



Letterland Correlation to South Carolina College - and Career-Ready Standards and Indicators

Reading - Literary Text (RL)

'Principles of Reading,' listed first in this document, are the primary focus of Letterland. As shown in detail in the chart below, Letterland meets all 'Principles of Reading' Standards. These standards are repeated word for word in the 'Reading - Informational Text; section of the South Carolina document. For brevity, they are listed in this document only once. Additional Reading Standards follow this section.

Letterland for Kindergarten provides everything that teachers need to systematically, effectively and thoroughly teach beginning readers to read and spell words based on current research and best practices. Children need to master these skills in order to give full attention to the higher order demands of becoming fully literate. For achieving goals for comprehension, vocabulary growth, and fluency Letterland materials are very useful as a supplement to a full, literacy program that includes text from many sources. The support the Letterland provides in these areas is shown in the list below of the complete standards for Reading - Literacy Text.

Code: ✓ = Fully covered.

S = Supported, additional materials or programs needed.

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Principles of Reading - Kindergarten	Code	Letterland teaching and materials
1. Demonstrate understanding of the organization and basic features of print.		
a. Follow words from left to right, top to bottom, and front to back.	✓	The teacher models and children practice finger-point reading in My Reading Booklet, Sentence Copymasters, Take-Home Readers, and <i>Phonics Readers</i> . A Reading Direction sign is posted and referred to often in Letterland kindergarten classrooms.
b. Recognize that spoken words are represented in written language by specific sequences of letters.	✓	Children learn to blend and segment simple words, beginning with Day 32 of instruction in a variety of activities including Live Reading and Spelling (where children enact letter behavior).
c. Understand that words are separated by spaces in print.	✓	Children practice finger point reading to match their voice to print. They build sentences with word cards and write sentences leaving spaces between the words.
d. Recognize and name all upper- and lowercase letters of the alphabet.	✓	The Letterland characters help children quickly connect letter shapes and sounds. The characters each do a Capital Letter Trick that makes it easy for children to remember both shapes. While sounds are given priority in order to facilitate blending and segmenting words, a recent comparison showed that children in Letterland classes learned letter names more quickly than similar groups of children in classes that start by teaching letter names only.

Principles of Reading - Kindergarten	Code	Letterland teaching and materials
2. Demonstrate understanding of spoken words, syllables, and sounds.		
a. Recognize and produce rhyming words.	✓	Children work with pictures to match rhyming words. With take-home activities, they listen to their parents read a poem and then choose a final word that rhymes and fits the content.
b. Count, pronounce, blend, and segment syllables in spoken words.	✓	The National Reading Panel Report states that effective phonological awareness programs focus on only one or two types of sound manipulation and further says, "Teaching students to segment and blend benefits reading more than a multiskilled approach." Letterland follows this advice with a concentration on blending and segmenting for phonological instruction.
c. Blend and segment onsets and rimes of single-syllable spoken words.	✓	A sequence of 30 lessons feature blending and segmenting of onsets and rimes. Children practice these skills in Live Reading and Spelling and other activities. They also finger tap with one finger for the onset and two fingers together for the rime.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	✓	Children begin with initial sounds and match these to pictured words. On Day 32 of the school year they begin to isolate the sounds in simple words with VAKT methods. They practice this frequently in a variety of activities.
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	✓	Children blend and segment words using letter cards, magnetic letters, and written letters as soon as the first seven letters are learned. They substitute sounds in words in the initial, medial, and final position to make new words.
3. Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Produce one-to-one letter-sound correspondences for each consonant.	✓	Children learn the most common sounds of all 26 letters within the first four weeks of school. They review these sounds, a few common variant sounds and high frequency digraphs daily. They also use these sounds in frequent reading and spelling words.
b. Associate long and short sounds of the five major vowels with common spellings.	✓	The short vowels are emphasized in blending and segmenting in early lessons (e.g. cap, bed, hug) but long vowels are briefly introduced as well. Long Vowel spellings are learned later in the year including open syllables (we, go), Magic e (cake, hide), and Vowel Men Out Walking (tree, boat).
c. Read regularly spelled one-syllable words.	✓	Children read decodable words daily in a variety of activities in and out of context.
d. Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	✓	Children sound out words that other children form with Live Spelling or that the teacher forms with letters. Frequently words are changed by one letter for children to sound out again. Spelling is handled in similar activities.

Principles of Reading - Kindergarten	Code	Letterland teaching and materials
e. Read common high-frequency words.	✓	Twenty-five high-frequency words are learned by tracing the letters while spelling aloud and by frequent use in context. Additional regularly-spelled, high-frequency words are learned by decoding practice and repeated use in context.
f. Recognize grade-appropriate irregularly spelled words.	✓	Irregular, high-frequency words are learned by, recognizing the letters that are decodable and those that are not, tracing letters while spelling aloud and by frequent use in context and writing.
4. Read with sufficient accuracy and fluency to support comprehensions.		
a. Read emergent-reader texts with purpose and understanding.	✓	Children read and reread brief emergent-reader text daily in first semester in <i>My Letterland Reading Booklet</i> . In second semester, there are copymasters for twelve booklets with predictable/decodable stories and two plays. Children learn the words and build sentences that culminate in reading these booklets. Supplemental <i>Phonics Readers</i> provide decodable stories that follow the phonics sequence of the lessons.
b. Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	S	The resources above provide a good deal of text for developing accuracy, rate and expression, however, additional sources for a variety and abundance of text are also needed.
c. Use picture cues to confirm or self-correct word recognition and understanding.	✓	The illustrations in <i>Phonics Readers</i> are designed to supplement the text and to avoid 'giving away' the words, but instead to help the reader confirm or self-correct once they have decoded the words.

The following Standards (5-13) involve reading and understanding stories. The Letterland materials for these standards include the following: *Take-Home Readers* included on the *Teacher's Guide CD* and two optional products for children to read, *Phonics Readers Sets 1-3* and *Letterland Stories Level 1*. In addition, *My Alphabet Storybooks* provide stories for the teacher to read aloud and also include simple words and sentences for children to read as well. While Letterland materials strongly supplement teaching in the areas of comprehension, vocabulary growth and fluency, additional materials from other sources are needed for a complete literacy program.

Meaning and Context - Kindergarten	Code	Letterland teaching and materials
5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		

Meaning and Context - Kindergarten	Code	Letterland teaching and materials
a. With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	S	<i>Phonics Readers</i> provide engaging stories for asking and answering questions. Support includes a downloadable guide for teacher. For read-aloud, <i>My Alphabet Storybooks</i> are useful for this standard.
b. With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	S	Making predictions based on the title and illustrations on the initial pages is a regular activity with each new Phonics Reader Story.
6. Summarize key details and ideas to support analysis of thematic development.		
a. Describe the relationship between illustrations and the text.	S	Illustrations in <i>Phonics Readers</i> are designed to support the text not replace it. Children can compare these two types of information in each story.
7. Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.		
a. With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	S	While early stories in <i>Phonics Readers</i> are necessarily simple, they do show a series of connected actions that can be used for retelling. Later stories provide a fuller story context to discuss. The Story Stone activity helps enable children to collectively retell the story.
b. Read or listen closely to compare familiar texts.	S	Stories in the Phonics Reader series can be compared to each other or to similar text from other sources
8. Analyze characters, settings, events, and ideas as they develop and interact within a particular context.		
<p>With guidance and support, read or listen closely to:</p> <ol style="list-style-type: none"> describe characters and their actions; compare characters' experiences to those of the reader describe setting; identify the problem and solution; and identify the cause of an event. 	S	Children can find all of these story elements and more in Phonics Reader stories. Some stories center around the letter characters like Sammy Snake and Annie Apple, while others present more realistic human characters in settings and situations familiar to young children. These brief stories along with <i>My Alphabet Storybooks</i> make perfect starting points for learning to think about and discuss stories. As children read or listen to more complex stories, they will be able to transfer what they have learned to more demanding texts.

Language, Craft and Structure - Kindergarten	Code	Letterland teaching and materials
9. Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		
a. With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	S	<i>Phonics Readers</i> include multiple examples of each of these literary devices that children will be able to identify in these simple, readable stories. For read-aloud, <i>My Alphabet Storybooks</i> can be used similarly.
b. With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	S	The delightful illustrations and simple but naturalistic language of <i>Phonics Readers</i> allows young readers to recognize how words, punctuation and other conventions, and visual artistry can convey feelings, provide sensory suggestions, and enhance the story meaning.
10. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		
a. With guidance and support, ask and answer questions about known and unknown words.	S	The vocabulary in beginning reading materials is usually limited to words already known orally to nascent reader. Read-aloud materials such as <i>My Alphabet Storybooks</i> will be useful for this standard.
b. With guidance and support, identify new meanings for familiar words and apply them accurately.	S	Most words in <i>Phonics Readers</i> and <i>My Alphabet Storybooks</i> will be familiar to most children but some new meanings and a few new words will be encountered especially for ELL students. Illustrations support the meanings of many words.
c. With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	S	Inflectional endings are gradually introduced in this order: -s (noun and verb forms), -ing , -ed .
d. With guidance and support, identify the individual words used to form a compound word.	S	Compound words can be identified in later stories in <i>Phonics Readers</i> and in some of <i>My Alphabet Storybooks</i> as well.
e. With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	S	Teachers can follow up on new words and meanings with Letterland’s <i>My First Dictionary</i> (especially helpful for ELLs) and with the multitude of useful resources online from multiple sources.
f. With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	S	As children engage in activities like Story Stone, Plan and Play and Interview a Character they take ownership of the words, phrases and meanings that they have been reading.

Language, Craft and Structure - Kindergarten	Code	Letterland teaching and materials
11. Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.		
a. Identify the author and illustrator and define the role of each.	—	Most Letterland volumes do not identify the authors and illustrators on the title page or cover but in small print on the copyright page.
b. Identify who is telling the story, the narrator or characters.		A mix of third person and first person narrators in the <i>Phonics Readers</i> allow children to explore this aspect of storytelling.
12. Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		
a. Recognize and sort types of literary texts.		Letterland materials in addition to narratives include some poems and plays which along with texts from other sources help meet this standard.
b. Recognize the crafted text structure of recurring phrases.		Many recurring phrases are weaved meaningfully into <i>Phonics Readers</i> and <i>My Alphabet Storybooks</i> .

Range and Complexity - Kindergarten	Code	Letterland teaching and materials
13. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		
a. Engage in whole and small group reading with purpose and understanding.	S	The Guide to Teaching with <i>Phonics Readers</i> provides several suggestions for small and whole group reading with a focus on meaning.
b. Read independently for sustained periods of time to build stamina.	S	Children reread previously read stories as a part of sustained reading often with partners.
c. Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	S	Children love to make a plan to role-play the stories they have read and then act them out (Plan and Play activity). This leads to more active attention and deeper thinking about the stories.



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Reading - Literary Text (RL)

'Principles of Reading,' listed first in this document, are the primary focus of Letterland. As shown in detail in the chart below, Letterland meets all 'Principles of Reading' Standards. These standards are repeated word for word in the 'Reading – Informational Text; section of the South Carolina document. For brevity, they are listed in this document only once. Additional Reading Standards follow this section.

Letterland for grade one builds on kindergarten learning to provide 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. For achieving goals for comprehension, vocabulary growth, and fluency Letterland materials are very useful as a supplement to a full, literacy program that includes text from many sources. The support the Letterland Grade One provides in these areas is shown in the list below of the complete standards for Reading – Literacy Text.

Code: ✓ = Fully covered. S = Supported, additional materials or programs needed. – = Not covered

Principles of Reading - Grade One	Code	Letterland teaching and materials
1. Demonstrate understanding of the organization and basic features of print.		
a. Recognize the distinguishing features of a sentence.	✓	Children write dictated sentences and original sentences with words from each Unit. They receive feedback on conventions from peers and the teacher, and they correct as needed.
2. Demonstrate understanding of spoken words, syllables, and sounds.		
a. Distinguish long from short vowel sounds in spoken single-syllable words.	✓	Children segment words to identify vowel sounds and match them to short vowel Letterlanders or to long vowels represented by five Vowel Men.
b. Orally produce single-syllable words by blending sounds, including consonant blends.	✓	Children blend sounds in Pocket Chart Reading activities and in Live Reading. They use multi-sensory 'finger-sounding' in these exercises and any time that they encounter an unknown word. They begin working with consonant blends once decoding CVC words is consolidated. Children use multi-sensory finger sounding to segment words into phonemes in various daily word-building activities reading and spelling.
c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.	✓	Children use multi-sensory finger sounding to segment words into phonemes in various daily word-building activities reading and spelling.

Principles of Reading - Grade One	Code	Letterland teaching and materials
d. Segment spoken single-syllable words into their complete sequence of individual sounds.	✓	In Live Spelling, individual word building and various spelling activities, children segment words of two to five sounds every day.
3. Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Demonstrate the sound correspondences for common consonant digraphs.	✓	All common consonant digraphs are taught with pictograms and brief phonics stories and practiced to automaticity with plain letters in and out of context.
b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	✓*	Practice with two syllable words is begun in Grade One and expanded in Grade Two.
c. Read a two-syllable word by breaking the word into syllables.	✓*	Common two syllable patterns such as final er and final y with the long e sound are taught in Grade One. For most two-syllable words, the teacher indicates the syllable division and children decode and combine the syllables. Extensive study of multi-syllable words is continued throughout Grade Two.
d. Use final-e and common vowel team conventions to read words with long vowel sounds.	✓	Final silent-e and all common vowel teams are thoroughly taught, practiced and reviewed to automaticity to ensure accurate and confident reading and spelling.
e. Read words with inflectional endings.	✓	Inflectional endings (-s, -ing, -ed) are learned with Letterland story logic and engaging practice activities for reading and spelling. Children learn to read and spell the words by recognizing the base word and adding the suffix.
f. Recognize and read grade-appropriate irregularly spelled words.	✓	Each weekly Unit introduces 2-4 irregular, high-frequency words along with 10 decodable words. Irregular words are learned with the multi-sensory '3-by-3 Strategy.'
4. Read with sufficient accuracy and fluency to support comprehension.		
a. Read grade-level text with purpose and understanding.	✓	Each of the 45 Units includes an engaging decodable story that can be copied for each student. Teachers guide children in comprehension activities with each story.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓	Children reread the stories with choral reading and partner reading, building rate, accuracy and expression. They also build automatic word recognition through varied activities including charting their rate on reading weekly word lists or stories.

Principles of Reading - Grade One	Code	Letterland teaching and materials
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	Unit stories provide a rich context for coaching word recognition strategies and for practicing self-correction and reading for meaning. Specific teacher strategies for coaching oral reading are provided.

Reading Standards for Literature

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

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Meaning and Context - Grade One	Code	Letterland teaching and materials
5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		
a. Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	S	Unit stories for each of 45 units, provide text to teach and practice asking and answer questions about details, make inferences, and draw conclusions.
b. Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	S	'Before reading' suggestions for each Unit story include making predictions and having children recall background knowledge and experiences.
6. Summarize key details and ideas to support analysis of thematic development.		
a. Describe the relationship between the illustrations and the characters, setting, or events.	S	Limited illustrations allow for comparing the contributions of pictures and text to understanding of characters, setting and events. Story Map activities enhance attention to these elements of stories
7. Analyze the relationship among ideas, themes, or topics in multiple media formats, and in visual auditory, and kinesthetic modalities.		

a. Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	S	The 'story stone' activity, which can be used with any text, focuses on retelling and listening to classmates' contributions to retellings. Children can use the details to consider the theme of many of these simple texts.
b. Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	S	The brief Unit stories can be compared to other stories from other sources. They include poems, stories, plays and descriptions of animals in natural settings.
8. Analyze characters, settings, events, and ideas as they develop and interact within a particular context.		
a. Read or listen closely to: <ul style="list-style-type: none"> describe characters' actions and feelings; compare and contrast characters' experiences to those of the reader describe setting; identify the plot including problem and solution; and describe cause and effect relationships 	S	The Unit Stories provide simple decodable text in the beginning and progress toward more complexity as children's ability advances. The Story Map activity helps children focus on these story elements and relationships. The Plan and Play activity involves children in discussing how to role-play the story and then act it out to deepen their understanding, their motivation, and awareness of these details in subsequent stories.

Language, Craft and Structure - Grade One	Code	Letterland teaching and materials
9. Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		
a. Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	S	Unit Stories include many examples of each of these literary devices that children will be able to recognize and discuss.
b. Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	S	Many of the brief Unit stories provide many examples of these author and illustrator tactics.
10. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		
a. Ask and answer questions about known and unknown words.	S	
b. Identify new meanings for familiar words and apply them accurately.	S	

Language, Craft and Structure - Grade One	Code	Letterland teaching and materials
c. Use inflectional endings and affixes to determine the meaning of unknown words.	S	Inflectional endings, prefixes and suffixes are taught systematically and featured in Unit Stories as they are introduced.
d. Identify the individual words used to form a compound word.	S	Unit 40 focuses on compound words and the accompanying story uses dozens of them.
e. Use print and multimedia resources to explore word relationships and nuances in word meanings.	S	Children can use print and multimedia resources to learn more about topics and word meanings introduced in the Unit Stories.
f. Use words and phrases acquired through talk and text; explore nuances of words and phrases.	S	With the 'Plan and Play' activity children make the Unit stories and language come alive as they plan a simple role-play and then act out the stories cooperatively.

11. Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

a. Identify the author's purpose—to explain, entertain, inform, or convince.	S	Children will be able to identify the author's purpose in many of the Unit stories. Some stories 'explain' how to remember correct spellings, others are simply for fun or 'entertainment', and still others 'inform;' children about various animals or convince the reader of the importance of recycling.
b. Distinguish who is telling the story at various points in a text, the narrator or characters.	S	While most stories are told in third person, may feature dialogue, and several are first person narratives.

12. Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

a. Classify literary texts according to characteristics of a genre.	S	The Unit Stories include stories about Letterland characters and stories about realistic human characters. They include plays, poems, stories that provide mnemonics for correct spelling, and descriptions of animals in natural settings.
b. Recognize how the author uses crafted text structures of recurring phrases and dialogue.	S	Many of the Unit Stories include recurring phrases and dialogue.

Range and Complexity - Grade One	Code	Letterland teaching and materials
13. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		

Range and Complexity - Grade One	Code	Letterland teaching and materials
a. Engage in whole and small group reading with purpose and understanding.	S	The <i>Teacher's Guide</i> includes many suggestions for whole and small group reading including ideas for discussions or activities before and after reading each Unit Story.
b. Read independently for sustained periods of time to build stamina.	S	Unit stories can be one source for sustained reading as children reread previously taught stories on their own or with a partner.
c. Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	S	The brief, relatively simple Unit stories provide practice on a limited basis in these goals for readers. These goals should be addressed further in more complex stories from other sources.



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Principles of Reading

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Letterland for grade two one builds on kindergarten and first grade learning to provide everything that teachers need to systematically, effectively and thoroughly teach second graders to read and spell more complex 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. For achieving goals for comprehension, vocabulary growth, and fluency Letterland materials are very useful as a supplement to a full, literacy program that includes text from many sources. The support the Letterland Grade Two provides in these areas is shown in the list below of the complete standards for Reading – Literacy Text.

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Principles of Reading - Grade Two	Code	Letterland teaching and materials
1. Demonstrate understanding of the organization and basic features of print.	✓	Coverage of these standards is explained full in the kindergarten and grade one sections. The Intervention section of the <i>Grade Two Teacher's Guide</i> provides specific teaching strategies for second graders with continuing needs in these areas.
2. Demonstrate understanding of spoken words, syllables, and sounds.	✓	
3. Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Use knowledge of r-controlled vowels to read.	✓	R-controlled vowels are introduced in grade one and their teaching extended to more advanced words and patterns in grade two Units 12-14 and 23-25.
b. Use knowledge of how syllables work to read multisyllabic words.	✓	Teaching opened and closed syllable types in multi-syllable words are introduced in Unit 1 and the remaining syllable types and syllable division are taught in subsequent Units.
c. Read irregularly spelled two-syllable words and words with common prefixes and suffixes	✓	Irregular words are taught systematically across the year and prefixes and suffixes are the focus of several units and reviewed in all Units.

Principles of Reading - Grade Two	Code	Letterland teaching and materials
d. Use and apply knowledge of vowel diphthongs.	✓	Diphthongs are the focus of Units 20-21 including alternate spellings of these sounds.
e. Use and apply knowledge of how inflectional endings change words.	✓	Inflectional endings -s, -es, -ed, and -ing are taught along with spelling changes needed related to base word letter patterns.
f. Recognize and read grade-appropriate irregularly spelled words.	✓	Each Unit teaches two or three high-frequency words with irregular or challenging spelling patterns.
4. Read with sufficient accuracy and fluency to support comprehension.		
a. Read grade-level text with purpose and understanding.	✓	Unit Story introductions in the <i>Teacher's Guide</i> help students set purposes and story discussions and special activities ensure understanding.
b. Read on-level text orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	✓	Unit Stories in the form of plays facilitate meaningful reading and rereading to improve oral reading and understanding. The Unit Stories indicate the 100th word and the 200th word to facilitate tracking of rereadings to improve accuracy, rate and expression.

Reading Standards for Literature

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

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Meaning and Context - Grade Two	Code	Letterland teaching and materials
5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		
a. Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	S	The 42 Unit Stories in the forms of plays provide many opportunities for asking and answering such questions.

Meaning and Context - Grade Two	Code	Letterland teaching and materials
<p>b. Make predictions before and during reading; confirm or modify thinking.</p>	<p>S</p>	<p>Making predictions and reading to confirm or modify them can be used with each of the Unit Stories. Further comprehension suggestions are included in the <i>Teacher's Guide</i> Appendix.</p>
<p>6. Summarize key details and ideas to support analysis of thematic development.</p>		
<p>a. Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</p>	<p>S</p>	<p>Children will enjoy discussion of the varied Unit Story characters, settings and plots. Discussions are supported by activities such as Story Map and Interview a Character.</p>
<p>7. Analyze the relationship among ideas, themes, or topics in multiple media formats, and in visual auditory, and kinesthetic modalities.</p>		
<p>a. Retell the sequence of major events using key details; determine the theme in a text heard or read.</p>	<p>S</p>	<p>Children can retell major events in and determine the theme in Unit Stories and in text from other sources.</p>
<p>b. Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.</p>	<p>S</p>	<p>Children can compare similar story types within the Unit Stories such as two mystery stories, three stories that provide factual information about animals, two stories about robots. They can also compare Unit Stories such as animal fables and a fairytale to texts from other sources. The supplemental Letterland <i>Phonics Readers</i>, Set 4 provide several stories that are based on folk tales that can be compared to the originals as part of this type of study.</p>
<p>8. Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p>		
<p>a. Read or listen closely to:</p> <ul style="list-style-type: none"> • compare and contrast characters' actions, feelings, and responses to major events or challenges; • describe how cultural context influences characters, setting, and the development of the plot; and • explain how cause and effect relationships affect the development of plot. 	<p>S</p>	<p>Unit stories provide many opportunities to study characters and cause and effects in relations to the story plots. Other resources will be needed to study a variety of cultural context.</p>

Language, Craft and Structure - Grade Two	Code	Letterland teaching and materials
9. Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		
a. Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.	S	The Unit Stories include multiple examples of similes, alliteration, onomatopoeia while metaphors are limited in these plays. These stories along with those from other sources allow children to identify and explain these devices.
b. Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	S	Children will find many of these uses of language and illustrations in the Unit Stories.
10. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		
a. Use context to determine the meaning of words and phrases.	S	While Unit Stories early in the year focus on words already familiar in meaning to children, later stories provide many opportunities for applying context to find the meaning.
b. Determine the meaning of a newly formed word when a known affix is added to a known word.	S	Inflectional endings, prefixes and suffixes are taught systematically and featured in Unit Stories as they are introduced.
c. Use a base word to determine the meaning of an unknown word with the same base.	S	Unit 26 lessons and the accompanying Unit Story focus on prefixes that allowing children to compare base words and their meaning when paired with a prefix.
d. Use the meanings of individual words to predict the meaning of compound words.	S	Unit Stories include many examples of compound words and children apply their study of this topic from grade one to determine the meaning of these compound words.
e. Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.	S	Children can use print and online dictionaries to help consolidate the meanings of ‘New Vocabulary’ in the Unit stories.
f. Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.	S	Unit Stories in the latter part of the year include more academic and some domain-specific words that can lead to discussion of their nuances of meaning.
11. Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.		

Language, Craft and Structure - Grade Two	Code	Letterland teaching and materials
a. Identify and analyze the author’s purpose.	S	While many of the Unit Stories primarily focus on reading enjoyment and exposure to specific spelling patterns, a number of stories do provide science and historical information, provide mnemonics for correct spelling, or explain how to construct a story.
b. Recognize differences between the points of view and perspectives of the narrator and various characters.	S	Children will find examples of differing points of view in many Unit stories including one that focuses on the different perceptions of between animals in a nature park and the human visitors (Unit 25).
12. Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		
a. Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	S	The relatively brief Unit Stories provide many examples for children to consider of how the story in play form is introduced and concluded.
b. Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts	S	Two examples of seesaw text are found in stories for Units 3 and 12. Other text structures include poems and mysteries.
13. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		
a. Engage in whole and small group reading with purpose and understanding.	S	The <i>Teacher’s Guide</i> includes many suggestions for whole and small group reading including ideas for discussions or activities before and after reading each Unit Story.
b. Read independently for sustained periods of time to build stamina.	S	Unit stories can be one source for sustained reading as children reread previously taught stories on their own or with partners.
c. Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	S	The engaging Unit stories provide practice on a limited basis in these goals for readers. These goals should be addressed further in more complex stories from other sources.

Reading Standards for Informational Text - K-2

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



Letterland Correlation to South Carolina College - and Career-Ready Standards and Indicators

Principles of Reading

'Principles of Reading' are a major focus of Letterland teaching in Kindergarten through Grade Two. Students from classrooms where Letterland is fully implemented and taught should be competent in the skills listed for previous grades. As third graders, they are ready to build upon and to continue to apply earlier learning to meet the standards specifically designated for their grade level as listed below. Correlations to Literary and Informational Reading follow.

Code: ✓ = Fully covered. S = Supported, additional materials or programs needed. - = Not covered

Principles of Reading – Grade Three	Code	Letterland teaching and materials
3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.	✓	A major focus of <i>Letterland Grade Three</i> is teaching the most useful morphemes including prefixes, roots, and suffixes in order to read, spell and understand academic vocabulary needed by third graders. Students learn key words to recall the meanings of each morpheme.
3.6 Read grade-appropriate irregularly spelled word.	✓	Each of the 30 Units includes five 'Basic Words,' high-frequency words that are frequently misspelled by third graders, along with 12 more challenging words. Students practice spelling these words along with learning the meanings, word structure, and spellings of the more advanced academic words.

Reading Standards for Literature

As shown in various vocabulary items below *Letterland Grade Three* can play a leading role in learning about words and their meanings. Beyond the word level skills, Letterland provides limited text for learning and practicing fluency and comprehension. In grade three, there is a weekly passage of 200-300 words. Each passage contains all or most of the academic vocabulary for the Unit and a focus on a third-grade topic of interest in a narrative or informational style. Each passage is written as if an actual third grader or group of third graders were the author. The passages can serve as models for students in their own writing. With these passages, Letterland can play a strong supplemental role in contextual reading but is not intended to be the primary source of text. In addition to Letterland materials, children need further practice reading from a broad range of text types and subjects at their instructional levels and advancing into more challenging text as their abilities improve.

Meaning and Context – Grade Three	Code	Letterland teaching and materials
5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	S	Unit Passages provide many opportunities to ask literal and inferential questions. Because they are brief texts, they can be used to teach and practice how to use the text to support inference and conclusions. Students can then use the strategies they have learned in longer texts. In Unit 27 'Just Breathe' the author writes directly about inferences and challenges the reader to infer about the subject matter of the piece.
6. Summarize key details and ideas to support analysis of thematic development.		
6.1 Determine the theme by recalling key details that support the theme.	S	Many of the passages can be used to explore themes including overcoming shyness in Unit 2 'Blushing at the Piano' or why the dog pound has a new name and purpose in Unit 8 'Animal Adoption Center.'
7. Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.		
7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	S	Since the Unit Passages do not include illustrations, students can discuss what illustrations might make the story clearer or enhance its appeal. They might even attempt their own illustrations.
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	S	Students can use Unit Passages such as 'Flying Fish' (Unit 10) to see how an author uses a character to get his niece and nephew off the couch to go fishing. They can compare this story to 'The Planetarium' (Unit 24) where Isabella's aunt surprises her with an interesting outing.
8. Analyze characters, settings, events, and ideas as they develop and interact within a particular context.		
8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.	S	In the 'Visiting Author,' (Unit 5) a character who is a writer of books for children, talks directly about how she introduces a character. In 'Try, try, again' (Unit 11), students learn about how Thomas Edison's early years foreshadowed his curiosity, persistence and success as an inventor.

Language, Craft and Structure – Grade Three	Code	Letterland teaching and materials
9. Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		
9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	S	In ‘I Am an Okapi’ (Unit 18) the author uses personification with the animal serving as narrator for a fact-filled passage about this African unusual African species. In ‘Just Breathe’ (Unit 6) our bronchial tubes are compared to the branches of a tree.
9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	S	The author of ‘Rainforest’ (Unit 27) creates a fascinating picture o of tropical rainforests with words such as strange, lush, generous and tenacious to describe everything from the plants and animals to the people who live there.
10. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		
10.1 Use paragraph-level context to determine the meaning of words and phrases.	✓	Every Unit Passage includes a conclusion that features two ‘Challenge; words. Children use clues in this section that often go beyond the sentence containing the word, encouraging them to use all the available information to understand the word’s meaning.
10.2 Determine the meaning of a word when an affix is added to a base word.	✓	Morphemes are one of three major strands of <i>Letterland Grade Three</i> . Along with numerous root words, children learn 19 prefixes and 20 suffixes, many of Latin origin. They learn the meaning of these affixes with key words and practice applying this meaning to various words containing these morphemes.
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases	S	The <i>Teacher’s Guide</i> recommends an especially helpful online site for teachers and students to find pronunciations and learner-friendly definitions and examples for words.
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	✓	The 30 Unit Lists include over 360 words chosen for their general or domain-specific academic value for third graders and beyond. Students practice using these words in various context and vocabulary exercises that help them learn the variations and nuances of meaning.
11. Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.		

Language, Craft and Structure – Grade Three	Code	Letterland teaching and materials
11.1 Explain the differences between first and third person points of view.	S	Most of the Unit Passages are written in first person, but often contain information stated in the style of a third person informational text.
11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.	S	Many of the Unit Passages provide opportunities for student to compare their own point of view to that of the narrator or other character.
12. Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		
12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	S	While brief, the Unit Passages include a variety of genres for children to compare including personal narratives, persuasive essays, fantasy, biography, and information articles on history, civics, health, language, science and math subjects. Paragraph structures include cause and effect, descriptive, problem/solution, and more.
12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	S	Students will find a variety of crafted text structures in the Unit Passages including several written in a question-answer format, a number of collections of various students’ contributions to a class project, and one written as a series of postcard messages sent home from Yellowstone Park.

Range and Complexity – Grade Three	Code	Letterland teaching and materials
13. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		
13.1 Engage in whole and small group reading with purpose and understanding.	S	The weekly Unit Passages include blanks for students to fill-in with Unit Words. Students work together in small cooperative groups to read and discuss the passage and the clues that help them choose the best word for each blank. Then the discussion is extended to the whole class.
13.2 Read independently for sustained periods of time to build stamina.	--	Unit Passages may inspire students to seek more information from other sources but are too brief for sustained reading.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	S	By working in small student-lead groups on the Unit Passage and vocabulary exercises students have a chance to develop and share their own thinking.

Reading Standards for Informational Text

Letterland helps provide children with the reading competence, confidence and motivation to read all types of text. *Letterland Grade Three* does include weekly passages that support vocabulary, comprehension and fluency growth put are most effective when combined with a variety of literary and informational text to provide an complete, effective, robust literacy program.

Meaning and Context – Grade Three	Code	Letterland teaching and materials
5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	S	Unit Passages provide many opportunities to ask literal and inferential questions. Because they are brief texts, they can be used to teach and practice how to use the text to support inference and conclusions. Students can then use the strategies they have learned in longer texts. In Unit 6 'Just Breathe' the author writes directly about inferences and challenges the reader make inferences about lungs and respiration.
6. Summarize key details and ideas to support analysis of central ideas.		
6.1 Summarize multi-paragraph texts using key details to support the central idea.	S	The many informational texts provided in Unit Passages provide excellent place to start learning to summarize because while they are multi-paragraph, they are not overly long and usually have a clear central idea.
7. Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.		
7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	S	While the Unit Passages each have a unique topic, they can be compared to texts from other sources on similar academic subjects.

Language, Craft and Structure – Grade Three	Code	Letterland teaching and materials
8. Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.		

Language, Craft and Structure – Grade Three	Code	Letterland teaching and materials
8.1 Explain how the author uses words and phrases to inform, explain, or describe.	S	Many Unit Passages have examples of effective language use. In ‘Are You Planning a Trip to Mars?’ (Unit 20), the third grade narrator compares a trip to Mars to “three kids in back seat of a car...for 500 days.’ In ‘Post Cards from Yellowstone’ (Unit 23) the young narrator describes a geyser as ‘a sparkling column of water shooting straight up in the air.’
8.2 Use knowledge of appendices, time lines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	S	In ‘City Planning’ (Unit 16), they use a table of information comparing the recommended uses for a plot of city owned land.
9. Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		
9.1 Use paragraph-level context to determine the meaning of words and phrases.	✓	Every Unit Passage includes a conclusion that features two ‘Challenge; words. Children use clues in this section that often go beyond the sentence containing the word, encouraging them to use all the available information to understand the word’s meaning.
9.2 Determine the meaning of a word when an affix is added to a base word.	✓	Morphemes are one of three major strands of <i>Letterland Grade Three</i> . Along with numerous root words, children learn 19 prefixes and 20 suffixes, many of Latin origin. They learn the meaning of these affixes with key words and practice applying this meaning to various words containing these morphemes.
(No 9.3 item in original document) 9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	S	The <i>Teacher’s Guide</i> recommends an especially helpful online site for teachers and students to find pronunciations and learner-friendly definitions and examples for words.
9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	✓	The 30 Unit List includes over 360 words chosen for their general or domain-specific academic value for third graders and beyond. Students practice using these words in various context and vocabulary exercises that help them learn the variations and nuances of meaning.
10. Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.		
10.1 State the author’s purpose; distinguish one’s own perspective from that of the author.	S	In ‘Hooray! Ballet!’ (Unit 14), for example, the narrator describes the changing perspective of her classmates about ballet. Readers can compare their own perspective after reading the piece.
11. Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.		

Language, Craft and Structure – Grade Three	Code	Letterland teaching and materials
11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	S	'City Planning' (Unit 16) is of several passages with a problem solution format. Many of the passages describe people, places, and processes. Three of the informational passages are written with question and answer structure.
11.2 Describe the structures an author uses to support specific points.	S	The required steps in a student project are delineated and followed in 'Learning and Earning' (Unit 4).

Range and Complexity – Grade Three	Code	Letterland teaching and materials
12. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		
13.1 Engage in whole and small group reading with purpose and understanding.	S	The weekly Unit Passages include blanks for students to fill in with Unit Words. Students work together in small cooperative groups to read and discuss the passage and the clues that help them choose the best word for each blank. Then the discussion is extended to the whole class.
13.2 Read independently for sustained periods of time.	--	Unit Passages may inspire students to seek more information from other sources but are too brief for sustained reading.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	S	The engaging Unit stories provide practice on a limited basis in these goals for readers. These goals should be addressed further in more complex stories from other sources.