

## Grade 2: Reading Foundations

Student: \_\_\_\_\_

| Reading Foundations  | B-M-E | Beginning of the Year | Mid-Year | End |
|--|-------|-----------------------|----------|-----|
| I use fix-up strategies to decode. I can read with fluency & accuracy.   |       |                       |          |     |
| I can tell long and short vowels apart when reading regularly spelled one-syllable words. CCSS.ELA-Literacy.RF.2.3a                |       |                       |          |     |
| I know spelling-sound correspondences for additional common vowel teams. CCSS.ELA-Literacy.RF.2.3b                                 |       |                       |          |     |
| I can decode regularly spelled two-syllable words with long vowels. CCSS.ELA-Literacy.RF.2.3c                                      |       |                       |          |     |
| I can decode words with common prefixes and suffixes. CCSS.ELA-Literacy.RF.2.3d  |       |                       |          |     |
| I can identify words with inconsistent but common spelling-sound correspondences. CCSS.ELA-Literacy.RF.2.3e                        |       |                       |          |     |
| I can read irregularly spelled words. CCSS.ELA-Literacy.RF.2.3f  |       |                       |          |     |
| <b>Reading Fluency</b><br>I can read with accuracy and fluency to support comprehension.<br>CCSS.ELA-St.RF.2.4                     |       |                       |          |     |
| I can read grade-level text orally with accuracy on successive readings. CCSS.ELA-Literacy.RF.2.4b                                 |       |                       |          |     |
| I can read grade-level text orally with appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.2.4b         |       |                       |          |     |
| I can use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.2.4c |       |                       |          |     |