

Main Criteria: Spelling Classroom
Secondary Criteria: Minnesota Academic 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.

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATORS OF PROGRESS	0.3.0.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.b.	Decode regularly spelled one-syllable words.
INDICATORS OF PROGRESS	1.3.0.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATORS OF PROGRESS	1.3.0.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.