

LEARNING PATHWAY: I can use grade level phonics and word analysis skills when decoding words.

<p>I can...</p> <ul style="list-style-type: none"> demonstrate the sounds for common consonant blends and digraphs. recognize that every syllable must have a vowel sound to determine the number of syllables. read a two-syllable word by breaking the word into syllables. use final –e and common vowel team conventions to read words with long vowel sounds. use words with inflectional endings. 	<p>I can demonstrate all emerging skills AND can...</p> <ul style="list-style-type: none"> recognize and read irregularly spelled words. isolate and pronounce initial, medial vowel, and final sound in spoken words. 	<p>I can demonstrate all emerging and developing skills AND can....</p> <ul style="list-style-type: none"> recognize and use r-controlled vowels when reading. recognize and use syllables to read multisyllabic words. recognize and use irregularly spelled two-syllable words and words with common prefixes and suffixes. use and apply vowel diphthongs. use and apply inflectional endings to change words. 	<p>I can demonstrate all emerging, developing, and demonstrating skills AND begins to....</p> <ul style="list-style-type: none"> identify and know the meaning of most common prefixes and suffixes. apply irregularly spelled words beyond second grade expectations.
EMERGING (EM)	DEVELOPING (DV)	DEMONSTRATING (DM)	APPLYING (AY)
<p>PARENT RESOURCES: Silent E Short Vowels</p>	<p>PARENT RESOURCES: Long A Long E Long O</p>	<p>PARENT RESOURCES: SC English Language Arts Standards R Controlled Vowels Homonyms</p>	<p>PARENT RESOURCES: Prefixes</p>

**GRADE 2 WORLD-CLASS KNOWLEDGE LEARNING PATHWAY
ENGLISH AND LANGUAGE ARTS**

<ul style="list-style-type: none"> The student is still acquiring prerequisite/foundational skills to understand the content of the learning target(s)/grade level standard. Students need additional assistance, increased time, smaller chunks of learning, and/or alternate strategies as they progress toward the grade level standard/learning target(s). 	<ul style="list-style-type: none"> Student is capable of doing a simpler version of the standard, whether that be parts of the whole, or the standard at a less complex level. Developing indicates the student is moving toward consistent and independent proficiency of the grade level learning target(s), or standard. 	<ul style="list-style-type: none"> The student has demonstrated the learning target(s) with consistency, accuracy, independence and quality. This can happen any time during the year. Students may receive more complex instruction, or may move ahead to another standard. 	<ul style="list-style-type: none"> The student uses the skills and content of the standard at high levels and across content areas. The student’s learning has advanced to skills beyond the grade level standard/learning target(s).
EMERGING (EM)	DEVELOPING (DV)	DEMONSTRATING (DM)	APPLYING (AY)