, bill/bit</p>
<p><u>Phonics:</u> TE 116 Introduce LI – Alphabet card Model – write: lemon Apply Blend Words TE 117 /hl /a/ /p/ lad, cat, can, sit, in ,lot, hop, on ,lid</p>	<p><u>Phonics:</u> TE 132 /l/ spelled LI Teach/Model - /l/ /a/ /d/, lid, lot, lil, fill MSB p 36 Guided Practice and Apply TE 133 lap, Lil, lit, doll, lid</p>	<p><u>Phonics:</u> TE 150 Blend sounds /l/ - mill RWN p. 259 Review-sound spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 118 RWN p 253&254</p>	<p><u>Handwriting:</u> TE 134&135 MSB p 37-38 RWN p 257</p>	<p><u>Student Reader:</u> TE 152-153 K.4.2– “Our Musical Adventures”</p>
<p><u>High Frequency Words:</u> TE 119 are, & that Decodable Story 20:Lad and Me RWN255 &256</p>	<p><u>High Frequency Words:</u> TE p 135-136 Decodable Reader p20: Can it Fit?</p>	<p><u>Text Based Comprehension:</u> TE154 MSB p.46– Read Big Book “My Lucky Day” RWN p.260</p>
<p><u>Text Based Comprehension:</u> TE 122 MSB p 34 & 35 Read Aloud TE 123 “Lucky Duck”</p>	<p><u>Text Based Comprehension:</u> TE138- 140 MSB p 46-47</p>	<p><u>Develop Vocabulary:</u> TE 156-172</p>
<p><u>Conventions:</u> TE p 124 Action parts-I write.</p>	<p><u>Conventions:</u> TE p 141 Action Parts</p>	<p><u>Conventions:</u> TE 172 Naming Parts RWN – p. 261</p>
<p><u>Writing:</u> TE p125 <u>Listening & Speaking:</u> TE p 126 Compare and Contrast</p>	<p><u>Writing:</u> TE p 142 Respond To Literature MSB p 48 <u>Vocabulary:</u> TE 143 Words for Texture-fuzzy, bumpy, sharp, furry</p>	<p><u>Writing:</u> TE 173 Poem RWN p.262 <u>Listening and Speaking:</u> TE 174 Messages MSB p.49</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.; C.C.1.2K.C.; CC.1.4K.G.,K.H.,K.I.,K.J.,K.L.,K.M.,K.N.,K. O.,K.P.,K.R.,K.W.,K.X.;CC.1.5K.A.,K.G</p>	<p><u>PA Core Standards:</u> CC1.1K.A.,K.B.,K.C.,K.D.,K.E.;CC.1.2K.E., K.J.,CC.1.3K.A.,K.B.,K.D.,K.E.,K.G.,K.J.; CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.W.,K. X.;CC.1.5K.G</p>	<p><u>PA Core Standards:</u>CC1.1.,K.C.,K.D.; CC1.2K.J.,K.K.;CC1.3K.A.,K.B.,K.C.,K.D., K.G.,K.I.,K.J.,K.K; CC1.4.,K.V.,K.X.; CC1.5 K.A.,K.B.,K.C.,K.G</p>

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

Unit 4 Week 2 Day 4	Unit 4 Week 2 day 5
<p><u>Content Knowledge:</u> TE 178&179 Truckery Rhymes-“Jack be Nimble” with me/sing chart 20A & 20B-“It’s My Lucky Day” Build oral language Amazing Words- <i>piglet, fox, filth, cook, scrubber</i></p>	<p><u>Content Knowledge:</u> TE 190-191 Truckery Rhymes-“Jack be Nimble” with me/sing chart 20A & 20B-“It’s My Lucky Day” Build oral language Amazing Words- <i>piglet, fox, filth, cook, scrubber</i></p>
<p><u>Phonological Awareness:</u> TE 180 Review initial sounds /h/ Picture Cards</p>	<p><u>Phonological Awareness:</u> TE 192 Isolate initial & medial sounds /l/ Discriminate initial and final sounds /l/</p>
<p><u>Phonics:</u> TE 181-Review letter/h/ Alphabet card <u>Spelling:</u> TE 182 /l/ Spelled Ll l_a_p</p>	<p><u>Phonics:</u> TE 193 Review /l/ spelled /Ll/ Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader 20</u> TE 183 Are You Like Gabrielle?</p>	<p><u>Reread a Book:</u> TE 193 Assessment –TE 195</p>
<p><u>Text Based comprehension:</u> TE 184 MSB p. 34-35 RWN p. 263</p>	<p><u>LPI-TE 196</u> MSB p.50-51 Teacher Read Aloud “The Crow and the Pitcher”</p>
<p><u>Develop Comprehension:</u> TE 156-172</p>	<p>Assessment- TE 198-199</p>
<p><u>Conventions:</u> TE 186 Action Parts RWN p.246</p>	<p><u>Conventions:</u> TE 200 Proper nouns Extend Your Day- Adventure Charades 9 TE 203</p>
<p><u>Writing:</u> TE 187 Extent the Concept <u>Vocabulary:</u> TE 188 Words for Textures MSB p.48</p>	<p><u>Writing:</u> TE 201 This week we... Daily Handwriting</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.1.1K.B.,K.C.,K.D.;CC.1.2K.J.,K.K;CC.1.3K.B.,K.C.,K.I.,K.J.;;CC.1.4 K.M.,K.N.,K.O.,K.R.,K.T.,K.V.,K.V,K.W.,K.X.;CC.1.5 K.G.</p>	<p><u>PA Core Standards:</u>CC.1.1K.C.,K.D.;CC.1.3 K.A.,K.B.,K.C.,K.E.;CC.1.4 K.M.,K.N.,K.O.,K.R.,K.W.,K.X.;CC1.5K.G</p>

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

Unit 4 Week 3 Day 1	Unit 4 Week 3 Day 2	Unit 4 Week 3 Day 3
<p><u>Content Knowledge:</u> TE 214&215 Truckery Rhymes – “Three Loud trucks” SWM 21A&21B-”The New Woodland Nest” Build Oral Language Amazing Words-<i>woodland, nest, vale, hollow, comfortable, shadows</i></p>	<p><u>Content Knowledge:</u> TE 230&231 Truckery Rhymes – “Three Loud Trucks” SWM 21A & 21B – “The New Woodland Nest” Build Oral Language Amazing Words-<i>woodland, nest, vale, hollow, comfortable, shadows</i></p>	<p><u>Content Knowledge:</u> TE 248-249 Truckery Rhymes – “Three Loud Trucks” SWM 21A & 21B”The new Woodland Nest” Build Oral Language Amazing Words-<i>woodland, nest, vale, hollow, comfortable, shadows</i></p>
<p><u>Phonemic Awareness:</u> TE 216-217 Consonant blends with /l/ MSB p 52&53 Guided Practice Discrimination blends with /l/=flip, slam, clip, flag, clap Blend=/fl/ /a/ /p/</p>	<p><u>Phonemic Awareness:</u> TE 232-233 Isolate consonant blends with r, t, p brick, crab, dress, frog Guided Practice MSB p 52-53 Review consonant blends with l chart 21 “Sliding Down the Slippery Slope”</p>	<p><u>Phonemic Awareness:</u> TE 250-251 Review initial blends and final blends Discriminate sounds-hand Segment - /n/ /e/ /s/ /t/ Bland words-/bl/ /e/ /nd/, blast, brisk, craft, draft, frost, grind, stand</p>
<p><u>Phonics:</u> TE 218 Consonant blend w/ l Alphabet Card Model – write: sliding Apply Blend Words TE 117 /hl /a/ /p/ lad, cat, can, sit, in ,lot, hop, on ,lid</p>	<p><u>Phonics:</u> TE 234 Consonant blends r, t, p Teach/Model - stamp /s/ /t/ /st/, crayon /k/ /x/ /kr/ MSB p 56 Guided Practice and Apply TE 235 crab, drop, trap, grab, stop, spot, plot, slip</p>	<p><u>Phonics:</u> TE 252 Review initial blend-/kr/ /a/ /b/ RWN p.271 Blend- /l/ /i/ /f/ /t/ Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 118 RWN p 253&254</p>	<p><u>Handwriting:</u> TE 236&237 MSB p 57 RWN p 269</p>	<p><u>Student Reader:</u> TE 254-255 K.4.3– “A Home for Flap”</p>
<p><u>High Frequency Words:</u> TE 221 one, two, three, four, five Decodable Story 21: My Words RWN255 &256</p>	<p><u>High Frequency Words:</u> TE p 238 Decodable Reader p21: One to Five</p>	<p><u>Text Based Comprehension:</u> TE256 MSB p.66– Read Big Book “One Little Mouse” RWN 272</p>
<p><u>Text Based Comprehension:</u> TE 224 MSB p 54 & 55 Read Aloud TE 225 “Swimming Sally”</p>	<p><u>Text Based Comprehension:</u> TE240-241 MSB p 66-67</p>	<p><u>Develop Vocabulary:</u> TE 257-271</p>
<p><u>Conventions:</u> TE p 226 Complete Sentences The dog runs.</p>	<p><u>Conventions:</u> TE p 243 Complete Sentences RWN p.270</p>	<p><u>Conventions:</u> TE 272 Action Parts RWN – p. 273</p>
<p><u>Writing:</u> TE p227 <u>Listening & Speaking:</u> TE p 228 Listen for Sequence</p>	<p><u>Writing:</u> TE p 244 Respond To Literature MSB p 68 <u>Vocabulary:</u> TE 143 Words for Shape- heart, star, oval, diamond</p>	<p><u>Writing:</u> TE 273 Description RWN p.274 <u>Listening and Speaking:</u> TE 274 Messages MSB p.69</p>
<p><u>Small Group Time:</u> TE SG 37-60 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 37-60 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 37-60 Differentiate Vocabulary</p>
<p><u>PA Core Standards:</u> CC.1.1 K.C.,K.D.,K.E.;C.C.1.3K.A.,K.C.;CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K.W.,K.X.;CC.1.5K.A.,K.E.,K.G.</p>	<p><u>PA Core Standards:</u> CC.1.1K.B.,K.C.,K.D.,K.E.;CC.1.2K.J.;CC.1.3K.A.,K.B.,K.F.,K.G.,K.J.;CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K.X.;CC.1.5K.G</p>	<p><u>PA Core Standards:</u> CCI.1.K.B.,K.C.,K.D.; CC1.2.K.I.,K.J.;CC1.3K.A.,K.B.,K.C.,K.J.,K.K.; CC1.4.,K.V.K.W.,K.X.; CC1.5 K.A.,K.E,K.G</p>

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

Unit 4 Week 3 Day 4	Unit 4 Week 3 day 5
<p><u>Content Knowledge:</u> TE 278-279 Truckery Rhymes-“<u>Three Loud Trucks</u>” with me/sing chart 21A & 21B-“The Woodland Nest” Build oral language Amazing Words- <i>woodland, nest, vale, hollow, comfortable, shadows</i></p>	<p><u>Content Knowledge:</u> TE 290-291 Truckery Rhymes-“<u>Three Loud Trucks</u>” with me/sing chart 21A & 21B-“The Woodland Nest” Build oral language Amazing Words- <i>woodland, nest, vale, hollow, comfortable, shadows</i></p>
<p><u>Phonological Awareness:</u> TE 280 Review initial and final sounds /l/ Picture Cards</p>	<p><u>Phonological Awareness:</u> TE 292 Review consonant blends-Isolate blends Discriminate initial and final sounds</p>
<p><u>Phonics:</u> TE 281-Review letter/l/ Alphabet card <u>Spelling:</u> TE 282 /l/ f_l_a_p</p>	<p><u>Phonics:</u> TE 293 Review consonant blends Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader 21</u> TE 283 Jack Is It!</p>	<p><u>Reread a Book:</u> TE 294 Assessment –TE 295</p>
<p><u>Text Based comprehension:</u> TE 284 MSB p. 54-55 RWN p. 275</p>	<p><u>LPI-</u>TE 296 MSB p.70-71 Teacher Read Aloud “Make a Kazoo”</p>
<p><u>Develop Comprehension:</u> TE 257-271</p>	<p>Assessment- TE 298-299</p>
<p><u>Conventions:</u> TE 286 Complete Sentences RWN p.276</p>	<p><u>Conventions:</u> TE 300 Review complete sentences Extend Your Day- Adventure Charades 9 TE 203</p>
<p><u>Writing:</u> TE 287 Extent the Concept <u>Vocabulary:</u> TE 288 Words for shapes MSB p.68</p>	<p><u>Writing:</u> TE 301 This week we... Daily Handwriting</p>
<p><u>Small Group Time:</u> TE SG- 37-60 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 37-60 Differentiate Close Reading</p>
<p><u>PA Core</u> <u>Standards:</u>CC.1.1K.C,K.D.;CC.1.2K.J.,K.K;CC.1.3K.B.,K.C.,K.I.,K.J.,K.K;CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.T.,K.V.,K.W.,K.X.;CC.1.5K.G</p>	<p><u>PA Core</u> <u>Standards:</u>CC.1.1K.C.,K.D.;CC.1.2K.A.,K.B.;CC.1.3K.B.,K.C. CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K.W.,K.X;CC.1.5K.G</p>

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

Unit 4 Week 4 Day 1	Unit 4 Week 4 Day 2	Unit 4 Week 4 Day 3
<p><u>Content Knowledge:</u> TE 314-315 Truckery Rhymes – “Gabby had a Little Bear” SWM 22A&22B-”In a Small Cottage” Build Oral Language Amazing Words-bear, porridge, cottage, big, middle-sized, small</p>	<p><u>Content Knowledge:</u> TE 330-331 Truckery Rhymes –Gabby Had a Little Bear” SWM 22A & 22B – “In a Small Cottage” Build Oral Language Amazing Words-bear, porridge, cottage, big, middle-sized, small</p>	<p><u>Content Knowledge:</u> TE 348-349 Truckery Rhymes –“Gabby Had a Little Bear” SWM 22A & 22B”In a Small Cottage” Build Oral Language Amazing Words-bear, porridge, cottage, big, middle-sized, small</p>
<p><u>Phonemic Awareness:</u> TE 316-317 Initial sound /g/ MSB p 72-73 Guided Practice Discriminate sounds with /g/= guess/boy, gate/window, flag/gallop, guppy/moon Consonant blend=/gl/ /o/ /v/, glass, grab, grin, crab, clock, black, snap</p>	<p><u>Phonemic Awareness:</u> TE 332-333 Initial and final sound /g/ Guided Practice MSB p 72-73 Isolate initial /g/ goat, goose, gum Isolate final /g/ bag, egg, jug, wig Review substitution sound: dig, big, fig, rig, wig & final sound: gas, gap, gob, got, pin, wig</p>	<p><u>Phonemic Awareness:</u>TE_350-351 Review initial and final sounds /g/ Discriminate initial sounds-dog, bag, flag, mug Discriminate final sounds- bag, bit, sag, dog, doll, bug, mud, crab, rug, goat, tag Segment - /b/ /i/ /g/ Substitute phonemes-big=bit dad=mad, peg=pen, gap=gas, dog=log</p>
<p><u>Phonics:</u> TE 318 Teach /g/- Alphabet Card-Goose Model – write: Gertie Guided practice – Phonics Songs & Rhymes Chart 22 “Tag, Tag, Tag, You’re It!” Apply Blend Words TE 319 /g /o/ /t/ gab, gas, gap, gob, glad</p>	<p><u>Phonics:</u> TE 324 Teach/Model-/g/ got, gas, gap, gab, dab MSB p 76 Guided Practice and Apply TE 335 got, glad, gas, gob</p>	<p><u>Phonics:</u> TE 352 Blend sounds /g/ dig Review letter name sounds- Bb, Dd, Ff, Hh, Ii, Ll, Nn, Rr RWN 283 Blend- /d/ /i/ /g/ Review sound spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 321 RWN p 277-278</p>	<p><u>Handwriting:</u> TE 336-337 MSB p 77-78 RWN 281</p>	<p><u>Student Reader:</u> TE 354-355 K.4.4– “Five Bus Stops”</p>
<p><u>High Frequency Words:</u> TE 321 one, two, three, four, five Decodable Story 22: How Many RWN 279-280</p>	<p><u>High Frequency Words:</u> TE 338 Decodable Reader p22:Gil Got One</p>	<p><u>Text Based Comprehension:</u> TE356 MSB 86– Read Big Book “Goldilocks and the Three Little Bears” RWN 284</p>
<p><u>Text Based Comprehension:</u> TE 324 MSB p 74-75 Read Aloud TE 325 “Sara’s Adventure”</p>	<p><u>Text Based Comprehension:</u> TE 340-341 MSB 86-87</p>	<p><u>Develop Vocabulary:</u> TE 357-373</p>
<p><u>Conventions:</u> TE p 326 Telling Sentences-My dog is black.</p>	<p><u>Conventions:</u> TE 343 Telling Sentences RWN 282</p>	<p><u>Conventions:</u> TE 374 Complete Sentences RWN – p. 285</p>
<p><u>Writing:</u> TE 327 <u>Listening & Speaking:</u> 328 Discuss author/illustrator</p>	<p><u>Writing:</u> TE 344 Respond To Literature MSB p 88 <u>Vocabulary:</u> TE 345 Compound words</p>	<p><u>Writing:</u> TE 375 List RWN 286 <u>Listening and Speaking:</u> TE 376 Messages MSB p.89</p>
<p><u>Small Group Time:</u> TE SG 61-72 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 61-72 Differentiate Phonics</p>	<p><u>Small Group Time:</u> TE SG 61-72 Differentiate Vocabulary</p>
<p><u>PA Core Standards:</u>CC.1.1 K.B.,K.C.,K.D.,K.E.;CC.1.3K.C.,K.D.;CC.1.4 K.M.,K.N.,K.O.,K.P.,K.R.,K.V.,K.X.;CC.1.5 K.A.,K.G.</p>	<p><u>PA Core Standards:</u> CC.1.1K.B.,K.C.,K.D.,K.E.;CC.1.2K.E.,K.J.;C C.1.3K.A.,K.B.,K.C.,K.D.,K.E.,K.G.,K.J.;CC.1 .4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.W.,K.X.;C C.1.5K.G</p>	<p><u>PA Core</u> <u>Standards:</u>CC.1.1.K.C.,K.D.;CC.1.2K.J.;CC. 1.3K.A.,K.B.,K.C.,K.D.,K.G.,K.J.,K.K.;CC. 1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K.X. ; CC.1.5K.A.,K.G</p>

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

Unit 4 Week 4 Day 4	Unit 4 Week 4 day 5
<p><u>Content Knowledge:</u> TE 380-381 Truckery Rhymes-“<u>Gabby Had a Little Bear</u>” with me/sing chart 22A & 22B-“In a Small Cottage” Build oral language Amazing Words- <i>bear, porridge, cottage, big, middle-sized, small</i></p>	<p><u>Content Knowledge:</u> TE 392-393 Truckery Rhymes-“ <u>Gabby Had a Little Bear</u>” with me/sing chart 22A & 22B-“ In a Small Cottage” Build oral language Amazing Words- <i>bear, porridge, cottage, big, middle-sized, small</i></p>
<p><u>Phonemic Awareness:</u> TE 382 Review consonant blends /fl/ Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 394-isolate initial and final /g/ Discriminate sounds</p>
<p><u>Phonics:</u> TE 383-Review consonant blends /bl/ Alphabet card <u>Spelling:</u> TE 384 /g/ g_l_a_d</p>	<p><u>Phonics:</u> TE 395 Review initial /g/ Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader 22</u>TE 2385 Can Big Rig Pass?</p>	<p><u>Reread a Book:</u> TE 396 Assessment –TE 397</p>
<p><u>Text Based comprehension:</u> TE 386 MSB p. 74-75 RWN p. 287</p>	<p><u>LPI-TE 398</u> MSB p.90-91 Teacher Read Aloud “How the Fly Saved the River”</p>
<p><u>Develop Comprehension:</u> TE 357-373</p>	<p>Assessment- TE 400-401</p>
<p><u>Conventions:</u> TE 388 Telling Sentences RWN 288</p>	<p><u>Conventions:</u> TE 402 Review telling sentences</p>
<p><u>Writing:</u> TE 389 Extent the Concept <u>Vocabulary:</u> TE 390 Compound words MSB p.88</p>	<p><u>Writing:</u> TE 403 This week we... Daily Handwriting</p>
<p><u>Small Group Time:</u> TE SG-61-72 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 61-72 Differentiate Close Reading</p>
<p><u>PA Core Standards:</u>CC.1.1K.D; CC.1.2K.J;CC.1.3K.C.,K.J.,K.K;CC.1.4 K.M.,K.N.,K.O.,K.P.,K.R.,K.T.,K.W.,K.X.; CC.1.5K.G</p>	<p><u>PA Core Standards</u> CC.1.1K.C.,K.D.;CC.1.3K.A.,K.B.,K.C.,K.E.;CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.W.,K.X.;CC.1.5 K.G</p>

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

Unit 4 Week 5 Day 1	Unit 4 Week 5 Day 2	Unit 4 Week 5 Day 3
<p><u>Content Knowledge:</u> TE 314-315 Truckery Rhymes – “<u>Little Dan Dumper</u>” SWM 23A&23B-”It’s a Continent” Build Oral Language Amazing Words-<i>Antarctica, continent, icebergs, penguins, seals, whales</i></p>	<p><u>Content Knowledge:</u> TE 432-433 Truckery Rhymes –“<u>Little Dan Dumper</u>” SWM 23A & 23B –_“It’s a Continent” Build Oral Language Amazing Words- <i>Antarctica, continent, icebergs, penguins, seals, whales</i></p>	<p><u>Content Knowledge:</u> TE 450-451 Truckery Rhymes–“<u>Little Dan Dumper</u>” SWM 23A & 23B“<u>It’s a Continent</u>” Build Oral Language Amazing Words-- <i>Antarctica, continent, icebergs, penguins, seals, whales</i></p>
<p><u>Phonemic Awareness:</u> TE 418-419 Initial sound /e/ MSB 92-93 Guided Practice Discriminate sounds with /e/= igloo/egg, engine/lemon, otter/echo, pat/edge, elf/ant Blend/e/ /l/ /f/, egg, elk, Ed, Ella</p>	<p><u>Phonemic Awareness:</u> TE 434-435 Initial and MEDIAL sound /e/ Guided Practice MSB p 92-93 Isolate initial /e/ elephant Isolate medial /e/ jet, ten, pet, Ben, wet, Ted, den, shed, set Review blending onsets and rimes: /p/ en, ten, men, hen, Ben, Len, beg, leg, peg, Meg</p>	<p><u>Phonemic Awareness:</u> TE 452-453 Review initial and medial sounds /e Initial=egg, Ed, elf Medial= hen, web/ Discriminate medial sounds-pen/pal, tin/ten, lad/les, man/men, bed/bid, pet/pat, log/leg Segment onset rimes-/p/ /en/, den, Ken, beg, leg, peg, bet, get, jet, net, set Substitute final sounds-/b/ /e/ /d/, /b/ /e/ /l/, leg, less, pet, pen, set, sell</p>
<p><u>Phonics:</u> TE 420 Teach /e/- Alphabet Card Model – write: escalator Guided practice – Phonics Songs & Rhymes Chart 23 “<u>The Red Sleds!</u>” Apply Blend Words TE 421 /p /e/ /t/ Met, set, bet, net, let, get</p>	<p><u>Phonics:</u> TE 436 Teach/Model-/e/ hen, red, Ben, fed, set MSB p 96 Guided Practice and Apply TE 437 Get, red, Ben, can, pen, ran, hid, Ken</p>	<p><u>Phonics:</u> TE 454 Review sounds /e/ get Review letter name sounds- Ee RWN 295 Blend- /g/ /e/ /t/ Review sound spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 422 RWN p 289-290</p>	<p><u>Handwriting:</u> TE 438-439 MSB p 97/ RWN 293</p>	<p><u>Student Reader:</u> TE 456-457 K.4.5– “<u>The Red Sleds</u>”</p>
<p><u>High Frequency Words:</u> TE 423 here, go, from Decodable Story 23: Ten, Ten, Ten! RWN 291-292</p>	<p><u>High Frequency Words:</u> TE 440 Decodable Reader p23:Red Hen</p>	<p><u>Text Based Comprehension:</u> TE458 MSB 106– Read Big Book- “If you Could Go to Antarctica” RWN 296</p>
<p><u>Text Based Comprehension:</u> TE 426 MSB p 94-95 Read Aloud TE 427 “Up the Mountainside”</p>	<p><u>Text Based Comprehension:</u> TE 442-443 MSB 106-107</p>	<p><u>Develop Vocabulary:</u> TE 459-469</p>
<p><u>Conventions:</u> TE 428 Capital letter & period i sit in my seat</p>	<p><u>Conventions:</u> TE 445 Capital letter/period RWN 294</p>	<p><u>Conventions:</u> TE 470 Telling Sentences RWN – p. 297</p>
<p><u>Writing:</u> TE 429 <u>Listening & Speaking:</u>TE 430 Listen for sequence</p>	<p><u>Writing:</u> TE 446 Respond To Literature MSB p 108 <u>Vocabulary:</u> TE 447 Direction words</p>	<p><u>Writing:</u> TE 471 Informal Letter RWN 298 <u>Listening and Speaking:</u> TE 472 Listen for Story Elements: Character Messages MSB 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>PA Core Standards:CC.1.1 K.B.,K.C.,K.D.,K.E;CC.1.3K.C.;CC.1.4K.A., K.B.,K.C.,K.D.,K.E.,K.F.,K.W.,K.X.;CC.1.5K. E</p>	<p>PA Core Standards: CC.1.1K.B.,K.C.,K.D.,K.E.;CC.1.2KK.A.,K.B ,K.G.,K.J.,K.L.;CC.1.3K.D.,K.J.;CC.1.4K.G., K.H.,K.I.,K.J.,K.L.,K.W.,K.X.; CC.1.5 K.D.</p>	<p>PA Core <u>Standards:</u>CC.1.1K.B.,K.C.,K.D.;CC.1.2K.A.,K.B., K.F.,K.G.,K.I.,K.J.,K.K.;CC.1.3K.C.,K.D.,K.H.,K. I.,K.J.,K.K.;CC.1.4K.G.,K.H.,K.I.,K.J.,K.I.,K.M., K.N.,K.O.,K.P.,K.V.,K.X.;CC.1.5K.A.,K.B.,K.C., K.G</p>

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

Unit 4 Week 5 Day 4	Unit 4 Week 5 day 5
<p><u>Content Knowledge:</u> TE 476-477 Truckery Rhymes-“<u>Little Dan Dumper</u>” with me/sing chart 23A & 23B-“It’s a Continent” Build oral language Amazing Words-<i>Antarctica, continent, icebergs, penguins, seals, whales</i></p>	<p><u>Content Knowledge:</u> TE 392-393 Truckery Rhymes-“<u>Little Dan Dumper</u>” with me/sing chart 23A & 23B-“ In a Small Cottage” Build oral language Amazing Words- <i>Antarctica, continent, icebergs, penguins, seals, whales</i></p>
<p><u>Phonemic Awareness:</u> TE 478 Review initial and final /g/ Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 490-Review /e/ Discriminate medial sounds</p>
<p><u>Phonics:</u> TE 479-Review /g/ spelled Gg Alphabet Card <u>Spelling</u>-TE 480 /e/ l_e_g</p>	<p><u>Phonics:</u> TE 491 Review initial /e/ Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader</u> 23TE 481 The Best Smell</p>	<p><u>Reread a Book:</u> TE 491 Assessment –TE 493</p>
<p><u>Text Based comprehension:</u> TE 482 MSB 94-95 RWN 299</p>	<p><u>LPI</u>-TE 494 MSB 110-11 Teacher Read Aloud “One, Two, Buckle My Shoe”</p>
<p><u>Develop Comprehension:</u> TE 459-469</p>	<p>Assessment- TE 496-497</p>
<p><u>Conventions:</u> TE 484 Capital letter/period RWN 300</p>	<p><u>Conventions:</u> TE 498 Capital letter/period</p>
<p><u>Writing:</u> TE 485 Extent the Concept <u>Vocabulary:</u> TE 486 Direction words MSB 108</p>	<p><u>Writing:</u> TE 499 This week we... Daily Handwriting</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.1.1K.D; CC.1.2K.A.,K.H.,K.J.,K.L.;CC.1.3K.J.,K.K.;CC.1.4K.G.,K.H.,K.I.,K.J.,K.L.,K.V.,K.W.,K.X.;CC.1.5K.D</p>	<p><u>PA Core Standards</u> CC.1.1K.C.,K.D.;CC.1.2K.I; CC.1.3K.B.,K.C.,K.E.; CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K.W.,K.X.;CC.1.5 K.A</p>

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

Unit 4 Week 6 Day 1	Unit 4 Week 6 Day 2	Unit 4 Week 6 Day 3
<p><u>Content Knowledge:</u> TE 512-512 Truckery Rhymes –“Peter, Peter, Payload Eater” SWM 24A&24B-”To the City We Will Go” Build Oral Language Amazing Words-<i>Abuela, adventure, flock, city, airport, harbor</i></p>	<p><u>Content Knowledge:</u> TE 528-529 Truckery Rhymes –“Peter, Peter, Payload Eater” SWM 24A & 24B – “To the City We Will Go” Build Oral Language Amazing Words- <i>Abuela, adventure, flock, city, airport, harbor</i></p>	<p><u>Content Knowledge:</u> TE 546-547 Truckery Rhymes–“Peter, Peter, Payload Eater” SWM 24A & 24B “To the City We Will Go” Build Oral Language Amazing Words-- <i>Abuela, adventure, flock, city, airport, harbor</i></p>
<p><u>Phonemic Awareness:</u> TE 514-515 Reteach Initial sound /e/ MSB 112-113 Discriminate sounds Blend</p>	<p><u>Phonemic Awareness:</u> TE 530-531 Review medial sound /e/=hen jet Isolate final sounds /l/ /g/=pail bag Guided Practice MSB 112-113 Blending onset and rime- /t/ /ed/</p>	<p><u>Phonemic Awareness:</u> TE 548-549 initial and medial /e/ ELF PEG Discriminate sounds-identify and count syllables Bland onset and rime-/t/ -ell Substitute initial sound- /f/ /e/ /l/- /t/ /e/ /l/</p>
<p><u>Phonics:</u> TE 516 Teach Ee- Alphabet Card Model – write: escalator Guided practice – Phonics Songs & Rhymes Chart 24 “Get Set, Ten Pets!” Apply Blend Words TE 521 /m /e/ /g/ Ted, pet, big, met, in, tent, can, nest</p>	<p><u>Phonics:</u> TE 532 /e/ spelled Ee Teach/Model/h/ /e/ /n/ MSB 116 Guided Practice and Apply TE 533 Peg, met, Ned, pet, hen, pen get, fed, let</p>	<p><u>Phonics:</u> TE 550 Blend sounds /e/ -/p/ /e/ /g/ RWN 311 Review sound spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 518 RWN 301-302</p>	<p><u>Handwriting:</u> TE534</p>	<p><u>Student Reader:</u> TE 552-553 K.4.6– “We Get Set”</p>
<p><u>High Frequency Words:</u> TE 519 here, go Decodable Story 24 Ted and the Pet RWN 303-304</p>	<p><u>High Frequency Words:</u> TE 535-537 Decodable Reader p24:A Pet Hen MSB 117 RWN 307</p>	<p><u>Text Based Comprehension:</u> TE 554 MSB 126– Read Big Book- “Abuela” RWN 312</p>
<p><u>Text Based Comprehension:</u> TE 522 MSB p 114-115 Read Aloud TE 523 “A Trip to the Country”</p>	<p><u>Text Based Comprehension:</u> TE 538-539 MSB 126-127 Read Abuela for understanding and retell</p>	<p><u>Develop Vocabulary:</u> TE 555-573</p>
<p><u>Conventions:</u> TE Pronouns : I /me</p>	<p><u>Conventions:</u> TE 441 Pronouns : I /me RWN 308</p>	<p><u>Conventions:</u> TE 574 Capital letter/peroids RWN – p. 313</p>
<p><u>Writing:</u> TE 525 <u>Listening & Speaking:</u> TE 530 Listen to poem RWN 305-306</p>	<p><u>Writing:</u> TE 542 Plan a list MSB p 128 <u>Vocabulary:</u> TE 543 Time words (month, day, year)</p>	<p><u>Writing:</u> TE 575 Writing process-Draft a list RWN 314 <u>Listening and Speaking:</u> TE 576 Listen to poems Messages MSB 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.1.2K.J.;CC.1.3K.C.,K.E.,K.J.;CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K.W.,K.X.;CC.1.5K.A.,K.E.,K.G</p>	<p>PA Core Standards: CC.1.1K.B, K.C., K.D., K.E.; CC.1.2K.J.; CC.1.3K.A.,K.B.,K.C.,K.E.,K.G.,K.J.;CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K.W.,K.X.; CC.1.5K.G</p>	<p>PA Core Standards: CC1.1K.B.,K.C.,K.D.;CC.1.2K.J.,K.K.; CC.1.3K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.G.,K.I.,K.K.; CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.U.,K.V.,K.X.; CC.1.5K.B.,K.C.</p>

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

Unit 4 Week 6 Day 4	Unit 4 Week 6 day 5
<p><u>Content Knowledge:</u> TE 580-581 Truckery Rhymes-“ <u>Peter, Peter, Payload Eater</u>” with me/sing chart 23A & 23B-”To the City We Will Go” Build oral language Amazing Words- <i>Abuela, adventure, flock, city, airport, harbor</i></p>	<p><u>Content Knowledge:</u> TE 592-593 Truckery Rhymes-“ <u>Peter, Peter, Payload Eater</u>” with me/sing chart 23A & 23B-”To the City We Will Go” Build oral language Amazing Words- <i>Abuela, adventure, flock, city, airport, harbor</i></p>
<p><u>Phonemic Awareness:</u> TE 582 Review initial and final /g/ Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 594 Discriminate medial sounds Isolate initial and medial sounds /e/</p>
<p><u>Phonics:</u> TE 583-Review /g/ Alphabet Card <u>Spelling-</u>TE 584 /e/</p>	<p><u>Phonics:</u> TE 595 Review /e/ Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader</u> 24TE 583 A Bid Red Sled</p>	<p><u>Reread a Book:</u> TE 595 Assessment –TE 596-597</p>
<p><u>Text Based comprehension:</u> TE 586 MSB 114-115 RWN 315</p>	<p><u>LPI-</u>TE 598 MSB 130-131 Teacher Read Aloud “The Statue of Liberty”</p>
<p><u>Develop Comprehension:</u> TE 555-573</p>	<p>Assessment- TE 600-601</p>
<p><u>Conventions:</u> TE 588 Pronouns: I me RWN 316</p>	<p><u>Conventions:</u> TE 602 Pronoun; I me</p>
<p><u>Writing:</u> TE 589 <u>Vocabulary:</u> TE 590 Time words MSB 128 RWN 317-318</p>	<p><u>Writing:</u> TE 603 Writing Process: Edit and share a list RWN 319-320</p>
<p><u>Small Group Time:</u> TE SG-91-108 Differentiate Language</p>	<p><u>Small Group Time:</u> TE 91-108 Differentiate Close Reading</p>
<p><u>PA Core Standards:</u>CC.1.1K.C.,K.D.; CC.1.2K.J.; CC.1.3K.C.,K.E.,K.J.,K.K.; CC.1.4K.T.,K.U.,K.V.,K.X.; CC.1.5K.G.</p>	<p><u>PA Core Standards</u> CC.1.1K.B.,K.C.,K.D.; CC.1.2K.A.,K.B.,K.J.; CC.1.3K.C.,K.J.; CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.T.,K.U.,K.V.,K.X.; CC.1.5 K.A.K.G.</p>