

# Letterland Correlation to Ohio ELA Learning Standards

## Reading Standards: Foundational Skills

Foundational Skills are listed first in this document because they are the primary focus of Letterland. Additional English Language Arts Standards follow this section. Letterland for Kindergarten provides everything that teachers need to systematically, effectively and thoroughly teach beginning readers to read and spell words based on current research and best practices. Children need to master these skills in order to give full attention to the higher order demands of becoming fully literate. As shown in detail in the chart below, Letterland meets all Ohio standards For Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.

Code: ✓ = Fully covered. ✓\* = Covered with minor exceptions as described. S = Supported, additional materials or programs needed. – = Not covered

Foundational Skills - Kindergarten	Code	Letterland teaching and materials
<b>Print Concepts</b>		
1. Demonstrate understanding of the organization and basic features of print.		
a. Follow words from left to right, top to bottom, and page by page.	✓	The teacher models and children practice finger-point reading in <i>My Reading Booklet</i> , <i>Sentence Copymasters</i> , <i>Take-Home Readers</i> , and <i>Phonics Readers</i> . A Reading Direction sign is posted and referred to often in Letterland kindergarten classrooms.
b. Recognize that spoken words are represented in written language by specific sequences of letters.	✓	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).
c. Understand that words are separated by spaces in print.	✓	Children practice finger point reading to match their voice to print. They build sentences with word cards and write sentences leaving spaces between the words.
d. Recognize and name all upper- and lowercase letters of the alphabet.	✓	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 only.

Foundational Skills - Kindergarten	Code	Letterland teaching and materials
<b>Phonological Awareness</b>		
2. Demonstrate understanding of spoken words, syllables, and phonemes (sounds).		
a. Recognize and produce rhyming words.	✓	Children work with pictures to match rhyming words. With take-home activities, they listen to their parents read a poem and then choose a final word that rhymes and fits the content.
b. Count, pronounce, blend, and segment syllables in spoken words.	✓	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.
c. Blend and segment onsets and rimes of single-syllable spoken words.	✓	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.
d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)	✓	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.
e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.	✓	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.
<b>Phonics and Word Recognition</b>		
1. Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound of many of the most frequent sounds for each consonant.	✓	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 frequent reading and spelling words.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	✓	The short vowels are emphasized in blending and segmenting in early lessons (e.g. <b>cap, bed, hug</b> ) but long vowels are briefly introduced as well. Long Vowel spellings are learned later in the year including open syllables ( <b>we, go</b> ), Magic <b>e (cake, hide)</b> , and Vowel Men Out Walking ( <b>tree, boat</b> ).

Foundational Skills - Kindergarten	Code	Letterland teaching and materials
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	✓	Twenty-five high-frequency words are learned by tracing the letters while spelling aloud and by frequent use in context.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	✓	Children sound out words that other children form with Live Spelling 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.
<b>Fluency</b>		
4. Read emergent-reader texts with purpose and understanding.	✓	Children read and reread brief emergent reader text daily in first semester in <i>My Letterland Reading Booklet</i> . 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. Supplemental <i>Phonics Readers</i> provide decodable stories that follow the phonics sequence of the lessons.

## Reading Standards for Literature

Beyond the foundational word level skills, Letterland provides practices and materials that support fluency and comprehension. In these areas Letterland plays a strong supplementary role but is not intended to address all the needs of learners in these areas. In addition to Letterland materials, children need further practice reading text at their instructional levels and advancing into more challenging text as their ability improves. They also need instruction and practice in comprehension and vocabulary with text that is read aloud to them as well as in text they read themselves.

Reading Standards for Literature - Kindergarten	Code	Letterland teaching and materials
<b>Key Ideas and Details</b>		
3.1 With prompting and support, ask and answer questions about key details in a text.	✓	Supplemental <i>Phonics Readers</i> provide engaging stories for asking and answering questions. Support includes a downloadable guide for teachers.
3.2 With prompting and support, retell familiar stories, including key details.	✓	The <i>Phonics Readers</i> are brief and ideal for encouraging retelling. A special retelling strategy called Story Stone helps children focus on listening to each other and adding new details to the retelling.
3.3 With prompting and support, identify characters, settings, and major events in a story.	✓	A great variety of settings and events are provided in the stories. Some include the letter characters and others include realistic human characters and events.

Reading Standards for Literature - Kindergarten	Code	Letterland teaching and materials
<b>Craft and Structure</b>		
3.4 Ask and answer questions about unknown words in a text.	S	Letterland text for kindergarten focuses on simple words that children can decode, however, a few 'story words' are included in some stories that may be the subject of this activity.
3.5 Recognize common types of texts (e.g., storybooks, poems).	S	<i>Phonics Readers</i> and other Letterland text provide animal stories, realistic fiction, fantasy, plays and poems.
3.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	—	Most Letterland text does not identify the authors and illustrators readily for children.
<b>Integration of Knowledge and Ideas</b>		
3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	<i>Phonics Readers</i> provide an excellent source for this activity with illustrations that support but don't 'give away' the text. A suggested activity is to read the text with illustrations covered and predict what will be picture. Then children compare expectations with the picture and text.
3.8 (Not applicable to literature)		
3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	S	In addition to Letterland text, children need to read and be read to from a variety of materials.
<b>Range of Reading and Level of Text Complexity</b>		
3.10 Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	S	Many opportunities for group reading are provide by Letterland text which should be complemented with many other reading materials. Children will find ample examples to make text-to-self and text-to-text comparisons.

## Reading Standards for Informational Text – Kindergarten

Letterland helps provide children with the reading competence, confidence and motivation to read all types of text. At present, Letterland does not publish sufficient informational text to be a major resource in this area. For this reason, we have not listed the Ohio Standards for Informational Text. We recommend that schools use a variety of literary and informational text along with Letterland to provide an effective robust literacy program.

## Letterland Correlation to Common Core State Standards (Ohio)

### Reading Standards: Foundational Skills

Foundational Skills are listed first in this document because they are the primary focus of Letterland. Additional English Language Arts Standards follow this section. Letterland for Grade One provides everything that teachers need to systematically, effectively and thoroughly teach first graders to read and spell words based on current research and best practices. As shown in detail in the chart below, Letterland meets all Ohio standards For Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.

Code: ✓ = Fully covered. ✓\* = Covered with minor exceptions as described. S = Supported, additional materials or programs needed. – = Not covered.

Foundational Skills - Grade One	Code	Letterland teaching and materials
<b>Print Concepts</b>		
1.1 Demonstrate understanding of the organization and basic features of print by recognizing 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.
<b>Phonological Awareness</b>		
1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).		
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 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 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 phonemes.	✓	In Live Spelling, individual word building and various spelling activities, children segment words of two to five sounds every day.
<b>Phonics and Word Recognition</b>		

Foundational Skills - Grade One	Code	Letterland teaching and materials
1.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Know the spelling-sound correspondences for common consonant digraphs.	✓	All common consonant digraphs are taught with pictograms and brief phonics stories and practiced to automaticity with plain letters in and out of context.
b. Decode regularly spelled one-syllable words.	✓	Decoding along with spelling one-syllable words is the main focus of instruction.
c. Know final -e and common vowel team conventions for representing long vowel sounds.	✓	Final silent- <b>e</b> and all common vowel teams are thoroughly taught, practiced and reviewed to automaticity to ensure accurate and confident reading and spelling.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	✓ *	Practice with two syllable words is begun in Grade One and expanded in Grade Two.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	✓ *	Common two syllable patterns such as final <b>er</b> and final <b>y</b> with the long <b>e</b> 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.
f. Read words with inflectional endings.	✓	Inflection endings ( <b>-s, -ing, -ed</b> ) 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.
g. Recognize and read grade-appropriate irregularly spelled words	✓	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.'
<b>Fluency</b>		
1.4 Read with sufficient accuracy and fluency to support comprehension.		
a. Read grade-level text with purpose and understanding	✓	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.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓	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 or stories.

Foundational Skills - Grade One	Code	Letterland teaching and materials
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	Unit stories provide a rich context for coaching word recognition strategies and for practicing self-correction and reading for meaning.

## Reading Standards for Literature

Beyond the foundational word level skills, Letterland provides practices and materials that support fluency and comprehension. In these areas Letterland plays a strong supplemental role but is not intended to be the primary source of text. In addition to Letterland materials, children need further practice reading text at their instructional levels and advancing into more challenging text as their ability improves. They also need instruction and practice in comprehension and vocabulary with text that is read aloud to them as well as in text they read themselves.

Reading Standards for Literature - Grade One	Code	Letterland teaching and materials
<b>Key Ideas and Details</b>		
1.1 Ask and answer questions about key details in a text.	S	Unit stories for each of 45 units, provide text to teach and practice asking and answer questions about details.
1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	S	The 'story stone' activity, which can be used with any text, focuses on retelling and listening to classmates' contributions to retellings.
1.3 Describe characters, settings, and major events in a story, using key details.	S	Engaging methods including 'Interview a Character,' 'Story Maps,' and 'Plan and Play, help children focus on all aspects of the Unit Stories and can be applied to other stories as well.
<b>Craft and Structure</b>		
1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	S	Unit stories can be used along with other text to explore sensory language (e.g. 'When I was Just a Baby Bird' and 'Tiger on the Hunt'). Many Unit stories provide opportunities to recognize or infer feelings (e. g. 'The Angry Bee King' and 'A Smart Dog.')
1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	S	Since Unit stories are primarily fiction they can be used to compare to other stories. The stories are also are written in a variety of formats and genre for further comparison.

Reading Standards for Literature - Grade One	Code	Letterland teaching and materials
1.6 Identify who is telling the story at various points in a text.	S	The stories vary from third person to first person narratives to plays, poems and one story written as messages sent between two characters.
<b>Intergration of Knowledge and Ideas</b>		
1.7 Use illustrations and details in a story to describe its characters, setting, or events.	S	Illustrations and brief text in the Unit Stories allow for practice identifying these elements and expanding this knowledge to other text.
1.8 (Not applicable to literature)		
1.9 Compare and contrast the adventures and experiences of characters in stories.	S	A variety of characters and experiences are provided to compare, and the special 'Interview a character' activity can be applied to any story.
<b>Range of Reading and Level of Text Complexity</b>		
1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	S	The Unit Stories provide simple decodable text in the beginning and progress toward more complexity as children's ability advances. Children will need to use prior knowledge to make connections to their experiences and other text.

## Reading Standards for Informational Text – Grade One

Letterland helps provide children with the reading competence, confidence and motivation to read all types of text. At present, Letterland does not publish sufficient informational text to be a major resource in this area. For this reason, we have not listed the Ohio Standards for Informational Text. We recommend that schools use a variety of literary and informational text along with Letterland to provide an effective robust literacy program.

## Letterland Correlation to Common Core State Standards for Grade Two (Ohio)

### Reading Standards: Foundational Skills

Foundational Skills are listed first in this document because they are the primary focus of Letterland. Additional English Language Arts Standards follow this section. Letterland Grade Two provides everything that teachers need to systematically, effectively and thoroughly teach second graders to read and spell words based on current research and best practices. As shown in detail in the chart below, Letterland meets all Ohio standards for Phonics and Word Recognition, and Fluency.

Code: ✓ = Fully covered. ✓\* = Covered with minor exceptions as described. S = Supported, additional materials or programs needed. – = Not covered.

Foundational Skills - Grade Two	Code	Letterland teaching and materials
<b>Phonics and Word Recognition</b>		
2.3 Know and apply grade-level phonics and word analysis skills in decoding words. (#1 and 2 do not apply to Grade Two)		
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	✓	Grade Two Letterland begins with review and consolidation of short and long vowels in more advanced words of one and two syllables.
b. Know spelling-sound correspondences for additional common vowel teams	✓	All common spelling-sound correspondences including vowel teams are taught to mastery and automaticity both out of context and in context.
c. Decode regularly spelled two-syllable words with long vowels	✓	Two syllable words with open-syllables and long vowels are taught in Unit 3 and other long vowel patterns in multi-syllable words are the focus of additional units.
d. Decode words with common prefixes and suffixes.	✓	Common prefixes and suffixes are the focus of several Units and are used and reviewed in subsequent units.
e. Identify words with inconsistent but common spelling-sound correspondences.	✓	Variations on common spelling patterns are taught throughout (e.g. <b>through, though, thought</b> ).
f. Recognize and read grade-appropriate irregularly spelled words.	✓	Each Unit teaches two or three high-frequency words with irregular or challenging spelling patterns.
<b>Fluency</b>		
2.4 Read with sufficient accuracy and fluency to support comprehension.		

Foundational Skills - Grade Two	Code	Letterland teaching and materials
a. Read grade-level text with purpose and understanding	✓	The 42 Unit Stories in the form of plays not only provide practice in the words and patterns being taught but serve as text for fluency and comprehension teaching.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓	The Unit Stories indicate the 100th word and the 200th word to facilitate tracking of rereadings to improve accuracy, rate and expression.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	The appendix to the <i>Teacher's Guide</i> provides tips on coaching oral reading and a strategy for tracking accurate reading. The Unit Stories provide text for regular practice.

## Reading Standards for Literature

Beyond the foundational word level skills, Letterland provides practices and materials that support fluency and comprehension. In these areas Letterland plays a strong supplemental role but is not intended to be the primary source of text. In addition to Letterland materials, children need further practice reading text at their instructional levels and advancing into more challenging text as their ability improves. They also need instruction and practice in comprehension and vocabulary with text that is read aloud to them as well as in text they read themselves.

Reading Standards for Literature - Grade Two	Code	Letterland teaching and materials
<b>Key Ideas and Details</b>		
2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	S	The 42 Unit Stories in the forms of plays provide many opportunities for asking and answering such questions.
2.2 Analyze literacy text development. a. Determine their central message, lesson, or moral. b. Retell stories, including fables and folktales from diverse cultures.	S	The Unit stories including several animal fables for practice in retelling stories and finding the central message. This practice can then be extended to more complex stories from more diverse sources.
2.3 Describe how characters in a story respond to major events and challenges.	S	There are many opportunities to discuss characters and their responses throughout the Unit stories. A special activity called 'Interview a Character' helps focus on this type of information in a creative way.
<b>Craft and Structure</b>		
2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	S	Several Unit stories provide brief rhymes and one story is written entirely in rhymes. Blends and Digraphs Songs also provide rhymes to analyze.

Reading Standards for Literature - Grade Two	Code	Letterland teaching and materials
2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	S	In addition to the many Unit Stories available for this type of analysis, a reproducible Story Map helps facilitate discussion on the structure of stories.
2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	S	Since the Unit Stories are written in the form of plays, they are natural choices for voicing different characters and considering their point of view. The theme of the Unit 25 Story 'Deer Forest,' is the different perceptions of the same scenes by humans versus forest animals.
<b>Integration of Knowledge and Ideas</b>		
2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	S	The simple illustrations and the text in play form combine to allow for considering the elements of stories. The Story Map activity in the appendix further enhances the study of the stories from other sources as well.
2.8 (Not applicable to literature)		
2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	S	The supplemental Letterland <i>Phonics Readers</i> , Set 4 provide several stories that are based on folk tales that can be compared to the originals as part of this type of study.
<b>Range of Reading and Level of text Complexity</b>		
2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	S	As the year progresses the Unit stories have increasingly more demanding vocabulary, longer text, and more complex stories to challenge children as their reading ability increases. There are many opportunities for activating prior knowledge and making connections to self and to other texts.

## Reading Standards for Informational Text – Grade Two

Letterland helps provide children with the reading competence, confidence and motivation to read all types of text. At present, Letterland does not publish sufficient informational text to be a major resource in this area. For this reason, we have not listed the Ohio Standards for Informational Text. We recommend that schools use a variety of literary and informational text along with Letterland to provide an effective robust literacy program.

# Letterland Correlation to Common Core State Standards for Grade Three (Ohio)

## Reading Standards: Foundational Skills

Foundational Skills are listed first in this document because they are an important focus for *Letterland Grade Three* along with academic vocabulary building. Additional English Language Arts Standards follow this section. *Letterland Grade Three* provides everything that teachers need to systematically, effectively and thoroughly teach students to decode, spell, understand and use academic vocabulary needed in third grade. Instruction is based on current research and best practices. As shown in detail in the chart below, Letterland fully covers or supports all Ohio standards for Phonics and Word Recognition, and Fluency.

Code: ✓ = Fully covered. ✓\* = Covered with minor exceptions as described. S = Supported, additional materials or programs needed. – = Not covered.

Foundational Skills - Grade Three	Code	Letterland teaching and materials
<b>Phonics and Word Recognition</b>		
3.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	✓	A major focus of <i>Letterland Grade Three</i> is teaching the most useful morphemes including prefixes, roots, and suffixes to read, spell and understand academic vocabulary needed by third graders.
b. Decode words with common Latin suffixes.	✓	Latin suffixes along with prefixes and roots are a major feature of the 30 Units. Children learn how to decode and spell Latin suffixes and how they affect the meaning and part of speech of the base words.
c. Decode multisyllable words.	✓	Children learn the six syllable types and the rules for syllable division to help decode and spell multisyllabic words that are useful across the curriculum.
d. Read grade-appropriate irregularly spelled words.	✓	Each Unit Word List of 17 new words includes 5 words from lists of third grade irregular words and other frequently misspelled words to be practiced and learned.
<b>Fluency</b>		
3.4 Read with sufficient accuracy and fluency to support comprehension.		
a. Read grade-level text with purpose and understanding.	S	The 30 Unit Passages provide weekly opportunities to read, study and comprehend third-grade-level text on a variety of topics related to various areas of the curriculum.

Foundational Skills - Grade Three	Code	Letterland teaching and materials
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	S	The brief but challenging prose Unit Passages provide an opportunity for reading and rereading to improve accuracy, rate and expression. Additional sources should also be used that include both prose and poetry.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	S	Each Unit Passages provides opportunities for using meaning to aid word recognition accuracy and comprehension through rereading when necessary. In addition, each unit includes an exercise in using context to aid in understanding new, challenging words.

## Language Standards: Vocabulary Acquisition and Use

*Letterland Grade Three*, in addition to strands for word structure and spelling, has a strong emphasis on learning useful academic vocabulary. The ways to think about words and the strategies that children learn will help them as they encounter new words in their reading and other subjects. Because students should be exposed to many words from across the curriculum, Letterland is listed below as a strong supplement to a robust classroom vocabulary program.

Code: ✓ = Fully covered. ✓\* = Covered with minor exceptions as described. S = Supported, additional materials or programs needed. – = Not covered.

Language Standards: Vocabulary Acquisition and Use - Grade Three	Code	Letterland teaching and materials
<b>3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>	✓	From a special focus on multiple-meaning words in Unit 1 through all 30 Units, students learn to understand and use grade 3 academic words and learn strategies to continue to advance their vocabulary knowledge.
a. Use sentence-level context as a clue to the meaning of a word or phrase.	✓	Each week two Challenge Words are presented in the context of a paragraph and children discuss the context and identify clues to the meaning of the unknown.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	✓	Children learn 19 prefixes and 20 suffixes and their meanings and apply them to understanding various words. Affixes are repeated in more than one Unit combined with a new root words
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	✓	A total of 8 Latin roots and Greek combining forms are taught to help children acquire and remember the meaning of words and to apply to new words they encounter in any context.
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	✓	In each week-long Unit, students look for clues to the meaning of two highly-challenging words in the concluding paragraph of the Unit Passage. They discuss these clues with the whole class and follow-up by checking the definitions in a dictionary (book or online) and choosing the most closely aligned meaning for the passage.

Language Standards: Vocabulary Acquisition and Use - Grade Three	Code	Letterland teaching and materials
<b>3.5. Demonstrate understanding of relationships and nuances in word meanings.</b>		
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps).	✓	Literal and figurative meanings of words are a focus in Unit 1. That focus is repeated with many of the new words throughout the year.
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	✓	Each weekly list of new words is discussed and children apply the meanings to their own experience.
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	✓	Students learn to distinguish meanings of related words such as possible and probable (Unit 20) and design and develop (Unit 5).
<b>3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</b>	S	Each Unit Word List includes words of general academic or domain-specific use that students practice in sentences, examples and definitions as well as in completing the blanks in the Unit Passage. The words are also used in vocabulary exercises that require thinking about the meanings in relation to other words and contexts.

## Reading Standards for Literature

Beyond the foundational word level skills, Letterland provides practices and materials that support fluency and comprehension. In these areas Letterland plays a strong supplemental role but is not intended to be the primary source of text. In addition to Letterland materials, students need further practice reading text at their instructional levels and advancing into more challenging text as their ability improves.

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Reading Standards for Literature - Grade Three	Code	Letterland teaching and materials
<b>Key Ideas and Details</b>		
3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	S	The typical Unit Passage provides many opportunities for using the text to ask and answer questions explicitly stated in narrative or informational paragraphs.

Reading Standards for Literature - Grade Three	Code	Letterland teaching and materials
3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Recount stories, including fables, folktales, and myths from diverse cultures.	<b>S</b>	Unit 14 Passage ‘Hooray! Ballet!’ is about folklore and Unit 15 ‘Recipe for Success’ provides an opportunity to discuss a strong central message.
3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>S</b>	In stories such as the fictional Unit 2 ‘Blushing at the Piano’ and Unit 21 ‘Letter to the Editor: Litter’ children can explain how characters actions effect events.
<b>Craft and Structure</b>		
3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>S</b>	Students read passages each week and discuss in small groups which Unit words to write in blanks to meaningfully complete the story. Lessons emphasize multi-meaning words and variations in meanings in different contexts as well as literal and non-literal meanings of words.
3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	--	The brief Unit Passages do not lend themselves to using these terms from longer works, but students can analyze how the stories build from paragraph to paragraph.
3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<b>S</b>	In Unit 16 ‘City Planning’ students see how peoples own interests affect their point of view. In Unit 20 ‘Fitness Week’ and other passages, they can discuss which fictional third grader’s views are like or unlike their own.
<b>Integration of Knowledge and Ideas</b>		
3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of character or setting.).	<b>S</b>	Since the Unit Passages do not include illustrations, students can discuss what illustrations might make the story clearer or enhance its appeal. They might even attempt their own illustrations.
3.8 (Not applicable to literature.)	<b>S</b>	
3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books in a series).	--	The Unit Passages do not lend themselves to this kind of author comparison.
<b>Range of Reading and Level of Complexity</b>		

Reading Standards for Literature - Grade Three	Code	Letterland teaching and materials
<p>10. By the end of the year, read and understand literature, including stories, dramas, and poetry at the high end of the 2-3 text complexity band independently and proficiently independently for sustained periods of time. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>S</b></p>	<p>The academic vocabulary study provided by <i>Letterland Grade Three</i> will support students reading more complex and challenging texts. Also, the various subject matter in the Unit Passages will contribute to students' background knowledge to help connect with other text.</p>

## Reading Standards for Informational Text

The strong contribution of Letterland teaching toward learning to read and spell in the primary grades provides children with the reading competence, confidence, and motivation to read all types of text. *Letterland Grade Three* specifically addresses informational text through many of 30 Unit Passages. These articles and stories focus on meaningful use of the academic vocabulary taught in each Unit. Because they are brief, these passages can serve to introduce a strategy or to apply a standard that can then be transferred to longer text. Of course, students need to read broadly and deeply from a wide variety of literary and informational text along with Letterland materials. For these reason, Letterland is listed as having supplementary value as a part of a full literacy program.

Code: ✓ = Fully covered. ✓\* = Covered with minor exceptions as described. **S** = Supported, additional materials or programs needed. – = Not covered.

Reading Standards for Informational Text - Grade Three	Code	Letterland teaching and materials
<b>Key Ideas and Details</b>		
<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>S</b></p>	<p>The information-rich Unit Passages provide many opportunities to ask and answer questions using the text explicitly.</p>
<p>3.2 Analyze informational text development.</p> <p>a. Determine the main idea of a text.</p> <p>b. Retell the key details and explain how they support the main idea.</p>	<p><b>S</b></p>	<p>Due to the brief but well-organized nature of the Unit Passages, students will be able to get early experience finding main ideas and details.</p>
<p>3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>S</b></p>	<p>Unit 3 passage 'Dinosaur Feathers' describes the relationship between historical events and current scientific thinking. The required steps in a student project are delineated and followed in Unit 4 'Learning and Earning.' Unit 22 passage 'The Worst Hurricane' described historical events that lead to the disastrous effects of Katrina.</p>

Reading Standards for Informational Text - Grade Three	Code	Letterland teaching and materials
<b>Craft and Structure</b>		
3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	S	In each of the 30 Unit Passages, students use context to determine the meaning of two Challenge Words. Each Unit teaches words for general academic use and some domain specific words.
3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently	S	The question-answer format in Unit 8 'Animal Adoption Center' and the table in Unit 16 'City Planning' along with special text features in other passages allow students to see how such features can be helpful in locating information.
3.6 Distinguish their own point of view from that of the author of a text.	S	Students can compare their views to the author of an opinion piece in Unit 24 'Litter' or to the choices made by multiple authors in Unit 22 'Science Fair.'
<b>Integration of Knowledge and Ideas</b>		
3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	S	Since the Unit Passages do not include illustrations, students can discuss what illustrations might make the more understandable or interesting and may even create their own illustrations.
3.8 Describe the logical connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	S	Students can compare their views to the author of an opinion piece in Unit 21 'Litter' or Unit 27 'Rainforests'.
3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	S	While each Unit Passage has a unique angle, you could use passages such as Unit 20 'Are you planning a trip to Mars?', Unit 24 'The Planetarium' and Unit 28 'My Favorite Space Woman' to discuss space.
<b>Range of Reading Level and Complexity</b>		
3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	S	The academic vocabulary study provided by <i>Letterland Grade Three</i> will support students reading to more complex and challenging texts. Also, the various subject matter in the Unit Passages will contribute to students' background knowledge to connect with other text. For a full list of how the Unit Passages connect with other academic subject areas, see page 15 of the <i>Letterland Grade Three Teacher's Guide</i> .