

K–2 Standards and Targets

Reading Foundations Standards and Language Standard 2

This document breaks down the Common Core State Standards for Reading Foundations, plus Language Standard 2 (spelling) into sub-standards and learning targets. The purpose of this document is twofold. First, the learning targets “unpack” the standards into the specific skills students need to learn within grade levels and show how the learning builds across kindergarden through second grade. Second, the Teaching Notes give teachers critical guidance—explicating nuances in the standards themselves and stating implications for instruction.

Learning targets are goals or objectives, derived from state and local standards, used by and with students to set purpose and assess growth. They are written in concrete, student-friendly language; posted in the classroom; and tracked carefully by students and teachers during the process of learning.

This document lays out grade-level expectations. Of course, many students do not necessarily fall squarely within the expectations of their grade level. Some of their skills may be incrementally (or substantially) above or below grade level. Thus the learning targets for the preceding or subsequent grade level provide guidance for re-teaching and extending based on learners’ strengths and needs.

In the context of EL Education’s Reading Foundations Skills Block, the learning targets set teacher purpose for each lesson. Sometimes students see the language of the target. Other times, students are introduced to the learning objective in other ways (e.g., through a song or activity). Yet the expectation, across the year and within specific lessons, is that students learn the actual technical vocabulary and concepts embedded in the learning targets below. Giving students the language of literacy empowers them.

RF.1: DEMONSTRATE UNDERSTANDING OF THE ORGANIZATION AND BASIC FEATURES OF PRINT.

	Kindergarten	First Grade	Second Grade
a.	Follow words from left to right, top to bottom, and page by page.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Long-Term Learning Targets	<ul style="list-style-type: none"> I can read from left to right and top to bottom. 	<ul style="list-style-type: none"> I can identify features of a sentence, including the first word, capital letters, and ending punctuation. 	n/a
Supporting Targets	<ul style="list-style-type: none"> I can point to words in a text. I can move my finger under words as I read them, left to right and top to bottom. I can turn the pages in order and begin reading the page on the left side, then the page on the right. 	<ul style="list-style-type: none"> I can point to where a sentence begins. I can point to where a sentence ends. I can find the capital letters in a sentence. I can point to the ending punctuation of a sentence. 	
b.	Recognize that spoken words are represented in written language by specific sequences of letters.		
Long-Term Learning Targets	<ul style="list-style-type: none"> I can explain the connection between words and letters. 	n/a	n/a
Supporting Targets	<ul style="list-style-type: none"> I can count the number of words in a sentence. I can point to the first word in a sentence. I can point to the last word in a sentence. 		

RF.1: DEMONSTRATE UNDERSTANDING OF THE ORGANIZATION AND BASIC FEATURES OF PRINT.

		Kindergarten	First Grade	Second Grade
C.	Understand that words are separated by spaces in print.			
	Long-Term Learning Targets	<ul style="list-style-type: none"> I can point to each word in a line of memorized text. <p>Teaching note to explicate this target: This target focuses on one-to-one correspondence. Memorization is to eliminate the need to read the words independently. The student may hear a sentence or memorize a stanza of a poem, then repeat it, then recite it as he or she points to each word in the written sentence. Non-readers who have some phonemic awareness and letter-sound knowledge can figure out how to distinguish the words, whereas students without this knowledge point to the beats they hear.</p>	n/a	n/a
	Supporting Targets	n/a		
	Recognize and name all upper- and lowercase letters of the alphabet.			
	Long-Term Learning Targets	<ul style="list-style-type: none"> I can identify all the uppercase and lowercase letters of the alphabet. 	n/a	n/a
	Supporting Targets	<ul style="list-style-type: none"> I can identify the name of each lowercase letter. I can identify the name of each uppercase letter. I can recognize each uppercase letter in text. I can recognize each lowercase letter in text. 	n/a	n/a

RF.2: DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES).

	Kindergarten	First Grade	Second Grade
a.	Recognize and produce rhyming words.	Distinguish long from short vowel sounds in spoken single-syllable words.	
Long-Term Learning Targets	<ul style="list-style-type: none"> I can identify and make words that rhyme. 	<ul style="list-style-type: none"> I can identify long and short vowel sounds in (single-syllable) words that I hear. 	
Supporting Targets	<ul style="list-style-type: none"> I can listen to a list of words and identify which one does not rhyme. I can create a new word for a rime pattern by changing the onset (provided by teacher; example: “pat,” “hat,” “bat”). I can identify two rhyming words from listening to a line of text. I can create a new rhyming word by changing the first sound from a given word. 	<ul style="list-style-type: none"> I can identify long and short vowel sounds in single-syllable words that I hear. I can identify the short vowel sounds for each of the five vowel letters. I can listen to a single-syllable word and identify the short vowel sound it contains. I can identify the long vowel sounds of the five vowels. I can listen to a single-syllable word and identify the long vowel sound it contains. 	n/a
b.	Count, pronounce, blend, and segment syllables in spoken words.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
Long-Term Learning Targets	<ul style="list-style-type: none"> I can count the syllables in a spoken word. I can segment (break apart) and pronounce separate syllables in a spoken word. I can blend separate syllables to form a spoken word. 	<ul style="list-style-type: none"> I can blend sounds together (including consonant blends) to make a (spoken) word. 	n/a
Supporting Targets	n/a	<ul style="list-style-type: none"> I can blend two phonemes (to form a spoken word. (Repeat until mastered.) I can blend three phonemes to form a spoken word. (Repeat until mastered.) I can blend four phonemes to form a spoken word. 	

RF.2: DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES).

	Kindergarten	First Grade	Second Grade
C.	Blend and segment onsets and rimes of single-syllable spoken words.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
Long-Term Learning Targets	<ul style="list-style-type: none"> I can break a single-syllable spoken word into two parts: the onset (beginning consonant sound) and rime (the vowel chunk that follows). I can blend the beginning consonant sound and ending vowel chunk to make a (single-syllable) spoken word. 	<ul style="list-style-type: none"> Each time my mouth changes position, I can say and hear a different phoneme. I can identify phonemes in a single-syllable word. 	
Supporting Targets	<ul style="list-style-type: none"> I can listen to the teacher segment a spoken single-syllable word into onset and rime and repeat the procedure. I can listen to the teacher blend a spoken single-syllable word and repeat the procedure. I can blend onset and rime in a CVC word. I can segment onset and rime in a CVC word. 	<ul style="list-style-type: none"> I can identify and say the first phoneme (sound) in a single-syllable word. I can identify and say the middle vowel phoneme (sound) in a single-syllable word. I can identify and say the final phoneme (sound) in a single-syllable word. I can listen to spoken single-syllable words and pronounce the beginning, middle, or ending phonemes (sounds) in CVC words ending with /l/, /r/, or /x/. 	n/a
Teaching Notes to Explicate Targets	<ol style="list-style-type: none"> The list should begin with single-consonant onsets that are continuant sounds (“f,” “l,” “m,” “n,” “r,” “s,” “v,” “w,” “y,” “z,” “sh”). These are sounds that can be held without introducing a schwa vowel to terminate the sound and disrupt the connection to the vowel (i.e., contrast “m-a-n” with “tuh-a-n”). Students should first master blending with continuants. Then introduce stop consonants as the onset sound to blend with a rime (“b,” “d,” “g,” “j,” “k,” “p,” “t,” “ch”). In order to pronounce a stop consonant, a schwa must be added to the end. In order to blend this sound with the onset, the schwa sound must be dropped. By contrast, there is no schwa sound following a continuant. 	<ol style="list-style-type: none"> /r/ and /l/ are vocalic consonants, which makes it more difficult for readers to pull out and distinguish the medial vowels. Example: In the word “fur,” the segments are heard as /f/ and /r/. /x/ can be difficult because it represents two phonemes, such as in the word “box” (/x/ = /k/ /s/). 	

RF.2: DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES).

	Kindergarten	First Grade	Second Grade
d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Long-Term Learning Targets	<ul style="list-style-type: none"> • I can identify and say the first phoneme (sound) in a word that has three phonemes. • I can identify and say the middle vowel phoneme (sound) in a word that has three phonemes. • I can identify and say the final phoneme (sound) in a word that has three phonemes. 	<ul style="list-style-type: none"> • I can say a word and segment it (break it apart) into its individual consonant and vowel phonemes (in order). 	n/a
Supporting Targets	<ul style="list-style-type: none"> • I can listen to a CVC word and pronounce the initial phoneme (sound) in the word. (Repeat until mastered.) • I can listen to a CVC word and pronounce the final phoneme (sound) in the word. (Repeat until mastered.) • I can listen to a CVC and pronounce the middle vowel phoneme (sound) in the word. (Repeat until mastered.) 	<ul style="list-style-type: none"> • I can say a two-phoneme word and segment it (break it apart) into individual phonemes (sounds) in order. • I can say a three-phoneme word and segment it (break it apart) into individual phonemes (sounds) in order. • I can say a four-phoneme word and segment it (break it apart) into individual phonemes (sounds) in order. 	
Teaching Notes to Explicate Targets	1. Students should be encouraged to notice how the word sounds and then how their mouth feels and moves when they say the sound.	1. Students can also practice segmentation by moving letters and/or pictures of mouth positions depicting phonemes into sound boxes.	

RF.2: DEMONSTRATE UNDERSTANDING OF SPOKEN WORDS, SYLLABLES, AND SOUNDS (PHONEMES).

	Kindergarten	First Grade	Second Grade
e.	Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.		
Long-Term Learning Targets	<ul style="list-style-type: none"> I can add or change a phoneme (sound) in a single-syllable spoken word to make a new word. 		
Supporting Targets	<ul style="list-style-type: none"> I can add a specified phoneme (sound; e.g., /m/) at the beginning of a spoken rime (e.g., “-at”) that I hear and then say the word. I can change the final phoneme (sound) in a spoken CVC word (e.g., “n” to “p”) to make a new word. I can change the initial phoneme (sound) in a spoken CVC word (e.g., “m” to “t”) to make a new word. I can change the short vowel phoneme (sound) in a spoken CVC word (e.g., “a” to “i”) to make a new word. 	n/a	n/a
Teaching Notes to Explicate Targets	<ol style="list-style-type: none"> Each of these targets should be practiced to mastery before the next one is taught. In each case, changes are practiced with a succession of words and sounds. Use spoken words, not written words or letters, as students work toward targets. 		

RF.3: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS.

	Kindergarten	First Grade	Second Grade
a.	Demonstrate basic knowledge of letter-sound correspondences by producing the primary, or most frequent, sound for each consonant.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	Distinguish long and short vowels when reading regularly spelled single-syllable words.
Long-Term Learning Targets	<ul style="list-style-type: none"> I can look at each consonant and say its sound. 	<ul style="list-style-type: none"> I can identify the new sound that is made when two consonants are put together to make one sound. 	<ul style="list-style-type: none"> I can decode regularly spelled single-syllable words by applying what I know about long and short vowel sounds.
Supporting Targets	<ul style="list-style-type: none"> I can look at each consonant and say its sound. 	<ul style="list-style-type: none"> I can explain that sometimes two letters make one sound in words. I can identify the sound that corresponds to each of several consonant digraphs: “sh,” “ch,” “th,” “wh,” “ph,” “ng,” “ck” 	<ul style="list-style-type: none"> I can explain that single vowel letters in single-syllable words usually have short vowel sounds. I can explain that vowel team spellings in single-syllable words usually have long vowel sounds. I can explain that in CVCe (consonant, vowel, consonant, magic “e”) single-syllable words ending in final “-e,” the V (vowel) letter usually has a long vowel sound.
Teaching Notes to Explicate Targets	<ol style="list-style-type: none"> If students can already identify all the letters of the alphabet, it is easier for them to learn consonant sounds embedded within those letters. The easiest are those with the sounds at the beginning of the name: “p,” “b,” “t,” “d,” “k,” “v,” “z,” “j.” The following letters include the sound at the end of the name: “m,” “n,” “f,” “s,” “l,” “r.” For single consonants whose sounds are not found in the names, embedded picture mnemonics can speed up learning: “g” (for /g/ in “girl”), “y,” “w,” “h,” “c” (for /k/). 		

RF.3: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS.

	Kindergarten	First Grade	Second Grade
b.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Decode regularly spelled single-syllable words.	Know spelling-sound correspondences for additional common vowel teams.
Long-Term Learning Targets	<ul style="list-style-type: none"> I can look at each vowel and say its short sound. I can pronounce the long vowel sound associated with common vowel graphemes. 	<ul style="list-style-type: none"> I can decode regularly spelled single-syllable words by mapping graphemes and phonemes. 	<ul style="list-style-type: none"> I can decode words with common vowel teams by applying what I know about spelling-sound relationships.
Supporting Targets	<ul style="list-style-type: none"> I can identify the short sound for each vowel. I can identify the long sound for each common vowel grapheme. 	n/a	<ul style="list-style-type: none"> I can identify the sounds made by different vowel teams. I can apply generalizations for decoding words with common vowel teams.
Teaching Notes to Explicate Targets	<p>1. There are five short vowels: “a” (“at”), “e” (“Ed”), “i” (“it”), “o” (“on”), “u” (“up”); there are five long vowels named by the vowel letters “a,” “e,” “i,” “o,” “u” (either “tube,” /u/or “cute,” /y+u/).</p>	<p>1. Be sure students practice sounding out and blending CVC short vowel words. Begin with words having continuants as initial consonants. When mastered, begin to use words beginning with stop consonants until mastered.</p> <p>2. Be sure students practice sounding out and blending CCVC (consonant, consonant, vowel, consonant) and CVCC (consonant, vowel, consonant, consonant) short vowel words.</p>	

RF.3: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS.

	Kindergarten	First Grade	Second Grade
C.	Read high-frequency (common) words by sight (e.g., “the,” “of,” “to,” “you,” “she,” “my,” “is,” “are,” “do,” “does”).	Know final “-e” and common vowel team conventions for representing long vowel sounds.	Decode regularly spelled two-syllable words with long vowels.
Long-Term Learning Targets	<ul style="list-style-type: none"> I can read high-frequency (common) words automatically (by sight). 	<ul style="list-style-type: none"> I can identify common spellings for long vowel sounds when I see a word with a vowel in the middle and an “e” at the end. I can identify common spellings for long vowel sounds when I see a word with a vowel team (two vowels that make a long vowel sound) in the middle. <p>Teaching Note to Explicate Target: The second long-term target referring to vowel teams also covers the following long-vowel spelling patterns: “igh” for long /i/ sound and r-controlled vowel patterns.</p>	<ul style="list-style-type: none"> I can decode (regularly spelled) two-syllable words with long vowels.
Supporting Targets	<ul style="list-style-type: none"> I can recognize and read many high-frequency words by sight. 	<ul style="list-style-type: none"> I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle. I can decode a word with a vowel in the middle and a magic “e” at the end. I can decode words with other vowel patterns such as “igh” and r-controlled vowels. 	<ul style="list-style-type: none"> I can decode a two-syllable word that contains a vowel team (two vowels that make a long vowel sound). I can decode a two-syllable word that contains the CVCe vowel pattern.
Teaching Notes to Explicate Targets	<p>1. Some high-frequency words are irregularly spelled. In the curriculum, these words will be identified as such and taught in a different way from those that are regularly spelled.</p>	<p>1. Students should notice that sometimes two vowel letters next to each other make one vowel sound in a syllable, which signals only one syllable, and that when a word ends in a final “e,” usually that letter has no sound, also signaling a single syllable.</p> <p>2. The second long-term target referring to vowel teams also covers the following long vowel spelling patterns: “igh” for long /i/ sound and r-controlled vowel patterns.</p>	<p>1. Other vowel patterns includes “-y.”</p>

RF.3: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS.

	Kindergarten	First Grade	Second Grade
d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Decode words with common prefixes and suffixes.
Long-Term Learning Targets	<ul style="list-style-type: none"> I can tell what sounds are different when I look at two words that are spelled with some of the same letters. 	<ul style="list-style-type: none"> I can count the number of syllables in a printed word by identifying the vowel sounds in the word. 	<ul style="list-style-type: none"> I can decode words with common prefixes (part of the word at the beginning) and suffixes (part of the word at the end).
Supporting Targets	<ul style="list-style-type: none"> I can identify the one letter that is different in two similarly spelled words (e.g., “not” and “hot”). I can identify the one sound that is different in two similarly spelled words (e.g., “pen” and “pin”). I can read two words that are spelled with some of the same letters (e.g., “jump” and “bump”). 	<ul style="list-style-type: none"> I can identify vowel sounds in the spelling of a multisyllabic (more than one syllable) word. I can identify the number of syllables in a word based on the number of vowel sounds. 	<ul style="list-style-type: none"> I can identify a prefix in a word. I can identify a suffix in a word. I can make and decode a new word by adding a prefix or a suffix to a base word. I can decode words with common prefixes. I can decode words with common suffixes.
Teaching Notes to Explicate Targets		<ol style="list-style-type: none"> An important precursor understanding for this target is that “a,” “e,” “i,” “o,” “u,” plus sometimes “y,” make vowel sounds (short and long) in words. It is important to point out that vowel teams and CVCe words include silent vowels that do not represent a syllable (e.g., “heat” includes two vowels but only one vowel sound and therefore one syllable; the “ea” vowel team only makes one long “e” vowel sound). 	

RF.3: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS.

	Kindergarten	First Grade	Second Grade
e.		Decode two-syllable words following basic patterns by breaking the words into syllables.	Identify words with inconsistent but common spelling-sound correspondences.
Long-Term Learning Targets		<ul style="list-style-type: none"> I can break a word into two syllables, identify the type of syllables used, and use that information to read the word. I can use what I know about the types of syllables to decode (read) a two-syllable word. 	<ul style="list-style-type: none"> I can decode words that have common sounds with different spelling patterns (e.g., “bread,” “read,” “break”).
Supporting Targets	n/a	<ul style="list-style-type: none"> I can identify the five or six types of syllables in written words. I can look at written multisyllabic words and identify the syllable pattern. I can decode (read) two-syllable words by thinking about the syllable type. 	<ul style="list-style-type: none"> I can use knowledge of vowel sounds to help me decode words with different spelling patterns. I can decode words with other vowel patterns (e.g., “ou,” “ow”). I can decode words with r-controlled vowel patterns. I can decode words with C-le syllable patterns. I can use context to help me decode words that have common sounds with different spelling patterns.
f.		Read words with inflectional endings.	Recognize and read grade-appropriate irregularly spelled words.
Long-Term Learning Targets	n/a	<ul style="list-style-type: none"> I can read words with “-s,” “-ed,” “-es,” and “-ing” endings. 	<ul style="list-style-type: none"> I can read second-grade words that “don’t play fair” (irregularly spelled words).
Supporting Targets		<ul style="list-style-type: none"> I can read words with an “-s” ending. I can read words with an “-ed” ending. I can read words with an “-ing” ending. 	<ul style="list-style-type: none"> I can read second-grade words that “don’t play fair” in isolation. I can read second-grade words that “don’t play fair” in text.
g.		Recognize and read grade-appropriate irregularly spelled words.	
Long-Term Learning Targets	n/a	<ul style="list-style-type: none"> I can read first-grade words that “don’t play fair” (irregularly spelled words). 	n/a
Supporting Targets		<ul style="list-style-type: none"> I can read first-grade words that “don’t play fair” in isolation. I can read first-grade words that “don’t play fair” in text. 	

RF.4: FLUENCY

	Kindergarten: Read emergent-reader texts with purpose and understanding.	First Grade: Read with sufficient accuracy and fluency to support comprehension.	Second Grade: Read with sufficient accuracy and fluency to support comprehension.
a.	n/a	Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.
Long-Term Learning Targets		<ul style="list-style-type: none"> I can read and understand grade-level texts. 	<ul style="list-style-type: none"> I can read and understand grade-level texts.
Supporting Targets		n/a	<ul style="list-style-type: none"> I can identify the purpose for reading with different types of texts. I can read grade-level texts independently.
b.	n/a	Read grade-level text orally with accuracy, appropriate rate, and expression.	Read grade-level text orally with accuracy, appropriate rate, and expression.
Long-Term Learning Targets		<ul style="list-style-type: none"> I can read aloud and understand the words. I can read smoothly, not too fast or too slow, and with expression and meaning. I can read accurately (with few or no decoding mistakes). 	<ul style="list-style-type: none"> I can fluently read grade-level texts aloud.
Supporting Targets		n/a	<ul style="list-style-type: none"> I can read at an appropriate rate based on the text type. I can read with appropriate phrasing while paying attention to punctuation. I can read with expression and meaning. I can read accurately (with few or no decoding mistakes). I can adjust my reading rate as needed to increase accuracy with decoding and comprehension.
c.	n/a	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Long-Term Learning Targets		<ul style="list-style-type: none"> I can monitor my own reading for understanding. 	<ul style="list-style-type: none"> I can monitor my own reading for understanding.
Supporting Targets		<ul style="list-style-type: none"> I can self-correct or confirm a word in a text by asking myself, "Does this make sense?" I can reread when something doesn't make sense or sound right. 	<ul style="list-style-type: none"> I can self-correct or confirm a word in a text by asking myself, "Does this make sense?" I can reread when something doesn't make sense or sound right.

L.1: DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.

	Kindergarten	First Grade	Second Grade
a.	Print many upper- and lowercase letters.	Print all upper- and lowercase letters.	n/a
Long-Term Learning Targets	<ul style="list-style-type: none"> • I can print many uppercase letters. • I can print many lowercase letters. 	<ul style="list-style-type: none"> • I can print all uppercase letters. • I can print all lowercase letters. 	

L.2: DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.

	Kindergarten	First Grade	Second Grade
c.	Write a letter or letters for most consonant and short vowel sounds (phonemes).		Use an apostrophe to form contractions and frequently occurring possessives.
Long-Term Learning Targets	<ul style="list-style-type: none"> I can write the letter or letters for most of the consonant sounds I hear. I can write the letter or letters for most of the short vowel sounds I hear. 	n/a	<ul style="list-style-type: none"> I can use an apostrophe to form contractions using familiar words with “am,” “is,” “not,” “would,” “have,” and “are.” I can use an apostrophe to show possession.
d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Generalize learned spelling patterns when writing words (e.g., “cage” → “badge”; “boy” → “boil”).
Long-Term Learning Targets	<ul style="list-style-type: none"> I can use what I know about letters and their sounds to spell simple words. 	<ul style="list-style-type: none"> I can use what I know about common spelling patterns to correctly spell words with those common patterns. I can correctly spell high-frequency words. 	<ul style="list-style-type: none"> I can use spelling patterns I know to spell words correctly.
Supporting Targets	n/a	n/a	<ul style="list-style-type: none"> I can identify spelling patterns based on syllable type. I can identify spelling patterns for common vowel teams. I can identify common spelling patterns for adding affixes to words. I can identify spelling patterns based on vowel sounds.
e.		Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Long-Term Learning Targets	n/a	<ul style="list-style-type: none"> I can use what I know about sounds and spelling patterns to help me spell and memorize new words. 	n/a