

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

Unit 6 Week 1 Day 1	Unit 6 Week 1 Day 2	Unit 6 Week 1 Day 3
<p><u>Content Knowledge:</u> TE 16-17 Truckery Rhymes – <u>“This is the Way”</u> SWM 31A&amp;31B-”This is the Way We Build our School” Build Oral Language Amazing Words-<i>groundbreaking, trenches, foundation, welding, waterproof, gleaming</i></p>	<p><u>Content Knowledge:</u> TE 32-33 Truckery Rhymes –<u>“ This is the Way”</u> SWM 31A &amp; 31B –_“This is the Way We Build our School” Build Oral Language Amazing Words- <i>groundbreaking, trenches, foundation, welding, waterproof, gleaming</i></p>	<p><u>Content Knowledge:</u> TE 16-17 Truckery Rhymes-<u>“ This is the Way”</u> SWM 31A &amp; 31B“This is the Way We Build our School” Build Oral Language Amazing Words-- <i>groundbreaking, trenches, foundation, welding, waterproof, gleaming</i></p>
<p><u>Phonemic Awareness:</u> TE 18-19 Initial sound /a/ /i/ MSB 12-13 Guided Practice Discriminate sounds Sounds for consonants and blends</p>	<p><u>Phonemic Awareness:</u> TE 34-35 Medial sound=/a/ &amp;/i/ (cap/pig) Guided Practice Review initial consonant sounds Substitution=hip/sip, hot/hop Phonics Song and Rhymes chart 31 <u>“Here Comes King Vip’s Big Ship”</u></p>	<p><u>Phonemic Awareness:</u> TE 52-53 Review initial /a/ &amp; /i/ Isolate medial /a/ &amp;/i/ Discriminate sounds Substitute long and short vowel sounds Identify initial and final sounds-hit/hat</p>
<p><u>Phonics:</u> TE 20 Teach /a/ &amp; /i/ Model-write: Tim hit the bag with a bat. Guided practice Phonics Songs &amp; Rhymes Chart 31 <u>“Here Comes King Vip’s Big Ship”</u> Apply Blend Words TE 21 /h /a/ /d/ bag, big, kite, kit, rag ,zip, trip, Vin, bit, bite, lit, lite, cake, mat, mate, like, trap</p>	<p><u>Phonics:</u> TE 36 /a/ &amp; /i/ spelled Aa, Ii Teach/Model-/p/ /i/ /g/, cap MSB p 16 Guided Practice and Apply TE 37 if, will, tap, pass, fit, gap, nap</p>	<p><u>Phonics:</u> TE 54 Blend sounds /a/ &amp; /e/ Review letter names and sounds Blends long and short vowels Review sound-spelling review High Frequency Words RWN 407</p>
<p><u>Handwriting:</u> TE 22 RWN p 401-402</p>	<p><u>Handwriting:</u> TE 38-39 RWN 405</p>	<p><u>Student Reader:</u> TE 56-57 K.6.1– “Max and Jane”</p>
<p><u>High Frequency Words:</u> TE 23 <b>here, do, little, with, what</b> Decodable Story31: <b>Vin and the Bag</b> RWN 403-404</p>	<p><u>High Frequency Words:</u> TE 39 MSB p. 17-25 RWN 405 Decodable Reader p31:<b>If Kip Can</b></p>	<p><u>Text Based Comprehension:</u> TE58-69 MSB 26– Read Big Book- “Building with Dad” RWN 408</p>
<p><u>Text Based Comprehension:</u> TE 26 MSB p 14-15 Read Aloud TE 26 “A House for Freckles”</p>	<p><u>Text Based Comprehension:</u> TE 42-43 MSB 26-27</p>	<p><u>Develop Vocabulary:</u> TE 59-73</p>
<p><u>Conventions:</u> TE 28 Pronouns; I me</p>	<p><u>Conventions:</u> TE 45 Pronouns: I me RWN 406</p>	<p><u>Conventions:</u> TE 74 Verbs RWN – p. 409</p>
<p><u>Writing:</u> TE 29 Wonderful, Marvelous, Me! <u>Listening &amp; Speaking:</u>TE 30 Recite Language</p>	<p><u>Writing:</u> TE 46 Respond To Literature MSB p 28 <u>Vocabulary:</u> Compound Words play + ground= playground book + shelf=bookshelf class + room=classroom</p>	<p><u>Writing:</u> TE 75 List RWN 410 <u>Listening and Speaking:</u> TE 76 Listen for Story Elements: Character Messages MSB 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><b>CC.1.1</b> K.B.,K.C.,K.D.,K.E.;<b>CC.1.2</b>K.B.,K.C.;<b>CC.1.4</b> K.G.,K.H.,K.I.,K.J.,K.L.,K.W.,K.X.;<b>CC.1.5</b>K. E.,K.G. E</p>	<p><u>PA Core Standards:</u> <b>CC.1.1</b>K.A.,K.B.,K.C.,K.D.,K.E.;<b>CC.1.2</b>K.A., K.C.,K.E.,K.G.,K.I.,K.J.,K.L.;<b>CC.1.3</b>K.D.,K.J., K.K.;<b>CC.1.4</b>K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K. W.,K.X.;<b>CC.1.5</b>K.G.</p>	<p><u>PA Core Standards:</u><b>CC.1.1</b>K.B.,K.C.,K.D.,K.E.;<b>CC.1.2</b>K.B., K.C.,K.F.,K.G.,K.J.,K.L.;<b>CC.1.3</b>K.D.,K.H.,K.J.,K. K.;<b>CC.1.4</b>K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K. W.,K.X.;<b>CC.1.5</b>K.E.,K.G.</p>

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<b>Unit 6 Week 1 Day 4</b>	<b>Unit 6 Week 1 Day 5</b>
<p><u>Content Knowledge:</u> TE 80-81 Truckery Rhymes-“<u>This is the Way</u>” with me/sing chart 31A &amp; 31B-” This is the Way We Build our School” Build oral language Amazing Words- <i>groundbreaking, trenches, foundation, welding, waterproof, gleaming</i></p>	<p><u>Content Knowledge:</u> TE 92-93 Truckery Rhymes-“<u>This is the Way</u>” with me/sing Chart31&amp; 31B-” This is the Way We Build our School” Build oral language Amazing Words- <i>groundbreaking, trenches, foundation, welding, waterproof, gleaming</i></p>
<p><u>Phonemic Awareness:</u> TE 82 Review initial and medial sounds /y/ &amp; /kw/ Picture cards</p>	<p><u>Phonemic Awareness:</u> TE 94 Review /a/ &amp; /e/ Isolate medial /i/ Discriminate medial sounds</p>
<p><u>Phonics:</u> TE 83-/y/ &amp; /kw/ Alphabet Card <u>Spelling-</u>TE 84 /a/ &amp; /i/ s_a_t</p>	<p><u>Phonics:</u> TE 95 Review /a/ &amp; /i/ Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader</u> 31TE 85 <b>A Nap</b></p>	<p><u>Reread a Book:</u> TE 95 <b>Assessment –TE 96-97</b></p>
<p><u>Text Based comprehension:</u> TE 86 MSB 14-15 RWN 411</p>	<p><u>LPI-</u>TE 98-99 MSB 30-31 Teacher Read Aloud “Two Kinds of Homes”</p>
<p><u>Develop Comprehension:</u> TE 59-73</p>	<p><b>Assessment- TE 100-101</b></p>
<p><u>Conventions:</u> TE 88 Pronouns: I/ me RWN 412</p>	<p><u>Conventions:</u> TE 102 Pronoun; I me</p>
<p><u>Writing:</u> TE 89 Extend the Concept <u>Vocabulary:</u> TE 90 Compound words MSB 28</p>	<p><u>Writing:</u> TE 103 This week we...</p>
<p><u>Small Group Time:</u> TE SG-1-18 Differentiate Language</p>	<p><u>Small Group Time:</u> TE 1-18 Differentiate Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1K.C.,K.D.;CC.1.2K.B.,K.C.,K.H.,K.I.,K.J.,K.L.;CC.1.3K.H.,K.J.;C C.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.T.,K.V.,K.W.,K.X.; CC.1.5K.B.,K.C.,K.G.</p>	<p><u>PA Core Standards</u> CC.1.1.K.C.,K.D.;CC.1.2K.A.,K.B.,K.C.,K.G.;CC.1.4K.M.,K.N.,K. O.,K.P.,K.R.,K.V.,K.W.,K.X.;CC.1.5K.B.,K.C.,K.G.</p>

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<b>Unit 6 Week 2 Day 1</b>	<b>Unit 6 Week 2 Day 2</b>	<b>Unit 6 Week 2 Day 3</b>
<p><u>Content Knowledge:</u> TE 116-117 Truckery Rhymes – “<u>Rock-A-Bye Mixer</u>” SWM 32A&amp;32B-”If I Were A Builder” Build Oral Language Amazing Words-<i>saw, drill, hammer, screwdriver, file, chisel</i></p>	<p><u>Content Knowledge:</u> TE 132-133 Truckery Rhymes – “<u>Rock-A-Bye Mixer</u>” SWM 32A &amp; 32B – “If I Were A Builder” Build Oral Language Amazing Words- <i>saw, drill, hammer, screwdriver, file, chisel</i></p>	<p><u>Content Knowledge:</u> TE 150-151 Truckery Rhymes-“<u>Rock-A-Bye Mixer</u>” SWM 32A &amp; 32B “If I Were A Builder” Build Oral Language Amazing Words- <i>saw, drill, hammer, screwdriver, file, chisel</i></p>
<p><u>Phonemic Awareness:</u> TE 118-119 Initial &amp; medial sound /o/ MSB 32-33 Guided Practice Discriminate sounds Blend long and short vowels</p>	<p><u>Phonemic Awareness:</u> TE 34-35 Initial and medial sound= /o/ Picture card- octopus Guided Practice Phonics Song and Rhymes chart 32 “<u>The Fix-It Shop</u>” <u>Review blending</u></p>	<p><u>Phonemic Awareness:</u> TE 152-153 Review initial and medial /o/ Discriminate long and short vowel sounds blend substitute initial sound</p>
<p><u>Phonics:</u> TE 120 Teach /o/ Model-write: The Fix-It Shop Guided practice Phonics Songs &amp; Rhymes Chart 32 “<u>The Fix-It Shop</u>” Apply Blend Words TE 121 /l/ /o/ /t/ Bob, got, top, not, will, spin, Dad, can, get, note, spine, ate, cake, stoke, take, pine, rope, road</p>	<p><u>Phonics:</u> TE 136 /o/ spelled Oo Teach/Model-/s_p_o_t MSB p 36 Guided Practice and Apply TE 137 Tom, Jon, got, not, hot, pot, can, sit, grin</p>	<p><u>Phonics:</u> TE 154 Blend sounds /o/ Review letter names and sounds Blends long and short vowels Review sound-spelling review High Frequency Words RWN 419</p>
<p><u>Handwriting:</u> TE 122 RWN p 413-414</p>	<p><u>Handwriting:</u> TE 138</p>	<p><u>Student Reader:</u> TE 156-157 K.6.2- “Max and Jen Fix the Big Box”</p>
<p><u>High Frequency Words:</u> TE 123 <b>where, is, go, that, come</b> Decodable Story32: <b>Spin the Top</b> RWN 415-416</p>	<p><u>High Frequency Words:</u> TE 139-140 MSB p. 37 RWN 417 Decodable Reader p32:<b>Will Cass Come?</b></p>	<p><u>Text Based Comprehension:</u> TE158-171 MSB 46- Read Big Book- “Old MacDonald had a Woodshop”</p>
<p><u>Text Based Comprehension:</u> TE 126 MSB p 34-35 Read Aloud TE 127 “The Monkeys Build a Tree House”</p>	<p><u>Text Based Comprehension:</u> TE 142-143 MSB 46-47</p>	<p><u>Develop Vocabulary:</u> TE 159-171</p>
<p><u>Conventions:</u> TE 128 Prepositional phrases</p>	<p><u>Conventions:</u> TE 145 Prepositional phrases RWN 418</p>	<p><u>Conventions:</u> TE 172 Pronouns I/me RWN – p. 421</p>
<p><u>Writing:</u> TE 129 Wonderful, Marvelous, Me! Today I feel... <u>Listening &amp; Speaking:</u> TE 130 Discuss Fact and Opinion</p>	<p><u>Writing:</u> TE 146 Respond To Literature MSB p 48 <u>Vocabulary:</u> location Words Train station, police station, fire station, gas station</p>	<p><u>Writing:</u> TE 173 Song RWN 422 <u>Listening and Speaking:</u> TE 174 Messages MSB 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><b>CC.1.1</b> K.B.,K.C.,K.D.,K.E.;<b>CC.1.3K.C.</b>;<b>CC.1.4K.G.</b>, K.H.,K.I.,K.J.,K.L.,K.M.,K.N.,K.W.,K.X/; <b>CC.1.5K.B.,K.C.,K.G.</b></p>	<p><u>PA Core Standards:</u> <b>CC.1.1K.A.</b>, K.B.,K.C.,K.E.;<b>CC.1.2K.J.,K.K.</b> ;<b>CC.1.3K.A.,K.B.,K.C.,K.D.,K.E.,K.G.,K.T.,K.J.</b>;<b>CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.G.</b>, K.H.,K.I.,K.J.,K.L.,K.X.;<b>CC.1.5K.G.</b></p>	<p><u>PA Core Standards:</u><b>CC.1.1K.B.,K.C.,K.D.,K.E.</b>;<b>CC.1.2K.J.</b>; <b>CC.1.3K.A.,K.B.,K.C.,K.D.,K.G.,K.J.,K.K.</b>; <b>CC.1.4K.M.,K.N.,K.O.,K.P.,K.R.,K.V.,K.X.</b>;<b>CC.1.5K.B.,K.C.,K.G.</b></p>

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<b>Unit 6 Week 2 Day 4</b>	<b>Unit 6 Week 2 Day 5</b>
<p><u>Content Knowledge:</u> TE 178-179 Truckery Rhymes-“<u>Rock-A-Bye Mixer</u>” with me/sing chart 32A &amp; 32B-” If I Were A Builder” Build oral language Amazing Words- <i>saw, drill, hammer, screwdriver, file, chisel</i></p>	<p><u>Content Knowledge:</u> TE 190-191 Truckery Rhymes-“<u>Rock-A-Bye Mixer</u>” with me/sing Chart 32A &amp; 32B-” If I Were A Builder” Build oral language Amazing Words-- <i>saw, drill, hammer, screwdriver, file, chisel</i></p>
<p><u>Phonemic Awareness:</u> TE 180 Review initial and medial sounds /a/ &amp; /i/ Picture cards</p>	<p><u>Phonemic Awareness:</u> TE 192 Review /o/ Isolate medial /o/ Discriminate medial sounds</p>
<p><u>Phonics:</u> TE 181-/a/ &amp; /i/ Alphabet Card <u>Spelling-</u>TE 84 /o/ g_o_t</p>	<p><u>Phonics:</u> TE 193 Review /o/ Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader</u> 32 TE 183 <b>Max the Hot Rod</b></p>	<p><u>Reread a Book:</u> TE 193 <b>Assessment –TE 194-195</b></p>
<p><u>Text Based comprehension:</u> TE 184 MSB 34-35 RWN 423</p>	<p><u>LPI-</u>TE 196-197 MSB 50-51 Teacher Read Aloud “Sleep Baby Sleep”</p>
<p><u>Develop Comprehension:</u> TE 159-171</p>	<p><b>Assessment- TE 198-199</b></p>
<p><u>Conventions:</u> TE 186 Prepositional phrases RWN 424</p>	<p><u>Conventions:</u> TE 200 Prepositional phrases</p>
<p><u>Writing:</u> TE 187 Extend the Concept <u>Vocabulary:</u> TE 188 Location words MSB 48</p>	<p><u>Writing:</u> TE 201 This week we...</p>
<p><u>Small Group Time:</u> TE SG-19-36 Differentiate Language</p>	<p><u>Small Group Time:</u> TE 19-36 Differentiate Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1K.C.,K.D.;CC.1.2K.J.,K.K.;CC.1.3K.A.,K.C.,K.G.,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.W.,K.X.; CC.1.5.K.A, K.G.</p>	<p><u>PA Core Standards</u> CC.1.1K.C.,K.D.;CC.1.3K.B.,K.C.,K.E.,K.H.;CC.1.4K.M.,K.N.,K.O ,K.P.,K.R.,K.V.,K.W.,K.X.;CC.1.5K.A.,K.G.</p>

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<b>Unit 6 Week 3 Day 1</b>	<b>Unit 6 Week 3 Day 2</b>	<b>Unit 6 Week 3 Day 3</b>
<p><u>Content Knowledge:</u> TE 214-215 Truckery Rhymes – “Wrecker Rosie sat on a Wall” SWM 33A&amp;33B-”Hush Little Beaver” Build Oral Language Amazing Words-<i>beaver, lodge, paddle, river, stream, lake</i></p>	<p><u>Content Knowledge:</u> TE 230-231 Truckery Rhymes – “Wrecker Rosie sat on a Wall” SWM 33A &amp; 33B – “Hush Little Beaver” Build Oral Language Amazing Words- <i>beaver, lodge, paddle, river, stream, lake</i></p>	<p><u>Content Knowledge:</u> TE 248-249 Truckery Rhymes-“ Wrecker Rosie sat on a Wall” SWM 33A &amp; 33B“Hush Little Beaver” Build Oral Language Amazing Words- <i>beaver, lodge, paddle, river, stream, lake</i></p>
<p><u>Phonemic Awareness:</u> TE 216-217 Initial &amp; medial sound /e/ MSB 52-53 Guided Practice Discriminate sounds Review /a/ /i/ /o/</p>	<p><u>Phonemic Awareness:</u> TE 52-53 Initial and medial sound= /e/ Picture card- egg Guided Practice Phonics Song and Rhymes chart 33 “Grand Sand Castle” Review blending long and short vowels</p>	<p><u>Phonemic Awareness:</u> TE 250-251 Review initial and medial /e/ Blend Review /a/ /i/ /o/</p>
<p><u>Phonics:</u> TE 218 Teach /e/ Model-write: The red hen sat at the end. Guided practice Phonics Songs &amp; Rhymes Chart 33 “Grand Sand Castle” Apply Blend Words TE 219 /w/ /e/ /t/ pet, hen, pen, fed, nest, Jim, Kim, fun</p>	<p><u>Phonics:</u> TE 234 /e/ spelled Ee Teach/Model-m_e_n MSB p 56 Guided Practice and Apply TE 235 Ed, red, set, well, big, add, ham, hop</p>	<p><u>Phonics:</u> TE 252 Blend sounds /r/ Review letter names and sounds Blends long and short /e/ vowels RWN 431 Review sound-spelling review High Frequency Words</p>
<p><u>Handwriting:</u> TE 220 RWN p 425-426</p>	<p><u>Handwriting:</u> TE 236-237</p>	<p><u>Student Reader:</u> TE 254-255 K.6.3– “Go Camping”</p>
<p><u>High Frequency Words:</u> TE 221 <b>the, was, to, like, from</b> Decodable Story33: <b>Jim and Kim</b> RWN 427-428</p>	<p><u>High Frequency Words:</u> TE 237 MSB p. 57 RWN 429 Decodable Reader p33:<b>The Red Egg</b> MSB 58-65</p>	<p><u>Text Based Comprehension:</u> TE 256-271 MSB 66– Read Big Book- “Building Beavers”</p>
<p><u>Text Based Comprehension:</u> TE 224 MSB p 54-55 Read Aloud TE 127 “The Best Nest”</p>	<p><u>Text Based Comprehension:</u> TE 240-241 MSB 66-67</p>	<p><u>Develop Vocabulary:</u> TE 257-271</p>
<p><u>Conventions:</u> TE 226 Telling Sentence</p>	<p><u>Conventions:</u> TE 243 Telling Sentences RWN 430</p>	<p><u>Conventions:</u> TE 272 Prepositional phrases RWN – p. 433</p>
<p><u>Writing:</u> TE 227 Wonderful, Marvelous, Me! I wonder about... <u>Listening &amp; Speaking:</u> TE 228 Interpret information</p>	<p><u>Writing:</u> TE 244 Respond To Literature MSB p 68 <u>Vocabulary:</u> Words for Action dig, carry, eat, sleep</p>	<p><u>Writing:</u> TE 273 Rhyme RWN 434 <u>Listening and Speaking:</u> TE 274 Messages MSB 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><u>PA Core Standards:</u><b>CC.1.1</b> K.B.,K.C.,K.D.,K.E.;<b>CC.1.2K.A.</b>;<b>CC.1.4K.A.</b>, K.B.,K.C.,K.D.,K.E.,K.F.,K.V.,K.W.,K.X.; <b>CC.1.5K.A.</b>,K.G.</p>	<p><u>PA Core Standards</u> <b>CC.1.1</b> K.B.,K.C.,K.D.,K.E.;<b>CC.1.2K.A.</b>,K.B., K.E.,K.G.,K.J.,K.K.,K.L.;<b>CC.1.3K.D.</b>,K.I.,K.J.; <b>CC.1.4K.A.</b>,K.B.,K.C.,K.D.,K.E.,K.F.,K.W.,K. X.;<b>CC.1.5K.G.</b></p>	<p><u>PA Core Standards</u> <b>CC.1.1</b>K.B.,K.C.,K.D.,K.E.;<b>CC.1.2K.A.</b>,K.B.,K.F., K.G.,K.J.,K.K.;<b>CC.1.3K.D.</b>,K.I.,K.J.;<b>CC.1.4K.M.</b>, K.N.,K.O.,K.P.,K.R.,K.V.,K.W.,K.X.;<b>CC.1.5K.A.</b>, K.B.,K.C.,K.G.</p>

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<b>Unit 6 Week 3 Day 4</b>	<b>Unit 6 Week 3 Day 5</b>
<p><u>Content Knowledge:</u> TE 278-279 Truckery Rhymes-“<u>Wrecker Rosie sat on a Wall</u>” with me/sing chart 33A &amp; 33B-” Hush Little Beaver” Build oral language Amazing Words-<i>beaver, lodge, paddle, river, stream, lake</i></p>	<p><u>Content Knowledge:</u> TE 290-291 Truckery Rhymes-“<u>Wrecker Rosie sat on a Wall</u>” with me/sing Chart33&amp; 33B-” Hush Little Beaver” Build oral language Amazing Words-<i>beaver, lodge, paddle, river, stream, lake</i></p>
<p><u>Phonemic Awareness:</u> TE 280 Review short vowels and consonants Picture cards</p>	<p><u>Phonemic Awareness:</u> TE 292 Review isolate initial /e/ Isolate medial /e/ Discriminate medial sounds</p>
<p><u>Phonics:</u> TE 281-short vowel and consonants <u>Spelling-</u>TE 282 /e/ s_e_t</p>	<p><u>Phonics:</u> TE 293 Review /e/ Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader</u> 33 TE 283 <b>A Big Dent</b></p>	<p><u>Reread a Book:</u> TE 293 <b>Assessment –TE 294-295</b></p>
<p><u>Text Based comprehension:</u> TE 284 MSB 54-55 RWN 425</p>	<p><u>LPI-</u>TE 296-294 MSB 70-71 Teacher Read Aloud “The Milkmaid and her Pail”</p>
<p><u>Develop Comprehension:</u> TE 257-271</p>	<p><b>Assessment- TE 298-299</b></p>
<p><u>Conventions:</u> TE 286 Telling Sentences RWN 436</p>	<p><u>Conventions:</u> TE 300 Telling sentences</p>
<p><u>Writing:</u> TE 287 Extend the Concept <u>Vocabulary:</u> TE 288 Words for actions (dig, carry, eat, sleep) MSB 38</p>	<p><u>Writing:</u> TE 301 This week we...</p>
<p><u>Small Group Time:</u> TE SG-37-54 Differentiate Language</p>	<p><u>Small Group Time:</u> TE 37-54 Differentiate Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1K.C.,K.D.;CC.1.2K.A.,K.C.,K.H.,K.I.,K.J.,K.K.,K.L.; CC.1.3K.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 Standards</u> CC.1.1K.C.,K.D.;CC.1.2K.A.,K.B.,K.I.;CC.1.3K.A.,K.B.,K.E.,K.H.; 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>

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<b>Unit 6 Week 4 Day 1</b>	<b>Unit 6 Week 4 Day 2</b>	<b>Unit 6 Week 4 Day 3</b>
<p><u>Content Knowledge:</u> TE 314-315 Truckery Rhymes – “<u>Rub-A-Dub-Dub</u>” SWM 34A&amp;34B-”Let’s Go have an Adventure” Build Oral Language Amazing Words-<i>gathered, distant, drifting, voyage, island, aboard</i></p>	<p><u>Content Knowledge:</u> TE 330-331 Truckery Rhymes – “<u>Rub-A-Dub-Dub</u>” SWM 34A &amp; 34B – “Let’s Go have an Adventure” Build Oral Language Amazing Words <i>gathered, distant, drifting, voyage, island, aboard</i></p>	<p><u>Content Knowledge:</u> TE 348-389 Truckery Rhymes-“<u>Rub-A-Dub-Dub</u>” SWM 34A &amp; 34B “Let’s Go have an Adventure” Build Oral Language Amazing Words- <i>gathered, distant, drifting, voyage, island, aboard</i></p>
<p><u>Phonemic Awareness:</u> TE 316-317 Initial &amp; medial sounds /u/ MSB 72-73 Guided Practice Discriminate sounds Blend phonemes- /t/ /u/ /b/</p>	<p><u>Phonemic Awareness:</u> TE 332-33 Initial and medial sound= /u/ Picture card- up Guided Practice Phonics Song and Rhymes chart 34 “<u>Oh, Where. Oh, Where, Can the Dog-Walker Stop?</u>” Review blending phonemes- /b/ /u/ /g/=bug</p>	<p><u>Phonemic Awareness:</u> TE 350-351 Review initial and medial sounds Discriminate sounds Blend sounds Count syllables</p>
<p><u>Phonics:</u> TE 318 Teach /u/ Trucker Town ABC’s p.22 Model-write: duck/luck Guided practice Phonics Songs &amp; Rhymes Chart 34 “<u>Oh, Where. Oh, Where, Can the Dog-Walker Stop?</u>” Apply Blend Words TE 319 b_u_s Gus, will, hug, mom, pal, Wes, hot, bug</p>	<p><u>Phonics:</u> TE 334 /u/ spelled Uu Teach/Model- m_u_s_t MSB p 76 Guided Practice and Apply TE 335 run, fun, up, mud, tug, pot, jump</p>	<p><u>Phonics:</u> TE 352-353 Review /u/ Review letter names and sounds Blend RWN 443 Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 319 RWN p.437-3-438</p>	<p><u>Handwriting:</u> TE 337</p>	<p><u>Student Reader:</u> TE 355-354 K.6.4– “Max and Jane: A Busy Day”</p>
<p><u>High Frequency Words:</u> TE 321 <b>for, my, of, we, yellow</b> Decodable Story34: <b>Gus and the Bug</b> RWN 439-440</p>	<p><u>High Frequency Words:</u> TE 237 MSB p. 77 RWN 441 Decodable Reader p34:<b>Fun with Spot</b> MSB 78-79</p>	<p><u>Text Based Comprehension:</u> TE 356 MSB 86– Read Big Book- “Alistair and Kip’s Great Adventure!” RWN 444</p>
<p><u>Text Based Comprehension:</u> TE 324 MSB p 74-75 Read Aloud TE 325 “A Home for the Night”</p>	<p><u>Text Based Comprehension:</u> TE 340-342 MSB 86-87</p>	<p><u>Develop Vocabulary:</u> TE 358-373</p>
<p><u>Conventions:</u> TE 326 Questions</p>	<p><u>Conventions:</u> TE 343 Questions RWN 442</p>	<p><u>Conventions:</u> TE 374 Telling Sentences RWN – p. 445</p>
<p><u>Writing:</u> TE 327 Wonderful, Marvelous, Me! I’ll tell you a story... <u>Listening &amp; Speaking:</u> TE 328 Discuss literary elements: Character</p>	<p><u>Writing:</u> TE 344 Respond To Literature MSB p 88 <u>Vocabulary:</u> TE 345 Location Words Hospital, bank, grocery store, laundromat</p>	<p><u>Writing:</u> TE 375 Rhyme RWN 446 <u>Listening and Speaking:</u> TE 376 Discuss literary Elements- Character Messages MSB 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><u>PA Core Standards:</u>CC.1.1K.B.,K.C.,K.D.,K.E.;CC.1.3 K.C.;CC.1.4K.M.,K.N.,K.V.,K.X.;CC.1.5K.A., K.E.,K.G.</p>	<p><u>PA Core Standards</u> CC.1.1K.A.,K.B.,K.C.,K.D.,K.E.;CC.1.2K.E., K.J.;CC.1.3K.A.,K.B.,K.C.,K.D.,K.G.,K.H.,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> CC.1.1K.B.,K.C.,K.D.,K.E.;CC.1.2K.J.;CC.1.3K. A.,K.B.,K.C.,K.D.,K.F.,K.G.,K.J.;CC.1.4K.M.,K. N.,K.O.,K.P.,K.R.,K.V.,K.X.;CC.1.5K.A.,K.B.,K. C.,K.E.,K.G.</p>

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<p><u>Content Knowledge:</u> TE 380-381 Truckery Rhymes-“<u>Rub-A-Dub-Dub</u>” with me/sing chart 34A &amp; 34B-” Let’s Go have an Adventure” Build oral language Amazing Words-- <i>gathered, distant, drifting, voyage, island, aboard</i></p>	<p><u>Content Knowledge:</u> TE 392-393 Truckery Rhymes-“<u>Rub-A-Dub-Dub</u>” with me/sing Chart34&amp; 34B-” Let’s Go have an Adventure” Build oral language Amazing Words-- <i>gathered, distant, drifting, voyage, island, aboard</i></p>
<p><u>Phonemic Awareness:</u> TE 382 Review initial and medial /e/ Picture cards</p>	<p><u>Phonemic Awareness:</u> TE 394 Review isolate initial and medial /u/ Discriminate medial sounds</p>
<p><u>Phonics:</u> TE 381 review /e/ <u>Spelling-</u>TE 384 /u/ r_u_g</p>	<p><u>Phonics:</u> TE 394 Review /eu/ Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader</u> 34 TE 385 <b>More Fun</b></p>	<p><u>Reread a Book:</u> TE 395 <b>Assessment –TE 396-397</b></p>
<p><u>Text Based comprehension:</u> TE 386 MSB 74-75 RWN 448</p>	<p><u>LPI-</u>TE 398-399 MSB 90-91 Teacher Read Aloud “Going to the Library”</p>
<p><u>Develop Comprehension:</u> TE 358-373</p>	<p><b>Assessment- TE 400-401</b></p>
<p><u>Conventions:</u> TE 388 Questions RWN 436</p>	<p><u>Conventions:</u> TE 402 Review Questions</p>
<p><u>Writing:</u> TE 389 Extend the Concept <u>Vocabulary:</u> TE 390 Location Words (hospital, bank, grocery store, laundromat) MSB 88</p>	<p><u>Writing:</u> TE 403 This week we...</p>
<p><u>Small Group Time:</u> TE SG-55-72 Differentiate Language</p>	<p><u>Small Group Time:</u> TE 55-72 Differentiate Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1K.C.,K.D.;CC.1.2K.J.;CC.1.3K.B.,K.C.,K.J.,K.K.;CC.1.4K.M.,K.N.,K.O.,K.P.,K.R.,K.T.,K.V.,K.X.;CC.1.5K.G.</p>	<p><u>PA Core Standards</u> CC.1.1K.C.,K.D.;CC.1.3K.B.,K.C.,K.G.;CC.1.4K.M.,K.N.,K.O.,K.P.,K.R.,K.V.,K.X.;CC.1.5K.G</p>



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<b>Unit 6 Week 5 Day 1</b>	<b>Unit 6 Week 5 Day 2</b>	<b>Unit 6 Week 5 Day 3</b>
<p><u>Content Knowledge:</u> TE 416-417 Truckery Rhymes – “Rumble, Rumble, Monster Max” SWM 35A&amp;35B-”Let’s Build a House” Build Oral Language Amazing Words-<i>architect, electricians, plumbers, painters, landscapers, movers</i></p>	<p><u>Content Knowledge:</u> TE 432-433 Truckery Rhymes – “Rumble, Rumble, Monster Max” SWM 35A &amp; 35B – “Let’s Build a House” Build Oral Language Amazing Words-<i>architect, electricians, plumbers, painters, landscapers, movers</i></p>	<p><u>Content Knowledge:</u> TE 450-451 Truckery Rhymes–“ Rumble, Rumble, Monster Max” SWM 35A &amp; 35B“Let’s Build a House” Build Oral Language Amazing Words-<i>architect, electricians, plumbers, painters, landscapers, movers</i></p>
<p><u>Phonemic Awareness:</u> TE 418-419 Initial, medial, and final sounds MSB 92-93 Guided Practice Discriminate sounds Segment long and short vowel words</p>	<p><u>Phonemic Awareness:</u> TE 434-435 Initial medial and final sounds Picture card- up Guided Practice Phonics Song and Rhymes chart 35 “Can Zelda Sip Milk from the Red Cup?” Review segmenting and blending</p>	<p><u>Phonemic Awareness:</u> TE 452-453 Review initial medial and final sounds Discriminate sounds Segment Blend sounds</p>
<p><u>Phonics:</u> TE 420 Teach decode words Model-write: nap Guided practice Phonics Songs &amp; Rhymes Chart 35 “Can Zelda Sip Milk from the Red Cup?” Apply Blend Words TE 421 f_u_n pet, dog, tug, dig, pet, run, pen, mud, Hal, add, frog, lap, will, hop, swim, sir, nap</p>	<p><u>Phonics:</u> TE 436 Teach/Model- decode words MSB p 96 Guided Practice and Apply TE 437 Jan, fun, Todd, did, red, tan, snug, got, Kim, fell</p>	<p><u>Phonics:</u> TE 454-455 Decode words Review letter names and sounds Blend Review Sound Spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 422 RWN p.449-450</p>	<p><u>Handwriting:</u> TE 438</p>	<p><u>Student Reader:</u> TE 456-457 K.6.5– “Build a Home”</p>
<p><u>High Frequency Words:</u> TE 423 <b>have, they, four, two, blue</b> Decodable Story35: <b>What Pets Do</b> RWN 451-452</p>	<p><u>High Frequency Words:</u> TE 439 MSB p. 97 RWN 453 Decodable Reader p35:<b>Fun in the Sun</b> MSB 98-105</p>	<p><u>Text Based Comprehension:</u> TE 458 MSB 106– Read Big Book- “The House That Tony Lives In!”</p>
<p><u>Text Based Comprehension:</u> TE 425 MSB p 94-95 Read Aloud TE 427 “The Perfect Place”</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 Exclamations</p>	<p><u>Conventions:</u> TE 445 Exclamations RWN p. 454</p>	<p><u>Conventions:</u> TE 470 Review Questions RWN – p. 457</p>
<p><u>Writing:</u> TE 429 Wonderful, Marvelous, Me! I just learned... <u>Listening &amp; Speaking:</u> TE 430 Oral Presentation Book Report</p>	<p><u>Writing:</u> TE 446 Respond To Literature <u>Vocabulary :</u>TE 345 Words for feeling frightened, worried, proud, angry MSB p 108</p>	<p><u>Writing:</u> TE 471 Poem RWN 458 <u>Listening and Speaking:</u> TE 472 Oral Presentation: Book Report 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><u>PA Core Standards:</u> CC.1.1.K.B.,K.C.,K.D.,K.E.;CC.1.3K.C.,K.D.; CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.W.,K.X.;CC.1.5K.D.,K.E.,K.G.</p>	<p><u>PA Core Standards</u> CC.1.1K.A.,K.B.,K.C.,K.D.,K.E.;CC.1.2K.A., K.B.,K.E.,K.G.,K.J.,K.L.;CC.1.3K.C.,K.J.; CC.1.4K.G.,K.H.,K.I.,K.J.,K.L.,K.X.;CC.1.5. K.G.</p>	<p><u>PA Core Standards</u> CC.1.1K.B.,K.C.,K.D.,K.E.;CC.1.2K.A.,K.B.,K.F. ,K.G.,K.J.,K.L.;CC.1.3K.C.,K.D.,K.J.;CC.1.4K.M. ,K.N.,K.O.,K.P.,K.R.,K.V.,K.X.;CC.1.5K.A.,K.D., K.E.,K.G.</p>

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<p><u>Content Knowledge:</u> TE 476-477 Truckery Rhymes-“<u>Rumble, Rumble, Monster Max</u>” with me/sing chart 35A &amp; 35B-” Let’s Build a House” Build oral language Amazing Words -<i>architect, electricians, plumbers, painters, landscapers, movers</i></p>	<p><u>Content Knowledge:</u> TE 488-489 Truckery Rhymes-“<u>Rumble, Rumble, Monster Max</u>” with me/sing Chart35&amp; 35B-” Let’s Build a House” Build oral language Amazing Words-<i>architect, electricians, plumbers, painters, landscapers, movers</i></p>
<p><u>Phonemic Awareness:</u> TE 478 Isolate sounds/ Picture cards</p>	<p><u>Phonemic Awareness:</u> TE 490 Initial ,medial, final sounds Discriminate sounds</p>
<p><u>Phonics:</u> TE 479 decode <u>Spelling</u>-TE 480 v_a_n</p>	<p><u>Phonics:</u> TE 491 Decode words Review High Frequency Words Apply Phonics</p>
<p><u>Get Set, Roll Reader</u> 35 TE 481 <b>Spin! Spin!</b></p>	<p><u>Reread a Book:</u> TE 491 <b>Assessment –TE 492-493</b></p>
<p><u>Text Based comprehension:</u> TE 482 MSB 94-95 RWN 459</p>	<p><u>LPI</u>-TE 494-495 MSB 110-111 Teacher Read Aloud “Juan Bobo”</p>
<p><u>Develop Comprehension:</u> TE 459-469</p>	<p><b>Assessment- TE 496-497</b></p>
<p><u>Conventions:</u> TE 484 Exclamations RWN 460</p>	<p><u>Conventions:</u> TE 498 Review Exclamations</p>
<p><u>Writing:</u> TE 485 Extend the Concept <u>Vocabulary:</u> TE 486 Words for feeling frightened, worried, proud, angry MSB 108</p>	<p><u>Writing:</u> TE 499 This week we...</p>
<p><u>Small Group Time:</u> TE SG-73-90 Differentiate Language</p>	<p><u>Small Group Time:</u> TE 73-90 Differentiate Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1.K.C.,K.D.;CC.1.2K.B.,K.H.,K.I.,K.J.;CC.1.3K.C.,K.F.,K.J.,K.K.; CC.1.4K.M.,K.N.,K.O.,K.P.,K.R.,K.T.,K.V.,K.W.,K.X.,CC.1.5K.G.</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.1.4K.M.,K.N.,K.O ,K.P.,K.V.,K.W.,K.X.;CC.1.5K.G.</p>

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<p><u>Content Knowledge:</u> TE 512-513 Truckery Rhymes – “Pop! Blows the Diesel!” SWM 36A&amp;36B-”A Colony of Ants” Build Oral Language Amazing Words-<i>colony, underground, chambers, silk, twigs, pebbles</i></p>	<p><u>Content Knowledge:</u> TE 528-529 Truckery Rhymes – “Pop! Blows the Diesel!” SWM 36A &amp; 36B – “A Colony of Ants” Build Oral Language Amazing Words- <i>colony, underground, chambers, silk, twigs, pebbles</i></p>	<p><u>Content Knowledge:</u> TE 546-547 Truckery Rhymes-“Pop! Blows the Diesel!” SWM 36A &amp; 36B “A Colony of Ants” Build Oral Language Amazing Words- <i>colony, underground, chambers, silk, twigs, pebbles</i></p>
<p><u>Phonemic Awareness:</u> TE 514-515 Initial, medial, and final sounds Guided Practice MSB 112-113 Discriminate sounds Segment : /t/ /e/ /nt/, sled, crab, drum, flag, sock, mask</p>	<p><u>Phonemic Awareness:</u> TE 530-531 Initial medial and final sounds Guided Practice –msb112-113 Phonics Song and Rhymes chart 36 Review: /B/ /L/ /A/ /C/ /K/, lamp, tent, quilt, doll, tub – Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 548-549 Initial medial and final sounds Discriminate sounds Segment and Blend Picture Cards: fan, nest, wig, sock, bus, lamp, dress Substitute sounds: slip/slap, ham/hum, hunt/grunt</p>
<p><u>Phonics:</u> TE 516-517 Teach/Model: decode words Guided practice- Phonics Songs &amp; Rhymes Chart 36 “Quickly, Thump on the Mud “ Apply Blend Words TE 517 /f/ /a/ /s/ /t/ <i>and, fed, dogs, jump, legs</i></p>	<p><u>Phonics:</u> TE 532-533 Teach/Model- decode words MSB p 116 Guided Practice and Apply TE 37 <i>red, sit, flat, yum, fun, note, tape, mule, cute</i></p>	<p><u>Phonics:</u> TE 550-551 Blend Sounds: Decode words Review letter names and sounds RWN 471 Blend long and short vowel sounds Review Sound Spelling Review High Frequency Words</p>
<p><u>Handwriting:</u> TE 518 RWN p.461</p>	<p><u>Handwriting:</u> TE 534 Write words</p>	<p><u>Student Reader:</u> TE 552-553 K.6.6– “<b>Where Do Animals Live?</b>”</p>
<p><u>High Frequency Words:</u> TE 519 <b>you, see, said, look, three</b> Decodable Story36: TE 520-521 <b>What Can You Do?</b> RWN 463-464</p>	<p><u>High Frequency Words:</u> TE 39 MSB p. 117 RWN 467 Decodable Reader p36 TE 536-537 Read: <b>The Box</b> MSB 118-125</p>	<p><u>Text Based Comprehension:</u> TE 554-555 MSB 126</p>
<p><u>Text Based Comprehension:</u> TE 522-523 MSB p 114-115 Read Aloud TE 523 “A Prairie Dog’s Home”</p>	<p><u>Text Based Comprehension:</u> TE 538-539 MSB 126 <u>Think, Talk, and Write:</u> TE 540 MSB 127</p>	<p><u>Develop Vocabulary:</u> TE 556-557</p>
<p><u>Conventions:</u> TE 524 Complete Sentences</p>	<p><u>Conventions:</u> TE 541 Complete sentence RWN 468</p>	<p><u>Conventions:</u> TE 568 Review : Exclamations RWN – p. 473</p>
<p><u>Writing:</u> TE 525 Writing Process: Plan a Report RWN 465-466 <u>Listening &amp; Speaking:</u> TE 526 Discuss Literary Elements: Setting</p>	<p><u>Writing:</u> TE 542 Writing Process: Plan a Report <u>Vocabulary</u> :TE 543 Words for bugs- ant, bee, fly, spider MSB p 128</p>	<p><u>Writing:</u> TE 569 Writing Process: Draft a report RWN 574 <u>Listening and Speaking:</u> TE 570-571 Discuss Literary Elements: Setting 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><u>PA Core Standards:</u> CC.1.1.K.B.,K.C.,K.D.,K.E.;CC.1.2K.B.;CC.1.3K.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>	<p><u>PA Core Standards</u> CC1.1K.A.,K.B.,K.C.,K.D.,K.E.;CC.1.2K.A.,K.B.,K.E.,K.G.,K.I.,K.J.,K.L.;CC.1.3K.D.,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><u>PA Core Standards</u> CC1.1K.B.,K.C.,K.D.,K.E.;CC.1.2K.A.,K.B.,K.C.,K.F.,K.G.,K.J.,K.L.;CC.1.3K.C.,K.D.,K.J.;CC.1.4K.A.,K.B.,K.C.,K.D.,K.E.,K.F.,K.U.,K.V.,K.X.;CC.1.5K.G.</p>

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<p><u>Content Knowledge:</u> TE 574-575 Truckery Rhymes-“Pop! Blows the Diesel!” with me/sing chart 36A &amp; 36B-” A Colony of Ants” Build oral language Amazing Words <i>colony, underground, chambers, silk, twigs, pebbles</i></p>	<p><u>Content Knowledge:</u> TE 488-489 Truckery Rhymes-“Pop! Blows the Diesel!” with me/sing Chart36&amp; 36B-” A Colony of Ants” Build oral language Amazing Words <i>colony, underground, chambers, silk, twigs, pebbles</i></p>
<p><u>Phonemic Awareness:</u> TE 576 Review initial medial and final sounds Picture cards: fox, hen, duck, pig, cat</p>	<p><u>Phonemic Awareness:</u> TE 588 Review : Initial, medial, and final sounds Picture Cards: red, van, wig, mop, tub Segment and Blend sounds</p>
<p><u>Phonics:</u> TE 577-Review-Decode words <u>Spelling-</u>TE 578 Initial, medial, and Final sounds w-a-g</p>	<p><u>Phonics:</u> TE 589 Review : Decode words Review High Frequency Words</p>
<p>Get Set, Roll Reader 33 TE 579 Read- <b>Big Rosie</b></p>	<p>Reread a Book: TE 589 <b>Assessment –TE 590-591</b></p>
<p><u>Text Based comprehension:</u> TE 580-581 MSB 114-115 RWN 475</p>	<p><u>LPI-</u>TE 592 Poem- Limerick MSB 130-131 Teacher Read Aloud TE 593 “ A Man at a Restaurant in Crewe”</p>
<p><u>Develop Comprehension:</u> TE 556-557</p>	<p><b>Assessment- TE 594-595</b></p>
<p><u>Conventions:</u> TE 582 Complete Sentences RWN 476</p>	<p><u>Conventions:</u> TE 596 Review : Complete Sentences</p>
<p><u>Writing:</u> TE 583 Writing Process- Revise a report RWN 477-478 <u>Vocabulary:</u> TE 584 Words for Bugs: ant, bee, fly, spider MSB 128</p>	<p><u>Writing:</u> TE 597 Writing Process: Edit and Share</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.1.1.K.C.,K.D.;CC.1.2K.B.,K.C.,K.H.,K.I.,K.J.,K.L.;CC.1.3K.D.,K.J.; 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.B.;CC.1.3K.B.,K.E.;CC.1.4K.A.,K. B.,K.C.,K.D.,K.E.,K.F.,K.T.,K.U.,K.V.,K.X.;CC.1.5K.G.</p>