

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

Unit 5 Week 1 Day 1	Unit 5 Week 1 Day 2	Unit 5 Week 1 Day 3
<u>Content Knowledge:</u> TE 16 & 17 Truckery Rhymes- “<u>Swing Around with Rosie</u>” SWM Chart 25A & 25B- “Through the Jetway” Build Oral Language Amazing Words: <i>plane, jetway, subway, tunnel, ferryboat, sidecar</i>	<u>Content Knowledge:</u> TE 32 & 33 Truckery Rhymes- “<u>Swing Around with Rosie</u>” SWM Chart 25A & 25B- “Through the Jetway” Build Oral Language Amazing Words: <i>plane, jetway, subway, tunnel, ferryboat, sidecar</i>	<u>Content Knowledge:</u> TE 50 & 51 Truckery Rhymes- “<u>Swing Around with Rosie</u>” SWM Chart 25A & 25B- “Through the Jetway” Build Oral Language Amazing Words: <i>plane, jetway, subway, tunnel, ferryboat, sidecar</i>
<u>Phonemic Awareness:</u> TE 18 & 19 Initial Sounds /j/ MSB p 12 & 13 Discrimination sounds /j/ = jeans, fence, bear, jar, jig, lamb, just Consonant blend - /j/ /e/ /t/ - jam, jab	<u>Phonemic Awareness:</u> TE 34-35 Introduce/Model: Initial sound /w/ MSB p. 12-13 Guided practice Discriminate sounds: will, tell, hill, wave, sock, wire, rock, mouse, worm Review segmentation: wig w_i_g	<u>Phonemic Awareness:</u> TE 52 & 53 Review Initial /j/ and /w/ Discriminate final sounds – dog, bag, flag, mug Discriminate initial sounds -Segment - /w/ /i/ /g/, well, wet, went web, jam, jet, jog, Jim Substitute initial Phonemes: jam/Sam; went/sent; well/tell
<u>Phonics:</u> TE 20-21 Teach /j/ Spelled Jj – Alphabet card Model: write jaguar Guide Practice- Phonics Songs and Rhymes Chart 25 “Jill Jones was a Juggler” Apply – Blend Words TE 21 /j//a//m/ Jen, job, jam, Jill, Jim, jog	<u>Phonics:</u> TE 36-37 Teach /w/ Spelled Ww MSB p 16 Guide Practice and Apply TE 37 Wes, wet, will, job, jet, Jen, big, grin	<u>Phonics:</u> TE 54 & 55 Blend sounds /j/ Spelled Jj; /w/ Spelled Ww Review letter names and sounds – Aa, Bb, Ee, Gg, Ii, Ll, Mm, Nn, Oo, Ss, Tt; RWN p 327 Review sound spelling Review High Frequency Words
<u>Handwriting:</u> TE 22 RWN p 321-322	<u>Handwriting:</u> TE 38 RWN 321-322	<u>Students Reader:</u> TE 56 & 57 K.5.1- “Jan and Jem Win!”
<u>High Frequency Words:</u> TE 23 yellow, blue, green Decodable Story 25: “Jen and Will” RWN p. 323-324	<u>High Frequency Words:</u> TE 39 MSB p 17 RWN p. 325 Decodable Reader 25: “On a Jet”	<u>Develop Vocabulary</u> TE 60-71 Big Book” “Max Takes the Train”
<u>Text Based Comprehension:</u> TE 26 MSB p 14 & 15 Read Aloud TE 27 “Going to the Moon”	<u>Text Based Comprehension:</u> TE 42-44 MSB p. 26-27	<u>Text Based Comprehension:</u> TE 58 MSB p 26 Read Big Book “Max Takes the Train”
<u>Conventions:</u> TE 28 Questions How did you get to school today?	<u>Conventions:</u> TE 45 Questions RWN p.326	<u>Conventions:</u> TE 72 Review Pronouns I and Me RWN p 329
<u>Writing:</u> TE 29 <u>Listening & Speaking</u> TE 30 Ask and Answer Questions	<u>Writing:</u> TE 46 <u>Vocabulary:</u> TE 47 MSB p 28	<u>Writing:</u> TE 73 RWN p 330 <u>Listening and Speaking:</u> TE 74 MSB p 29
<u>Small Group Time:</u> TE SG 1-18 Differentiate Phonics	<u>Small Group Time:</u> TE SG 1-18 Differentiate Phonics	<u>Small Group Time:</u> TE SG 1-18 Differentiate Vocabulary
<u>PA Core Standards:</u> CC.1.1 K.B, K.C, K.D, K.E.; CC.1.3 K.E.; CC.1.4 K.G., K.H., K.I., K.J, K.L, K.W, K.X.; CC.1.5.K.B., K.C, K.E.	<u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D, K.E.; CC.1.2.K.E., K.G., K.J; CC.1.3.K.A, K.B, K.D, K.E, K.G, K.I, K.J.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F, K.W, K.X.; CC.1.5 K.A	<u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D; CC.1.2.K.J; CC.1.3 K.A, K.B, K.C, 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.V, K.X.; CC.1.5.K.A, K.B., K.C, K.E, K.G.

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Unit 5 Week 1 Day 4	Unit 5 Week 1 Day 5
<u>Content Knowledge:</u> TE 78 & 79 Truckery Rhymes- “ <u>Swing Around with Rosie</u> ” SWM Chart 25A & 25B- “Through the Jetway” Build Oral Language Amazing Words: <i>plane, jetway, subway, tunnel, ferryboat, sidecar</i>	<u>Content Knowledge:</u> TE 90 & 91 Truckery Rhymes- “ <u>Swing Around with Rosie</u> ” SWM Chart 25A & 25B- “Through the Jetway” Build Oral Language Amazing Words: <i>plane, jetway, subway, tunnel, ferryboat, sidecar</i>
<u>Phonemic Awareness:</u> TE 80 Review Initial & Medial Sound /e/ Picture Cards	<u>Phonemic Awareness:</u> TE 92 Review /j/ and /w/ Discriminate Initial /j/ and /w/
<u>Phonics:</u> TE 81 Review /e/ Spelled Ee Alphabet card <u>Spelling:</u> TE 82 /j/ Spelled Jj; /w/ Spelled Ww	<u>Phonics</u> TE 93 Review /j/ Spelled Jj; /w/ Spelled Ww High Frequency Words Apply phonics
<u>Get Set, Roll! Reader 25:</u> TE 83 <u>Blue?</u>	<u>Reread a Book</u> TE 93 Assessment TE 94-95
<u>Text Based Comprehension:</u> TE 84-85 MSB p 14-15 RWN p. 331	<u>Let’s Practice It!</u> TE 96 MSB p. 30-31 Read aloud TE “The Swing”
<u>Develop Comprehension:</u> TE 60-71 Read “Max Takes the Train” 3 rd Read	Assessment TE 98-99
<u>Conventions:</u> TE 86 Questions RWN p. 332	<u>Conventions</u> TE 100 Questions
<u>Writing:</u> TE 87 Vocabulary TE 88 Color Words MSB p 28	<u>Writing</u> TE 101
<u>Small Group Time:</u> TE SG 1-18 Differentiate Language	<u>Small Group Time:</u> TE SG 1-18 Differentiate Closed Reading
PA Core Standards: CC.1.1 K.C., K.D.; CC.1.2 K.J.; CC.1.3.K.C, K.E, 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.	PA Core Standards: CC.1.1 K.C., K.D; CC.1.3.K.B., K.E., K.H.; CC.1.4 K.M., K.N., K.O., K.P., K.R., K.V., K.X.

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Unit 5 Week 2 Day 1	Unit 5 Week 2 Day 2	Unit 5 Week 2 Day 3
<u>Content Knowledge:</u> TE 114 & 115 Truckery Rhymes- “It’s Raining, It’s Pouring” SWM Chart 26A & 26B- “The Coast Guard to the Rescue” Build Oral Language Amazing Words: <i>rescue, pilot, yacht, sailor, mechanics, shimmering</i>	<u>Content Knowledge:</u> TE 130 & 131 Truckery Rhymes- “It’s Raining, It’s Pouring” SWM Chart 26A & 26B- “The Coast Guard to the Rescue” Build Oral Language Amazing Words: <i>rescue, pilot, yacht, sailor, mechanics, shimmering</i>	<u>Content Knowledge:</u> TE 148 & 149 Truckery Rhymes- “It’s Raining, It’s Pouring” SWM Chart 26A & 26B- “The Coast Guard to the Rescue” Build Oral Language Amazing Words: <i>rescue, pilot, yacht, sailor, mechanics, shimmering</i>
<u>Phonemic Awareness:</u> TE 116 & 117 Initial Sounds /ks/ MSB p 32 & 33 Discrimination final sounds = fog/fox, box/bog, fit/fix, tax/tan Sound Substitution – fit/fix	<u>Phonemic Awareness:</u> TE 34-35 Isolate final /ks/ sound = /f/o//ks/ Guided practice MSB p. 32-33 Medial sound /i/ Review Substitute Phonemes Review blending sound chart 26 “Mr. Max, Mr. Max, What’s in the Box?”	<u>Phonemic Awareness:</u> TE 150-151 Review final /ks/ box, fox Discriminate sounds Segment - /m/ /i/ /ks/ - mix Substitute Phonemes: fin/fix; sit/six
<u>Phonics:</u> TE 118 Introduce: Xx – Alphabet card Model: write box Guide Practice- Phonics Songs and Rhymes Chart 26 “Mr. Max Mox, What’s in the Box” Apply –Blend Words TE 119 /M//a//x/ six, hid, box, fox, mix, ox, pal, Rex	<u>Phonics:</u> TE 134 Teach/Model - /ks/ Spelled Xx MSB p 36 Guide Practice and Apply TE 135 Pig, cap, rip, fox, cat, box, top, ox	<u>Phonics:</u> TE 152-153 Blend sounds /ks/ Spelled Xx RWN p. 339 Review letter names and sounds – Aa, Bb, Dd, Ee, Ff, Gg, Ii, Jj, Ll, Mm, Nn, Oo, Pp, Rr, Ss Review High Frequency Words
<u>Handwriting:</u> TE 120 RWN p 333-334	<u>Handwriting:</u> TE 136 Write words with Xx	<u>Students Reader:</u> TE 154-155 K.5.2- “Our Boat”
<u>High Frequency Words:</u> TE 121 yellow, blue, green Decodable Story 26: “Max” RWN p. 335-336	<u>High Frequency Words:</u> TE 137-139 MSB p 37 RWN p. 337 Decodable Reader 26: “Fox Can Fix It” MSB p. 38-45	<u>Develop Vocabulary</u> TE 158-177 Big Book” “Mayday! Mayday!”
<u>Text Based Comprehension:</u> TE 124 MSB p 34 & 35 Read Aloud TE 125 “Firefighting”	<u>Text Based Comprehension:</u> TE 140-143 MSB p. 46-47	<u>Text Based Comprehension:</u> TE 156 MSB p 46 Read Big Book “Mayday! Mayday!”
<u>Conventions:</u> TE 126 Question Marks and Uppercase Letters	<u>Conventions:</u> TE 143 Question Marks and Uppercase Letters; RWN p. 338	<u>Conventions:</u> TE 178 Review Questions RWN p 341
<u>Writing:</u> TE 127 <u>Listening & Speaking</u> TE 128 Respond to Literature: Drama	<u>Writing:</u> TE 144 MSB p. 48 <u>Vocabulary:</u> TE 145 Position Words (top, bottom, front, back)	<u>Writing:</u> TE 179 Rhyme RWN p 342 <u>Listening and Speaking:</u> TE 180 MSB p 49
<u>Small Group Time:</u> TE SG 19-36 Differentiate Phonics	<u>Small Group Time:</u> TE SG 19-36 Differentiate Phonics	<u>Small Group Time:</u> TE SG 19-36 Differentiate Vocabulary
<u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D., K.E.; CC.1.3 K.C.; CC.1.4 K.G., K.H., K.I., K.J., K.L., K.M., K.N., K.O., K.P., K.R., K.W., K.X.; CC.1.5.K.A., K.E.	<u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D., K.E.; CC.1.2.K.A., K.B., K.C., K.E., K.G., K.J., K.L.; CC.1.3.K.D., K.J.; 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	<u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D., K.E.; CC.1.2.K.A., K.B., K.C., K.F., K.G., K.J., K.L.; CC.1.3 K.D., K.J.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F., K.W., K.X.; CC.1.5.K.A., K.E.

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<u>Content Knowledge:</u> TE 184 & 185 Truckery Rhymes- “ <u>It’s Raining, It’s Pouring</u> ” SWM Chart 26A & 26B- “The Coast Guard to the Rescue” Build Oral Language Amazing Words: <i>rescue, pilot, yacht, sailor, mechanics, shimmering</i>	<u>Content Knowledge:</u> TE 196 & 197 Truckery Rhymes- “ <u>It’s Raining, It’s Pouring</u> ” SWM Chart 26A & 26B- “The Coast Guard to the Rescue” Build Oral Language Amazing Words: <i>rescue, pilot, yacht, sailor, mechanics, shimmering</i>
<u>Phonemic Awareness:</u> TE 186 Review Initial Sounds /j/ and /w/ Picture Cards	<u>Phonemic Awareness:</u> TE 198 Isolate final /ks/ Discriminate final sounds
<u>Phonics:</u> TE 187 Review /j/ Spelled Jj; /w/ Spelled Ww Alphabet cards <u>Spelling:</u> TE 188 /ks/ Spelled Xx	<u>Phonics</u> TE 199 Review /ks/ Spelled Xx High Frequency Words
<u>Get Set, Roll! Reader 26:</u> TE 189 The Yellow Box	<u>Reread a Book</u> TE 199 Assessment TE 200-201
<u>Text Based Comprehension:</u> TE 190 MSB p 34-35 RWN p. 343	<u>Let’s Practice It!</u> TE 202 MSB p. 50-51 Read aloud TE “The Wind and the Sun”
<u>Develop Comprehension:</u> TE 158-177 Read “Mayday! Mayday!” 3 rd Read	Assessment TE 204-205
<u>Conventions:</u> TE 192 Question Marks and Uppercase Letters RWN p. 344	<u>Conventions</u> TE 206 Review: Question Marks and Uppercase Letters
<u>Writing:</u> TE 193 <u>Vocabulary:</u> TE 194 Position Words MSB p 48	<u>Writing</u> TE 207
<u>Small Group Time:</u> TE SG 19-36 Differentiate Language	<u>Small Group Time:</u> TE SG 19-36 Differentiate Closed Reading
<u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2.K.B, K.C, K.H, K.I, K.J, K.L.; CC.1.3.K.C, 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.	<u>PA Core Standards:</u> CC.1.1 K.C., K.D; CC.1.2.K.B, K.C, K.E; CC.1.3.K.B, K.C, K.E.; CC.1.4 K.A., K.B., K.C., K.D., K.E, K.F, K.W, K.X.

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Unit 5 Week 3 Day 1	Unit 5 Week 3 Day 2	Unit 5 Week 3 Day 3
<u>Content Knowledge:</u> TE 220 & 221 Truckery Rhymes- “That’s What Trucks Are Made Of” SWM Chart 27A & 27B- “Trucks are Rolling” Build Oral Language Amazing Words: <i>trailers, cabs, haul, steering wheel, truckers, headlight</i>	<u>Content Knowledge:</u> TE 236 & 237 Truckery Rhymes- “That’s What Trucks Are Made Of” SWM Chart 27A & 27B- “Trucks are Rolling” Build Oral Language Amazing Words: <i>trailers, cabs, haul, steering wheel, truckers, headlight</i>	<u>Content Knowledge:</u> TE 254 & 255 Truckery Rhymes- “That’s What Trucks Are Made Of” SWM Chart 27A & 27B- “Trucks are Rolling” Build Oral Language Amazing Words: <i>trailers, cabs, haul, steering wheel, truckers, headlight</i>
<u>Phonemic Awareness:</u> TE 222 & 223 Initial and Medial Sounds /u/ MSB p 52 & 53 Guided Practice Discrimination final sounds = cup/cap, bag/bug Replace Medial Phonemes – /m/ /a/ /d/, /m/ /u/ /d/	<u>Phonemic Awareness:</u> TE 238 & 239 Initial and Medial /u/; Isolate /u/ Picture Card Model/Guide practice MSB p. 52-53 Review Sound Substitution Phonics Songs and Rhymes Chart 27 “What Luck! Here Comes the Bus!”	<u>Phonemic Awareness:</u> TE 256-257 Review initial /u/ Practice medial /u/ Segment words - /u/ /p/ Segment /m//u//g/ - pug, fill, bud, top, hut, bed, rug, pup, not, tip Blend Syllables
<u>Phonics:</u> TE 224 Introduce: Uu – Alphabet card Model: write umbrella Guide Practice- Phonics Songs and Rhymes Chart 27 “What Luck! Here Comes the Bus!” Apply –Blend Words TE 225 /s//u//n/ Jud, up, plan, fun, will, pals	<u>Phonics:</u> TE 240 /u/ Spelled Uu Teach/Model - /u/ /j//u//g/, mug, dug, pup, tub, cup MSB p 56 Guide Practice and Apply TE 241 Group Practice: pup, ruff, jump, sun, dug, mud, hug	<u>Phonics:</u> TE 258-259 Review /u/ Uu Review letter names and sounds Blend - /b//u//d/ , box, pup, Mom, Jan, Rex, rug, sun RWN p. 351 Short u and Long u Review High Frequency Words
<u>Handwriting:</u> TE 226 RWN p 345-346	<u>Handwriting:</u> TE 242	<u>Students Reader:</u> TE 260-261 K.5.3- “Our Pup Bud”
<u>High Frequency Words:</u> TE 227 what, said, & was Decodable Story 27: “Fun for Jud” RWN p. 347-348	<u>High Frequency Words:</u> TE 243 MSB p 57 Decodable Reader 27: “Fun for Bud” MSB p. 58-65	<u>Develop Vocabulary</u> TE 264-277 Big Book” “Trucks Roll!”
<u>Text Based Comprehension:</u> TE 230 MSB p 54 & 55 Read Aloud TE 231 “Two Vans”	<u>Text Based Comprehension:</u> TE 246-247 MSB p. 66 Think, Talk, and Write TE 248 MSB p. 67	<u>Text Based Comprehension:</u> TE 262 MSB p 66 Read Big Book “Trucks Roll!” RWN p. 352
<u>Conventions:</u> TE 232 Prepositions	<u>Conventions:</u> TE 249 Prepositions RWN p. 350	<u>Conventions:</u> TE 278 Review Question Marks & Uppercase RWN p 353
<u>Writing:</u> TE 233 <u>Listening & Speaking</u> TE 234 Discuss Literature	<u>Writing:</u> TE 250 <u>Vocabulary:</u> Words for jobs (pilot, truck driver, conductor, astronaut) MSB p. 68	<u>Writing:</u> TE 279 Poem RWN p 354 <u>Listening and Speaking:</u> TE 280 MSB p 69
<u>Small Group Time:</u> TE SG 37-54 Differentiate Phonics	<u>Small Group Time:</u> TE SG 37-54 Differentiate Phonics	<u>Small Group Time:</u> TE SG 37-54 Differentiate Vocabulary
<u>PA Core Standards:</u> CC.1.1 K.B, K.C, K.D, K.E.; CC.1.2.K.C; CC.1.3 K.B.; 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.B, K.C, K.E.	<u>PA Core Standards:</u> CC.1.1.K.A, K.B., K.C., K.D, K.E.; CC.1.2.K.A, K.B, K.C, K.E., K.G, K.I, K.J, K.K, K.L; CC.1.3.K.D, K.I, K.J.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F, K.V, K.W, K.X.; CC.1.5 K.G.	<u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D; CC.1.2.K.A, K.B, K.C, K.F, K.G, K.J, K.L; CC.1.3.K.B, K.D, K.J, K.K; CC.1.4.K.X.; CC.1.5.K.A, K.B, K.C.

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Unit 5 Week 3 Day 4	Unit 5 Week 3 Day 5
<u>Content Knowledge:</u> TE 284 & 285 Truckery Rhymes- “ <u>That’s What Trucks Are Made Of</u> ” SWM Chart 27A & 27B- “Trucks are Rolling” Build Oral Language Amazing Words: <i>trailers, cabs, haul, steering wheel, truckers, headlight</i>	<u>Content Knowledge:</u> TE 296 & 297 Truckery Rhymes- “ <u>That’s What Trucks Are Made Of</u> ” SWM Chart 27A & 27B- “Trucks are Rolling” Build Oral Language Amazing Words: <i>trailers, cabs, haul, steering wheel, truckers, headlight</i>
<u>Phonemic Awareness:</u> TE 286 Review Final /ks/ Picture Cards	<u>Phonemic Awareness:</u> TE 298 Isolate Initial and Medial /u/ - picture card Discriminate final sounds
<u>Phonics:</u> TE 287 Review /ks/ Spelled Xs <u>Spelling:</u> TE 288 /u/	<u>Phonics</u> TE 299 Students will identify /u/ Spelled Uu Review High Frequency Words
<u>Get Set, Roll! Reader 27:</u> TE 289 The Tank	<u>Reread a Book</u> TE 299 Assessment TE 300-301
<u>Text Based Comprehension:</u> TE 290-291 MSB p 54-55 RWN p. 355	<u>Let’s Practice It!</u> TE 302 MSB p. 70-71 Read aloud “Going Downtown”
<u>Develop Comprehension:</u> TE 264-277 Read “Trucks Roll!” 3 rd Read	Assessment TE 304-305
<u>Conventions:</u> TE 292 Prepositions RWN p. 356	<u>Conventions</u> TE 306 Review: Prepositions
<u>Writing:</u> TE 293 <u>Vocabulary:</u> TE 294 Words for Jobs 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 Closed Reading
<u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2.K.B, K.C, K.H, K.I, K.J, K.L.; CC.1.3.K.C, 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.G.	<u>PA Core Standards:</u> CC.1.1 K.C., K.D; CC.1.2.K.A, K.B, K.C, K.E, K.G; CC.1.3.K.B, K.D, K.H.; CC.1.4 K.A., K.B., K.C., K.D., K.E, K.F, K.V, K.W, K.X; CC.1.5.K.G.

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Unit 5 Week 4 Day 1	Unit 5 Week 4 Day 2	Unit 5 Week 4 Day 3
<u>Content Knowledge:</u> TE 320 & 321 Truckery Rhymes- “Patty Cake, Patty Cake” SWM Chart 28A & 28B- “On the Tracks to the Mountain” Build Oral Language Amazing Words: <i>engine, tracks, passenger, roundhouse, mountain, valley</i>	<u>Content Knowledge:</u> TE 336 & 337 Truckery Rhymes- “Patty Cake, Patty Cake” SWM Chart 28A & 28B- “On the Tracks to the Mountain” Build Oral Language Amazing Words: <i>engine, tracks, passenger, roundhouse, mountain, valley</i>	<u>Content Knowledge:</u> TE 354 & 355 Truckery Rhymes- “Patty Cake, Patty Cake” SWM Chart 28A & 28B- “On the Tracks to the Mountain” Build Oral Language Amazing Words: <i>engine, tracks, passenger, roundhouse, mountain, valley</i>
<u>Phonemic Awareness:</u> TE 322 & 323 Initial and Medial Sounds /u/ MSB p 72 & 73 Guided Practice Discrimination initial sounds = bus, up, cup, mug, rug, sun, us Sound Substitution Medial Sound – /r/ /a/ /g/, /r/ /u/ /g/	<u>Phonemic Awareness:</u> TE 338 & 339 Initial and Medial /u/; Isolate /u/ Guided practice MSB p. 72-73 Review Sound Substitution Phonics Songs and Rhymes Chart 28 “Bud”	<u>Phonemic Awareness:</u> TE 356-357 Initial and medial /u/ Discriminate sounds – jug/bun/jump; dump/doll/dust; tub/sun/tent; hen/hut/suds Segment words - /t/ /u/ /g/ Substitute medial sounds: fun/fan; mud/mad; tag/tug
<u>Phonics:</u> TE 324 Introduce: Uu – Alphabet card Model: write umbrella Guide Practice- Phonics Songs and Rhymes Chart 28 “Bud” Apply –Blend Words TE 325 /h//u//m/ bug, bus, fun, Gus, mug, run, sun, Jan	<u>Phonics:</u> TE 340 Teach/Model - /u/ Spelled Uu /j//u//g/, mug, dug, pup, tub, cup MSB p 76 Guide Practice and Apply TE 341 Group Practice: sat, can, get, hop, bug, fun, cup, big, tub	<u>Phonics:</u> TE 358-359 Blend sounds /u/ Spelled Uu RWN p. 363 Short u and Long u Review High Frequency Words
<u>Handwriting:</u> TE 326 RWN p 357-358	<u>Handwriting:</u> TE 342	<u>Students Reader:</u> TE 360-361 K.5.4- “Bud Likes Mud”
<u>High Frequency Words:</u> TE 327 what, said, & was Decodable Story 28: “Jan and Gus” RWN p. 359-360	<u>High Frequency Words:</u> TE 343 MSB p 77 RWN p. 361 Decodable Reader 28: “Jan at the Fair” MSB p. 78-85	<u>Develop Vocabulary</u> TE 363-381 Big Book” “The Little Engine that Could”
<u>Text Based Comprehension:</u> TE 330 MSB p 74 & 75 Read Aloud TE 331 “The El”	<u>Text Based Comprehension:</u> TE 346-347 MSB p. 86 Think, Talk, and Write TE 348 MSB p. 87	<u>Text Based Comprehension:</u> TE 362 MSB p 86 Read Big Book “The Little Engine That Could”
<u>Conventions:</u> TE 332 Nouns	<u>Conventions:</u> TE 349 Nouns RWN p. 362	<u>Conventions:</u> TE 278 Review Question Marks & Uppercase RWN p 353
<u>Writing:</u> TE 333 <u>Listening & Speaking</u> TE 334 Sequence	<u>Writing:</u> TE 350 <u>Vocabulary:</u> Time Words (month, week, day, year) MSB p. 88	<u>Writing:</u> TE 383 Formal Letter RWN p 366 <u>Listening and Speaking:</u> TE 384 MSB p 89
<u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics	<u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics	<u>Small Group Time:</u> TE SG 55-72 Differentiate Vocabulary
<u>PA Core Standards:</u> CC.1.1.K.B, K.C, K.D, K.E.; CC.1.3.K.C.; CC.1.4.K.M, K.N, K.O.,K.P, K.R,K.V, K.X.; CC.1.5.K.A, K.G.	<u>PA Core Standards:</u> CC.1.1.K.A, K.B., K.C., K.D, K.E.; CC.1.2.K.A, K.B, K.C, K.E., K.G, K.I, K.J, K.K, K.L; CC.1.3.K.D, K.I, K.J.; CC.1.4.K.A., K.B., K.C., K.D., K.E., K.F, K.V, K.W, K.X.; CC.1.5.K.G.	<u>PA Core Standards:</u> CC.1.1.K.B., K.C., K.D; CC.1.2.K.J; CC.1.3.K.A, K.B, K.C, K.D, K.J, K.K; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.G, K.H, K.I, K.J, K.L, K.X.; CC.1.5.K.A, K.G.

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Unit 5 Week 4 Day 4	Unit 5 Week 4 Day 5
<u>Content Knowledge:</u> TE 388 & 389 Truckery Rhymes- “Patty Cake, Patty Cake” SWM Chart 28A & 28B- “On the Tracks to the Mountain” Build Oral Language Amazing Words: <i>engine, tracks, passenger, roundhouse, mountain, valley</i>	<u>Content Knowledge:</u> TE 400 & 401 Truckery Rhymes- “Patty Cake, Patty Cake” SWM Chart 28A & 28B- “On the Tracks to the Mountain” Build Oral Language Amazing Words: <i>engine, tracks, passenger, roundhouse, mountain, valley</i>
<u>Phonemic Awareness:</u> TE 390 Review Initial and Medial /u/ Picture Cards	<u>Phonemic Awareness:</u> TE 402 Isolate Initial and Medial /u/ -
<u>Phonics:</u> TE 391 Review Sounds Spelled Xx, Jj, Ww, Uu – Alphabet Cards <u>Spelling:</u> TE 392 /u/ Spelled Uu	<u>Phonics</u> TE 403 Review /u/ Spelled Uu Review High Frequency Words
<u>Get Set, Roll! Reader 28:</u> TE 393 Bump! Bump! Bump!	<u>Reread a Book</u> TE 403 Assessment TE 404-405
<u>Text Based Comprehension:</u> TE 394-395 MSB p 74-75 RWN p. 367	<u>Let’s Practice It!</u> TE 406 MSB p. 90-91 Read aloud “The Queen of the Forest”
<u>Develop Comprehension:</u> TE 363-381 Read “The Little Engine That Could” 3 rd Read	Assessment TE 408-409
<u>Conventions:</u> TE 396 Nouns RWN p. 368	<u>Conventions</u> TE 410 Review: Nouns
<u>Writing:</u> TE 397 <u>Vocabulary:</u> TE 398 Time Words (Monday, Tuesday, etc.) MSB p 88	<u>Writing</u> TE 411
<u>Small Group Time:</u> TE SG 55-72 Differentiate Language	<u>Small Group Time:</u> TE SG 55-72 Differentiate Closed Reading
PA Core Standards: CC.1.1 K.C., K.D.; CC.1.2. K.J, K.K.; CC.1.3.K.C, K.I, 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.G.	PA Core Standards: CC.1.1 K.C., K.D; CC.1.3.K.B, K.C, K.E.; CC.1.4 K.A., K.B., K.C., K.D., K.E, K.F, K.V, K.W, K.X; CC.1.5.K.G.

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Unit 5 Week 5 Day 1	Unit 5 Week 5 Day 2	Unit 5 Week 5 Day 3
<u>Content Knowledge:</u> TE 424 & 425 Truckery Rhymes- “<u>Jack and Kat</u>” SWM Chart 29A & 29B- “How Do You Go?” Build Oral Language Amazing Words: <i>travel, kayak, llama, dogsled, double-decker bus, submarine</i>	<u>Content Knowledge:</u> TE 336 & 337 Truckery Rhymes- “<u>Jack and Kat</u>” SWM Chart 29A & 29B- “How Do You Go?” Build Oral Language Amazing Words: <i>travel, kayak, llama, dogsled, double-decker bus, submarine</i>	<u>Content Knowledge:</u> TE 354 & 355 Truckery Rhymes- “<u>Jack and Kat</u>” SWM Chart 29A & 29B- “How Do You Go?” Build Oral Language Amazing Words: <i>travel, kayak, llama, dogsled, double-decker bus, submarine</i>
<u>Phonemic Awareness:</u> TE 426 & 427 Initial Sounds /v/ and /z/ MSB p 92 & 93 Guided Practice Discrimination initial sounds = very/light Segment – /v/ /a/ /n/	<u>Phonemic Awareness:</u> TE 442 & 443 Isolate Initial /v/ and /z/ Guided practice MSB p. 92-93 Review Segmentation – zap, zip, van, vest	<u>Phonemic Awareness:</u> TE 460-461 Review Initial /v/ and /z/ Discriminate final sounds – Blend Substitute medial sounds: zap/zip; vet/vat; zig/zag
<u>Phonics:</u> TE 428-429 Introduce: Vv & Zz – Alphabet cards Model: write volcano & zig zag Guide Practice- Phonics Songs and Rhymes Chart 29 “I Want My Car to Vroom” Apply –Blend Words TE 429 /v//a//n/ Val, zap, zip, Vic, vest, up	<u>Phonics:</u> TE 444-445 Teach/Model - /v/ Spelled Vv’ /z/ Spelled Zz MSB p 96 Guide Practice and Apply TE 445 Group Practice: Val, vat, zip, vet	<u>Phonics:</u> TE 462-463 Review /v/ Vv, and /z/ Zz RWN p. 375 Review letter name sounds Blend Review Sound Spelling Review High Frequency Words
<u>Handwriting:</u> TE 430 RWN p 369-370	<u>Handwriting:</u> TE 446	<u>Students Reader:</u> TE 464-465 K.5.5- “The Big Jazz Band”
<u>High Frequency Words:</u> TE 431 where & come Decodable Story 29: “Val’s Top” RWN p. 371-372	<u>High Frequency Words:</u> TE 447 MSB p 97 RWN p. 373 Decodable Reader 29: “Zip Up, Val!” MSB p. 98-105	<u>Develop Vocabulary</u> TE 468-479 Big Book” “On the Move!”
<u>Text Based Comprehension:</u> TE 434 MSB p 94 & 95 Read Aloud TE 435 “Traveling in London”	<u>Text Based Comprehension:</u> TE 450-451 MSB p. 106 Think, Talk, and Write TE 452 MSB p. 107	<u>Text Based Comprehension:</u> TE 466 MSB p 106 Read Big Book “On the Move!”
<u>Conventions:</u> TE 436 Sentence	<u>Conventions:</u> TE 453 Nouns in Sentences RWN p. 362	<u>Conventions:</u> TE 480 Review Nouns RWN p 377
<u>Writing:</u> TE 437 <u>Listening & Speaking</u> TE 438 Oral Presentation – Description	<u>Writing:</u> TE 454 <u>Vocabulary:</u> TE 455 Compound Words (raincoat, mailbox, dogsled) MSB p. 108	<u>Writing:</u> TE 481 Invitation RWN p 378 <u>Listening and Speaking:</u> TE 482 MSB p 109
<u>Small Group Time:</u> TE SG 73-90 Differentiate Phonics	<u>Small Group Time:</u> TE SG 55-72 Differentiate Phonics	<u>Small Group Time:</u> TE SG 55-72 Differentiate Vocabulary
<u>PA Core Standards:</u> CC.1.1 K.B, K.C, K.D, K.E.; CC.1.2 K.A.; CC.1.4 K.A, K.B, K.C, K.D, K.E, K.F, K.W, K.X.; CC.1.5.K.A, K.E, K.G.	<u>PA Core Standards:</u> CC.1.1.K.A, K.B., K.C., K.D, K.E.; CC.1.2.K.A, K.B, K.C, K.E., K.G, K.I, K.J, K.K, K.L; CC.1.3.K.D, K.I, K.J.; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F, K.V, K.W, K.X.; CC.1.5 K.G.	<u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D, K.E; CC.1.2.K.A, K.B, K.C, K.F, K.G,K.J, K.L; CC.1.3.K.D, K.J; CC.1.4.K.B, K.C, K.D, K.E, K.F, K.V, K.X.; CC.1.5.K.A, K.E, K.G.

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<u>Content Knowledge:</u> TE 486 & 487 Truckery Rhymes- “ <u>Jack and Kat</u> ” SWM Chart 29A & 29B- “How Do You Go?” Build Oral Language Amazing Words: <i>travel, kayak, llama, dogsled, double-decker bus, submarine</i>	<u>Content Knowledge:</u> TE 498 & 499 Truckery Rhymes- “ <u>Jack and Kat</u> ” SWM Chart 29A & 29B- “How Do You Go?” Build Oral Language Amazing Words: <i>travel, kayak, llama, dogsled, double-decker bus, submarine</i>
<u>Phonemic Awareness:</u> TE 488 Review Initial and Medial /u/ Picture Cards	<u>Phonemic Awareness:</u> TE 500 Isolate Initial and Medial /v/ and /z/ Discriminate final sounds
<u>Phonics:</u> TE 498 Review Letter /u/ – Alphabet Card <u>Spelling:</u> TE 490 /v/ Spelled Vv; /z/ Spelled Zz	<u>Phonics</u> TE 501 Review /v/ Vv; /z/ Zz Review High Frequency Words
<u>Get Set, Roll! Reader 29:</u> TE 491 Putt! Putt! Pop!	<u>Reread a Book</u> TE 501 Assessment TE 502-503
<u>Text Based Comprehension:</u> TE 492-493 MSB p 94-95 RWN p. 379	<u>Let’s Practice It!</u> TE 504 MSB p. 110-111 Read aloud “All the Pretty Little Horses”
<u>Develop Comprehension:</u> TE 468-479 Read “On the Move!” 3 rd Read	Assessment TE 506-507
<u>Conventions:</u> TE 494 Nouns in Sentences RWN p. 380	<u>Conventions</u> TE 508 Review: Nouns in Sentences
<u>Writing:</u> TE 495 <u>Vocabulary:</u> TE 496 Compound Words MSB p 108	<u>Writing</u> TE 509
<u>Small Group Time:</u> TE SG 73-90 Differentiate Language	<u>Small Group Time:</u> TE SG 73-90 Differentiate Closed Reading
<u>PA Core Standards:</u> CC.1.1 K.C., K.D.; CC.1.2.K.A, K.B, K.H, K.I, K.J, K.L.; CC.1.3. 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.G.	<u>PA Core Standards:</u> CC.1.1 K.C., K.D; CC.1.2.K.A; CC.1.3.K.E.; CC.1.4 K.A., K.B., K.C., K.D., K.E, K.F, K.V, K.W, K.X; CC.1.5.K.A, K.G.

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<u>Content Knowledge:</u> TE 522 & 523 Truckery Rhymes- “<u>This Little Truck</u>” SWM Chart 30A & 30B- “How Do Children Get to School?” Build Oral Language Amazing Words: <i>cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto</i>	<u>Content Knowledge:</u> TE 538 & 539 Truckery Rhymes- “<u>This Little Truck</u>” SWM Chart 30A & 30B- “How Do Children Get to School?” Build Oral Language Amazing Words: <i>cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto</i>	<u>Content Knowledge:</u> TE 556 & 557 Truckery Rhymes- “<u>This Little Truck</u>” SWM Chart 30A & 30B- “How Do Children Get to School?” Build Oral Language Amazing Words: <i>cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto</i>
<u>Phonemic Awareness:</u> TE 524 Initial Sounds /y/ and /kw/ MSB p 112 & 113 Guided Practice Discrimination sounds Blend – /y/ /a/ /k/, yet and quit	<u>Phonemic Awareness:</u> TE 540 & 541 Initial /y/ and /kw/ Guided practice; MSB p. 112-113 Phonics Songs and Rhymes Chart 30 “Yolla Yak” Review Segmentation – yes, yam, yet, quack	<u>Phonemic Awareness:</u> TE 556-557 Initial /y/ and /kw/ Discriminate sounds Segment /y//e//t/, yam, yes, yum, yip Blend /y//e//s/, yet, yam, quit, Quinn
<u>Phonics:</u> TE 526-527 Introduce: Yy & Qq – Alphabet cards Model: write yo-yo & queen Guide Practice- Phonics Songs and Rhymes Chart 30 “Yolla Yak” Apply –Blend Words TE 527 /y//e//s/ yet, quit, ran, past, hill, rest	<u>Phonics:</u> TE 542-543 Teach/Model - /y/ Spelled Yy; /kw/ Spelled Qu/qu MSB p 116 Guide Practice and Apply Group Practice: quiz, yak yes, Jim, Mom, can, him, sat	<u>Phonics:</u> TE 560-561 Review /y/ Yy, and /kw/ Qu/qu RWN p. 391 Review letter name sounds Blend Review Sound Spelling Review High Frequency Words
<u>Handwriting:</u> TE 528 RWN p 381-382	<u>Handwriting:</u> TE 544	<u>Students Reader:</u> TE 562-563 K.5.6- “Quinn Can Do It”
<u>High Frequency Words:</u> TE 529 where & come Decodable Story 30: “Val’s Top” RWN p. 383-384	<u>High Frequency Words:</u> TE 545 MSB p 117 RWN p. 387 Decodable Reader 30: “The Quiz” MSB p. 118-125	<u>Develop Vocabulary</u> TE 566-583 Big Book” “This is the Way We Go to School”
<u>Text Based Comprehension:</u> TE 532 MSB p 114 & 115 Read Aloud TE 435 “Getting to School”	<u>Text Based Comprehension:</u> TE 548-549 MSB p. 126 Think, Talk, and Write TE 550 MSB p. 127	<u>Text Based Comprehension:</u> TE 564 MSB p 126 Read Big Book “This is the Way We Go to School”
<u>Conventions:</u> TE 534 Verbs	<u>Conventions:</u> TE 551 Verbs RWN p. 388	<u>Conventions:</u> TE 584 Review Nouns in Sentences RWN p 393
<u>Writing:</u> TE 535 <u>Listening & Speaking</u> TE 536 Discuss Literary Features: Plot	<u>Writing:</u> TE 552 <u>Vocabulary:</u> TE 553 Action Words (ride, jump, hop, skip, climb) MSB p. 128	<u>Writing:</u> TE 585 RWN p 394 <u>Listening and Speaking:</u> TE 586 MSB p 129
<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 90-108 Differentiate Vocabulary
<u>PA Core Standards:</u> CC.1.1 K.B, K.C, K.D, K.E.; CC.1.2 K.B.; CC.1.3.K.C; CC.1.4 K.A, K.B, K.C, K.D, K.E, K.F, K.W.; CC.1.5.K.E, K.G.	<u>PA Core Standards:</u> CC.1.1.K.B., K.C., K.D, K.E.; CC.1.2.K.A, K.B, K.G, K.J, K.K, K.L; CC.1.3.K.D, K.J; CC.1.4 K.A., K.B., K.C., K.D., K.E., K.F, K.V, K.W; CC.1.5 K.G.	<u>PA Core Standards:</u> CC.1.1 K.B., K.C., K.D, K.E; CC.1.2.K.A, K.B, K.F, K.G,K.J, K.L; CC.1.3.K.C, K.D, K.J; CC.1.4.K.A, K.B, K.C, K.D, K.E, K.F, K.V.; CC.1.5.K.G.

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Unit 5 Week 6 Day 4	Unit 5 Week 6 Day 5
<u>Content Knowledge:</u> TE 590 & 591 Truckery Rhymes- “ <u>This Little Truck</u> ” SWM Chart 30A & 30B- “How Do Children Get to School?” Build Oral Language Amazing Words: <i>cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto</i>	<u>Content Knowledge:</u> TE 602 & 603 Truckery Rhymes- “ <u>This Little Truck</u> ” SWM Chart 30A & 30B- “How Do Children Get to School?” Build Oral Language Amazing Words: <i>cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto</i>
<u>Phonemic Awareness:</u> TE 592 Review Initial /v/ and /z/ Picture Cards	<u>Phonemic Awareness:</u> TE 604 Review /y/ and /kw/ Discriminate initial sounds
<u>Phonics:</u> TE 593 Review /v/ Spelled Vv; /z/ Spelled Zz– Alphabet Cards <u>Spelling:</u> TE 594 /y/ Spelled Yy; /kw/ Spelled qu	<u>Phonics</u> TE 605 Review /y/ Yy; /kw/ Qu Review High Frequency Words
<u>Get Set, Roll! Reader 30:</u> TE 595 Yes!	<u>Reread a Book</u> TE 605 Assessment TE 606-607
<u>Text Based Comprehension:</u> TE 596-597 MSB p 114-115 RWN p. 395	<u>Let’s Practice It!</u> TE 608 MSB p. 130-311 Read aloud “The Dragon Test”
<u>Develop Comprehension:</u> TE 566-583 Read “This is the Way We Go to School” 3 rd Read	Assessment TE 610-611
<u>Conventions:</u> TE 598 Verbs RWN p. 396	<u>Conventions</u> TE 612 Review: Verbs
<u>Writing:</u> TE 599 RWN p. 397-398 <u>Vocabulary:</u> TE 600 Action Words MSB p 128	<u>Writing</u> TE 613 RWN p. 399-400
<u>Small Group Time:</u> TE SG 91-108 Differentiate Language	<u>Small Group Time:</u> TE SG 91-108 Differentiate Closed Reading
<u>PA Core Standards:</u> CC.1.1.K.C., K.D.; CC.1.2.K.A, K.H, K.I, K.J, K.L.; CC.1.3. K.J., K.K; CC.1.4.K.T, K.V; CC.1.5.K.E, K.G.	<u>PA Core Standards:</u> CC.1.1.K.B, K.C., K.D; CC.1.2.K.B; CC.1.3.K.A, K.B, K.C, K.E.; CC.1.4.K.A., K.B., K.C., K.D., K.E, K.F, K.T, K.U, K.V; CC.1.5.K.A, K.G.