

Main Criteria: Spelling Classroom
Secondary Criteria: Connecticut Core Standards
Subject: Language Arts
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Break It

Summary: Students "break" words into units of sound by partitioning the word and blending the individual sounds.

Connecticut Core Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2(d)	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3(d)	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATOR	RF.1.3(e)	Decode two-syllable words following basic patterns by breaking the words into syllables.