

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Maine Learning Results  
**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.

#### Maine Learning Results

#### Language Arts

Grade 1 - Adopted: 2010

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