

# Correlation of Letterland with Common Core State Standards



## Kindergarten – Reading Standards: Foundational Skills

### KINDERGARTEN STANDARDS

### LETTERLAND CURRICULUM

#### 1. PRINT CONCEPTS

Demonstrate understanding of the organization and basic features of print.

|   |  |
|---|--|
| <p>a. Follow words from left to right, top to bottom and page by page.</p>                                  | <p>✓ Children read in My Reading Booklet daily for the first semester. The teacher models finger point reading and then reads with children as they point. Next, children read the new page and previous pages with partners. Later, children read reproducible 'little books', following similar steps.</p>   |
| <p>b. Recognise that spoken words are represented in written language by specific sequences of letters.</p> | <p>✓ Children learn to blend and segment simple words, beginning with Day 32 of instruction in a variety of activities, including Live Reading and Spelling (where children enact letter behavior).</p>  |
| <p>c. Understand that words are separated by spaces in print.</p>   | <p>✓ Children practice finger point reading to match voice to print. They build sentences with word cards and write sentences leaving spaces between the words.</p>  |
| <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>                              | <p>✓ The Letterland characters help children quickly connect letter shapes and sounds. The characters each do a Capital Letter Trick that makes it easy for children to remember both shapes. While sounds are given priority in order to facilitate blending and segmenting words, a recent comparison showed that children in Letterland classes learned letter names more quickly than similar groups of children in classes that start by teaching letter names.</p> |

#### 2. PHONOLOGICAL AWARENESS

Demonstrate understanding of spoken words, syllables & sounds (phonemes).

|   |   |
|---|---|
| <p>a. Recognise and produce rhyming words.</p>  | <p>✓ Children work with pictures to match rhyming words. In take-home activities they listen to their parents read a poem and then choose a final word that rhymes and fits the content.</p>  |
| <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>                                 | <p>✓ <i>The National Reading Panel Report states that effective phonological awareness programs focus on only one or two types of sound manipulation and further says, "Teaching students to segment and blend benefits reading more than a multiskilled approach. "Letterland follows this advice with a concentration on blending and segmenting for phonological instruction."</i></p> |
| <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>                             | <p>✓ A sequence of 30 lessons feature blending and segmenting of onsets and rimes. Children practice these skills in Live Reading and Spelling and other activities. They also finger tap with one finger for the onset and two fingers together for the rime.</p>  |
| <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes).</p>                   | <p>✓ Children begin with initial sounds and match these to pictured words. On Day 32 of the school year they begin to isolate the sounds in simple words with VAKT methods. They practice this frequently in a variety of activities.</p>   |
| <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> | <p>✓ Children blend and segment words using letter cards, magnetic letters, and written letters as soon as the first seven letters are learned. They substitute sounds in CVC words in the initial, medial, and final position. They add letters to two sound words and to three sound words as they learn consonant blends.</p>  |

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## Kindergarten – Reading Standards: Foundational Skills

### KINDERGARTEN STANDARDS      LETTERLAND CURRICULUM

#### 3. PHONICS AND WORD RECOGNITION

Know and apply grade-level phonics and word analysis skills in decoding words.

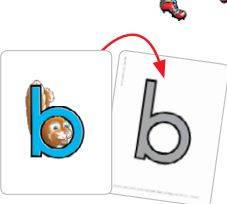
|  |   |
|--|---|
| <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> | <p>✓ Children learn the most common sounds of all 26 letters within the first four weeks of school. They review these sounds, a few common variant sounds and high frequency digraphs daily. They also use these sounds in reading and spelling words.</p>  |
| <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>   | <p>✓ The short vowels are emphasized in blending and segmenting in early lessons (e.g. cap, bed, hug) but long vowels are briefly introduced as well. Long Vowel spellings are learned later in the year including open syllables (we, go), Magic e (cake, hide), and Vowel Men Out Walking (tree, boat).</p> |
| <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she)</p>  | <p>✓ Twenty five high-frequency words are learned by tracing the letters while spelling aloud and by frequent use in context.</p>   |
| <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>  | <p>✓ Children sound out words that other children form with Live Reading or that the teacher forms with letters. Frequently words are changed by one letter for children to sound out again. Spelling is handled in similar activities.</p>   |

#### 4. FLUENCY

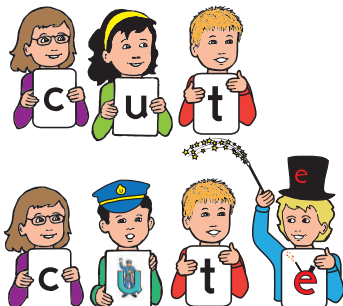
Read emergent-reader texts with purpose and understanding.

✓ Children read and reread brief emergent reader text daily in first semester in *My Letterland Reading Booklet*. In second semester there are copy masters for 12 booklets with predictable/decodable text and two plays. Children learn the words and build sentences that culminate in reading these booklets. They also practice reading word cards with increasing fluency in an activity called Tractors, Trains, Plains, and Helicopters.

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Building Sentences



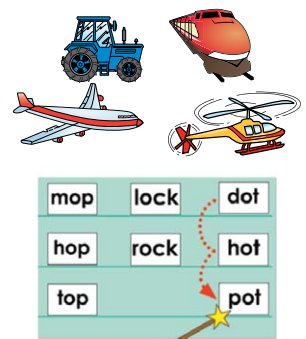
Long Vowels/Magic e



High Frequency Words

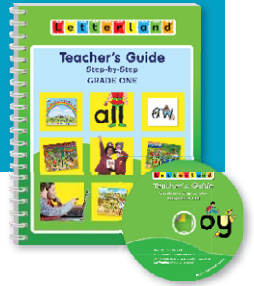


My Letterland Reading Booklet



Tractors, Trains, Planes & Helicopters

# Correlation of Letterland with Common Core State Standards



## Grade One – Reading Standards: Foundational Skills

### GRADE ONE STANDARDS

### LETTERLAND CURRICULUM

#### 1. PRINT CONCEPTS

Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

✓ Children write dictated sentences and original sentences with words from each Unit. They receive feedback on conventions from peers and the teacher, and they correct as needed.

#### 2. PHONOLOGICAL AWARENESS

Demonstrate understanding of spoken words, syllables & sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

✓ Children segment words to identify vowel sounds and match them to short vowel Letterlanders or to long vowels, represented by five Vowel Men.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

✓ Children blend sounds in Pocket Chart Reading activities and in Live Reading. They use multi-sensory 'finger-sounding' in these exercises and when they encounter an unknown word.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.

✓ Children use multi-sensory finger sounding to segment words into phonemes in various word building reading and spelling activities daily.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

✓ In Live Spelling, individual word building and various spelling activities, children segment words of two to five sounds every day.

#### 3. PHONICS AND WORD RECOGNITION

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

✓ Children learn the sounds and spellings of consonant digraphs with Letterland story logic, songs and pictograms. To ensure mastery they practice the sounds in isolation and in words.

b. Decode regularly spelled one-syllable words.

✓ Children learn to decode regular one-syllable words in a systematic sequence supported by assessments that help teachers pace instruction for maximum success.

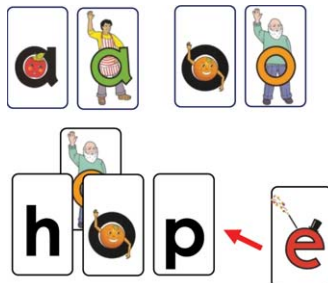
c. Know final -e and common vowel team conventions for representing long vowel sounds.

✓ Appealing and memorable stories, songs, and pictograms engage children in active involvement in learning these vowel patterns. Varied practice activities ensure retention and application in reading and spelling.



Nate said,  
"Where did  
you go?"

Writing Sentences



Identifying Vowel Sounds



Finger Sounding

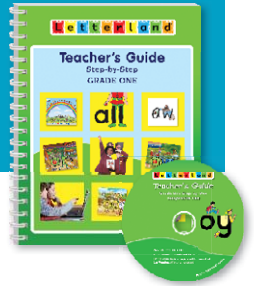


Live Spelling



Consonant Digraphs

# Correlation of Letterland with Common Core State Standards



## Grade One – Reading Standards: Foundational Skills

### GRADE ONE STANDARDS

### LETTERLAND CURRICULUM

#### 3. PHONICS AND WORD RECOGNITION

Know and apply grade-level phonics and word analysis skills in decoding words.

|   |  |
|---|--|
| <p>a. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <p>✓ Limited practice with two syllable words is begun in Grade One and expanded in Grade Two.</p>   |
| <p>b. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>                          | <p>✓ Common two syllable patterns such as final er and final y with the long e sound are taught in Grade One. For most two-syllable words, the teacher indicates the syllable division and children decode and combine the syllables. Extensive study of multi-syllable words is continued throughout Grade Two.</p> |
| <p>c. Read words with inflectional endings.</p>   | <p>✓ Inflection endings (-s, -ing, -ed) are learned with Letterland story logic and engaging practice activities for reading and spelling. Children learn to read and spell the words by recognizing the base word and adding the suffix.</p>  |
| <p>d. Recognize and read grade-appropriate irregularly spelled words</p>  | <p>✓ Each weekly Unit introduces 2-4 irregular, high-frequency words along with 20-30 decodable words. These words are learned with the multi-sensory '3-by-3 Strategy.'</p>   |

#### 3. PHONICS AND WORD RECOGNITION

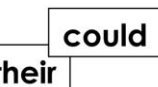
Know and apply grade-level phonics and word analysis skills in decoding words.

|  |  |
|--|--|
| <p>a. Read on-level text with purpose and understanding</p>  | <p>✓ Each of the 45 Units includes an engaging decodable story that can be copied for each student. Teachers guide children in comprehension activities with each story.</p>   |
| <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>  | <p>✓ Children reread the stories with choral reading and partner reading, building rate, accuracy and expression. They also build automatic word recognition through varied activities including charting their rate on reading weekly word lists.</p> |
| <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>✓ Unit stories provide a rich context for coaching word recognition strategies and for practicing self-correction and reading for meaning.</p>  |

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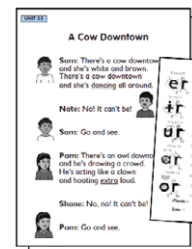
Two-syllable Words



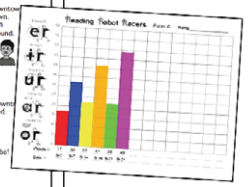
High-frequency Words



Inflection Endings



Decodable Stories



Weekly Word Lists

# Correlation of Letterland with Common Core State Standards



## Grade Two – Reading Standards: Foundational Skills

### GRADE TWO STANDARDS

### LETTERLAND CURRICULUM

#### 3. PHONICS AND WORD RECOGNITION

Know and apply grade-level phonics and word analysis skills in decoding words.

|  |   |
|--|---|
| <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> | <p>✓ By learning about syllable types and vowel patterns children learn to readily recognize words with short and long vowels in single syllables and longer words.</p>                         |
| <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>               | <p>✓ Using memorable Letterland story logic children learn the sounds and variations of vowel teams such as <b>ea</b>, <b>ou</b>, <b>ow</b>, <b>oo</b>, <b>ew</b>, <b>aw</b> and many more.</p> |
| <p>c. Decode regularly spelled two-syllable words with long vowels.</p>                        | <p>✓ From Unit 2 through to the final Unit 42 children learn to apply their expanding phonics knowledge to words of two or more syllables with long vowels and with all six syllable types.</p> |
| <p>d. Decode words with common prefixes and suffixes.</p>                                      | <p>✓ Prefixes (e.g. <b>pre</b>, <b>re</b>, <b>un</b>) and suffixes (e.g. <b>er</b>, <b>est</b>, <b>ful</b>, <b>ly</b>) are taught with child friendly picture coding and story logic.</p>       |
| <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>          | <p>✓ Variations on common spelling patterns are taught throughout (e.g. through, though, thought).</p>  |
| <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>                      | <p>✓ Children learn two to four 'Tricky Words' in each unit with irregular or unusual spelling-sound correspondences for reading and spelling.</p>  |

#### 4. FLUENCY

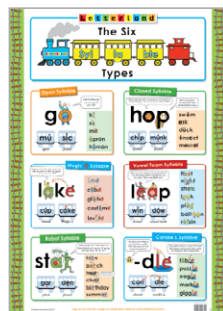
Read with sufficient accuracy and fluency to support comprehension.

|  |  |
|--|--|
| <p>a. Read on-level text with purpose and understanding.</p>   | <p>✓ Children read Readers Theater plays and build comprehension with 'Story Stone' retelling, Story Maps, K-W-L, and more.</p>  |
| <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>  | <p>✓ Children reread their Readers Theater plays to improve accuracy, rate and expression. They take on various roles in small group reading and practice further with a partner. They also build automatic word recognition through varied activities including charting their rate on reading weekly word lists.</p> |
| <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>✓ The play format provides plenty of opportunities for the teacher to coach word recognition strategies and for children to practice self-correction based on context.</p>  |

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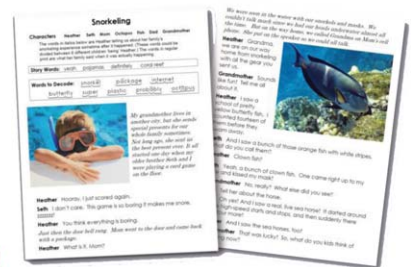
Vowel Teams



Six Syllable Types



Syllable Types and Vowel Recognition



'Readers Theater' Plays