

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

Unit 1 Week 1 Day 1	Unit 1 Week 1 Day 2	Unit 1 Week 1 Day 3
<p><u>Content Knowledge:</u> TE 16 &amp; 17 Truckery Rhymes : <u>Jack Be Nimble</u> Build Oral Language : SWM p. 1A &amp; 1B – “How We Get to School” Amazing Words: <i>first, second, third, fourth, fifth sixth</i></p>	<p><u>Content Knowledge:</u> TE 32 &amp; 33 Truckery Rhymes : <u>Jack Be Nimble</u> Build Oral Language : SWM p. 1B – “How We Get to School” Amazing Words: <i>first, second, third, fourth, fifth sixth</i></p>	<p><u>Content Knowledge:</u> TE 50 &amp; 51 Truckery Rhymes : <u>Jack Be Nimble</u> Build Oral Language : SWM p. 1A &amp; 1B – “How We Get to School” Amazing Words: <i>first, second, third, fourth, fifth sixth</i></p>
<p><u>Phonemic Awareness:</u> TE 18 Rhyming Words: pig, dig, wig, big My Skills Buddy (MSB) p. 12-13 Picture Cards TE 19</p>	<p><u>Phonemic Awareness:</u> TE 34 Rhyming Words: cap, dog, map MSB p. 12-13 Picture Cards TE 34</p>	<p><u>Phonemic Awareness:</u> TE 52 Rhyming Words: dog, hog, hat, goat, boat. Picture Cards TE 52</p>
<p><u>Letter Recognition:</u> TE 20 Introduce <b>Aa</b> – Alphabet Card Model: write “A Bus Comes Along Every Day” Guide Practice: Phonics Songs and Rhymes Chart 1 Apply: Blend Words TE 21</p>	<p><u>Letter Recognition:</u> TE 36 Introduce: <b>Bb</b> – Alphabet Card MSB p. 16 Model: write letters and cross out caps  Apply: Blend sounds in name TE 37</p>	<p><u>Letter Recognition:</u> TE 54 Introduce: <b>Cc</b> – Alphabet Card Guide Practice: RWN p. 9</p>
<p><u>Handwriting:</u> TE 22 RWN p. 3 &amp; 4</p>	<p><u>Handwriting:</u> TE 38 RWN p. 3 &amp; 4</p>	<p><u>Student Reader:</u> TE 56 &amp; 57 Kindergarten Student Reader K.1.1 – “Cat and Dog at School”</p>
<p><u>High Frequency Words:</u> TE 23 <b>I &amp; am</b> TE 24-25 Decodable Story 1: <b>I am!</b> p. 5-6</p>	<p><u>High Frequency Words:</u> TE 39 MSB p. 17 TE 40-41 Decodable Reader: <b>Who am I?</b> MSB p. 18-25</p>	<p><u>Develop Vocabulary:</u> TE 58 Big Book p. 3-32 MSB p. 26</p>
<p><u>Text Based Comprehension:</u> TE 26 MSB p. 14-15 Read TE 27 “At the Bus Stop”</p>	<p><u>Text Based Comprehension:</u> TE 42-45 Read: “The Little School Bus” MSB p. 26-27</p>	<p><u>Text Based Comprehension:</u> TE 60-75 “The Little School Bus” 2<sup>nd</sup> Read. RWN p. 10</p>
<p><u>Conventions:</u> TE 28 Say Our Names</p>	<p><u>Conventions:</u> TE 45 Say Our Names RWN p. 8</p>	<p><u>Conventions:</u> TE 76 Say Our Names RWN p. 8</p>
<p><u>Writing:</u> TE 29 <u>Listening &amp; Speaking:</u> TE 30 RWN p. 1 &amp; 2</p>	<p><u>Writing:</u> TE 46 <u>Vocabulary:</u> TE 47 MSB p. 28</p>	<p><u>Writing:</u> TE 77 RWN p. 11 <u>Listening &amp; Speaking:</u> TE 78-79 MSB p. 29</p>
<p><u>Small Group Time:</u> TE SG 1-18 Differentiate Letter Recognition</p>	<p><u>Small Group Time:</u> TE SG 1-18 Differentiate Letter Recognition</p>	<p><u>Small Group Time:</u> TE SG 1-18 Differentiate Letter Recognition</p>
<p><u>PA Core Standards:</u> CC.1.1.K.A, K. B, K.C, K.D; CC.1.2.K.E; CC.1.3.K.B, K.C; CC.1.4.K.G, K.H, K.I, K.J, K.L, K.X; CC.1.5.K.A, K.B, K.C.</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.E, K.G, K.J, K.K; CC1.1.K.A, K.B, K.B, K.D, K.E, K.F, K.X; CC.1.5.K.A, K.B, K.C.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.D, K.E; CC.1.2.K.J, K.K.; CC.1.3.K.A, K.B, K.C, K.F, K.G, K.I, K.J, K.K; CC1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.X; CC1.5.K.A, K.B, K.C.</p>
<p><u>Daily Standards for the Arts and Humanities</u> CC.9.1.B</p>		

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Unit 1 Week 1 Day 4	Unit 1 Week 1 Day 5
<p><u>Content Knowledge:</u> TE 82 &amp; 83 Truckery Rhymes – <u>Jack Be Nimble</u> SWM p. 1B “How We Get to School” Build Oral Vocabulary: Amazing Words: <i>first, second, third, fourth, fifth, sixth</i></p>	<p><u>Content Knowledge:</u> TE 94 Truckery Rhymes – <u>Jack Be Nimble</u> SWM p. 1B “How We Get to School” Build Oral Vocabulary: Amazing Words: <i>first, second, third, fourth, fifth, sixth</i></p>
<p><u>Phonemic Awareness:</u> TE 84 Rhyming Words: pig, wig, goat, coat Picture Cards TE 84</p>	<p><u>Phonemic Awareness:</u> TE 96 Rhyming Words: man, fan, ran, van Picture Cards TE 96</p>
<p><u>Letter Recognition:</u> TE 86 Introduce: <b>Dd</b> – Alphabet card Model: write letters &amp; cross out caps Guide Practice: Phonics Songs and Rhymes Chart 1 RWN p. 9</p>	<p><u>Letter Recognition:</u> TE 96 Introduce: <b>Ee</b> – Alphabet Card Model: write letters &amp; cross out caps RWN p. 9 Guide Practice: Phonics Songs and Rhymes Chart 1</p>
<p><u>Get Set, Roll! Reader 1</u> TE 87 Jack and Max – Routine Flip Chart</p>	<p><u>Reread a Book</u> TE 97 <b>Assessment – TE 98 &amp; 99</b></p>
<p><u>Text Based Comprehension:</u> TE 88 MSB p. 14 &amp; 15</p>	<p><u>Let’s Practice It!</u> TE 100-101 MSB p. 30-31 Read Aloud: <u>King Midas and the Golden Touch</u></p>
<p><u>Develop Comprehension:</u> TE60-75 “The Little School Bus” 3<sup>rd</sup> Read p. 3-32</p>	<p><b>Assessment:</b> TE 102-103</p>
<p><u>Conventions:</u> TE 90 Say Our Names RWN p. 12</p>	<p><u>Conventions:</u> TE 104 Say Our Names</p>
<p><u>Writing:</u> TE 91 <u>Vocabulary:</u> TE 92 MSB – p. 28</p>	<p><u>Writing:</u> TE 105</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 Letter Recognition/Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.E; CC1.2.K.J; CC.1.3.K.B, K.C, K.J, K.K; CC1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.T, K.X.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.E; CC.1.3.K.C, K.E, K.K; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.X.</p>

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Unit 1 Week 2 Day 1	Unit 1 Week 2 Day 2	Unit 1 Week 2 Day 3
<p><u>Content Knowledge:</u> TE 118 &amp; 119 Truckery Rhymes: <u>Little Dan Dumper</u> Build Oral Language : SWM p. 2A &amp; 2B – “We’re Proud of Our Nation” Amazing Words: <i>proud, preparation, cooperation, creation, float, guide</i></p>	<p><u>Content Knowledge:</u> TE 134 &amp; 135 Truckery Rhymes: <u>Little Dan Dumper</u> Build Oral Language : SWM p. 2B – “We’re Proud of Our Nation” Amazing Words: <i>proud, preparation, cooperation, creation, float, guide</i></p>	<p><u>Content Knowledge:</u> TE 152 &amp; 153 Truckery Rhymes: <u>Little Dan Dumper</u> Build Oral Language : SWM p. 2A &amp; 2B – “We’re Proud of Our Nation” Amazing Words: <i>proud, preparation, cooperation, creation, float, guide</i></p>
<p><u>Phonemic Awareness:</u> TE 120-121 Introducing Syllables MSB p. 32-33 Blend Syllables</p>	<p><u>Phonemic Awareness:</u> TE 136 &amp; 137 Identifying syllables MSB p. 32-33 Review rhyming words chart 2 <u>Jimmy Found a Leaky Faucet</u></p>	<p><u>Phonemic Awareness:</u> TE 154 Sounds Discrimination Picture Cards TE 154 Chart 2 <u>Jimmy Found a Leaky Faucet</u> – Initial Sounds</p>
<p><u>Letter Recognition:</u> TE 122 Introduce <b>Ff &amp; Gg</b> – Alphabet Cards Model: write “Jimmy Found a Leaky Faucet” Guide Practice: Phonics Songs and Rhymes Chart 2 Apply: Blend Words TE 123</p>	<p><u>Letter Recognition:</u> TE 138 Introduce: <b>Hh &amp; Ii</b> – Alphabet Cards Model: MSB p. 36  Guide Practice and Apply TE 139</p>	<p><u>Letter Recognition:</u> TE 156 Introduce: <b>Jj &amp; Kk</b> – Alphabet Cards Guide Practice: RWN p. 19</p>
<p><u>Handwriting:</u> TE 124 RWN p. 13 &amp; 14</p>	<p><u>Handwriting:</u> TE 140 RWN p. 13 &amp; 14</p>	<p><u>Student Reader:</u> TE 158 &amp; 159 Kindergarten Student Reader K.1.2 – “Work”</p>
<p><u>High Frequency Words:</u> TE 125 <b>I &amp; am</b> TE 126-127 Decodable Story 2: <b>Am I?</b> RWN 15 &amp; 16</p>	<p><u>High Frequency Words:</u> TE 141-143 MSB p. 37 &amp; 38-45 TE 40-41 Decodable Reader: <b>Am I?</b></p>	<p><u>Develop Vocabulary:</u> TE 161-171 Big Book p. 3-32 MSB p. 26</p>
<p><u>Text Based Comprehension:</u> TE 128 MSB p. 34 &amp; 35 Read TE 129 “The Camping Trip”</p>	<p><u>Text Based Comprehension:</u> TE 144-145 MSB p. 46 &amp; 47 Read for Understanding &amp; Retell</p>	<p><u>Text Based Comprehension:</u> TE 160 “We Are So Proud” 2<sup>nd</sup> Read. MSB p. 46</p>
<p><u>Conventions:</u> TE 130 Write Our Names</p>	<p><u>Conventions:</u> TE 147 Write Our Names RWN p. 18</p>	<p><u>Conventions:</u> TE 172 Review: Say Our Names RWN p. 21</p>
<p><u>Writing:</u> TE 131 <u>Listening &amp; Speaking:</u> TE 132 RWN p. 1 &amp; 2</p>	<p><u>Writing:</u> TE 148 <u>Vocabulary:</u> TE 149 MSB p. 48</p>	<p><u>Writing:</u> TE 173 RWN p. 22 <u>Listening &amp; Speaking:</u> TE 174 MSB p. 49</p>
<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Letter Recognition</p>	<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Letter Recognition</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.E; CC.1.3. K.C; CC.1.4. K.X; CC.1.5.K.A.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.E; CC.1.2.K.J; CC.1.3.K.A, K.B, K.C, K.D, K.E, K.F, K.G, K.J, K.K; CC1.4.K.M, K.N, K.O, K.P, K.R, K.W, K.X.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.D, K.E; CC.1.2.K.G.; CC.1.3.K.A, K.B, K.C, K.G, K.I, K.J, K.K; CC1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.X; CC1.5.K.E.</p>
<p><u>Daily Standards for the Arts and Humanities</u> CC.9.1.B</p>		

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Unit 1 Week 2 Day 4	Unit 1 Week 2 Day 5
<p><u>Content Knowledge:</u> TE 178 &amp; 179 Truckery Rhymes – <u>Little Dan Dumper</u> SWM p. 2B “We’re Proud of Our Nation” Build Oral Vocabulary: Amazing Words: <i>proud, preparation, cooperation, creation, float, guide</i></p>	<p><u>Content Knowledge:</u> TE 94 Truckery Rhymes – <u>Little Dan Dumper</u> SWM p. 2B “We’re Proud of Our Nation” Build Oral Vocabulary: Amazing Words: <i>proud, preparation, cooperation, creation, float, guide</i></p>
<p><u>Phonemic Awareness:</u> TE 180 Syllables, Words, Rhymes Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 192 Review Syllables Review Rhyming Words</p>
<p><u>Letter Recognition:</u> TE 182 Introduce: <b>Li &amp; Mm</b>– Alphabet cards Model: write letters &amp; cross out caps Guide Practice: RWN p. 19</p>	<p><u>Letter Recognition:</u> TE 192 Introduce: <b>Nn</b> – Alphabet Card Model: write letters Guide Practice: RWN p. 19</p>
<p><u>Get Set, Roll! Reader 2</u> TE 183 “Melvin”</p>	<p><u>Reread a Book</u> TE 193 <b>Assessment – TE 194 &amp; 195</b></p>
<p><u>Text Based Comprehension:</u> TE 184 MSB p. 34-35 RWN p. 23</p>	<p><u>Let’s Practice It!</u> TE 196 &amp; 197 MSB p. 50-51 Read Aloud: <u>The US Flag</u></p>
<p><u>Develop Comprehension:</u> TE 161-171 “We Are So Proud” 3<sup>rd</sup> Read</p>	<p><b>Assessment:</b> TE 198 &amp; 199</p>
<p><u>Conventions:</u> TE 186 RWN p. 24</p>	<p><u>Conventions:</u> TE 200 Write Our Names</p>
<p><u>Writing:</u> TE 187 <u>Vocabulary:</u> TE 188 Color Words MSB – p. 48</p>	<p><u>Writing:</u> TE 201</p>
<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 19-36 Differentiate Letter Recognition/Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C; CC1.2.K.K; CC.1.3.K.B, K.C, K.G, K.J, K.K; CC1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.T, K.W, K.X; CC.1.5.K.A, K.E.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.E; CC.1.2.K.A, K.B, K.C, K.G; CC.1.3.K.C, K.F, K.G; 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.A.</p>

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Unit 1 Week 3 Day 1	Unit 1 Week 3 Day 2	Unit 1 Week 3 Day 3
<p><u>Content Knowledge:</u> TE 214 &amp; 215 Truckery Rhymes: <i>Three Loud Trucks</i> Build Oral Language : SWM p. 3A &amp; 3B – “Purple Platypus” Amazing Words: <i>platypus, around, lost, market, found, groceries</i></p>	<p><u>Content Knowledge:</u> TE 230 &amp; 231 Truckery Rhymes: <i>Three Loud Trucks</i> Build Oral Language : SWM p. 3A &amp; 3B – “Purple Platypus” Amazing Words: <i>platypus, around, lost, market, found, groceries</i></p>	<p><u>Content Knowledge:</u> TE 248 &amp; 249 Truckery Rhymes: <i>Three Loud Trucks</i> Build Oral Language : SWM p. 3A &amp; 3B – “Purple Platypus” Amazing Words: <i>platypus, around, lost, market, found, groceries</i></p>
<p><u>Phonemic Awareness:</u> TE 216-217 Initial Sounds MSB p. 52-53 Initial Sounds &amp; Rhyming Words</p>	<p><u>Phonemic Awareness:</u> TE 232 &amp; 233 Initial Sounds MSB p. 52-53 Review rhyming words chart 3 “Oh My! Oh, No!”</p>	<p><u>Phonemic Awareness:</u> TE 250-251 Initial Sounds Discrimination Blend Syllables Clap Syllables Picture Cards TE 250</p>
<p><u>Letter Recognition:</u> TE 218 Introduce <b>Oo</b> – Alphabet Card Model: write “Oh My! Oh No!” Guide Practice: Phonics Songs and Rhymes Chart 3 Apply: Blend Words TE 219</p>	<p><u>Letter Recognition:</u> TE 234 Introduce: <b>Pp</b> – Alphabet Card Model: MSB p. 56  Guide Practice and Apply TE 235</p>	<p><u>Letter Recognition:</u> TE 252 Introduce: <b>Qq</b> – Alphabet Card Guide Practice: RWN p. 26 &amp; 31</p>
<p><u>Handwriting:</u> TE 220 RWN p. 25 &amp; 26</p>	<p><u>Handwriting:</u> TE 236 RWN p. 25 &amp; 26</p>	<p><u>Student Reader:</u> TE 254 &amp; 255 Kindergarten Student Reader K.1.3 – “Play”</p>
<p><u>High Frequency Words:</u> TE 221 <b>the &amp; little</b> Decodable Story 3: <b>Little Me!</b> RWN 27 &amp; 28</p>	<p><u>High Frequency Words:</u> TE 237 MSB p. 57 &amp; 58-65 Decodable Reader 3: <b>The Little Toys</b> RWN p. 29</p>	<p><u>Develop Vocabulary:</u> TE 258-277</p>
<p><u>Text Based Comprehension:</u> TE 224 MSB p. 54 &amp; 55 Read TE 225 “Let’s Go to the Park”</p>	<p><u>Text Based Comprehension:</u> TE 240 MSB p. 66 &amp; 67 Read for Understanding &amp; Retell</p>	<p><u>Text Based Comprehension:</u> TE 256 Read Big Book “Plaidypus Lost” MSB p. 66 RWN p. 32</p>
<p><u>Conventions:</u> TE 226 What We Look Like</p>	<p><u>Conventions:</u> TE 243 What We Look Like RWN p. 30</p>	<p><u>Conventions:</u> TE 278 Review: Write Our Names RWN p. 33</p>
<p><u>Writing:</u> TE 227 <u>Listening &amp; Speaking:</u> TE 228 RWN p. 1 &amp; 2</p>	<p><u>Writing:</u> TE 244 <u>Vocabulary:</u> TE 245 MSB p. 68</p>	<p><u>Writing:</u> TE 279 Poem RWN p. 34 <u>Listening &amp; Speaking:</u> TE 280 MSB p. 69</p>
<p><u>Small Group Time:</u> TE SG 37-54 Differentiate Letter Recognition</p>	<p><u>Small Group Time:</u> TE SG 37-54 Differentiate Letter Recognition</p>	<p><u>Small Group Time:</u> TE SG 37-54 Differentiate Vocabulary</p>
<p><u>PA Core Standards:</u> CC.1.1. K. B, K.C, K.E; CC.1.3.K.A, K.C; 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.O, K.P, K.W, K.X.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.A, K.B, K.C, K.E; CC.1.2.K.E, K.J, K.K; CC.1.3.K.A, K.B, K.C, K.D, K.E, K.F, K.I, K.J, K.K; CC.1.4. K.N, K.O, K.P, K.R, K.W, K.X; CC.1.5.K.A.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C; CC.1.2.K.J, K.K,; CC.1.3.K.A, K.B, K.C, K.G, K.I, K.J, K.K; CC.1.4.K.M, K.O, K.P, K.R, K.V, K.X.</p>
<p><u>Daily Standards for the Arts and Humanities</u></p>		

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Unit 1 Week 3 Day 4	Unit 1 Week 3 Day 5
<p><u>Content Knowledge:</u> TE 178 &amp; 179            Truckery Rhymes: <u>Three Loud Trucks</u>            Build Oral Language : SWM p. 3A &amp; 3B – “Purple Platypus”            Amazing Words: <i>platypus, around, lost, market, found, groceries</i></p>	<p><u>Content Knowledge:</u> TE 94            Truckery Rhymes: <u>Three Loud Trucks</u>            Build Oral Language : SWM p. 3A &amp; 3B – “Purple Platypus”            Amazing Words: <i>platypus, around, lost, market, found, groceries</i></p>
<p><u>Phonemic Awareness:</u> TE 286 &amp; 287            Review Syllables            Listen for Rhyming Words</p>	<p><u>Phonemic Awareness:</u> TE 298            Review Initial Sounds</p>
<p><u>Letter Recognition:</u> TE 288            Introduce: <b>Rr</b> – Alphabet card            Guide Practice: RWN p. 26 &amp; 31</p>	<p><u>Letter Recognition:</u> TE 192            Introduce: <b>Ss</b> – Alphabet Card            Model: write letters            Guide Practice: RWN p. 31</p>
<p><u>Get Set, Roll! Reader 3</u> TE 289            “Pete”</p>	<p><u>Reread a Book</u> TE 299  <b>Assessment – TE 300 &amp; 301</b></p>
<p><u>Text Based Comprehension:</u> TE 290            MSB p. 54-55            RWN p. 35</p>	<p><u>Let’s Practice It!</u> TE 302 &amp; 303            MSB p. 70-71            Read Aloud: <u>The Boy Who Cried Wolf</u></p>
<p><u>Develop Comprehension:</u> TE 258-277            “Plaidypus Lost!” 3<sup>rd</sup> Read</p>	<p><b>Assessment:</b> TE 304 &amp; 305</p>
<p><u>Conventions:</u> TE 292            RWN p. 36</p>	<p><u>Conventions:</u> TE 306            What We Look Like</p>
<p><u>Writing:</u> TE 293  <u>Vocabulary:</u> TE 294 Words for Shapes            MSB – p. 68</p>	<p><u>Writing:</u> TE 307</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 Letter Recognition/Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C; CC1.2.K.K; CC.1.3.K.B, K.C, K.G, K.J, K.K; CC1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.T, K.W, K.X; CC.1.5.K.A, K.E.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.E; CC.1.2.K.A, K.B, K.C, K.G; CC.1.3.K.C, K.F, K.G; 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.A.</p>

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Unit 1 Week 4 Day 1	Unit 1 Week 4 Day 2	Unit 1 Week 4 Day 3
<p><u>Content Knowledge:</u> TE 320 &amp; 321 Truckery Rhymes: <u>Gabby Had a Little Bear</u> Build Oral Language : SWM p. 4A &amp; 4B – “On a Field Trip We Go” Amazing Words: <i>bakery, fire station, park, post office, library, chaperone</i></p>	<p><u>Content Knowledge:</u> TE 336 &amp; 337 Truckery Rhymes: <u>Gabby Had a Little Bear</u> Build Oral Language : SWM p. 4A &amp; 4B – “On a Field Trip We Go” Amazing Words: <i>bakery, fire station, park, post office, library, chaperone</i></p>	<p><u>Content Knowledge:</u> TE 354 &amp; 355 Truckery Rhymes: <u>Gabby Had a Little Bear</u> Build Oral Language : SWM p. 4A &amp; 4B – “On a Field Trip We Go” Amazing Words: <i>bakery, fire station, park, post office, library, chaperone</i></p>
<p><u>Phonemic Awareness:</u> TE 322 &amp; 323 Initial Sounds MSB p. 72-73 Discrimination Sounds Review Syllables - review um-brel-la</p>	<p><u>Phonemic Awareness:</u> TE 338 &amp; 339 Initial Sounds Guided Practice MSB p. 72-73 Review syllables vol-ca-no</p>	<p><u>Phonemic Awareness:</u> TE 356-357 Review Initial Sounds Guided Practice Review Syllables Blend Onset and Rime Review Rhyming Words Count syllables – clap each sound</p>
<p><u>Letter Recognition:</u> TE 324 Introduce <b>Tt &amp; Uu</b> – Alphabet Cards Guide Practice: Phonics Songs and Rhymes Chart 4 Apply: Blend Words TE 325 /m/ -at</p>	<p><u>Letter Recognition:</u> TE 340-341 Introduce: <b>Vv</b> – Alphabet Card Model: MSB p. 76 Guide Practice and Apply: can, tan, pan, fan</p>	<p><u>Letter Recognition:</u> TE 358-359 Introduce: <b>Ww &amp; Xx</b> –Alphabet Card Guide Practice: RWN p. 43 Review Letter Recognition Review High-Frequency Words</p>
<p><u>Handwriting:</u> TE 326 RWN p. 37 &amp; 38</p>	<p><u>Handwriting:</u> TE 342 RWN p. 37 &amp; 38</p>	<p><u>Student Reader:</u> TE 360 &amp; 361 Kindergarten Student Reader K.1.4 – “Ride to Town”</p>
<p><u>High Frequency Words:</u> TE 327 <b>the &amp; little</b> Decodable Story 4: <b>Am I Little?</b> RWN 39 &amp; 40</p>	<p><u>High Frequency Words:</u> TE 343-344 MSB p. 77 Decodable Reader 4: <b>At the Zoo</b> RWN p. 41</p>	<p><u>Develop Vocabulary:</u> TE 364-383</p>
<p><u>Text Based Comprehension:</u> TE 330 MSB p. 74 &amp; 75 Read TE 325 “Grandma’s Garden”</p>	<p><u>Text Based Comprehension:</u> TE 346-348 MSB p. 86 &amp; 87 Read <u>Miss Bindergarten Takes a Field Trip</u> 1<sup>st</sup> Read Read for Understanding &amp; Retell</p>	<p><u>Text Based Comprehension:</u> TE 362 Read Big Book <u>Miss Bindergarten Takes a Field Trip</u> 2<sup>nd</sup> Read MSB p. 86</p>
<p><u>Conventions:</u> TE 332 What We Can Do</p>	<p><u>Conventions:</u> TE 348 What We Can Do RWN p. 42 Think, Talk &amp; Write TE 349</p>	<p><u>Conventions:</u> TE 384 Review: What We Look Like RWN p. 45 &amp; 46</p>
<p><u>Writing:</u> TE 333  <u>Listening &amp; Speaking:</u> TE 334</p>	<p><u>Writing:</u> TE 350 <u>Vocabulary:</u> TE 351 Location Seasons <i>Library, park, school, post office</i> MSB p. 88</p>	<p><u>Writing:</u> TE 385 Instructions  <u>Listening &amp; Speaking:</u> TE 386 MSB p. 89 Discussions</p>
<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Letter Recognition</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Letter Recognition</p>	<p><u>Small Group Time:</u> TE SG 55-72 Differentiate Vocabulary</p>
<p><u>PA Core Standards:</u> CC.1.1. K. B, K.C, K.E; CC.1.3.K.G, K.H; CC.1.4. K.V, K.W, K.X; CC.1.5.K.A, K.E.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.A, K.B, K.C, K.E; CC.1.2.K.J; CC.1.3.K.A, K.B, K.D, K.E, K.F, K.G, K.J, K.K; CC1.4. K.A, K.B, K.C, K.D, K.E, K.F, K.X; CC.1.5.K.A.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C; CC.1.2.K.J, K.K; CC.1.3.K.A, K.B, K.C, K.F, K.G, K.I, K.J, K.K; CC1.4.K.M, K.O, K.P, K.R, K.V, K.X.</p>
<p><u>Daily Standards for the Arts and Humanities</u></p>		

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Unit 1 Week 4 Day 4	Unit 1 Week 4 Day 5
<p><u>Content Knowledge:</u> TE 390 &amp; 391            Truckery Rhymes: <u>Gabby Had a Little Bear</u>            Build Oral Language : SWM p. 4A &amp; 4B – “On a Field Trip We Go”            Amazing Words: <i>bakery, fire station, park, post office, library, chaperone</i></p>	<p><u>Content Knowledge:</u> TE 402 &amp; 403            Truckery Rhymes: <u>Gabby Had a Little Bear</u>            Build Oral Language : SWM p. 4A &amp; 4B – “On a Field Trip We Go”            Amazing Words: <i>bakery, fire station, park, post office, library, chaperone</i></p>
<p><u>Phonemic Awareness:</u> TE 392            Review Initial Sounds            Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 404            Review Initial Sounds            Blend and Substitute Sounds            Count Syllables</p>
<p><u>Letter Recognition:</u> TE 394-395            Introduce: <b>Yy &amp; Zz</b> – Alphabet cards            Guide Practice: RWN p. 43</p>	<p><u>Letter Recognition:</u> TE 405            Review Letter Names            Review High Frequency Words</p>
<p><u>Get Set, Roll! Reader 4</u> TE 395            “Pat”</p>	<p><u>Reread a Book</u> TE 405  <b>Assessment – TE 406 &amp; 407</b></p>
<p><u>Text Based Comprehension:</u> TE 396            MSB p. 74-75            RWN p. 47</p>	<p><u>Let’s Practice It!</u> TE 408            MSB p. 90-91            Read Aloud: <u>Curry Veggie Dip</u></p>
<p><u>Develop Comprehension:</u> TE 363-383            “Miss Bindergarten Takes a Field Trip” 3<sup>rd</sup> Read</p>	<p><b>Assessment:</b> TE 410-411</p>
<p><u>Conventions:</u> TE 398            What We Can Do            RWN p. 48</p>	<p><u>Conventions:</u> TE 412            What We Can Do</p>
<p><u>Writing:</u> TE 399 Extend the Concept  <u>Vocabulary:</u> TE 400 Location Words            MSB – p. 88</p>	<p><u>Writing:</u> TE 413</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 Letter Recognition/Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C; CC.1.2.K.J, K.K; CC.1.3.K.A, 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.T, K.X; CC.1.5.K.A, K.D, K.E.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.E; CC.1.2.K.A, K.B, K.G, K.K; CC.1.4.K.G, K.H, K.I, K.J, K.L, K.V, K.X.</p>



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Unit 1 Week 5 Day 1	Unit 1 Week 5 Day 2	Unit 1 Week 5 Day 3
<p><u>Content Knowledge:</u> TE 426 &amp; 427 Truckery Rhymes: <u>Peter, Peter Payload Eater</u> Build Oral Language: SWM p. 5A &amp; 5B – “Won’t You Play With Me?” Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i></p>	<p><u>Content Knowledge:</u> TE 442 &amp; 443 Truckery Rhymes: <u>Peter, Peter Payload Eater</u> Build Oral Language: SWM p. 5A &amp; 5B – “Won’t You Play With Me?” Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i></p>	<p><u>Content Knowledge:</u> TE 460 &amp; 461 Truckery Rhymes: <u>Peter, Peter Payload Eater</u> Build Oral Language: SWM p. 5A &amp; 5B – “Won’t You Play With Me?” Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i></p>
<p><u>Phonemic Awareness:</u> TE 428 &amp; 429 Initial Sounds /m/ MSB p. 92-93 Initial Sounds &amp; Discrimination Sounds Segment – (parts or syllables)</p>	<p><u>Phonemic Awareness:</u> TE 444 &amp; 445 Isolate Initial /m/ = map Guided Practice MSB p. 92-93 Isolate Final /m/ = jam Review rhyming words chart 5 “Mr. Malcom Monkey”</p>	<p><u>Phonemic Awareness:</u> TE 462-463 Review Initial /m/ Practice final /m/ g-u-m Discriminate sounds (same sounds) Discriminate Initial sounds Picture Cards</p>
<p><u>Phonics:</u> TE 430 Introduce <b>Mm</b> – Alphabet Card Model: Write Malcom Monkey Guide Practice: Phonics Songs and Rhymes Chart 5 “Mr. Malcom Monkey” Apply: Blend Words TE 431 /m/ -ap</p>	<p><u>Phonics:</u> TE 446 /m/ spelled Mm Teach/Model: MSB p. 96 Guide Practice and Apply: TE 447</p>	<p><u>Phonics:</u> TE 464 Blend sounds /m/ Mm Guide Practice: RWN p. 55-56</p>
<p><u>Handwriting:</u> TE 432 RWN p. 49 &amp; 50</p>	<p><u>Handwriting:</u> TE 448-449 RWN p. 53</p>	<p><u>Student Reader:</u> TE 466 &amp; 467 Kindergarten Student Reader K.1.5 – “Eat Together”</p>
<p><u>High Frequency Words:</u> TE 433 <b>a &amp; to</b> Decodable Story 5 : <b>Little Mouse</b> RWN 51 &amp; 52</p>	<p><u>High Frequency Words:</u> TE 449 MSB p. 98-105 Decodable Reader 5: <b>Animal Friends</b></p>	<p><u>Develop Vocabulary:</u> TE 469-486</p>
<p><u>Text Based Comprehension:</u> TE 436 MSB p. 94 &amp; 95 Read TE 437 “Dancing Together”</p>	<p><u>Text Based Comprehension:</u> TE 452 MSB p. 106 &amp; 107 Read <u>Smash! Crash!</u> 1<sup>st</sup> Read Read for Understanding &amp; Retell</p>	<p><u>Text Based Comprehension:</u> TE 468 Read Big Book <u>Smash! Crash!</u> 2<sup>nd</sup> Read MSB p. 106</p>
<p><u>Conventions:</u> TE 438 Nouns for People and Animals (farmer, doctor, rabbit)</p>	<p><u>Conventions:</u> TE 455 Nouns for People and Animals RWN p. 54</p>	<p><u>Conventions:</u> TE 486 Review: What Can We Do RWN p. 57</p>
<p><u>Writing:</u> TE 439</p> <p><u>Listening &amp; Speaking:</u> TE 440 RWN 1 &amp; 2 Announcement</p>	<p><u>Writing:</u> TE 456 <u>Vocabulary:</u> TE 457 MSB p. 108</p>	<p><u>Writing:</u> TE 487 Caption RWN p. 58 <u>Listening &amp; Speaking:</u> TE 488 MSB p. 109 Announcement/Messages</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.1.2.K.J, K.K; CC.1.3.K.C, K.I, K.J; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.X.</p>	<p>PA Core Standards: CC.1.1.K.A, K.D, K.E; CC.1.2.K.A, K.B, K.E, K.G, K.J; CC.1.3.K.A, K.C, K.J; CC.1.4. K.M, K.N, K.O, K.P, K.R, K.V, K.X.</p>	<p>PA Core Standards: CC.1.1.K.B, K.D, K.E; CC.1.2.K.H; CC.1.3.K.A, K.B, K.C, K.G, K.G, K.K; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.X; CC.1.5.K.E.</p>
<p><u>Daily Standards for the Arts and Humanities</u></p>		

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Unit 1 Week 5 Day 4	Unit 1 Week 5 Day 5
<p><u>Content Knowledge:</u> TE 492 &amp; 493            Truckery Rhymes: <u>Peter, Peter Payload Eater</u>            Build Oral Language: SWM p. 5A &amp; 5B – “Won’t You Play With Me?”            Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i></p>	<p><u>Content Knowledge:</u> TE 504 &amp; 505            Truckery Rhymes: <u>Peter, Peter Payload Eater</u>            Build Oral Language: SWM p. 5A &amp; 5B – “Won’t You Play With Me?”            Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i></p>
<p><u>Phonemic Awareness:</u> TE 494            Review Initial Sounds            Picture Cards</p>	<p><u>Phonemic Awareness:</u> TE 506            Review Initial and Final /m/            Discriminate initial and final sounds</p>
<p><u>Letter Recognition:</u> TE 495            Review Letter Names – Alphabet cards            Blending TE 496 /m/</p>	<p><u>Phonics:</u> TE 507            Review /m/            Model: Write letter Mm</p>
<p><u>Get Set, Roll! Reader 5</u> TE 497            “Zoom!”</p>	<p><u>Reread a Book</u> TE 507  <b>Assessment – TE 508 &amp; 509</b></p>
<p><u>Text Based Comprehension:</u> TE 498            MSB p. 94-95            RWN p. 59</p>	<p><u>Let’s Practice It!</u> TE 510            MSB p. 110-111            Read Aloud: <u>At a Farmers Market</u></p>
<p><u>Develop Comprehension:</u> TE 469-486            “Smash! Crash!” 3<sup>rd</sup> Read</p>	<p><b>Assessment:</b> TE 512-513</p>
<p><u>Conventions:</u> TE 500            Nouns for People and Animals            RWN p. 60</p>	<p><u>Conventions:</u> TE 514            Nouns for People and Animals</p>
<p><u>Writing:</u> TE 501  <u>Vocabulary:</u> TE 502 Position Words            MSB – p. 108</p>	<p><u>Writing:</u> TE 515</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.B, K.D; CC.1.2.K.J; CC.1.3.K.B, K.C, K.J, K.K; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.G, K.W, K.X; CC.1.5.K.A.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.C; CC.1.3.K.A; CC.1.4.K.T, K.X.</p>

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<p><u>Content Knowledge:</u> TE 528 &amp; 529 Truckery Rhymes: <u>This Is the Way</u> Build Oral Language: SWM p. 6A &amp; 6B – “Look at Them Go!” Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i></p>	<p><u>Content Knowledge:</u> TE 544 &amp; 545 Truckery Rhymes: <u>This Is the Way</u> Build Oral Language: SWM p. 6A &amp; 6B – “Look at Them Go!” Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i></p>	<p><u>Content Knowledge:</u> TE 562 &amp; 563 Truckery Rhymes: <u>This Is the Way</u> Build Oral Language: SWM p. 6A &amp; 6B – “Look at Them Go!” Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i></p>
<p><u>Phonemic Awareness:</u> TE 530 &amp; 531 Initial Sounds /t/ MSB p. 112-113 Initial Sounds &amp; Discrimination Sounds Segment – /t/ /a/ /p/</p>	<p><u>Phonemic Awareness:</u> TE 546 &amp; 547 Isolate Initial /t/ = taxi Guided Practice MSB p. 112-113 Isolate Final /t/ = jet Review rhyming words chart 6 “Tick, Tick Tock”</p>	<p><u>Phonemic Awareness:</u> TE 564-565 Review Initial /t/ Practice final /t/ a-n-t Discriminate sounds (same sounds) Discriminate Initial sounds Picture Cards</p>
<p><u>Phonics:</u> TE 532 Introduce <b>Tt</b> – Alphabet Card Model: Write Tick, Tick Tock Guide Practice: Phonics Songs and Rhymes Chart 6 “Tick, Tick Tock” Apply: Blend Words TE 533</p>	<p><u>Phonics:</u> TE 548 /t/ spelled Tt Teach/Model: MSB p. 116 Guide Practice and Apply: TE 549</p>	<p><u>Phonics:</u> TE 566 Blend sounds /t/ Tt Guide Practice: RWN p. 71 &amp; 72</p>
<p><u>Handwriting:</u> TE 534 RWN p. 61 &amp; 62</p>	<p><u>Handwriting:</u> TE 550 RWN p. 67</p>	<p><u>Student Reader:</u> TE 568 &amp; 569 Kindergarten Student Reader K.1.6 – “At the Toy Store”</p>
<p><u>High Frequency Words:</u> TE 535 <b>a &amp; to</b> Decodable Story 6 : TE 536 RWN 63 &amp; 64</p>	<p><u>High Frequency Words:</u> TE 551 MSB p. 118-125 Decodable Reader 6:</p>	<p><u>Develop Vocabulary:</u> TE 572-583</p>
<p><u>Text Based Comprehension:</u> TE 538 MSB p. 114 &amp; 115 Read TE 539 “Working in the Kitchen”</p>	<p><u>Text Based Comprehension:</u> TE 554 MSB p. 126 &amp; 127 Read “<u>Dig, Dig Digging</u> 1<sup>st</sup> Read Read for Understanding &amp; Retell Think, Talk &amp; Write TE 556</p>	<p><u>Text Based Comprehension:</u> TE 570 Read Big Book <u>Dig, Dig Digging</u> 2<sup>nd</sup> Read MSB p. 126 RWN p. 72</p>
<p><u>Conventions:</u> TE 540 Nouns for Places and Things</p>	<p><u>Conventions:</u> TE 557 Nouns for Places and Things RWN p. 68</p>	<p><u>Conventions:</u> TE 584 Review: Nouns for People and Animals RWN p. 73</p>
<p><u>Writing:</u> TE 541  <u>Listening &amp; Speaking:</u> TE 542 RWN 1 &amp; 2 Response to Literature (Tell important things)</p>	<p><u>Writing:</u> TE 558 RWN p. 69-70 <u>Vocabulary:</u> TE 559 MSB p. 128</p>	<p><u>Writing:</u> TE 585 Revise a Story RWN p. 74 <u>Listening &amp; Speaking:</u> TE 586 MSB p. 129 Respond to Drams</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.1.4.K.G, K.H, K.I, K.J, K.L, K.M, K.O, K.P, K.R, K.W, K.X; CC.1.5.K.A.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.A, K.C, K.D, K.E; CC.1.2.K.A, K.B, K.F, K.J, K.L; CC.1.3.K.D, K.J, K.K.; CC1.4. K.G, K.H, K.I, K.J, K.L, K.M, K.N, K.O, K.P, K.R, K.U, K.V, K.X.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.C, K.D, K.E; CC.1.2.K.A, K.B, K.F, K.G; CC.1.3.K.J, K.K; CC1.4.K.G, K.H, K.I, K.J, K.L, K.M, K.N, K.T, K.U, K.V, K.X.</p>
<p><u>Daily Standards for the Arts and Humanities</u></p>		

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<p><u>Content Knowledge:</u> TE 590 &amp; 591            Truckery Rhymes: <u>This Is the Way</u>            Build Oral Language: SWM p. 6A &amp; 6B – “Look at Them Go!”            Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i></p>	<p><u>Content Knowledge:</u> TE 602 &amp; 603            Truckery Rhymes: <u>This Is the Way</u>            Build Oral Language: SWM p. 6A &amp; 6B – “Look at Them Go!”            Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i></p>
<p><u>Phonemic Awareness:</u> TE 592            Review Initial Sounds            Picture Cards            Phonics TE 593 Review /m/</p>	<p><u>Phonemic Awareness:</u> TE 604            Review Initial and Final /t/            Blend and Substitute Sounds            Count Syllables</p>
<p><u>Letter Recognition:</u> TE 594            /t/ spelled Tt</p>	<p><u>Phonics:</u> TE 605            Review /t/            Model: Write letter Tt</p>
<p><u>Get Set, Roll! Reader 5</u> TE 595            “Ted”</p>	<p><u>Reread a Book</u> TE 606  <b>Assessment – TE 606</b></p>
<p><u>Text Based Comprehension:</u> TE 596            MSB p. 114-115            RWN p. 75</p>	<p><u>Let’s Practice It!</u> TE 608            MSB p. 130-131            Read Aloud: <u>The Three Little Pigs</u></p>
<p><u>Develop Comprehension:</u> TE 571-583            “Dig, Dig Digging” 3<sup>rd</sup> Read</p>	<p><b>Assessment:</b> TE 610-611</p>
<p><u>Conventions:</u> TE 598            Nouns for Places and Things            RWN p. 76</p>	<p><u>Conventions:</u> TE 612            Nouns for Places and Things</p>
<p><u>Writing:</u> TE 599 RWN 77-78  <u>Vocabulary:</u> TE 600 Words for Size            MSB – p. 128</p>	<p><u>Writing:</u> TE 613</p>
<p><u>Small Group Time:</u> TE SG 91-108            Differentiate Language</p>	<p><u>Small Group Time:</u> TE SG 91-108            Differentiate Close Reading</p>
<p><u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.D, K.E; CC.1.2.K.J; CC.1.3.K.C, K.J, K.K; CC1.4.K.T, K.U, K.V, K.X.</p>	<p><u>PA Core Standards:</u> CC.1.1.K.C, K.D, K.E; CC.1.3.K.B, K.C, K.E; CC.1.4.K.M, K.N, K.O, K.P, K.R, K.U, K.V, K.X; CC.1.5.K.G.</p>