



Letterland Correlation to Texas Essential Knowledge and Skills (TEKS)

Foundational Skills for Learning to Read Words: Print Awareness, Phonological Awareness, and Phonics

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. As shown in detail in the chart below, Letterland meets all Texas standards in print awareness, phonological awareness, letter sounds, phonics, high-frequency words, spelling patterns and all areas of foundational literacy teaching.

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

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:		
(A) recognize that spoken words can be represented by print for communication;	✓	Through regular pre-reading, reading and writing activities children learn the connection between spoken and written language.
(B) identify upper- and lower-case letters;	✓	The Letterland characters provide links between each lowercase and uppercase letter and the letter sound. Children learn to identify and form the correct strokes for both shapes.
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;	✓	Children learn to match spoken words to printed words with teacher demonstrations and the student practice of finger point reading in a variety of brief texts. This begins with the <i>Sentence Copymasters</i> including a page for each new letter character as introduced.
(D) recognize the difference between a letter and a printed word;	✓	Frequent review of letter sounds on cards followed by building words with those cards provides regular reference to the concepts of letter and word.
(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);	✓	Children engage in activities including finger-point reading of text and building sentences with word cards to create awareness of each word in a sentence. They make spaces between words as they build and write sentences. In the early months of kindergarten, the sentences are presented orally first allowing for activities such as clapping or stepping off the words.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and	✓	Using <i>Letterland Phonics Readers</i> and reproducible Take-Home Readers children learn and practice early on using the parts of books correctly. Also each Letterland character is designed to act as a pointer in the direction our eyes must move as we read. 'The Reading Direction' is an explicitly taught concept and teacher's post a Reading Direction arrow as a constant reminder.
(G) identify different parts of a book (e.g., front and back covers, title page).	✓	
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:		
(A) identify a sentence made up of a group of words;	✓	Sentence building activities with word cards ensure that children understand how to separate and link words within sentences.
(B) identify syllables in spoken words;	✓	In kindergarten the focus on segmenting words into syllables is covered on a limited basis. On the advice of the National Reading Report, greater emphasis is placed on segmenting and blending phonemes in one syllable words.
(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	✓	Children work with pictures to match rhyming words. In take-home activities, they listen to their parents read a poem and choose a final word that both rhymes and fits the context.
(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	✓	By naming and sorting rhyming pictures children practice distinguishing rhyming and non-rhyming words.
(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");	✓	An early focus on alliterative words includes children generating their own alliterative words to link to each letter character, responding to alliterative riddles, and making up alliterative spoken 'Silly Sentences.'
(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);	✓	The 30 lessons in Section 3 focus on reading and spelling words using onset and rimes. In addition 71 <i>Vocabulary Cards</i> focus on rhyming words.
(G) blend spoken phonemes to form one-syllable words (e.g.,/m/ .../a/ .../n/ says man);	✓	Children begin blending with multisensory actions as soon as the first seven letter sounds have been learned in depth.
(H) isolate the initial sound in one-syllable spoken words; and	✓	Children use the multisensory 'Rubber Band Trick' to help isolate the initial sounds in words.
(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).	✓	Children also use the multisensory 'Rubber Band Trick' to help segment words into phonemes.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(A) identify the common sounds that letters represent;	✓	Kindergartners learn the most common sounds of the 26 letters in the first few weeks of school, and quickly consolidate their learning as they start using them for word building.
(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);	✓	A variety of word building activities in almost every lesson ensure that children learn to decode words both in and out of context.
(C) recognize that new words are created when letters are changed, added, or deleted; and	✓	By building and changing words with <i>Picture Code Cards</i> and individual magnetic letters, children become adept at reading new words as they themselves change one or more letters.
(D) identify and read at least 25 high-frequency words from a commonly used list.	✓	Children learn 85 of the 100 highest frequency words by decoding or using specific strategies for common irregular words. In addition, through their daily lessons, <i>Phonic Readers</i> , and reproducible booklets and plays, children learn and fluently read hundreds of other words.

Foundational Skills for Writing Words and Sentences

By teaching correct spelling, punctuation, and capitalization as well as handwriting, Letterland Grade 1 provides students with the confidence and automaticity that allows them to concentrate on meaning, clarity and expression when writing their own compositions. Selected skills from the TEKS writing standards are correlated to Letterland below. They form a foundation to enable children to accomplish the broader composition standards included in TEKS (not listed here) that will require materials and strategies from other sources.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	✓	Handwriting is taught as each letter is introduced with songs on CDs that remind children how to form the letters. Children practice both upper- and lower-case forms with <i>A-Z Copymasters</i> . The optional <i>Kindergarten Handwriting Practice</i> provides what teacher need to teach handwriting, capitalization, and punctuation. Frequent writing of dictated sentences provides ongoing practice in these skills. Optional <i>Phonics Workbooks</i> provide additional practice in handwriting and spelling.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	✓	These skills are thoroughly taught with the resources listed above. Practice materials are <i>Kindergarten Handwriting Practice</i> and <i>Phonics Workbooks</i> .
(B) capitalize the first letter in a sentence; and	✓	As each capital letter is introduced, its 'Uppercase Trick' relates the shape to the lowercase letter and explains that the uppercase starts important words like names and the beginning word of sentences. <i>Kindergarten Handwriting Practice</i> teaches and provides practice for capitalization at the beginning of a sentence.
(C) use punctuation at the end of a sentence.	✓	<i>Kindergarten Handwriting Practice</i> teaches choosing the correct punctuation for the end of sentences and provides plenty of practice. Sentence building with word cards and dictated sentences consolidate this skill.
(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	✓	Children begin building words with letter cards and writing words as soon as the first seven letters are taught. Spelling is a major focus throughout the year.
(A) use phonological knowledge to match sounds to letters;	✓	Students learn multisensory strategies like the Rubber Band Trick to segment words into sounds and match the sounds to the letters they are learning.
(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and	✓	Children begin building and spelling CVC words as soon as they learn the first seven letters and consolidate this skill over several months of lessons while learning new letter sounds.
(C) write one's own name.	✓	By beginning the year with a Phonemic Awareness Fast Track, children are exposed to all letter sounds in the first month of school. Teachers can assist them in applying what they have learned to writing their own names.

Instruction in Fluency, Comprehension, and Vocabulary

Beyond the foundational word level skills, Letterland provides practices and materials that support fluency and comprehension, but is not intended to address all the needs of learners in these areas. In addition to Letterland materials, children need extensive 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.

Note: For TEKS standards that require informational text (not listed here), classrooms will need non-fiction materials from other sources.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	S	Materials for fluency, comprehension and vocabulary include reproducible Take-Home Readers included on the <i>Teacher's Guide CDs</i> and two optional products for children to read: <i>Phonics Readers Sets 1-3</i> and <i>Letterland Stories Level 1</i> . In addition, <i>My Alphabet Storybooks</i> provide stories for the teacher to read aloud and also include simple words and sentences for children to read as well.
(A) predict what might happen next in text based on the cover, title, and illustrations; and	S	All the materials listed above provide excellent stories to practice prediction.
(B) ask and respond to questions about texts read aloud.	S	<i>My Alphabet Storybooks</i> include more somewhat more complex plots and language that are suitable for the teacher to read aloud and for children to ask and answer questions.
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:	S	When read aloud, <i>My Alphabet Storybooks</i> are useful for identifying, discussing and using new vocabulary.
(A) identify and use words that name actions, directions, positions, sequences, and locations;	S	All the Letterland story options provide many opportunities for identifying all these types of words.
(B) recognize that compound words are made up of shorter words;	S	<i>My Alphabet Storybooks</i> include compound words in just about every volume and many of the words are illustrated as well.
(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and	S	The Letterland <i>Vocabulary Cards</i> with colorful illustrations can be sorted into many different categories.
(D) use a picture dictionary to find words.	S	<i>My First Dictionary</i> contains over 300 words with pictures and simple definitions. <i>My First Wordbook</i> includes 180 illustrated words arranged alphabetically.
(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	S	The Letterland story options listed above have stories, poems, plays, and even narrative stories that provide factual information. These can be used along with other texts in your classroom for most of the important comprehension goals in this section.
(A) identify elements of a story including setting, character, and key events;	S	Even the earliest simple stories in the Letterland resources listed above can be used to identify settings, characters, and events—often including simple problems and solutions.

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(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	—	Use other materials for this standard.
(C) recognize sensory details; and	S	Sensory details abound in the Letterland materials in both text and illustration.
(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	—	Use other materials for this standard.
(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	S	A number of stories in the <i>Phonics Reader</i> include rhymes and some are written entirely in rhyme. <i>My Alphabet of Rhymes</i> includes a poem for each letter character.
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	S	The Letterland books listed above provide many opportunities for making inferences, drawing conclusions, and recognizing the elements of fiction in both stories read by the students and those read by the teacher to them.
(A) retell a main event from a story read aloud; and	S	Over 100 stories in the Letterland materials above provide opportunities for retelling stories including those read to and by the children.
(B) describe characters in a story and the reasons for their actions.	S	Letterland stories provide numerous opportunities for describing both the Letterland characters and their actions and those of more realistic characters in many stories from simple to complex.

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.

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 is closely aligned with Texas standards for phonological awareness, phonetic and spelling knowledge, print awareness, and writing conventions. In addition Letterland teaching offers strong support for the full literacy program. Today's research-based teaching methods require a broad array of resources for literacy learning. Letterland prepares children to benefit from and thrive in all types of literacy education.

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

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	S	Highly interactive lesson plans encourage active listening and opportunities for children to ask and answer questions. Students retell the phonic fables that explain letter sounds and letter combinations and talk about stories that they read and that the teacher reads.
(B) restate and follow oral directions that involve a short, related sequence of actions;	S	From reenacting stories from the Phonic Readers to explaining the story logic about the sounds in words, children regularly restate and follow a series of oral directions.
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	S	Children participate in role-playing the letter character and presenting themselves and words that start with their beginning sound beginning with the first 'Fast Track' lessons in the opening days of kindergarten.
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	S	Interaction with the teacher and other students is a feature of every Letterland lesson with many opportunities to learn social communication skills.
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	S	By role-playing Letterland characters with minimal props or costumes children practice introducing themselves, using greetings and expressing themselves in ways that carry over into other more personal social communication.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>		
<p>(A) demonstrate phonological awareness by:</p>		
(i) identifying and producing rhyming words;	✓	Children work with pictures to match rhyming words and generate additional rhyming words themselves. In take-home activities, they listen to their parents read a poem and choose a final word that both rhymes and fits the context.
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	✓	An early focus on alliterative words includes children generating their own alliterative words to link to each letter character, responding to alliterative riddles, and making up alliterative spoken ‘Silly Sentences.’
(iii) identifying the individual words in a spoken sentence;	✓	An early emphasis on finger-point reading, voice-to-print match, and word identification is provided in the Sentence Copymaster activities. Sentence building activities with word cards ensure that children understand how to separate and link words within sentences.
(iv) identifying syllables in spoken words;	✓*	In kindergarten the focus on segmenting words into syllables is covered on a limited basis. On the advice of the National Reading Report and more recent research ¹ , greater emphasis is placed on segmenting and blending phonemes in one syllable words.
(v) blending syllables to form multisyllabic words;	—	On the advice of the National Reading Report and more recent research ¹ greater emphasis is placed on segmenting and blending phonemes in one syllable words. Teachers will need to ensure that these state objectives are met with other plans.
(vi) segmenting multisyllabic words into syllables;	—	
(vii) blending spoken onsets and rimes to form simple words;	✓	The 30 lessons in Section 3 focus on reading and spelling words using onset and rimes. In addition, 71 Vocabulary Cards focus on rhyming words.
(viii) blending spoken phonemes to form one-syllable words;	✓	Children begin blending with multisensory actions as soon as the first seven letter sounds have been learned in depth.
(ix) manipulating syllables within a multisyllabic word; and	—	Not included in kindergarten.
(x) segmenting spoken one-syllable words into individual phonemes;	✓	Children begin segmenting with multisensory actions as soon as the first seven letter sounds have been learned in depth.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(B) demonstrate and apply phonetic knowledge by:		
(i) identifying and matching the common sounds that letters represent;	✓	Kindergartners learn the most common sounds of the 26 letters in the first few weeks of school and quickly consolidate their learning as they start using them for word building.
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	✓	A variety of word building activities in almost every lesson ensure that children learn to decode words both in and out of context.
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	✓	By building and changing words with Picture Code Cards, individual magnetic letters or white boards, children become adept at reading new words as they themselves change one or more letters.
(iv) identifying and reading at least 25 high-frequency words from a research-based list;	✓	Children learn 85 of the 100 highest frequency words by decoding or using specific strategies for common irregular words. In addition, through their daily lessons, Phonic Readers, and reproducible booklets and plays, children learn and fluently read hundreds of other words.
(C) demonstrate and apply spelling knowledge by:		
(i) spelling words with VC, CVC, and CCVC;	✓	Children begin building and spelling VC, CVC words as soon as they learn the first seven letters and consolidate this skill over several months of lessons while learning new letter sounds. They advance to CCVC words during the last third of the school year.
(ii) spelling words using sound-spelling patterns; and	✓	The curriculum includes the following patterns: onsets and rhymes, vowel-consonant-e, vowel digraphs, and r-controlled vowels in the last third of the year.
(iii) spelling high-frequency words from a research-based list;	✓	Children learn 85 of the 100 highest frequency for spelling as well as decoding (many are decodable) They using specific strategies to learn to spell common irregular words.
(D) demonstrate print awareness by:		
(i) identifying the front cover, back cover, and title page of a book;	✓	Using Letterland Phonics Readers and reproducible Take-Home Readers children learn and practice early-on using the parts of books correctly. Also, each Letterland character is designed to act as a pointer in the direction our eyes must move as we read. 'The Reading Direction' is an explicitly taught concept and teacher's post a Reading Direction arrow as a constant reminder.
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	✓	

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	✓	Students begin finger-point reading early in the year to learn basic concepts of print like the concept of words with spaces between.
(iv) recognizing the difference between a letter and a printed word; and	✓	Teachers explicitly model the concepts of letters and words followed by use of the same language by children.
(v) identifying all uppercase and lowercase letters; and	✓	The Letterland characters provide links between each lowercase and uppercase letter and the letter sound. Children learn to identify and form the correct strokes for both shapes.
(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	✓	Students learn handwriting strokes from practicing with songs that describe letter formation in relation to the letter character. They also practice with the optional Kindergarten Handwriting Practice booklets.
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
(A) use a resource such as a picture dictionary or digital resource to find words;	S	My First Dictionary contains over 300 words with pictures and simple definitions. My First Wordbook includes 180 illustrated words arranged alphabetically.
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	S	When reading , My Alphabet Storybooks are useful for identifying, discussing and using new vocabulary.
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	S	All the Letterland story options provide many opportunities for identifying and discussing all these types of words.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	S	Students read the following resources with the teacher first. Then children can read them independently: Take-Home Readers included on the Teacher’s Guide CDs and the optional Phonics Readers Sets 1-3. Each of these 15 volumes contains from 3 to 6 stories.
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	S	With guided reading of Letterland text (see # 4) and teacher reading aloud of My Alphabet Storybooks. students learn to establish purposes for reading that they apply to self-selected texts.

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(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	S	With the text sources above students have many opportunities for generating questions and gaining understanding.
(C) make and confirm predictions using text features and structures with adult assistance;	S	Teachers ask for student predictions and guide them in following through to justify, confirm or revise predictions.
(D) create mental images to deepen understanding with adult assistance;	S	Teachers sometimes read text to children before revealing illustrations to encourage the creating of personal mental images.
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	S	Many of the Letterland stories relate to children’s personal experiences and provide opportunities for comparison with other text and community life.
(F) make inferences and use evidence to support understanding with adult assistance;	S	There are many opportunities for making and supporting inferences in the engaging stories provided.
(G) evaluate details to determine what is most important with adult assistance;	S	Many stories lend themselves to detailed evaluation and choosing important information.
(H) synthesize information to create new understanding with adult assistance; and	S	Students synthesize information about Letterland characters and themes that occur across a number of different stories.
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	S	The download resource, Teaching with Phonics Readers, provides guidance in using the stories for monitoring comprehension and making connections to background knowledge and visual clues.
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
(A) describe personal connections to a variety of sources;	S	Along with the use of other texts, Letterland text allow for children to talk about their personal connections to stories.
(B) provide an oral, pictorial, or written response to a text;	S	Children will find much to motivate responses in the engaging Letterland stories.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(C) use text evidence to support an appropriate response;	S	Many stories provide opportunities to support children’s responses with textual evidence.
(D) retell texts in ways that maintain meaning;	S	Teaching with Phonics Readers activities include ‘Story Stone’ for collectively retelling a story.
(E) interact with sources in meaningful ways such as illustrating or writing; and	S	Children will find much to inspire their own reading and illustration related to the Letterland characters and to the stories provided.
(F) respond using newly acquired vocabulary as appropriate.	S	Many interesting new words are introduced and discussed in the ABC book and it’s two companion volumes Beyond ABC and Far Beyond ABC as well as in other Letterland texts.
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
(A) discuss topics and determine the basic theme using text evidence with adult assistance;	S	Letterland stories easily elicit topics and themes for discussion and evidence gathering.
(B) identify and describe the main character(s);	S	Each Letterland story whether read aloud by the teacher or read by the students include interesting characters to talk about.
(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	S	Even many of the simplest early text for children to read provide problems and resolutions for discussion. The read-aloud My Alphabet Stories do the same in greater depth.
(D) describe the setting.	S	Settings can be identified from illustrations and text across all the stories.
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;	S	Most Letterland stories follow the format of some genres of children’s literature . Of course, this standard calls for a wide variety of material to be effective.
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	S	Some Letterland text is written with rhythmic and rhyming patterns to supplement other materials teaches may use.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(C) discuss main characters in drama;	S	Some Letterland text is written in the form of drama. Teachers will need additional resources for this objective.
(D) recognize characteristics and structures of informational text, including:		
(i) the central idea and supporting evidence with adult assistance;	—	While some Letterland text offers factual information in narrative form, there is currently no fully informational text provided at the kindergarten level. Letterland teaching prepares children to read all types of text accurately and fluently with understanding.
(ii) titles and simple graphics to gain information; and	—	
(iii) the steps in a sequence with adult assistance;	—	
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	—	
(F) recognize characteristics of multimodal and digital texts.	S	Several digital texts are available on most devices with various multimodal features.
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
(A) discuss with adult assistance the author's purpose for writing text;	S	Letterland texts can be analyzed for author's purposes such as to entertain or to explain various topics.
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	S	Letterland texts offer various structures that can be analyzed with adult assistance.
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	S	The primary type of graphic information in Letterland text is illustration. Teachers and students can discuss what information is provided by illustration in addition to text.
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	S	Word selection is limited in text designed to be read by kindergarten students, however, many stories include 'Story Words' for teachers to introduce and discuss.
(E) listen to and experience first- and third-person texts.	S	The kindergarten texts include stories in first person and others in third person.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
(A) plan by generating ideas for writing through class discussions and drawings;	—	Teachers have found that the research-based, child-friendly teaching of phonemic awareness, phonics, spelling, irregular words, text reading and sentence practice enables students to approach written composition with confidence and the ability to focus on meaning and expression. Currently Letterland does not directly teach the components of informational composition included here.
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	—	
(C) revise drafts by adding details in pictures or words;	—	
(D) edit drafts with adult assistance using standard English conventions, including:		
(i) complete sentences;	S	Children work on building complete sentences with word cards and by writing. Practice sentences include the various parts of speech including all types of common pronouns.
(ii) verbs;	S	
(iii) singular and plural nouns;	S	
(iv) adjectives, including articles;	S	
(v) prepositions;	S	
(vi) pronouns, including subjective, objective, and possessive cases;	S	
(vii) capitalization of the first letter in a sentence and name;	✓	Capitalization of names and the first word in sentences is emphasized in teaching and practicing uppercase shapes and in sentence work.
(viii) punctuation marks at the end of declarative sentences; and	✓	Punctuation is also taught and practiced in sentence work and in reading including periods, question marks, and explanation marks.
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	✓	The spelling of words with orthographic patterns as well as irregular high-frequency words is a major focus of teaching.
(E) share writing.	S	Letterland text and characters provide many topics and much inspiration for writing and sharing.

Texas Essential Knowledge and Skills - Kindergarten	Code	Letterland teaching and materials
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
(A) dictate or compose literary texts, including personal narratives; and	S	Numerous Letterland text are provided in the form of personal narratives as models for writing
(B) dictate or compose informational texts.	—	Teachers have found that Letterland research-based, child-friendly teaching of phonemic awareness, phonics, spelling, irregular words, text reading and sentence practice enables students to approach written composition with confidence and the ability to focus on meaning and expression. Currently Letterland does not directly teach the components of informational composition included here.
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
(A) generate questions for formal and informal inquiry with adult assistance;	S	Letterland text can contribute to the inquiry process along with a wide variety of other sources of information. The competence in foundational skills acquired by learning with Letterland enables children to read and learn from many sources and use writing as part of the learning process.
(B) develop and follow a research plan with adult assistance;	S	
(C) gather information from a variety of sources with adult assistance;	S	
(D) demonstrate understanding of information gathered with adult assistance; and	S	
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	S	



Letterland Correlation to Texas Essential Knowledge and Skills (TEKS)

Foundational Skills for Learning to Read Words: Print Awareness, Phonological Awareness, and Phonics

Letterland Grade One provides everything teachers need to systematically, effectively and thoroughly first graders to read and spell words based on current research and best practices. As shown in detail in the chart below, Letterland meets Texas standards in print awareness, phonological awareness, letter sounds, phonics, high-frequency words, spelling patterns and all areas of foundational literacy teaching.

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

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:		
(A) recognize that spoken words are represented in written English by specific sequences of letters;	✓	Students practice reading words in and out of context, building words, and spelling words from progressively more challenging weekly Unit lists.
(B) identify upper- and lower-case letters;	✓	Letter shape identification is taught along with letter sounds and letter formation by Letterland characters embedded in both upper- and lower-case forms with <i>Letter Sound Cards</i> , <i>Letterland Train Frieze</i> , <i>Grade One Handwriting Practice</i> , and <i>Handwriting Songs</i> .
(C) sequence the letters of the alphabet;	✓	The alphabet sequence is displayed on the Letterland Train Frieze.
(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	✓	Students practice sentence features with two dictated sentences per Unit and with <i>Grade One Handwriting Practice</i> .
(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	✓	A story is provided for each Unit to practice with these directional skills. Also, teacher's display a Reading Direction sign to emphasize left to right decoding and spelling. Children practice reading word list and sentences left to right on their copy of the weekly Student Word List.
(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	✓	Supplemental Decodable Readers provide practice with using parts of a book.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:		
(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);	✓	Children are encouraged to generate rhyming words in word building activities and in an activity called 'If I can spell...' that encourages them to transfer their learning from the Unit words to other rhyming words.
(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);	✓	Children frequently practice segmenting words to hear all the phonemes in words and identify them with the correct letters. They distinguish short and long vowels that are identified with the short vowel characters and the Vowel Men.
(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/);	✓	Children practice listening for phonemic changes in minimal pairs of words (e.g. drew, grew) with Live Spelling and other word building strategies in all positions within the word.
(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);	✓	Children use the Roller Coaster Trick and finger tapping to help blend the sounds of words including consonant blends and two syllable words on a regular basis.
(E) isolate initial, medial, and final sounds in one-syllable spoken words; and	✓	Units 1-7 concentrate on words with three sounds in which children practice listening for the sounds in daily activities.
(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).	✓	As children progress through the Units they move from three sound words, to four sound words, and to five sound words with regular segmentation practice.
3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		
A) decode words in context and in isolation by applying common letter-sound correspondences, including:	✓	Students decode words daily in context and isolation as they work in weekly units that teach letter-sound correspondences in a sequential order from the simplest to the more complex.
(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;	✓	All single letter consonant sounds including two sounds for s are taught in sequential order within the first seven (7) weekly Units and used in reading and spelling. Variations in other single letter sounds (soft c and g) are taught in Unit 18.
(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;	✓	Short vowels are the focus of Units 1-7. Long vowels are the focus in Units 8 and 16-26 including the vowel sounds of y . All vowel sounds are reviewed regularly in isolation, in words, and in text.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(iii) consonant blends (e.g., bl, st);	✓	Consonant blends that begin and end syllables are the focus of Units 11-15 and consistently used and reviewed in all subsequent Units.
iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;	✓ *	Units 1-7 include learning digraphs sh, wh, sh, ck and both sounds of th . Digraphs ng and kn are in later Units. Other digraphs and trigraphs tch, dge, and ph are taught in Grade 2.
v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay,ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh;	✓ *	Vowel digraphs are called vowel teams in Letterland. All the patterns listed are taught systematically and frequently reviewed in Units 19-37 and 45 with the exception of ie in chief. Teaching materials include <i>Blends and Digraphs Songs CD, Letterland Software, Beyond ABC</i> and <i>Far Beyond ABC</i> in addition to Unit Word Lists, Unit Stories and other activities for copying on the <i>Teacher's Guide CD</i> .
(vi) vowel diphthongs including oy, oi, ou, and ow;	✓	Diphthongs are the focus of Units 35-36.
(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;	✓	Each Unit involves combining new letter sounds to make words through activities such as Live Reading and Live Spelling, Word Building on the Pocket Chart and with individual <i>Magnetic Word Builders</i> or tablet apps in addition to reading and spelling words daily in and out of context.
C) use common syllabication patterns to decode words, including:	✓ *	Grade One Letterland teaches words with all six syllable types systematically as vowel patterns rather than syllabication patterns, which are a major focus in Grade Two Letterland.
(i) closed syllable (CVC) (e.g., mat, rab-bit);	✓	Closed syllable patterns and their short vowel sounds are established in Units 1-7 and further consolidated in Units 9-15.
(ii) open syllable (CV) (e.g., he, ba-by);	✓	The open syllable pattern is taught with the Vowel Men who like to shout out their names at the end of short words in Unit 8. Open syllables in baby and other words with y with a long e sounds are taught in Unit 26.
(iii) final stable syllable (e.g., ap-ple, a-ble);	✓	Unit 44 focuses on the final stable syllable with story logic centered around 'Candle Magic.'
(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);	✓	In Units 15-19 children learn the patterns and words with vowel-consonant-silent e with story logic that explains how Silent Magic e makes the Vowel Man say his name.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and	✓	Vowel teams are taught with stories, songs and <i>Picture Code Cards</i> that help children learn and remember the vowel sounds in these types of syllables (Units 19-25 and 33-37).
(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);	✓	The r-controlled vowels are the focus of Units 29-32 with the Vowel Stealing Robots helping children master these syllables and sounds.
D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);	✓	Units 1-6 focus on short vowel word families and rhyming. Words with -ng and -nk are taught in Unit 15 which includes the Letterland Bells song and sounds -ing, -ang, -ong, -ung
(E) read base words with inflectional endings (e.g., plurals, past tenses);	✓	Plural words are taught and used regularly beginning with Unit 6 while Unit 15 teaches words with suffix -ing and Unit 27 and 28 focus on past tense suffix -ed .
(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);	✓	Compound words are the focus of Unit 40 where their variety of syllable and spelling patterns provide a solid review of all the previous learning.
(G) identify and read contractions (e.g., isn't, can't);	✓	Exploding letters is the fun and memorable Letterland explanation for why some letters are missing and replaced by apostrophes in contractions—all taught in Unit 38.
(H) identify and read at least 100 high-frequency words from a commonly used list; and	✓	Two to four 'Tricky Words' or common irregular words are taught in each Unit and many of the most common words are taught as decodable. A chart of 100 high-frequency words in the <i>Teacher's Guide</i> appendix shows the Unit in which each is taught.
(I) monitor accuracy of decoding.	✓	Weekly accuracy and fluency checks on the Student Word List help ensure accurate word recognition. Guidance on 'Coaching Oral Reaching' and procedures to motivate and document accurate reading in text are included in the <i>Teacher's Guide</i> appendix.

Foundational Skills for Writing Words and Sentences

By teaching correct spelling, punctuation, and capitalization as well as handwriting, Letterland Grade One provides students with the confidence and automaticity that allows them to concentrate on meaning, clarity and expression when writing their own compositions. Selected skills from the TEKS writing standards are correlated to Letterland below. They form a foundation to enable children to accomplish the broader composition standards included in TEKS (not listed here) that will require materials and strategies from other sources.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	✓	Students practice and are assessed on dictated sentences each week in their Letterland Unit. In addition, the optional <i>Grade One Handwriting Practice</i> book helps teach handwriting, capitalization and punctuation.
(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	✓	<i>Grade One Handwriting Practice</i> allows teachers to systematically teach upper- and lower-case letter formation, directional conventions and spacing in sentences. Weekly dictated sentences provide additional practice.
(B) recognize and use basic capitalization for:	✓	<i>Grade One Handwriting Practice</i> teaches capitalization and students practice weekly with dictated sentences.
(i) the beginning of sentences;	✓	Directly taught and practiced.
(ii) the pronoun "I"; and	✓	A special lesson in <i>Grade One Handwriting Practice</i> focuses on capitalizing the word I. In addition I is a part of many weekly dictated sentences.
(iii) names of people; and	✓	Specifically taught and practiced.
(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	✓	Directly taught and practiced.
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	✓	Teaching and assessing spelling is a principle focus of each weekly Unit.
(A) use phonological knowledge to match sounds to letters to construct known words;	✓	Children use multisensory strategies to strengthen phoneme segmentation and learn and practice the letters and combinations that match the sounds as they spell.
(B) use letter-sound patterns to spell:	✓	After consolidating basic single letter sounds children learn all the common patterns for spelling the 44 phonemes of English.
(i) consonant-vowel-consonant (CVC) words;	✓	Units 1-7 focus on CVC words and short vowels. They continue to work with short vowels as they learn beginning and ending consonant blends in Units 9-15.
(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and	✓	Units 16-18 focus on CVCe words and they are reviewed regularly in subsequent Units.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(iii) one-syllable words with consonant blends (e.g., "drop");	✓	Consonant blends are the focus of Units 9-15 and are taught in additional words throughout the year.
(C) spell high-frequency words from a commonly used list;	✓	In each Unit children learn to read and spell two to three common high-frequency words with spellings that are irregular or not taught until later in the sequence. The appendix shows where each of the 100 most common words are taught in the Units.
(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and	✓	Children learn inflection endings -s , -ed , and -ing and use them frequently in dictated sentences across the year.
(E) use resources to find correct spellings.	✓	Students can use the <i>Letterland Word Books</i> with the most common words already entered and with spaces for additional words to be chosen and entered by the student.

Instruction in Fluency, Comprehension, and Vocabulary

Beyond the foundational word level skills, Letterland provides practices and materials that support fluency and comprehension, but is not intended to address all the needs of learners in these areas. In addition to Letterland materials, children need extensive 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.

Note: For TEKS standards that require informational text (not listed here), classrooms will need non-fiction materials from other sources.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	S	Letterland supports comprehension teaching primarily through use of decodable stories for all 45 Units for teachers to photocopy or project. With these stories children practice words and patterns taught in the Units in the form of stories, poems and plays.
A) Confirm predictions about what will happen next in text by "reading the part that tells";	S	The <i>Teacher's Guide</i> includes suggestions for each story 'Before reading' that provide an opportunity for children to make predictions to be confirmed as they read.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	S	Using the 'After reading' suggestions for Unit stories and other relevant teaching strategies, teachers lead discussions to ensure children's grasp of details in the stories. The 'Story Stone' activity for cooperative retelling of stories encourages listening to classmates and adding additional information to the conversation.
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	S	The 'Before reading' suggestions help set a purpose for reading the stores. Teachers help children apply comprehension strategies to these brief, focused texts that can be transferred to longer, more complex stories and informational text. The <i>Teacher's Guide</i> provides guidance on developing comprehension strategies including questioning and clarifying by rereading.
(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	S	Letterland Unit stories include a word count to facilitate practice for fluency. Instructions are provided for orally reading and rereading the story to reach an accuracy goal. Once accuracy is achieved children practice rereading to build fluency goals. Motivational charts are provided for each of these goals. In addition, children reread dramatically with the 'Plan and Play' activity.
(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	S	In Grade One, much of vocabulary development must be done with text read aloud by the teacher. Letterland Unit stories, like all beginning texts, are necessarily composed with basic vocabulary designed to facilitate practice with early phonic patterns and high-frequency words. Letterland text does provide some support in this area as detailed below and in the <i>Teacher's Guide</i> Appendix.
A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	S	Teachers can use the weekly Unit Decodable Stories and Unit Review Sentences for identifying nouns and verbs and students can identify and sort nouns and verbs with the Unit Word Cards and use each one in an oral sentence.
(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);	S	Unit 40 focuses on compound words and additional compound words are used in other Unit stories as well.
(C) determine what words mean from how they are used in a sentence, either heard or read;	S	Each Unit story includes a few 'Story Words' that children are not expected to decode on their own. Some of these words may provide practice with using context to speculate on their meaning.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(D) identify and sort words into conceptual categories (e.g., opposites, living things); and	S	Each Unit comes with a set of 20 to 30 Word Cards that can be used for sorting into conceptual categories providing additional practice in reading the words. Cards can be selected from several Units to enhance this activity.
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	S	Teachers can use the Unit Word Cards to teach alphabetizing skills and then assign children to alphabetize the weekly Student List.
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	S	Letterland Unit stories provide brief narrative texts for introducing or practicing these comprehension strategies and skills. Additional materials will be needed for thorough teaching and development this area of reading.
A) connect the meaning of a well-known story or fable to personal experiences; and	S	Optional supplemental texts, <i>Letterland Phonics Readers</i> , provide several examples of relating familiar folktales to everyday or imagined experience in stories such as 'Who will help?' based on 'The Little Red Hen' and 'What big flippers you have!' based on 'Red Riding Hood.'
(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.	—	These particular phrases are not used in any Letterland stories.
(8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.	S	A number of poems that can be used for this type of analysis are included in Grade One Letterland Unit Stories (e.g. 'Giant All Poem' and 'A Cow Downtown') and supplementary Phonics Readers (e.g. 'Mr E's Trees' and 'When the Cold Wind Blows')
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	S	The Unit Stories and supplemental <i>Phonics Readers</i> include many stories to help teach the elements of stories and to practice making inferences and drawing conclusions. Simple, brief texts such as these may facilitate transferring these important understandings to longer and more complex text. The Teacher's Guide includes suggestions on using story elements and the accompanying CD provides a colorful Story Map for copying.
(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	S	Even many of the earliest Unit Stories provide the basic elements of stories for children to identify during the first few weeks of Grade One. For example, in the Unit 3 story Kicking King kicks a hole in his soccer ball. Children dramatize the problem and solution as they elaborate this simple story with an activity called 'Plan and Play.'

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(B) describe characters in a story and the reasons for their actions and feelings.	S	Many of the Unit Stories include the Letterland characters whose alliterative likes and dislikes often explain their actions and reactions in the stories. In other Unit Stories and <i>Phonics Reader</i> stories children encounter the actions and feelings of realistic characters.
(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.	S	While more narrative rather than straight non-fiction, many Letterland stories include factual information (e.g. the Unit Stories, 'Beavers' and 'Zoom'). Children can identify which parts of these text provide real facts and which parts are just part of the story. Teachers will also find many of the stories can be used to recognize the difference between fantasy and realistic fiction (e.g. 'The Bird Girls' and 'Molly and Me by the Sea.' in <i>Phonics Readers</i>).
(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.	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'). Several <i>Phonics Reader</i> stories also exemplify sensory language and experiences (e.g. 'What do you see?' and 'Lost in the Queen's Maze.')
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.	S	While most Unit Stories are only a page of two, teachers can staple a number of these stories together as a reading choice in a classroom library. <i>Phonics Readers</i> and other supplemental Letterland texts (e.g. <i>My Alphabet Storybooks</i>) can also be used for sustained reading for many children who are motivated to read more about their favorite Letterland characters.
(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.	S	While most of the Letterland stories are fictional, some stories do provide scientific or historical information such as 'Carly and the Sharks' and 'Cat's Eyes and People's Eyes' in <i>Phonics Readers</i> . Teachers will need a variety of other texts for this objective. Children who have been thoroughly grounded in word reading skills with Letterland will be able read a variety of informational texts easily and efficiently, which will allow them to fully focus on literal, inferential and critical comprehension.

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Letterland for Grade One provides everything that teachers need to systematically, effectively and thoroughly teach first grader 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 is fully aligned with Texas standards for phonological awareness, phonetic and spelling knowledge, print awareness, and writing conventions. In addition, Letterland teaching offers strong support for the full literacy program. Today’s research-based teaching methods require a broad array of resources for literacy learning. Letterland prepares children to benefit from and thrive in all types of literacy education.

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

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	S	Highly interactive lesson plans encourage active listening and opportunities for children to ask and answer questions. Students retell the phonic fables that explain letter sounds and letter combinations and talk about stories that they read and that the teacher reads.
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	S	In Live Spelling, weekly games and other activities children regularly restate and follow a series of oral directions.
(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	S	Letterland activities provide many opportunities to learn about speaking clearly and contributing to discussion such as with the Plan and Play activity.
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	S	Unit decodable stories and Phonics Readers offer many opportunities for discussion and learning to listen and contribute ideas.
(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	S	In story discussions and in activities such as ‘Interview a Character,’ students can develop social communications and learn to appropriately express needs and feelings.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>		
<p>(A) demonstrate phonological awareness by:</p>		
(i) producing a series of rhyming words;	✓	Units 1-7 focus on rhyming word families. Children sort rhyming words by sound and by letters. They produce rhyming words and then spell them.
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	✓	Children new to Letterland teaching begin instruction with a Unit on letter sounds and first sounds in words. They sort picture cards by initial sounds and play various games involving alliteration.
(iii) distinguishing between long and short vowel sounds in one-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.
(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	✓	Children practice listening for phonemic changes in minimal pairs of words (e.g. drew, grew) with Live Spelling and other word building strategies in all positions within the word.
(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	✓	Children use the Roller Coaster Trick and finger tapping to help blend the sounds of words including consonant blends and two syllable words on a regular basis.
(vi) manipulating phonemes within base words; and	✓	In Live Read and Spelling and other word building activities, children change phonemes and read or spell the resulting word.
(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	✓	In Live Spelling, individual word building and various spelling activities, children segment words of three to five sounds every day.
<p>(B) demonstrate and apply phonetic knowledge by:</p>		
(i) decoding words in isolation and in context by applying common letter sound correspondences;	✓	Students decode words daily in context and isolation as they work in weekly units that teach letter-sound correspondences in a sequential order from the simplest to the more complex.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	✓	All common consonant digraphs are taught in the first seven weekly units. Consonant blends, which begin and end syllables are the focus of Units 11-15, are consistently used and reviewed in all subsequent Units. Trigraphs are included in later units.
(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	✓	Children are taught to decode words with all these syllable types although they learn them as vowel patterns in grade one and learn syllable types in grade two.
(iv) using knowledge of base words to decode common compound words and contractions;	✓	In separate units on compound words and contractions children learn to recognize the base word that make up these word structures.
(v) decoding words with inflectional endings, including -ed, -s, and -es; and	✓	Children learn to decode words with inflectional endings by considering the base word first and adding the suffix.
(vi) identifying and reading at least 100 high-frequency words from a research-based list;	✓	A research-based list of the 100 most frequent words is included in the Teacher's Guide showing in which unit each word is taught.
(C) demonstrate and apply spelling knowledge by:		
(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	✓	Grade One Letterland teaches words with all six syllable types systematically as vowel patterns rather than syllabication patterns, which are a major focus in Grade Two Letterland.
(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	✓	Children learn to identify the sounds of blends and digraphs and use them to spell words. Trigraphs tch and dge are reserved for early grade two.
(iii) spelling words using sound-spelling patterns; and	✓	Children learn spelling patterns with the help of brief phonic stories and illustrated characters and use them to build and spell words.
(iv) spelling high-frequency words from a research-based list;	✓	Children are directly taught to spell 96 of the 100 highest frequency words based on a reserach-based list in the Teacher's Guide.
(D) demonstrate print awareness by identifying the information that different parts of a book provide;	✓	Children can use Phonics Readers aligned with grade one units to learn about and demonstrate the use of parts of books.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	✓	Weekly Unit Lists can be used for alphabetizing and dictionary work.
(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	✓	Students learn handwriting stokes from songs about letter formation and practice with dictated sentences and Grade One Handwriting Practice
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
(A) use a resource such as a picture dictionary or digital resource to find words;	S	My First Dictionary contains over 300 words with pictures and simple definitions. My First Wordbook includes 180 illustrated words arranged alphabetically.
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	S	Each Unit story includes a few ‘Story Words’ that children are not expected to decode on their own. Some of these words may provide practice with using context to speculate on their meaning.
(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	✓	Each affix listed in this standard is taught in one or more Units that include interpreting the meaning of words with these endings.
(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	S	Many of these specific types of words are include in Unit lists and used in context in Unit Stories.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	S	Each weekly Unit includes a decodable story that students read and reread to develop fluency and comprehension. Many other materials are needed to provide a variety of reading and learning experiences. Specific methods of developing fluency are included in the Grade One Teacher’s Guide.
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	S	Letterland teaching helps students develop decoding and fluency skills to become confident fluent readers leading to the ability to read independently for a variety of purposes.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>S</p>	<p>Letterland supports comprehension teaching primarily through use of decodable stories (for copying or projection) for all 45 grade one units. Children practice words and patterns taught in the Units in the form of stories, poems and plays. In addition, the optional Phonics Readers provide a variety of stories correlated to the units with a free download guide. Students need to read a variety of additional text beyond the scope of any one program.</p>
<p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p>	<p>S</p>	<p>Suggestions for setting purposes and other comprehension strategies are provided in the Letterland text and guides (see #6).</p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p>	<p>S</p>	<p>The 'Before reading' (Grade One Teacher's Guide) suggestions help set purposes for reading the stories. Teachers help children apply comprehension strategies to these brief, focused texts that can be transferred to longer, more complex stories and informational text.</p>
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p>	<p>S</p>	<p>The Teacher's Guide includes suggestions for each story 'Before reading' that provide an opportunity for children to make predictions to be confirmed as they read.</p>
<p>(D) create mental images to deepen understanding with adult assistance;</p>	<p>S</p>	<p>Guiding students to create mental images is one of several comprehension strategies recommended for Letterland text.</p>
<p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p>S</p>	<p>Both the Grade One Teacher's Guide and Teaching with Phonics Reader provide suggestions and examples for helping students make connections with text.</p>
<p>(F) make inferences and use evidence to support understanding with adult assistance;</p>	<p>S</p>	<p>Letterland text provides many opportunities to guide students in making inferences and find evidence. Learning in these brief texts can be transferred to more complex, extended text.</p>
<p>(G) evaluate details to determine what is most important with adult assistance;</p>	<p>S</p>	<p>Students will find many opportunities to choose important details in these decodable texts.</p>
<p>(H) synthesize information to create new understanding with adult assistance; and</p>	<p>S</p>	<p>Students can synthesize their knowledge of the Letterland characters with their actions and responses in texts. They can synthesize reading in other texts with Letterland texts or synthesize information from different parts of a text.</p>
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>		

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(A) describe personal connections to a variety of sources;	S	Along with the use of other texts, Letterland text allows for children to talk about their personal connections to stories.
(B) write brief comments on literary or informational texts;	S	Children will find much to motivate responses in the engaging Letterland stories.
(C) use text evidence to support an appropriate response;	S	Many stories provide opportunities to support children’s responses with textual evidence.
(D) retell texts in ways that maintain meaning;	S	Teaching with Phonics Readers activities include ‘Story Stone’ for collectively retelling a story.
(E) interact with sources in meaningful ways such as illustrating or writing; and	S	Children will find much to inspire their own reading and illustration related to the Letterland characters and to the stories provided.
(F) respond using newly acquired vocabulary as appropriate.	S	Most Letterland text include a few ‘Story Words’ that may be beyond students current decoding ability but provide opportunities for teacher-lead vocabulary discussion.
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
(A) discuss topics and determine theme using text evidence with adult assistance;	S	Suggestions for discussion for each Unit story are included in the Teacher’s Guide.
(B) describe the main character(s) and the reason(s) for their actions;	S	The ‘Interview a Character’ activity provides the perfect opportunity to describe the main characters and the reasons for their actions.
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	S	The ‘Story Map’ helps students identify and describe plot elements of Letterland stories and stories from other sources.
(D) describe the setting.	S	Each fictional text allows for describing the setting and other literary elements with the Story Map.
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	S	Most Letterland stories follow the format of some genres of children's literature . Of course, this standard calls for a wide variety of material to be read to and by children.
(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	S	Several unit stories and Phonic Reader stories are written in rhyme and can be analyzed for elements of poems along with poetry from other sources.
(C) discuss elements of drama such as characters and setting;	S	A number of Letterland stories are written as dramas and can be analyzed with the Story Map and Interview a Character.
(D) recognize characteristics and structures of informational text, including:		
(i) the central idea and supporting evidence with adult assistance;	S	A limited number of Letterland stories provide factual information—usually in a narrative form. They can be analyzed for these characteristic and patterns along with a variety of texts from other sources.
(ii) features and simple graphics to locate or gain information; and	S	
(iii) organizational patterns such as chronological order and description with adult assistance;	S	
(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	S	
(F) recognize characteristics of multimodal and digital texts.	S	A variety of Letterland text is available in digital multimodal format for most devices.
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
(A) discuss the author's purpose for writing text;	S	Letterland texts can be analyzed for author's purposes such as to entertain or to explain various topics or sometimes to explain phonic patterns.
(B) discuss how the use of text structure contributes to the author's purpose;	S	Letterland texts offer various structures that can be analyzed with adult assistance.
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	S	The primary type of graphic information in Letterland text is illustration. Teachers and students can discuss what information is provided by illustration in addition to text.

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(D) discuss how the author uses words that help the reader visualize; and	S	Word selection is limited in text designed to be read by grade one students, however, many stories include 'Story Words' for teachers to introduce and discuss.
(E) listen to and experience first- and third-person texts.	S	The first-grade texts include stories in first person and others in third person.
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	—	Teachers have found that the research-based, child-friendly teaching of phonemic awareness, phonics, spelling, irregular words, text reading and sentence practice enables students to approach written composition with confidence and the ability to focus on meaning and expression. Currently Letterland does not directly teach the components of informational composition included here.
(B) develop drafts in oral, pictorial, or written form by:	—	
(i) organizing with structure; and	—	
(ii) developing an idea with specific and relevant details;	—	
(C) revise drafts by adding details in pictures or words;	—	
(D) edit drafts with adult assistance using standard English conventions, including:		

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
(i) complete sentences with subject-verb agreement;	S	Students learn to correctly write dictated sentences following the conventions of English. These sentences include, over the course of the year, all the elements named in this standard. Teachers will need other programs or plans to ensure students master these conventions in their own writing.
(ii) past and present verb tense;	S	
(iii) singular, plural, common, and proper nouns;	S	
(iv) adjectives, including articles;	S	
(v) adverbs that convey time;	S	
(vi) prepositions;	S	
(vii) pronouns, including subjective, objective, and possessive cases;	S	
(viii) capitalization for the beginning of sentences and the pronoun "I";	S	
(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	S	
(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and	✓	Letterland offers a complete program of spelling patterns, spelling rules, and spelling common high-frequency words.
(E) publish and share writing.	S	Letterland training in spelling and written conventions leads to accuracy and fluency in writing that allows students to concentrate on meaning and clarity as they write and confidently share their writing.
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
(A) dictate or compose literary texts, including personal narratives and poetry;	—	Teachers have found that Letterland research-based, child-friendly teaching of phonemic awareness, phonics, spelling, irregular words, text reading and sentence practice enables students to approach written composition with confidence and the ability to focus on meaning and expression. Currently Letterland does not directly teach the components of informational composition included here.
(B) dictate or compose informational texts, including procedural texts; and	—	
(C) dictate or compose correspondence such as thank you notes or letters.	—	

Texas Essential Knowledge and Skills - Grade One	Code	Letterland teaching and materials
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>		
(A) generate questions for formal and informal inquiry with adult assistance;	—	<p>Letterland text can contribute to the inquiry process along with a wide variety of other sources of information. The competence in foundational skills acquired by learning with Letterland enables children to read and learn from many sources and use writing as part of the learning process.</p>
(B) develop and follow a research plan with adult assistance;	—	
(C) identify and gather relevant sources and information to answer the questions with adult assistance;	—	
(D) demonstrate understanding of information gathered with adult assistance; and	—	
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	—	



Letterland Correlation to Texas Essential Knowledge and Skills (TEKS)

Foundational Skills for Reading Words

Letterland Grade Two provides everything teachers need to systematically, effectively and thoroughly teach second graders to read a growing body of words based on current research and best practices. As shown in detail in the chart below, Letterland meets all Texas standards in print awareness and phonics.

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

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).	✓	Students practice sentence features with two dictated sentences per Unit that gradually introduce commas and quotation marks. Using <i>Grade Two Handwriting Practice</i> provides further practice in punctuation and in capitalization of proper nouns of various types (e.g. names, places, titles).
(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	✓	Letterland Grade Two builds on the previous levels of phonics learning to ensure students master letter sounds, phonic/spelling patterns and morphology. This solid foundation allows them to focus on enjoying and understanding increasingly complex text and vocabulary.
(A) Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:	✓	The 40 Units of Letterland provide the word knowledge and practice in and out of context to decode multisyllabic words in all types of text.
(i) single letters (consonants and vowels);	✓	All single consonants and vowels are reviewed and applied to multisyllabic words in the first two weeks of Grade Two.
(ii) consonant blends (e.g., thr , spl);	✓	Consonant blends are reviewed from Grade One and taught in longer, more advanced words.
(iii) consonant digraphs (e.g., ng , ck , ph); and	✓	Consonant digraphs are reviewed from Grade One and new digraphs taught include ph , tch , and dge .

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);	✓	Vowel digraphs initially introduced in Grade One are consolidated in Grade Two in increasingly more complex, multisyllabic words.
(B) use common syllabication patterns to decode words including:	✓	The six syllable types of English are a major focus in Grade Two Letterland.
(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);	✓	Closed syllables are taught in Unit 1.
(ii) open syllable (CV) (e.g., ti-ger);	✓	Open syllables are taught in Unit 2 and applied to words with both open and closed syllables.
(iii) final stable syllable (e.g., sta-tion, tum-ble);	✓	The final stable syllable is reviewed from Grade One in Unit 40.
(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);	✓	Vowel-consonant-silent-e words are taught in Units 4-6 with single and multisyllabic words and are further explored along with syllable division in Unit 37.
(v) r-controlled vowels (e.g., per-fect, cor-ner); and	✓	Units 12-13, 24-25, all focus on various r-controlled vowels in single and multisyllabic words and unit 38 explores syllable division with more advance r-controlled words.
(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);	✓	Various vowel teams and diphthongs are taught in Units 9-10, 16-18, 20-22, and Unit 39 explores syllable division with more advanced words with these patterns.
(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);	✓	Students can expand their reading and spelling vocabulary using common onset patterns with the 'If I can spell...' activity by discovering and writing words that share the spellings of their Unit Words.
(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);	✓	Four prefixes (re-, un-, pre-, and dis-) are taught in Unit 26 and along with six suffixes in various Units.
(E) identify and read abbreviations (e.g., Mr., Ave.);	✓	Students practice reading and writing abbreviations in the weekly dictation sentences, Review Sentences, and Unit Stories.
(F) identify and read contractions (e.g., haven't, it's);	✓	Contractions are reviewed from Grade One and additional ones taught in Unit 31. Weekly dictation sentences, Review Sentences, and Unit Stories also provide practice with contractions.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(G) identify and read at least 300 high-frequency words from a commonly used list; and	✓	The 100 highest-frequency words are review from Grade One in stories and dictations. In Grade Two, over 75 new irregularly spelled common words are taught directly across the Units and additional high-frequency words are taught as part of the decodable Unit Lists.
(H) monitor accuracy of decoding.	✓	Weekly oral reading and rereading of Unit Stories in the form of plays provide opportunities to monitor oral reading. Suggestions for effective feedback are provided in the <i>Teacher's Guide</i> Appendix along with a strategy and forms for recoding and improving accuracy.

Foundational Skills for Writing Words and Sentences

Through teaching correct spelling, punctuation, and capitalization as well as handwriting, Letterland Grade Two provides students with the confidence and automaticity that allow them to concentrate on meaning, clarity and expression when writing their own compositions. The selected skills from the TEKS writing standards are correlated to Letterland below. They form a foundation to enable children to accomplish the broader composition standards included in TEKS (not listed here) that will require materials and strategies from other sources.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	✓	Students learn conventions of handwriting and capitalization with Letterland <i>Grade Two Handwriting Practice</i> . They practice these conventions along with punctuation in their weekly dictated sentences. This resource may also be used to introduce cursive writing.
(A) write legibly leaving appropriate margins for readability;	✓	Children write Unit Words each week to use as materials for one of three games. Words must be neat, legible and correctly spelled or must be rewritten in order to play the game.
(B) use capitalization for:	✓	Capitalization is taught in <i>Grade Two Handwriting Practice</i> practiced as a part of the dictated sentences each week.
(i) proper nouns;	✓	Capitals for the names of people, and places including addresses are taught specifically in <i>Grade Two Handwriting Practice</i> .
(ii) months and days of the week; and	✓	Months and days of week written in and out of context are taught in <i>Grade Two Handwriting Practice</i> .
(iii) the salutation and closing of a letter; and	—	Not included

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(C) recognize and use punctuation marks, including:	✓	See (i) and (ii) below.
(i) ending punctuation in sentences;	✓	Children complete exercises involving choosing ending punctuation in <i>Grade Two Handwriting Practice</i> . They also practice and are assessed weekly with dictated sentences in this skill.
(ii) apostrophes and contractions; and	✓	Unit 31 focuses on contractions while many of the weekly dictated sentences include practice on apostrophes for possessives.
(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	✓	Children study patterns and irregular words in each Unit and are assessed on them each week.
(A) use phonological knowledge to match sounds to letters to construct unknown words;	✓	Students use the multisensory strategies of finger-tapping and syllable palming as they segment words and choose the proper spelling.
(B) spell words with common orthographic patterns and rules:	✓	All the basic orthographic patterns are practiced in the 42 Units. All spellings are reviewed in subsequent units.
(i) complex consonants (e.g., hard and soft c and g, ck);	✓	Unit 1 reviews ck and Units 5 and 6 review soft c and g . These patterns, first taught in Grade One, are presented in more challenging words in Grade Two.
(ii) r-controlled vowels;	✓	A total of five Units focus on learning to correctly spell r-controlled vowels and review is continuous in subsequent Units.
(iii) long vowels (e.g., VCe-hope); and	✓	The VCe pattern is taught and practiced to mastery in three Units and is used in the Review Sentences, Unit Stories and Word List of several Units.
(iv) vowel digraphs (e.g., oo- book, fool , ee- feet), diphthongs (e.g., ou- out, ow-cow, oi-coil, oy-toy);	✓	There are nine Units dedicated to learning to spell words with vowel digraphs and diphthongs and all are reviewed in subsequent Units.
(C) spell high-frequency words from a commonly used list;	✓	All high-frequency words taught in Grade One are reviewed and over 75 common irregular words are taught directly with the 3-by-3 strategy,
(D) spell base words with inflectional endings (e.g., -ing and -ed);	✓	Children learn the rules for consonant doubling and dropping e with -ed and -ing endings in Units 28-29 and apply the same rules for adding suffixes -er and -est in Unit 30.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(E) spell simple contractions (e.g., isn't, aren't, can't); and	✓	A full unit is devoted to spelling contractions and they are practiced in many of the weekly dictated sentences.
(F) use resources to find correct spellings.	✓	Students can use the <i>Letterland Word Books</i> with the most common words already entered and with spaces for additional words to be chosen by the student.

Instruction in Fluency, Comprehension, and Vocabulary

Beyond the foundational word level skills, Letterland provides practices and materials that support fluency and comprehension, but is not intended to address all the needs of learners in these areas. In addition to Letterland materials, children need extensive practice reading text at their instructional levels and advancing into more challenging text as they progress. 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.

Note: For TEKS standards that require informational text (not listed here), classrooms will need non-fiction materials from other sources.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	S	Letterland supports comprehension teaching primarily through Unit stories in the form of readers' theater plays for all 42 Units that teachers may photocopy or project. With these stories children practice words and patterns taught in the Units and engage in discussions and activities to enhance comprehension.
(A) use ideas (e.g., illustrations, titles, topic sentences, Key Words, and foreshadowing) to make and confirm predictions;	S	The <i>Teacher's Guide</i> includes suggestions for each story that provide an opportunity for children to make predictions to be confirmed as they read.
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	S	Using the suggestions for Unit stories and other relevant teaching strategies, teachers lead discussions to ensure children's grasp of details in the stories. The 'Story Stone' activity for cooperative retelling of stories encourages listening to classmates and adding additional information to the conversation.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	S	The 'Before reading' suggestions help set a purpose for reading the plays. Teachers help children apply comprehension strategies in these brief, focused texts that can be transferred to longer, more complex stories and informational text. The <i>Teacher's Guide</i> provides guidance on developing comprehension strategies including questioning and clarifying by rereading.
(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	S	Letterland Unit stories include a word count to facilitate practice for fluency. Instructions are provided for orally reading and rereading the story to reach an accuracy goal. Once accuracy is achieved children practice rereading to build fluency goals. Motivational charts are provided for each of these goals.
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	S	Each Unit story includes a brief list of 'story words' that help make the story more understandable and interesting even if children may not be ready to decode these words. If children do not know the meanings of some of these words, suggestions from the <i>Teacher's Guide</i> Appendix will be helpful .
(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);	S	Unit 26 focuses on prefixes and the Unit story is built around changing words by adding a prefix. Suffixes are taught in several units and reviewed throughout in words both in context and isolation.
(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	S	Students are encouraged to use the context to select the relevant meaning or to find clues to the meaning of unknown words.
(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and	S	Weekly Student List can be used to explore antonyms and synonyms.
(D) alphabetize a series of words and use a dictionary or a glossary to find words.	S	Teachers can use the Unit Word Cards to teach alphabetizing skills and then assign children to alphabetize the weekly Student List.
6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	S	Letterland Unit stories provide brief narrative texts for introducing or practicing these comprehension strategies and skills. While all the Unit stories are in play form they vary a great deal in genre within that form. A particular play may focus on a mystery, a historical figure, a math lesson, an exchange of emails, a video report by a student, an audio recording of family event, a parody of a folktale, facts about a type of animal, or an animal fable, etc. Letterland stories will be very useful but additional materials will be needed for thorough teaching and development this area of reading.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and	S	Many of the Unit stories provide moral lessons and themes that are similar to fables and other types of stories .
(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	S	The Unit 33 story ‘The Frog Princess’ is based on a folktale and provides a twist on the tradition story.
(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.	S	Quite a few of the Unit plays include poems or rhymes and the Unit 16 story is written entirely in rhyme. These plays can supplement the study of more literary poetry.
(8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.	S	Since the Letterland Unit stories consist of 42 widely varied plays, students will have many opportunities to compare and contrast the various dialogues. At least seven of the plays are about realistic or fantasy characters who may up their own text or plays. In the Unit 36 play, school children explain how they researched a topic and then and present a drama they wrote as a science report.
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	S	In the Unit 1 story ‘Making Up a Mystery’ the Letterland characters talk about the elements needed to make up a mystery (settings, characters, plot including problem and solution) and then present their mystery play. Many of the stories present opportunities to make inferences and draw conclusions based on evidence in the text.
(A) describe similarities and differences in the plots and settings of several works by the same author; and	S	Several similar plays from the Unit stories can be compared such as two animal fables: ‘The Squirrel and the Crow’ (Unit 15) and ‘Melvin Mouse Needs a House’ (Unit 20).
(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	S	Many of the Unit Stories include the Letterland characters whose alliterative likes and dislikes often explain their actions and reactions in the stories. In other Units Stories children encounter the actions and feelings of more realistic characters (e.g. ‘Kitten or Rabbit’ (Unit 35) about two sisters deciding on a family pet.)

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
<p>(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.</p>	<p>S</p>	<p>While written in the dramatic form, many Letterland stories include factual information (e.g. 'Fun Frog Facts' and 'A Day with Galileo'). Children can identify which parts of these text provide real facts and which parts are just part of the story. The Unit 3 story is an actual informational text presented as questions and answers for oral reading. Teacher's will also find many of the stories can be used to recognize the difference between fantasy and realistic fiction (e.g. 'Sports with an Optimist' (Unit8) is realistic while 'How to Make It Rain (Unit 10) is a fantasy.)</p>
<p>(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).</p>	<p>S</p>	<p>Many of the Unit stories include sensory language that children can identify and discuss including 'Snorkeling' (Unit 23) and 'Deer Forest' (Unit 25).</p>
<p>(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.</p>	<p>S</p>	<p>Teachers can staple a number of Unit stories together to use as a reading choice in a classroom library. Students can read them by themselves or read different roles quietly with a friend or two.</p>

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Letterland for Grade Two provides everything that teachers need to systematically, effectively and thoroughly teach second graders to read and spell grade level 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 is fully aligned with Texas standards for phonological awareness, phonetic and spelling knowledge, print awareness, and writing conventions. In addition, Letterland teaching offers strong support for the full literacy program. Today's research-based teaching methods require a broad array of resources for literacy learning. Letterland prepares children to benefit from and thrive in all types of literacy education.

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

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	S	Highly interactive lesson plans encourage active listening and opportunities for children to ask and answer questions. Students retell the phonic fables and explain syllable types. They also discuss the Unit stories that they read with each weekly Unit.
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	S	In Live Spelling, weekly games and other activities children regularly restate and follow a series of oral directions.
(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	S	Letterland activities provide many opportunities to learn about speaking clearly and contributing to discussion including using the 'Interview a Character' activity.
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	S	Unit decodable stories offer many opportunities for discussion and learning to listen and contribute ideas. They participate in games that require cooperation and communication.
(E) develop social communication such as distinguishing between asking and telling.	S	In discussions about stories and in activities such as 'Interview a Character,' students can develop social communications and learn to appropriately express needs and feelings.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>		
<p>(A) demonstrate phonological awareness by:</p>		
(i) producing a series of rhyming words;	✓	The “If I can spell...” activity encourages children to produce words that rhyme with their weekly word list.
(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	✓	Units 1-11 focus on long and sort vowels in various syllable types in one syllable and multi-syllable words.
(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	✓	In word building activities such as Live Spelling, students listen for added, changed or removed phonemes and apply their knowledge of sounds and patterns to spelling.
(iv) manipulating phonemes within base words;	✓	Students manipulate phonemes with base words in both group and individual activities.
<p>(B) demonstrate and apply phonetic knowledge by:</p>		
(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	✓	Students learn to decode all the useful consonant and vowel combinations.
(ii) decoding words with silent letters such as knife and gnat;	✓	Units 10-11 focus on silent consonants. Other Units include the study of additional silent letters.
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	✓	All six syllable types are thoroughly taught and reviewed and also used in new words throughout the 42 Units.
(iv) decoding compound words, contractions, and common abbreviations;	✓	Compounds and abbreviations are included in various Units. A full Unit is devoted to contractions.
(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	✓	Syllable division patterns are taught and practiced with activities such as Live Reading and Quick Coding.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	✓	Unit 25 focuses on suffixes un-, re-, dis-, and pre- and inflectional endings are the subject of several Units and reviewed and used frequently across all Units.
(vii) identifying and reading high-frequency words from a research-based list;	✓	Each Unit list includes 1 to 3 irregular high-frequency words as well as decodable high frequency words based on research-based word frequency lists.
(C) demonstrate and apply spelling knowledge by:		
(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	✓	Students learn the six syllable types for reading and spelling and practice them in daily activities.
(ii) spelling words with silent letters such as knife and gnat;	✓	Units 10-11 focus on spelling words with silent consonants. Other Units include the study of additional silent letters.
(iii) spelling compound words, contractions, and common abbreviations;	✓	Compounds and abbreviations are included in various Units for spelling . A full Unit is devoted to spelling contractions.
(iv) spelling multisyllabic words with multiple sound-spelling patterns;	✓	Beginning with Unit 2, almost all Units include the spelling of multisyllable words with various combinations of spelling patterns.
(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	✓	Students learn to divide syllables including double consonants and use this knowledge in reading and spelling words.
(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	✓	Unit 25 focuses on suffixes un-, re-, dis-, and pre- and inflectional endings are the subject of several Units and reviewed and used for decoding and spelling frequently across all Units.
(D) alphabetize a series of words and use a dictionary or glossary to find words; and	✓	Students can alphabetize their weekly spelling words and consult printed or online dictionaries to check meanings, origins, and spelling changes with prefixes and more.
(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	✓	Use the Grade Two Handwriting Practice booklets to consolidate manuscript handwriting and learn and practice cursive letters and use them to write words and sentences.
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(A) use print or digital resources to determine meaning and pronunciation of unknown words;	S	Teachers may assign some words for dictionary work from the Unit list words or Story Words (more challenging words from the Unit story that the teacher and student practice before reading).
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	S	Teacher' may guide the use of context in the Unit stories for clues to the meaning of unfamiliar words.
(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	S	These affixes and several more are taught along with their meanings and use in words.
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	S	While these terms are not used in the Teacher's Guide, the Unit word list and stories provide many opportunities to work on these vocabulary concepts.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	S	Reading and rereading weekly Unit stories in readers' theater form provide practice of accurate and fluent reading. While reading the roles of various types of characters, students can word to make their reading sound like spoken language.
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	S	By developing students word recognition, fluency and confidence in reading, children feel comfortable choosing texts and reading for sustained periods.
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
(A) establish purpose for reading assigned and self-selected texts;	S	With guided reading of Unit stories children learn to establish purposes for reading that they apply to self-selected texts.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	S	As teachers and students discuss Unit stories, there are many opportunities for generating questions and gaining understanding.
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	S	Students are encouraged to make predictions about Unit stories and read to confirm or change their predictions as they read.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(D) create mental images to deepen understanding;	S	As Unit stories have only limited illustration, student are encouraged to visualize the settings, characters, and actions based on the text.
(E) make connections to personal experiences, ideas in other texts, and society;	S	Many of the Letterland stories relate to children’s personal experiences and provide opportunities for comparison with other text and community life.
(F) make inferences and use evidence to support understanding;	S	There are many opportunities for making and supporting inferences in the engaging stories provided.
(G) evaluate details read to determine key ideas;	S	A number of the Unit stories lend themselves to evaluating details and using evidence to support ideas.
(H) synthesize information to create new understanding; and	S	Students synthesize information about Letterland characters and themes that occur across a number of different stories. Many stories, while in play form, provide factual information which can be compared to and synthesized with other sources.
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	S	Reading the 42 Unit stories allows children to practice monitoring their comprehension and to learn useful strategies to ensure understanding. This practice will then carry over into more complex text of all kinds.
7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
(A) describe personal connections to a variety of sources;		Along with the use of other texts, Letterland text allows for children to talk about their personal connections to stories.
(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;		Children will find much to motivate written responses in the engaging Unit stories. For many of the stories suggestions for writing are included in the Teacher’s Guide
(C) use text evidence to support an appropriate response;		Many stories provide opportunities to support children’s responses with textual evidence.
(D) retell and paraphrase texts in ways that maintain meaning and logical order;		Activities include ‘Story Stone’ for collectively retelling a story.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(E) interact with sources in meaningful ways such as illustrating or writing; and		Children will find much to inspire their own reading and illustration in response to the variety of characters, settings and plots in the Unit stories.
(F) respond using newly acquired vocabulary as appropriate.		Most Unit stories include a few ‘Story Words’ that may be beyond students current decoding ability but provide opportunities for teacher-lead vocabulary discussion.
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
(A) discuss topics and determine theme using text evidence with adult assistance;		Suggestions for discussion for each Unit story are included in the Teacher’s Guide.
(B) describe the main character's (characters') internal and external traits;		The ‘Interview a Character’ activity provides the perfect opportunity to describe the main characters traits and the reasons for their actions.
(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and		The ‘Story Map’ helps students identify and describe plot elements of Letterland stories and stories from other sources.
(D) describe the importance of the setting.		Each fictional text allows for describing the setting and its importance to the story.
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;		Several of the Unit stories can be analyzed for elements of folktales, fables, and fairytales including ‘The Squirrel and the Crow’ and ‘The Frog Princess.’
(B) explain visual patterns and structures in a variety of poems;		A number of Unit stories are written entirely or in part in the form of rhymes that can be examined for pattern and structure.
(C) discuss elements of drama such as characters, dialogue, and setting;		Since all the Unit stories are written in dramatic form, students will find plenty of material for discussion.
(D) recognize characteristics and structures of informational text, including:		

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(i) the central idea and supporting evidence with adult assistance;	S	While most Unit stories are literary rather than fully informational, many stories do impart factual information such as “Fun Frog Facts’ and “A Visit with Galileo” Students and teachers can find central ideas and support in these stories along with non-fiction from other sources.
(ii) features and graphics to locate and gain information; and	—	Minimal informational graphics.
(iii) organizational patterns such as chronological order and cause and effect stated explicitly;	—	Minimal informational text.
(E) recognize characteristics of persuasive text, including:		
(i) stating what the author is trying to persuade the reader to think or do; and	—	Minimal persuasive text.
(ii) distinguishing facts from opinion; and	—	Minimal informational text.
(F) recognize characteristics of multimodal and digital texts.	—	Minimal informational text.
(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
(A) discuss the author's purpose for writing text;	S	Letterland texts can be analyzed for author’s purposes such as to entertain or to explain various topics or sometimes to explain phonic or morphemic patterns.
(B) discuss how the use of text structure contributes to the author's purpose;	S	The Unit stories while all in Reader’s Theater from provide variety of structure from Questions and Answer to a factual report written in rhyme, from mysteries to family stories, and a student’s video project to another’s audio recording with her sister.
(C) discuss the author's use of print and graphic features to achieve specific purposes;	—	Minimal support for this standard.
(D) discuss the use of descriptive, literal, and figurative language;	S	Many opportunities for identifying and discussing the use of descriptive, literal and figurative language can be found in the Unit stories.

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(E) identify the use of first or third person in a text; and	S	Students can compare the roles of various narrators in the Unit stories that include actual characters in the stories (first person) or simply a third person narrator advancing the story.
(F) identify and explain the use of repetition.		Many stories and rhymes include the use of repeated words, phrases, actions or themes to be explored.
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;	S	Teachers have found that the research-based, child-friendly teaching of phonemic awareness, phonics, spelling, irregular words, text reading and sentence practice enables students to approach written composition with confidence and the ability to focus on meaning and expression. Currently Letterland does not directly teach the components of informational composition included here.
(B) develop drafts into a focused piece of writing by:	S	
(i) organizing with structure; and	S	
(ii) developing an idea with specific and relevant details;	S	
(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;	S	
(D) edit drafts using standard English conventions, including:	S	Students learn to correctly write dictated sentences following the conventions of English. These sentences include. over the course of the year, all the elements named in this standard. Teachers will need other programs or plans to ensure students master these conventions in their own writing.
(i) complete sentences with subject-verb agreement;	S	
(ii) past, present, and future verb tense;	S	
(iii) singular, plural, common, and proper nouns;	S	
(iv) adjectives, including articles;	S	
(v) adverbs that convey time and adverbs that convey place;	S	
(vi) prepositions and prepositional phrases;	S	
(vii) pronouns, including subjective, objective, and possessive cases;	S	

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(viii) coordinating conjunctions to form compound subjects and predicates;	S	Students learn to correctly write dictated sentences following the conventions of English. These sentences include. over the course of the year, all the elements named in this standard. Teachers will need other programs or plans to ensure students master these conventions in their own writing.
(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;	S	
(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	S	
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	S	
(E) publish and share writing.	S	Students write sentences with five spelling words each week. They are encouraged to write more detailed, interesting sentences and to share and comment on each others writing.
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
(A) compose literary texts, including personal narratives and poetry;	S	Discussing various Unit stories and poems in terms of story elements can support students own narratives. They might use the Letterland Story Map to plan their own text.
(B) compose informational texts, including procedural texts and reports; and	—	Not directly supported.
(C) compose correspondence such as thank you notes or letters.	S	Student might be inspired by the Unit story “Porcupine Report,” which is in the form of emails written back and forth between ‘pen pals’ in different parts of the US.
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		

Texas Essential Knowledge and Skills - Grade Two	Code	Letterland teaching and materials
(A) generate questions for formal and informal inquiry with adult assistance;	S	<p>Letterland text can contribute to the inquiry process along with a wide variety of other sources of information. The competence in foundational skills acquired by learning with Letterland enables children to read and learn from many sources and use writing as part of the learning process. The K-W-L strategy and a copy-able form from the Teacher’s Guide, could be used to frame the students research plan and to record information as part of the inquiry process.</p>
(B) develop and follow a research plan with adult assistance;	S	
(C) identify and gather relevant sources and information to answer the questions;	S	
(D) identify primary and secondary sources;	S	
(E) demonstrate understanding of information gathered;	S	
(F) cite sources appropriately; and	S	
(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	S	<p>Three Unit stories provide examples of students sharing their experiences and learning in various media, ‘The Porcupine Report’ (emails and poetry), ‘Sports with an Optimist’ (video), and ‘Kitten or Rabbit?’ (audio recording).</p>



Letterland Correlation to Texas Essential Knowledge and Skills (TEKS)

Reading

Letterland Grade Three focuses on Word Structure, Vocabulary and Spelling. It fully covers most standards phonics and vocabulary. Each week includes a Unit Passage that allows for practice of the vocabulary in the form a narrative or informational text. These brief passages provide many opportunities to teach and practice comprehension and fluency strategies before trying them out in longer, more complex texts.

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

Texas Essential Knowledge and Skills - Grade Three	Code	Letterland teaching and materials
(1) Reading/Beginning Reading Skills/Phonics: Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:	✓	Decoding is taught for multisyllabic, academically useful words in each Unit as part of the three strands of <i>Letterland Grade Three</i> : Word Structure, Vocabulary, and Spelling.
(i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);	✓	Unit 7, 25
(iii) changing the final "y" to "i" (e.g., baby to babies);	✓	Unit 13
(iv) using knowledge of common prefixes and suffixes (e.g., dis- , -ly); and	✓	Across the year, 20 prefixes and 19 suffixes are taught. Children learn the meaning and use of each affix with Key Words. They apply their knowledge of affixes to understanding hundreds of words.
(v) using knowledge of derivational affixes (e.g., -de , -ful , -able);	✓	The most frequently used Latin and Greek affixes are taught and learned with Key Words and applied to words across many Units.
(B) use common syllabication patterns to decode words including:	✓	Students learn and apply the six syllable types. They review and apply syllable types with weekly 'Quick Coding' practice.
(i) closed syllable (CVC) (e.g., mag-net, splen-did);	✓	Unit 1

Texas Essential Knowledge and Skills - Grade Three	Code	Letterland teaching and materials
(ii) open syllable (CV) (e.g., ve-to);	✓	Unit 4
(iii) final stable syllable (e.g., puz-zle, con-trac-tion);	✓	Unit 25
(iv) r-controlled vowels (e.g., fer-ment, car-pool); and	✓	Units 16-19
(v) vowel digraphs and diphthongs (e.g., ei-ther);	✓	Units 8, 9, 11, 14
(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);	✓	Units 15, 24
(D) identify and read contractions (e.g., I'd, won't); and	✓	Unit 11
(E) monitor accuracy in decoding.	✓	Students learn to reread when it 'doesn't sound right' or 'doesn't make sense.'
(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		
(A) use ideas (e.g., illustrations, titles, topic sentences, Key Words, and foreshadowing clues) to make and confirm predictions;	S	The 200- to 300-hundred word Unit Passages are an ideal place to start learning to use titles, topic sentences, and Key Words to make predictions. Students can soon confirm predictions in the first paragraphs or revise predictions based on information in the text. The experience and strategies gained can then be applied to longer text.
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	S	The information-rich Unit Passages provide many opportunities to locate or check facts, clarify their understanding, and support their answers with evidence.
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	S	Students are taught to work in small, cooperative groups to fill-in words from the Unit list to complete the Unit Passage. This requires close reading of the text, looking for meaningful clues, and discussion of the intended meaning of the article in order to agree on answers. They will need to apply background knowledge and frequently reread portions of the text aloud.
(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	S	Once students have completed all the blanks and checked their answer with whole class discussion, they reread the passage several times to build fluency and familiarity with the challenging vocabulary.

Texas Essential Knowledge and Skills - Grade Three	Code	Letterland teaching and materials
<p>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>		
<p>(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;</p>		<p>In <i>Letterland Grade Three</i>, students learn 20 prefixes, 19 suffixes, and 8 Latin roots and their meanings. They apply these morpheme meanings for hundreds of words and explain how the meaning is affected or changed.</p>
<p>(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;</p>		<p>In each week-long Unit, students look for clues to the meaning of two 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. A major focus of Unit 1 is words with multiple meanings and homographs, a topic returned to throughout the year.</p>
<p>(C) identify and use antonyms, synonyms, homographs, and homophones;</p>		<p>Each of the 30 Units includes vocabulary exercises in a variety of formats. All require careful thinking about word meanings and many of them are about antonyms and synonyms for the Unit words. Homophones for contractions (e.g. there, their, they're) is the topic of Unit 11 and other units cover additional homophones and homographs.</p>
<p>(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and</p>		<p>The Unit 1 passage, 'The Big Bear' plays with the idea of using two meanings or homographs in the same context. 'Postcards from Yellowstone' (Unit 23) is a playful way to consider easily confused words such as who's and whose. In 'The Planetarium' (Unit 24) a third grader and her aunt, turn spelling confusion about ie and ei into a kind of game.</p>
<p>(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p>		<p>Students can be assigned to alphabetize their Unit Word List although this kind of dictionary work for every word is not a regular activity within the program.</p>
<p>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>		
<p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p>		<p>Several Unit Passages with simple plots can serve as introductory text for this type of analysis including Unit 2 'Blushing at the Piano' and Unit 10 'Flying Fish' before students take on longer, more complex plots.</p>

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(B) describe the interaction of characters including their relationships and the changes they undergo; and	S	Students primarily get brief glimpses of characters in their interactions in several Unit Passages such as 'Blushing at the Piano' (Unit 2). These text can serve as practice for studying more fully developed characters in longer works.
(C) identify whether the narrator or speaker of a story is first or third person.	S	Many of the Unit Passages are told in first person and others are in third person. In several Units, the fictional third grade author introduces the passage and then shifts to a third person report on an informative topic. (See Unit 11 'Try, Try' Again'.
(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.	S	Students will find two biographical selections about notable people in the Unit Passages. The Unit 11 passage is about Thomas Edison. Students can compare these to the fictional third grade authors who write brief autobiographical pieces such 'Airport Report' (Unit 26) and 'Just Breathe' (Unit 6).
(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.	S	Several examples of sensory language can be found among the Unit Passages such as in 'Postcards from Yellowstone' and 'Rainforest' (Unit 27). In 'Flying Fish' (Unit 10) Uncle Robby lures his niece and nephew off the couch with his descriptive, sensory language about his favorite fishing spot.
(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	--	The brief Unit Passages do not provide text for sustained periods of reading; however, the academic vocabulary they learn in <i>Letterland Grade Three</i> will support them in sustained reading and in comprehending and remembering what they read.
(12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.	S	Historical topics are explored in 'The Worsr Hurricane' (Unit 22) and "My favorite Space Woman' (Unit 28) as well as others. Through these and the many other informational passages student can learn to analyze, make inferences and draw conclusions about the author's purpose.

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(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		
(A) identify the details or facts that support the main idea;	S	The many brief but informative Unit Passages provide a laboratory for identify facts to support main ideas. Students can then expand the strategies to longer informational texts.
(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	S	Several passage allow students to draw conclusion using the facts in the text including conclusions about healthy habits in 'Fitness Week' (Unit 25) and about the value of preserving 'Rainforests' (Unit 27).
(C) identify explicit cause and effect relationships among ideas in texts; and	S	In 'The Worst Hurricane' (Unit 22) children can identify causes that contributed to the disastrous effects of Katrina on New Orleans. In 'Hooray! Ballet!' (Unit 14) students can identify the causes for students changing their minds about participating in a ballet performance.
(D) use text features (e.g., bold print, captions, Key Words, italics) to locate information and make and verify predictions about contents of text.	S	In 'City Planning' (Unit 16) students use a table comparing the categories of suggestions for use of a plot of public based on groups of people's own interests and needs. In 'Our Spanish-English Project' students use a brief glossary inserted in the text to learn about Spanish-English cognates.
(14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.	S	In 'Letter to the editor: Litter' (Unit 21), 'Rainforest' (Unit 27) and 'Vote!' (Unit 9) the authors positions can be identified and students can analyze the evidence presented.
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:		
(A) follow and explain a set of written multi-step directions; and	S	The Unit 4 passage 'Learning and Earning' lists and describes the steps that a group of third graders followed in an experiential economics project.

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(B) locate and use specific information in graphic features of text.	S	The Unit Passages contain few graphics, however, students can use the supporting Word Structure Exercises, (a downloadable resource that accompanies the <i>Grade Three Teacher's Guide</i>). Many of these exercises are illustrated and rely on students matching graphic features with text.
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		
(A) understand how communication changes when moving from one genre of media to another;	S	While <i>Letterland Grade Three</i> only includes printed media, students could compare some Unit Passages to videos or multimedia presentations on the same topics to explore how media effects the way and type of information that can be communicated. Possible comparison: a visual, perhaps animated presentation about the lungs along side the verbal description of the lungs and their functioning in 'Just Breathe" (Unit 6).
(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and	--	This standard is best met by exploring other types of media, but can still be compared to information from various Unit Passages. Or students might take information from Unit Passages and create other media based on it such as posters or brief videos or computer presentations.
(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	--	This standard can be met with other media and materials.