

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

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Unit 1 Week 1 Day 4	Unit 1 Week 1 Day 5
<u>Content Knowledge:</u> TE 82 & 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>	<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>
<u>Phonemic Awareness:</u> TE 84 Rhyming Words: pig, wig, goat, coat Picture Cards TE 84	<u>Phonemic Awareness:</u> TE 96 Rhyming Words: man, fan, ran, van Picture Cards TE 96
<u>Letter Recognition:</u> TE 86 Introduce: Dd – Alphabet card Model: write letters & cross out caps Guide Practice: Phonics Songs and Rhymes Chart 1 RWN p. 9	<u>Letter Recognition:</u> TE 96 Introduce: Ee – Alphabet Card Model: write letters & cross out caps RWN p. 9 Guide Practice: Phonics Songs and Rhymes Chart 1
<u>Get Set, Roll! Reader 1</u> TE 87 Jack and Max – Routine Flip Chart	<u>Reread a Book</u> TE 97 Assessment – TE 98 & 99
<u>Text Based Comprehension:</u> TE 88 MSB p. 14 & 15	<u>Let’s Practice It!</u> TE 100-101 MSB p. 30-31 Read Aloud: <u>King Midas and the Golden Touch</u>
<u>Develop Comprehension:</u> TE60-75 “The Little School Bus” 3 rd Read p. 3-32	Assessment: TE 102-103
<u>Conventions:</u> TE 90 Say Our Names RWN p. 12	<u>Conventions:</u> TE 104 Say Our Names
<u>Writing:</u> TE 91 <u>Vocabulary:</u> TE 92 MSB – p. 28	<u>Writing:</u> TE 105
<u>Small Group Time:</u> TE SG 1-18 Differentiate Language	<u>Small Group Time:</u> TE SG 1-18 Differentiate Letter Recognition/Close Reading
<u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.E; 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.T, K.X.	<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.

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Unit 1 Week 2 Day 1	Unit 1 Week 2 Day 2	Unit 1 Week 2 Day 3
<u>Content Knowledge:</u> TE 118 & 119 Truckery Rhymes: <u>Little Dan Dumper</u> Build Oral Language : SWM p. 2A & 2B – “We’re Proud of Our Nation” Amazing Words: <i>proud, preparation, cooperation, creation, float, guide</i>	<u>Content Knowledge:</u> TE 134 & 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>	<u>Content Knowledge:</u> TE 152 & 153 Truckery Rhymes: <u>Little Dan Dumper</u> Build Oral Language : SWM p. 2A & 2B – “We’re Proud of Our Nation” Amazing Words: <i>proud, preparation, cooperation, creation, float, guide</i>
<u>Phonemic Awareness:</u> TE 120-121 Introducing Syllables MSB p. 32-33 Blend Syllables	<u>Phonemic Awareness:</u> TE 136 & 137 Identifying syllables MSB p. 32-33 Review rhyming words chart 2 <u>Jimmy Found a Leaky Faucet</u>	<u>Phonemic Awareness:</u> TE 154 Sounds Discrimination Picture Cards TE 154 Chart 2 <u>Jimmy Found a Leaky Faucet</u> – Initial Sounds
<u>Letter Recognition:</u> TE 122 Introduce Ff & Gg – Alphabet Cards Model: write “Jimmy Found a Leaky Faucet” Guide Practice: Phonics Songs and Rhymes Chart 2 Apply: Blend Words TE 123	<u>Letter Recognition:</u> TE 138 Introduce: Hh & Ii – Alphabet Cards Model: MSB p. 36 Guide Practice and Apply TE 139	<u>Letter Recognition:</u> TE 156 Introduce: Jj & Kk – Alphabet Cards Guide Practice: RWN p. 19
<u>Handwriting:</u> TE 124 RWN p. 13 & 14	<u>Handwriting:</u> TE 140 RWN p. 13 & 14	<u>Student Reader:</u> TE 158 & 159 Kindergarten Student Reader K.1.2 – “Work”
<u>High Frequency Words:</u> TE 125 I & am TE 126-127 Decodable Story 2: Am I? RWN 15 & 16	<u>High Frequency Words:</u> TE 141-143 MSB p. 37 & 38-45 TE 40-41 Decodable Reader: Am I?	<u>Develop Vocabulary:</u> TE 161-171 Big Book p. 3-32 MSB p. 26
<u>Text Based Comprehension:</u> TE 128 MSB p. 34 & 35 Read TE 129 “The Camping Trip”	<u>Text Based Comprehension:</u> TE 144-145 MSB p. 46 & 47 Read for Understanding & Retell	<u>Text Based Comprehension:</u> TE 160 “We Are So Proud” 2 nd Read. MSB p. 46
<u>Conventions:</u> TE 130 Write Our Names	<u>Conventions:</u> TE 147 Write Our Names RWN p. 18	<u>Conventions:</u> TE 172 Review: Say Our Names RWN p. 21
<u>Writing:</u> TE 131 <u>Listening & Speaking:</u> TE 132 RWN p. 1 & 2	<u>Writing:</u> TE 148 <u>Vocabulary:</u> TE 149 MSB p. 48	<u>Writing:</u> TE 173 RWN p. 22 <u>Listening & Speaking:</u> TE 174 MSB p. 49
<u>Small Group Time:</u> TE SG 19-36 Differentiate Letter Recognition	<u>Small Group Time:</u> TE SG 19-36 Differentiate Letter Recognition	<u>Small Group Time:</u> TE SG 19-36 Differentiate Vocabulary
<u>PA Core Standards:</u> CC.1.1.1. K. B, K.C, K.E; CC.1.3. K.C; CC.1.4. K.X; CC.1.5.K.A.	<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.	<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.
<u>Daily Standards for the Arts and Humanities</u> CC.9.1.B		

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Unit 1 Week 2 Day 4	Unit 1 Week 2 Day 5
<u>Content Knowledge:</u> TE 178 & 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>	<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>
<u>Phonemic Awareness:</u> TE 180 Syllables, Words, Rhymes Picture Cards	<u>Phonemic Awareness:</u> TE 192 Review Syllables Review Rhyming Words
<u>Letter Recognition:</u> TE 182 Introduce: Ll & Mm– Alphabet cards Model: write letters & cross out caps Guide Practice: RWN p. 19	<u>Letter Recognition:</u> TE 192 Introduce: Nn – Alphabet Card Model: write letters Guide Practice: RWN p. 19
<u>Get Set, Roll! Reader 2</u> TE 183 “Melvin”	<u>Reread a Book</u> TE 193 Assessment – TE 194 & 195
<u>Text Based Comprehension:</u> TE 184 MSB p. 34-35 RWN p. 23	<u>Let’s Practice It!</u> TE 196 & 197 MSB p. 50-51 Read Aloud: <u>The US Flag</u>
<u>Develop Comprehension:</u> TE 161-171 “We Are So Proud” 3rd Read	Assessment: TE 198 & 199
<u>Conventions:</u> TE 186 RWN p. 24	<u>Conventions:</u> TE 200 Write Our Names
<u>Writing:</u> TE 187 <u>Vocabulary:</u> TE 188 Color Words MSB – p. 48	<u>Writing:</u> TE 201
<u>Small Group Time:</u> TE SG 19-36 Differentiate Language	<u>Small Group Time:</u> TE SG 19-36 Differentiate Letter Recognition/Close Reading
<u>PA Core Standards:</u> CC.1.1.K.B, K.C; CC.1.2.K.K; CC.1.3.K.B, K.C, K.G, K.J, K.K; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.T, K.W, K.X; CC.1.5.K.A, K.E.	<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.

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Unit 1 Week 3 Day 1	Unit 1 Week 3 Day 2	Unit 1 Week 3 Day 3
<u>Content Knowledge:</u> TE 214 & 215 Truckery Rhymes: <i>Three Loud Trucks</i> Build Oral Language : SWM p. 3A & 3B – “Purple Platypus” Amazing Words: <i>platypus, around, lost, market, found, groceries</i>	<u>Content Knowledge:</u> TE 230 & 231 Truckery Rhymes: <i>Three Loud Trucks</i> Build Oral Language : SWM p. 3A & 3B – “Purple Platypus” Amazing Words: <i>platypus, around, lost, market, found, groceries</i>	<u>Content Knowledge:</u> TE 248 & 249 Truckery Rhymes: <i>Three Loud Trucks</i> Build Oral Language : SWM p. 3A & 3B – “Purple Platypus” Amazing Words: <i>platypus, around, lost, market, found, groceries</i>
<u>Phonemic Awareness:</u> TE 216-217 Initial Sounds MSB p. 52-53 Initial Sounds & Rhyming Words	<u>Phonemic Awareness:</u> TE 232 & 233 Initial Sounds MSB p. 52-53 Review rhyming words chart 3 <u>“Oh My! Oh, No!”</u>	<u>Phonemic Awareness:</u> TE 250-251 Initial Sounds Discrimination Blend Syllables Clap Syllables Picture Cards TE 250
<u>Letter Recognition:</u> TE 218 Introduce Oo – Alphabet Card Model: write “Oh My! Oh No!” Guide Practice: Phonics Songs and Rhymes Chart 3 Apply: Blend Words TE 219	<u>Letter Recognition:</u> TE 234 Introduce: Pp – Alphabet Card Model: MSB p. 56 Guide Practice and Apply TE 235	<u>Letter Recognition:</u> TE 252 Introduce: Qq – Alphabet Card Guide Practice: RWN p. 26 & 31
<u>Handwriting:</u> TE 220 RWN p. 25 & 26	<u>Handwriting:</u> TE 236 RWN p. 25 & 26	<u>Student Reader:</u> TE 254 & 255 Kindergarten Student Reader K.1.3 – “Play”
<u>High Frequency Words:</u> TE 221 the & little Decodable Story 3: Little Me! RWN 27 & 28	<u>High Frequency Words:</u> TE 237 MSB p. 57 & 58-65 Decodable Reader 3: The Little Toys RWN p. 29	<u>Develop Vocabulary:</u> TE 258-277
<u>Text Based Comprehension:</u> TE 224 MSB p. 54 & 55 Read TE 225 “Let’s Go to the Park”	<u>Text Based Comprehension:</u> TE 240 MSB p. 66 & 67 Read for Understanding & Retell	<u>Text Based Comprehension:</u> TE 256 Read Big Book “Plaidypus Lost” MSB p. 66 RWN p. 32
<u>Conventions:</u> TE 226 What We Look Like	<u>Conventions:</u> TE 243 What We Look Like RWN p. 30	<u>Conventions:</u> TE 278 Review: Write Our Names RWN p. 33
<u>Writing:</u> TE 227 <u>Listening & Speaking:</u> TE 228 RWN p. 1 & 2	<u>Writing:</u> TE 244 <u>Vocabulary:</u> TE 245 MSB p. 68	<u>Writing:</u> TE 279 Poem RWN p. 34 <u>Listening & Speaking:</u> TE 280 MSB p. 69
<u>Small Group Time:</u> TE SG 37-54 Differentiate Letter Recognition	<u>Small Group Time:</u> TE SG 37-54 Differentiate Letter Recognition	<u>Small Group Time:</u> TE SG 37-54 Differentiate Vocabulary
<u>PA Core Standards:</u> CC.1.1.1. 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.	<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.	<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.
<u>Daily Standards for the Arts and Humanities</u>		

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<u>Content Knowledge:</u> TE 178 & 179 Truckery Rhymes: <u>Three Loud Trucks</u> Build Oral Language : SWM p. 3A & 3B – “Purple Platypus” Amazing Words: <i>platypus, around, lost, market, found, groceries</i>	<u>Content Knowledge:</u> TE 94 Truckery Rhymes: <u>Three Loud Trucks</u> Build Oral Language : SWM p. 3A & 3B – “Purple Platypus” Amazing Words: <i>platypus, around, lost, market, found, groceries</i>
<u>Phonemic Awareness:</u> TE 286 & 287 Review Syllables Listen for Rhyming Words	<u>Phonemic Awareness:</u> TE 298 Review Initial Sounds
<u>Letter Recognition:</u> TE 288 Introduce: Rr – Alphabet card Guide Practice: RWN p. 26 & 31	<u>Letter Recognition:</u> TE 192 Introduce: Ss – Alphabet Card Model: write letters Guide Practice: RWN p. 31
<u>Get Set, Roll! Reader 3</u> TE 289 “Pete”	<u>Reread a Book</u> TE 299 Assessment – TE 300 & 301
<u>Text Based Comprehension:</u> TE 290 MSB p. 54-55 RWN p. 35	<u>Let’s Practice It!</u> TE 302 & 303 MSB p. 70-71 Read Aloud: <u>The Boy Who Cried Wolf</u>
<u>Develop Comprehension:</u> TE 258-277 “Plaidypus Lost!” 3 rd Read	Assessment: TE 304 & 305
<u>Conventions:</u> TE 292 RWN p. 36	<u>Conventions:</u> TE 306 What We Look Like
<u>Writing:</u> TE 293 <u>Vocabulary:</u> TE 294 Words for Shapes MSB – p. 68	<u>Writing:</u> TE 307
<u>Small Group Time:</u> TE SG 37-54 Differentiate Language	<u>Small Group Time:</u> TE SG 37-54 Differentiate Letter Recognition/Close Reading
<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.	<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.

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

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<u>Content Knowledge:</u> TE 390 & 391 Truckery Rhymes: <u>Gabby Had a Little Bear</u> Build Oral Language : SWM p. 4A & 4B – “On a Field Trip We Go” Amazing Words: <i>bakery, fire station, park, post office, library, chaperone</i>	<u>Content Knowledge:</u> TE 402 & 403 Truckery Rhymes: <u>Gabby Had a Little Bear</u> Build Oral Language : SWM p. 4A & 4B – “On a Field Trip We Go” Amazing Words: <i>bakery, fire station, park, post office, library, chaperone</i>
<u>Phonemic Awareness:</u> TE 392 Review Initial Sounds Picture Cards	<u>Phonemic Awareness:</u> TE 404 Review Initial Sounds Blend and Substitute Sounds Count Syllables
<u>Letter Recognition:</u> TE 394-395 Introduce: Yy & Zz – Alphabet cards Guide Practice: RWN p. 43	<u>Letter Recognition:</u> TE 405 Review Letter Names Review High Frequency Words
<u>Get Set, Roll! Reader 4</u> TE 395 “Pat”	<u>Reread a Book</u> TE 405 Assessment – TE 406 & 407
<u>Text Based Comprehension:</u> TE 396 MSB p. 74-75 RWN p. 47	<u>Let’s Practice It!</u> TE 408 MSB p. 90-91 Read Aloud: <u>Curry Veggie Dip</u>
<u>Develop Comprehension:</u> TE 363-383 “Miss Bindergarten Takes a Field Trip” 3 rd Read	Assessment: TE 410-411
<u>Conventions:</u> TE 398 What We Can Do RWN p. 48	<u>Conventions:</u> TE 412 What We Can Do
<u>Writing:</u> TE 399 Extend the Concept <u>Vocabulary:</u> TE 400 Location Words MSB – p. 88	<u>Writing:</u> TE 413
<u>Small Group Time:</u> TE SG 55-72 Differentiate Language	<u>Small Group Time:</u> TE SG 55-72 Differentiate Letter Recognition/Close Reading
<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.	<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.

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Unit 1 Week 5 Day 1	Unit 1 Week 5 Day 2	Unit 1 Week 5 Day 3
<u>Content Knowledge:</u> TE 426 & 427 Truckery Rhymes: <u>Peter, Peter Payload Eater</u> Build Oral Language: SWM p. 5A & 5B – “Won’t You Play With Me?” Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i>	<u>Content Knowledge:</u> TE 442 & 443 Truckery Rhymes: <u>Peter, Peter Payload Eater</u> Build Oral Language: SWM p. 5A & 5B – “Won’t You Play With Me?” Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i>	<u>Content Knowledge:</u> TE 460 & 461 Truckery Rhymes: <u>Peter, Peter Payload Eater</u> Build Oral Language: SWM p. 5A & 5B – “Won’t You Play With Me?” Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i>
<u>Phonemic Awareness:</u> TE 428 & 429 Initial Sounds /m/ MSB p. 92-93 Initial Sounds & Discrimination Sounds Segment – (parts or syllables)	<u>Phonemic Awareness:</u> TE 444 & 445 Isolate Initial /m/ = map Guided Practice MSB p. 92-93 Isolate Final /m/ = jam Review rhyming words chart 5 “Mr. Malcom Monkey”	<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
<u>Phonics:</u> TE 430 Introduce Mm – Alphabet Card Model: Write Malcom Monkey Guide Practice: Phonics Songs and Rhymes Chart 5 “Mr. Malcom Monkey” Apply: Blend Words TE 431 /m/ -ap	<u>Phonics:</u> TE 446 /m/ spelled Mm Teach/Model: MSB p. 96 Guide Practice and Apply: TE 447	<u>Phonics:</u> TE 464 Blend sounds /m/ Mm Guide Practice: RWN p. 55-56
<u>Handwriting:</u> TE 432 RWN p. 49 & 50	<u>Handwriting:</u> TE 448-449 RWN p. 53	<u>Student Reader:</u> TE 466 & 467 Kindergarten Student Reader K.1.5 – “Eat Together”
<u>High Frequency Words:</u> TE 433 a & to Decodable Story 5 : Little Mouse RWN 51 & 52	<u>High Frequency Words:</u> TE 449 MSB p. 98-105 Decodable Reader 5: Animal Friends	<u>Develop Vocabulary:</u> TE 469-486
<u>Text Based Comprehension:</u> TE 436 MSB p. 94 & 95 Read TE 437 “Dancing Together”	<u>Text Based Comprehension:</u> TE 452 MSB p. 106 & 107 Read <u>Smash! Crash!</u> 1 st Read Read for Understanding & Retell	<u>Text Based Comprehension:</u> TE 468 Read Big Book <u>Smash! Crash!</u> 2 nd Read MSB p. 106
<u>Conventions:</u> TE 438 Nouns for People and Animals (farmer, doctor, rabbit)	<u>Conventions:</u> TE 455 Nouns for People and Animals RWN p. 54	<u>Conventions:</u> TE 486 Review: What Can We Do RWN p. 57
<u>Writing:</u> TE 439 <u>Listening & Speaking:</u> TE 440 RWN 1 & 2 Announcement	<u>Writing:</u> TE 456 <u>Vocabulary:</u> TE 457 MSB p. 108	<u>Writing:</u> TE 487 Caption RWN p. 58 <u>Listening & Speaking:</u> TE 488 MSB p. 109 Announcement/Messages
<u>Small Group Time:</u> TE SG 73-90 Differentiate Phonics	<u>Small Group Time:</u> TE SG 73-90 Differentiate Phonics	<u>Small Group Time:</u> TE SG 73-90 Differentiate Vocabulary
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.	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.	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.
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<u>Content Knowledge:</u> TE 492 & 493 Truckery Rhymes: <u>Peter, Peter Payload Eater</u> Build Oral Language: SWM p. 5A & 5B – “Won’t You Play With Me?” Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i>	<u>Content Knowledge:</u> TE 504 & 505 Truckery Rhymes: <u>Peter, Peter Payload Eater</u> Build Oral Language: SWM p. 5A & 5B – “Won’t You Play With Me?” Amazing Words: <i>signals, dud, proper, pirates, perfect, fabulous</i>
<u>Phonemic Awareness:</u> TE 494 Review Initial Sounds Picture Cards	<u>Phonemic Awareness:</u> TE 506 Review Initial and Final /m/ Discriminate initial and final sounds
<u>Letter Recognition:</u> TE 495 Review Letter Names – Alphabet cards Blending TE 496 /m/	<u>Phonics:</u> TE 507 Review /m/ Model: Write letter Mm
<u>Get Set, Roll! Reader 5</u> TE 497 “Zoom!”	<u>Reread a Book</u> TE 507 Assessment – TE 508 & 509
<u>Text Based Comprehension:</u> TE 498 MSB p. 94-95 RWN p. 59	<u>Let’s Practice It!</u> TE 510 MSB p. 110-111 Read Aloud: <u>At a Farmers Market</u>
<u>Develop Comprehension:</u> TE 469-486 “Smash! Crash!” 3 rd Read	Assessment: TE 512-513
<u>Conventions:</u> TE 500 Nouns for People and Animals RWN p. 60	<u>Conventions:</u> TE 514 Nouns for People and Animals
<u>Writing:</u> TE 501 <u>Vocabulary:</u> TE 502 Position Words MSB – p. 108	<u>Writing:</u> TE 515
<u>Small Group Time:</u> TE SG 73-90 Differentiate Language	<u>Small Group Time:</u> TE SG 73-90 Differentiate Close Reading
<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.	<u>PA Core Standards:</u> CC.1.1.K.C; CC.1.3.K.A; CC.1.4.K.T, K.X.

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<u>Content Knowledge:</u> TE 528 & 529 Truckery Rhymes: <u>This Is the Way</u> Build Oral Language: SWM p. 6A & 6B – “Look at Them Go!” Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i>	<u>Content Knowledge:</u> TE 544 & 545 Truckery Rhymes: <u>This Is the Way</u> Build Oral Language: SWM p. 6A & 6B – “Look at Them Go!” Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i>	<u>Content Knowledge:</u> TE 562 & 563 Truckery Rhymes: <u>This Is the Way</u> Build Oral Language: SWM p. 6A & 6B – “Look at Them Go!” Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i>
<u>Phonemic Awareness:</u> TE 530 & 531 Initial Sounds /t/ MSB p. 112-113 Initial Sounds & Discrimination Sounds Segment – /t/ /a/ /p/	<u>Phonemic Awareness:</u> TE 546 & 547 Isolate Initial /t/ = taxi Guided Practice MSB p. 112-113 Isolate Final /t/ = jet Review rhyming words chart 6 “Tick, Tick Tock”	<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
<u>Phonics:</u> TE 532 Introduce Tt – Alphabet Card Model: Write Tick, Tick Tock Guide Practice: Phonics Songs and Rhymes Chart 6 “Tick, Tick Tock” Apply: Blend Words TE 533	<u>Phonics:</u> TE 548 /t/ spelled Tt Teach/Model: MSB p. 116 Guide Practice and Apply: TE 549	<u>Phonics:</u> TE 566 Blend sounds /t/ Tt Guide Practice: RWN p. 71 & 72
<u>Handwriting:</u> TE 534 RWN p. 61 & 62	<u>Handwriting:</u> TE 550 RWN p. 67	<u>Student Reader:</u> TE 568 & 569 Kindergarten Student Reader K.1.6 – “At the Toy Store”
<u>High Frequency Words:</u> TE 535 a & to Decodable Story 6 : TE 536 RWN 63 & 64	<u>High Frequency Words:</u> TE 551 MSB p. 118-125 Decodable Reader 6:	<u>Develop Vocabulary:</u> TE 572-583
<u>Text Based Comprehension:</u> TE 538 MSB p. 114 & 115 Read TE 539 “Working in the Kitchen”	<u>Text Based Comprehension:</u> TE 554 MSB p. 126 & 127 Read “<u>Dig, Dig Digging</u> 1st Read Read for Understanding & Retell Think, Talk & Write TE 556	<u>Text Based Comprehension:</u> TE 570 Read Big Book <u>Dig, Dig Digging</u> 2nd Read MSB p. 126 RWN p. 72
<u>Conventions:</u> TE 540 Nouns for Places and Things	<u>Conventions:</u> TE 557 Nouns for Places and Things RWN p. 68	<u>Conventions:</u> TE 584 Review: Nouns for People and Animals RWN p. 73
<u>Writing:</u> TE 541 <u>Listening & Speaking:</u> TE 542 RWN 1 & 2 Response to Literature (Tell important things)	<u>Writing:</u> TE 558 RWN p. 69-70 <u>Vocabulary:</u> TE 559 MSB p. 128	<u>Writing:</u> TE 585 Revise a Story RWN p. 74 <u>Listening & Speaking:</u> TE 586 MSB p. 129 Respond to Drams
<u>Small Group Time:</u> TE SG 91-108 Differentiate Phonics	<u>Small Group Time:</u> TE SG 91-108 Differentiate Phonics	<u>Small Group Time:</u> TE SG 91-108 Differentiate Vocabulary
<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.	<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; CC.1.4. 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.	<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; CC.1.4.K.G, K.H, K.I, K.J, K.L, K.M, K.N, K.T, K.U, K.V, K.X.
<u>Daily Standards for the Arts and Humanities</u>		

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Unit 1 Week 6 Day 4	Unit 1 Week 6 Day 5
<u>Content Knowledge:</u> TE 590 & 591 Truckery Rhymes: <u>This Is the Way</u> Build Oral Language: SWM p. 6A & 6B – “Look at Them Go!” Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i>	<u>Content Knowledge:</u> TE 602 & 603 Truckery Rhymes: <u>This Is the Way</u> Build Oral Language: SWM p. 6A & 6B – “Look at Them Go!” Amazing Words: <i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i>
<u>Phonemic Awareness:</u> TE 592 Review Initial Sounds Picture Cards Phonics TE 593 Review /m/	<u>Phonemic Awareness:</u> TE 604 Review Initial and Final /t/ Blend and Substitute Sounds Count Syllables
<u>Letter Recognition:</u> TE 594 /t/ spelled Tt	<u>Phonics:</u> TE 605 Review /t/ Model: Write letter Tt
<u>Get Set, Roll! Reader 5</u> TE 595 “Ted”	<u>Reread a Book</u> TE 606 Assessment – TE 606
<u>Text Based Comprehension:</u> TE 596 MSB p. 114-115 RWN p. 75	<u>Let’s Practice It!</u> TE 608 MSB p. 130-131 Read Aloud: <u>The Three Little Pigs</u>
<u>Develop Comprehension:</u> TE 571-583 “Dig, Dig Digging” 3 rd Read	Assessment: TE 610-611
<u>Conventions:</u> TE 598 Nouns for Places and Things RWN p. 76	<u>Conventions:</u> TE 612 Nouns for Places and Things
<u>Writing:</u> TE 599 RWN 77-78 <u>Vocabulary:</u> TE 600 Words for Size MSB – p. 128	<u>Writing:</u> TE 613
<u>Small Group Time:</u> TE SG 91-108 Differentiate Language	<u>Small Group Time:</u> TE SG 91-108 Differentiate Close Reading
<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; CC.1.4.K.T, K.U, K.V, K.X.	<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.