

**Main Criteria:** Spelling Classroom

**Secondary Criteria:** Washington State K–12 Learning Standards and Guidelines

**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.

### Washington State K–12 Learning Standards and Guidelines

#### Language Arts

Grade 1 - Adopted: 2011

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