



Content Area: ELA

Grade Level: 2

Reporting Measure: Decoding

Level	Description
Above & Beyond (4.0)	I can compare the sounds irregular word families make in different contexts (for example, I can identify words in which <i>ea</i> has a short-e sound, a long-e sound, and a long-a sound, and I can properly pronounce words from each category, such as <i>head</i>, <i>sea</i>, and <i>break</i>).
3.5	I can do all of the things at level 3.0, and I can do some of the things at level 4.0.
Proficient (3.0)	D1—I can read regularly spelled two-syllable words with short and long vowels (for example, I can read words such as <i>mistake</i>, <i>careful</i>, and <i>manage</i>). D2—I can read regularly spelled words with affixes (for example, I can read words such as <i>prevent</i>, <i>rerun</i>, <i>painless</i>, <i>rainy</i>, and <i>restful</i>). D3—I can read irregularly spelled words (for example, I can read words such as <i>piece</i>, <i>instead</i>, <i>already</i>, <i>beautiful</i>, <i>someone</i>, and <i>although</i>).
2.5	I can do all of the things at level 2.0, and I can do some of the things at level 3.0.
Getting There (2.0)	D1—I know what certain words mean (for example, <i>blend</i>, <i>digraph</i>, <i>long vowel</i>, <i>r-controlled vowel</i>, <i>short vowel</i>, <i>syllable</i>, <i>vowel team</i>) and can do things such as: - Describe long-vowel sounds in regularly spelled one-syllable words (for example, explain that <i>place</i> has a long-a sound). - Describe short-vowel sounds in regularly spelled one-syllable words (for example, explain that <i>trash</i> has a short-a sound). - Say the typical sound associated with a specific vowel-team pattern (such as <i>ai</i>, <i>ay</i>, <i>ee</i>, <i>ea</i>, <i>ie</i>, <i>igh</i>, <i>ow</i>, <i>oa</i>, <i>ew</i>, <i>ue</i>). - Say the typical sound associated with a specific <i>r</i>-controlled vowel pattern (such as <i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, <i>ur</i>). - Say the typical sound associated with a specific consonant blend (such as <i>gr</i>, <i>bl</i>, <i>str</i>). - Say the typical sound associated with a specific consonant digraph (such as <i>ph</i>, <i>ch</i>, <i>th</i>). - List consonant patterns in which a consonant is silent (such as <i>kn</i>, <i>wr</i>, <i>mb</i>). - Break a word into syllables. D2—I know what certain words mean (for example, <i>affix</i>, <i>prefix</i>, <i>suffix</i>, <i>syllable</i>) and can do things such as: - List common prefixes (such as <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>non-</i>, <i>mis-</i>, <i>sub-</i>, <i>pre-</i>). - List common suffixes (such as <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-er</i>, <i>-tion</i>, <i>-able</i>, <i>-ness</i>). - Describe how to break a word into parts after a prefix (for example, <i>re/peat</i>). - Describe how to break a word into parts before a suffix (for example, <i>spell/ing</i>). D3—I know what certain words mean (for example, <i>associate</i>, <i>irregular</i>, <i>memorization strategy</i>) and can do things such as: - Give examples of irregularly spelled words. - Use memorization strategies to remember irregularly spelled words (for example, associate the shapes of the <i>w</i> and <i>m</i> in <i>warm</i> with waves of heat rising off an object). - Identify the sounds each letter or group of letters makes in an irregularly spelled word. - Identify which parts of a word are irregular.
1.5	I can do some of the things at level 2.0 and at level 3.0.

**Beginning
(1.0)**

I can do some of the things at level 2.0 and at level 3.0 with help.