

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

**GRADE: Second Grade**

**TIMELINE: 1<sup>st</sup> Quarter**

| Core Standard | Kid Friendly Learning Objectives | Essential Question | Content/Skills | Assessment Method | Instructional Strategies/Resources | DOK Level |
|---------------|----------------------------------|--------------------|----------------|-------------------|------------------------------------|-----------|
|---------------|----------------------------------|--------------------|----------------|-------------------|------------------------------------|-----------|

| <b>READING STANDARD FOR FOUNDATIONAL SKILLS (RF)</b>   |  |  |  |                          |   |          |
|--|--|--|--|--------------------------|---|----------|
| <p>2.RF.3a<br/>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p><b>ELL CONNECTIONS:</b></p> <p><b>II-R-2:3</b><br/><b>II-R-2:3</b></p> | <p>I can read long and short vowels correctly in words</p> | <p>What are short vowels?</p> <p>What are long vowels?</p> | <p>Identify long vowel and short vowel sounds in one-syllable words.</p> | <p>Performance task:</p> | <ul style="list-style-type: none"> <li>• Identify the front cover, back cover, and title page of a book.</li> <li>• Follow words from left to right and from top to bottom on the printed page.</li> <li>• Understand that printed materials provide information.</li> <li>• Recognize that sentences in print are made up of separate words.</li> <li>• Distinguish letters from words.</li> <li>• Recognize and name all uppercase and lowercase letters of the alphabet.</li> </ul> <p>Websites:<br/><a href="http://www.readworks.org">www.readworks.org</a><br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | <p>2</p> |

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| <p>2.RF.3b</p> <p>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>ELL CONNECTIONS:</b></p> <p><b>II-R-2:3</b></p> <p><b>II-R-2:3</b></p> | I can spell and read vowel teams   | <p>What are vowels?</p> <p>What are short vowels?</p> <p>What are long vowels?</p>          | Identify long and short sounds made by vowel teams.   | Performance Task: | <p>Websites:<br/> <a href="http://www.readworks.org">www.readworks.org</a><br/> <a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>                     Journey<br/>                     TpT</p> | 2         |
| <p>2.RF.3e</p> <p>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p>   | I can find words that don't follow normal spelling rules, but are common | <p>How can letters be blended into sounds?</p> <p>How can sounds be blended into words?</p> | Recognize that some words have inconsistent spelling-sound correspondence (e.g., cow, row, bow, or pint, mint). | Performance Task: | <p>Websites:<br/> <a href="http://www.readworks.org">www.readworks.org</a><br/> <a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>                     Journey<br/>                     TpT</p> | 2         |

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| e. Identify words with inconsistent but common spelling-sound correspondences.   |   |   | Read second grade Dolch Words.  |                   |   |           |
| 2.RF.3f<br>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.<br><br>f. Recognize and read grade-appropriate irregularly spelled words. | I can read second grade words that aren't spelled the way they sound.                                 | How can letters be blended into sounds?<br><br>How can sounds be blended into words?                      | Recognize irregularly spelled words.<br><br>Read grade-appropriate irregularly spelled.<br><br>Read second grade Dolch Words. | Performance task: | Websites:<br><a href="http://www.readworks.org">www.readworks.org</a><br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 2         |
| <b>READING STANDARD FOR LITERATURE (RL)</b>  |   |   |   |                   |   |           |
| 2.RL.1<br>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   | I can ask and answer who, what, where, when, why and how questions to show that I understand stories. | How can asking and answering questions help me understand the text?<br><br>How can question stems help me | Identify key details in text.<br><br>Describe key details of the text using who, what, where, when, why, and how.             | Performance Task: | Websites:<br><a href="http://www.readworks.org">www.readworks.org</a><br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 3         |

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| <b>ELL Connection:</b><br><b>II-R-4:3</b><br><b>II-R-4:4</b><br><b>II-R-4:7</b><br><b>II-R-4:10</b><br><b>II-R-4:11</b><br><b>II-R-4:12</b><br><b>II-R-4:13</b><br><b>II-R-4:14</b> |   | demonstrate understanding of the text?                          | Determine the answers of informational texts using who, what, where, when, why, and how.  |                   |   |           |
| 2.RL.6<br>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.                   | I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud | How do we identify the point of view of characters in the text? | Recognize own point of view.<br><br>Identify the characters.<br><br>Identify traits of each character.<br><br>Define point of view.<br><br>Recognize dialogue to determine who is speaking. | Performance Task: | Websites:<br><a href="http://www.readworks.org">www.readworks.org</a><br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 2         |

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|  |  |   | <p>Analyze characters to know what type of voice to use when speaking the part.</p> <p>Determine differences in each character's point of view.</p> <p>Read the dialogue in text using appropriate voices for different characters</p> |                   |  |           |
| <p>2.RL.7<br/>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>ELL Connection:</b><br/><b>II-R-4:8</b></p> | I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. | <p>What can illustrations tell me about the story?</p> <p>What can illustrations tell me about story elements?</p> <p>What are literary elements of a story</p> | <p>Identify plot.</p> <p>Recognize digital text.</p> <p>Obtain information from illustrations and words in various types of text.</p>  | Performance task: | <p>Websites:<br/><a href="http://www.readworks.org">www.readworks.org</a><br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | 2         |

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| <b>II-R-4:11</b><br><b>II-R-4:12</b><br><b>II-R-4:13</b><br><b>II-R-4:14</b> |                                  | What are print and digital text? | <p>Explain characters based on illustrations and words in print.</p> <p>Explain setting based on illustrations and words in print.</p> <p>Explain plot based on illustrations and words in print.</p> <p>Understand characters from illustrations and words in digital text.</p> <p>Understand setting from illustrations and words in digital text.</p> <p>Understand plot from illustrations</p> |                   |                                    |           |

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| 2.RL.10<br><b>Yearly Standard</b><br>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. | I can read and understand second grade stories and poems by myself. | What strategies do I use to become an independent reader? | and words in digital text.<br><br>Identify/understand key ideas.<br><br>Identify/understand craft and structure.<br><br>Identify/understand integration of knowledge.<br><br>Comprehend key ideas and details.<br><br>Comprehend craft and structure.<br><br>Comprehend integration of knowledge | Performance task: | Websites:<br><a href="http://www.readworks.org">www.readworks.org</a><br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT |           |
| <b>READING STANDARD FOR INFORMATIONAL TEXT (RI)</b>   |   |   |  |                   |   |           |
| 2.RI.10<br><b>Yearly Standard</b><br>By the end of the year, proficiently and independently read and comprehend   | I can read and understand second grade nonfiction by myself.        | What strategies do I use to become an independent reader? | Identify and understand key ideas and details.   | Performance task: | Websites:<br><a href="http://www.readworks.org">www.readworks.org</a><br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey        | 2         |

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| informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two. |                                  |                    | <p>Identify and understand craft and structure.</p> <p>Identify and understand integration of knowledge.</p> <p>Comprehend key ideas and details in an informational text.</p> <p>Comprehend craft and structure in an informational text.</p> <p>Comprehend integration of knowledge in an informational text.</p> |                   | TpT                                |           |

**READING KEY STRATEGIES**

Promote self correction strategies:

- Think aloud model: does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: “Can you find the part of the word which was difficult for you to read? How did you figure it out?”



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- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

Promote fluency:

- Cloze procedure
- think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- echo reading
- tracking and reverse tracking
- readers' theater/plays to encourage expression, timing, intonation, phrasing
- rereading fluently what has been read slowly and methodically
- taped books
- rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; does that make sense?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.

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- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. ask “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. the teacher’s role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**WRITING LANGUAGE STANDARDS**

|   |   |                                   |   |                          |  |          |
|---|---|-----------------------------------|---|--------------------------|--|----------|
| <p>2.L.1a<br/>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p><b>ELL Connection</b><br/><b>II-L-1:2</b></p> | <p>I can use collective nouns a group ( ex: group of people, a pride of lions).</p> | <p>What are collective nouns?</p> | <p>Identify collective nouns. Identify when to use collective nouns when writing.</p> | <p>Performance Task:</p> | <p>Opinion writing<br/>Fill in the blank</p> <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | <p>2</p> |
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| <b>II-L-1:3</b>  |   |                              |                                  |                   |   |           |
| <p>2.L.1b<br/>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> | I can make and use irregular plural nouns correctly (feet, children, teeth, mice, fish) | What is an irregular verb?   | Recognize irregular plural nouns | Performance Task: | <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | 2         |
| <p>2.L.1c<br/>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>   | I can use reflexive pronouns (himself, myself, ourselves)                               | What is a reflexive pronoun? | Recognize reflexive pronouns     | Performance Task: | <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | 2         |

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| c. Use reflexive pronouns (e.g., myself, ourselves).  |   |   |   |                   |   |           |
| 2.L.1d<br>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<br><br>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). | I can make and use common regular verbs.    | What are past, present, and future tense verbs? | Know past tense forms of irregular verbs    | Performance Task: | Websites:<br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 2         |
| 2.L.1e<br>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  | I can use adjectives and adverbs correctly. | What are adjectives?<br><br>What are adverbs?   | Identify adjectives<br><br>Identify adverbs | Performance Task: | Websites:<br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 2         |

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| <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>ELL Connection:</b><br/> <b>II-L-1:1</b><br/> <b>II-L-1:2</b><br/> <b>II-L-1:3</b><br/> <b>II-L-1:4</b><br/> <b>II-L-1:5</b></p> |  |                         |   |                   |  |           |
| <p>2.L.1f<br/>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)</p>  | I can make and use complete simple and compound sentences. | What are interjections? | Identify when to rearrange complete, simple, and compound sentences when writing. | Performance Task: | <p>Websites:<br/> <a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/> Journey<br/> TpT</p> | 2         |

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| <p>2.L.1g<br/>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).</p> <p>ELL Connection:<br/>II-L1:1</p> | I can use conjunctions.   | <p>What are complete simple sentences?</p> <p>How do you create compound sentence?</p> <p>What are conjunctions?</p> | <p>Write sentences that flow and sound natural.</p> <p>Write compound sentences?</p> | Performance Task: | <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | 2         |
| <p>2.L.1h<br/><b>Yearly standard</b></p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p>   | I can identify and use declarative, interrogative, imperative, and exclamatory sentences. | Identify and use declarative, interrogative, imperative, and exclamatory sentences.                                  | Identify and use declarative, interrogative, imperative, and exclamatory sentences.  | Performance Task: | <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | 2         |

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| <p>2.L.1i<br/>Yearly standard</p> <p>i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.</p>                            |   |  |  | Performance Task: | <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | 2         |
| <p>2.L.2a</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names</p> | I can use capital letters at the beginning of holidays, product names and places on a map | <p>What are capital letters?</p> <p>What are proper nouns?</p> <p>What are pronouns?</p> | <p>Capitalize holidays.</p> <p>Capitalize product names.</p> <p>Capitalize geographic names.</p> <p>Apply correct capitalization when writing.</p> | Performance Task: | <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey<br/>TpT</p> | 2         |
| <p>2.L.3<br/>Yearly standard</p>   | I can write, speak, read and listen by using  | How does language impact speaking,   | Recognize language conventions for writing.  | Performance Task: | <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p>                                       | 2         |

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| Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare formal and informal uses of English. | what I know about the English language                  | listening, reading, and writing? | <p>Recognize language conventions for speaking.</p> <p>Recognize language conventions for reading.</p> <p>Recognize language conventions for listening.</p> <p>Identify conventions of language for formal use of English.</p> <p>Identify conventions of language for informal use of English.</p> |                   | Resources:<br>Journey<br>TpT  |           |
| 2.L.4a<br><br>Determine or clarify the meaning of unknown and   | I can use context clues to help me understand new words | What are context clues?          | Identify context clues within sentences and know how to use them to construct   | Performance Task: | <p>Websites:<br/><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Resources:<br/>Journey</p> | 2         |



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|--|---|---|--|-------------------|---|-----------|
| multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.<br><br>a. Use sentence-level context as a clue to the meaning of a word or phrase                  |   |   | meaning of unknown or multiple meaning words.  |                   | TpT   |           |
| 2.L.5<br>Yearly standard<br><br>Demonstrate understanding of word relationships and nuances in word meanings.<br><br>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or | I can figure out how words are related and how their meanings might be alike. | What is a nuance?<br><br>What is a synonym?<br><br>What is an antonym?<br><br>What is shade of meaning? | Identify real life connections between words and their use.<br><br>Identify verbs.<br><br>Identify adjectives. | Performance Task: | Websites:<br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 2         |

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| juicy).<br><br>b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |                                  |                    |                |                   |                                     |           |
| <b>WRITING LANGUAGE STANDARD STRATEGIES</b>   |                                  |                    |                |                   |                                     |           |
| <ul style="list-style-type: none"> <li>• move from writing simple sentences to descriptive sentences by expanding the sentences</li> <li>• Word boxes and word walls</li> <li>• Use writing prompts</li> <li>• Journal writing</li> <li>• Vocabulary journals</li> <li>• Cloze activities</li> <li>• Pattern writing</li> <li>• mini-lessons</li> <li>• Language-experience writing</li> <li>• morning message</li> <li>• Shared writing using predictable charts</li> <li>• teacher modeling -- Interactive writing</li> </ul> |                                  |                    |                |                   |                                     |           |
| <b>WRITING STANDARDS</b>  |                                  |                    |                |                   |                                     |           |

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| 2.W.3<br>Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure. | I can write to tell an organized story with details about events, thoughts, and feelings.       | How can I include details to express an event in order? | Identify components of a narrative including beginning and ending.<br><br>Identify sequence of events.<br><br>Identify details related to events.<br><br>Identify temporal words. | Performance Task: | Websites:<br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 4         |
| 2.W.8<br><br>Yearly standard<br>Recall information from experiences or gather information from provided sources to answer a question.  | I can use what I have learned to answer questions or I can find out the answers somewhere else. | How can I gather information to answer a question?      | Recall information.<br><br>Gather information from sources.   | Performance Task: | Websites:<br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 2         |

**KEY STRATEGIES FOR WRITING STANDARDS**

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words

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|---------------|----------------------------------|--------------------|----------------|-------------------|------------------------------------|-----------|

- applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- organize words into categories
- direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary notebooks
- Seeking meaning of unknown vocabulary
- making and revising predictions
- direct instruction and modeling of appropriate grammar
- assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

**WRITING STANDARD: FOUNDATIONAL SKILLS**

|  |   |                                      |  |                   |   |   |
|--|---|--------------------------------------|--|-------------------|---|---|
| <b>2.WF.1</b><br>Demonstrate and apply handwriting skills.<br>a. Write legibly in manuscript using correct letter formation.<br>b. Transcribe ideas in manuscript with | I can write legibly and copy documents with ease. | How can I improve my writing skills? | Write legibly in manuscript using correct letter formation.<br><br>Transcribe ideas in manuscript with automaticity and proper spacing | Performance Task: | Websites:<br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 2 |
|--|---|--------------------------------------|--|-------------------|---|---|

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| automaticity and proper spacing.   |   |   |  |                   |   |           |
| <b>2.WF.3a 1-7</b><br>Know and apply phonics and word analysis skills when encoding words.<br><b>a.</b> Spell on-level, regular, single-syllable words that include: <ol style="list-style-type: none"> <li>1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).</li> <li>2. Complex consonant blends (e.g., scr, str, squ).</li> <li>3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).</li> <li>4. Vowel-r combinations (e.g., turn, star, third, four, for).</li> <li>5. Contractions (e.g., we'll, I'm, they've, don't).</li> <li>6. Homophones (e.g., bear, bare; past, passed).</li> <li>7. Plurals and possessives (e.g., its, it's).</li> </ol> | I can spell second grade single-syllable words. | How can I use phonics to improve my writing skills? | Spell on-level, regular, single-syllable words that include: <ol style="list-style-type: none"> <li>1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).</li> <li>2. Complex consonant blends (e.g., scr, str, squ).</li> <li>3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).</li> <li>4. Vowel-r combinations (e.g., turn, star, third, four, for).</li> <li>5. Contractions (e.g., we'll, I'm, they've, don't).</li> <li>6. Homophones (e.g., bear, bare; past, passed).</li> <li>7. Plurals and possessives (e.g., its, it's).</li> </ol> | Performance Task: | Handwriting practice<br><br>Websites:<br><a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>Resources:<br>Journey<br>TpT | 2         |

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|---|----------------------------------|--------------------|----------------|-------------------|------------------------------------|-----------|
| past, passed).<br>7. Plurals and possessives (e.g., its, it's). |                                  |                    |                |                   |                                    |           |