

Letterland Correlation to Florida English Language Arts B.E.S.T. Standards for Kindergarten



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

Strand: FOUNDATIONAL SKILLS

Foundational skills are the primary focus of Letterland teaching. Letterland for Kindergarten provides everything that teachers need to systematically, effectively and thoroughly teach beginning readers to read and spell words based on current research and best practices. Children need to master these skills in order to give full attention to the higher order demands of becoming fully literate. As shown in detail in the chart below, Letterland meets all Florida standards for foundational skills.

ELA.K.F FOUNDATIONAL SKILLS (Kindergarten)	Code	Letterland teaching and materials
1.1 Demonstrate knowledge of the basic concepts of print.		
a. Locate a printed word on a page.	✓	<i>Phonics Readers, Sets 1 and 2 and Take-Home Readers</i> are excellent resources for teaching students to locate a word on page. Teachers point to a word and students finger point read the sentence stopping on the word to identify it. Teachers and students can discuss letters and words and identify words on the page.
b. Distinguish letters from words within sentences.	✓	The kindergarten texts listed above can be used to help students differentiate the concepts of letters and words. Students also build sentences with word cards. Teachers can have them count letters in a word, words in a sentence and identify both letters and words.
c. Match print to speech to demonstrate that language is represented by print.	✓	Teachers model and children practice finger-point reading to match their voice to print. This practice helps develop and assess print to speech match.
d. Identify parts of a book (front cover, back cover, title page).	✓	<i>Phonics Readers</i> can be used each time a story is read to teach and let students demonstrate their understanding of the parts of a book.
e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.	✓	The teacher models and children practice finger-point reading in <i>My Reading Booklet, Sentence Copymasters, Take-Home Readers, and Phonics Readers</i> . A Reading Direction sign is posted and referred to often in Letterland kindergarten classrooms.
f. Identify 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. Plain letter shapes, sounds, and names are taught and practiced to ensure automatic recognition.

ELA.K.F FOUNDATIONAL SKILLS (Kindergarten)	Code	Letterland teaching and materials
g. Recognize that print conveys specific meaning and pictures may support meaning.	✓	By design, <i>Phonics Reader</i> text provides information not included in the illustrations and vice versa. Teachers and students focus on the meaning that the print conveys and that the illustrations support.
1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
a. Blend and segment syllables in spoken words.	✓	<i>Syllable Lessons for Kindergarten</i> provides instruction, practice activities, and assessments for counting, blending, and segmenting syllables.
b. Identify and produce alliterative and rhyming words.	✓	Children begin with initial sounds and match these to pictured words. They produce alliterative words in meaningful categories with the Alliteration Game. At the beginning of Kindergarten they learn about rhyming words with illustrated <i>Vocabulary Cards</i> . They match words that rhyme with Rhyming Pictures in later lessons. With parents, they listen to read-aloud-poems and then produce or choose a final word that rhymes and fits the content.
c. Blend and segment onset and rimes of single-syllable words.	✓	A sequence of 30 lessons features blending and segmenting of onsets and rimes. Children practice these skills in Live Reading and Spelling and picture and word sorting as well. They apply this knowledge in reading <i>Take-Home-Readers</i> .
d. Identify the initial, medial, and final sound of spoken words.	✓	Children begin with initial sounds and match these to pictured words. On Day 32 of the school year they begin to isolate three sounds in simple words with VAKT methods. They practice this frequently in a variety of activities throughout the kindergarten year.
e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.	✓	Children blend and segment words using letter cards, magnetic letters, and written letters as soon as the first seven letters are learned. They substitute sounds in CVC words in the initial, medial, and final position. They add letters to two sound words and to three sound words as they learn consonant blends.
f. Segment and blend phonemes in single-syllable spoken words.	✓	Children blend and segment words with multisensory techniques using letter cards, magnetic letters, and written letters as soon as the first seven letters are learned and throughout the year.
1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.		
a. Demonstrate knowledge of the most frequent sound 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.
b. Demonstrate knowledge of the short and long sounds for the five major vowels.	✓	Short and long vowel sounds are taught with the Letterland characters. Students quickly learn to produce the sounds for plain letters. They practice with 'Quick Dash' and 'Guess Who?' activities to develop accurate and automatic responses.

ELA.K.F FOUNDATIONAL SKILLS (Kindergarten)	Code	Letterland teaching and materials
c. Decode consonant-vowel-consonant (CVC) words.	✓	Students learn to decode CVC words using multisensory methods in activities that include Live Reading, word building, and reading words in text.
d. Encode consonant-vowel-consonant (CVC) words.	✓	Students learn to encode CVC words using multisensory methods in activities that include Live Spelling, word building, written spelling and sentence writing activities.
1.4 High Frequency Words		
1.4 Recognize and read with automaticity grade-level high frequency words.	✓	Children learn high frequency words including decodable words and irregularly spelled words (Tricky Words). Words are practiced in and out of context to develop automatic responses.

Strand: READING

Beyond the foundational word level skills, Letterland provides practices and materials that support accurate reading, fluency and comprehension. In these areas Letterland plays a strong supplementary role but is not intended to address all the needs of learners. Letterland provides a variety of prose and poetry with *Phonics Readers* and *Take-Home Readers*. (Both resources are also available with *Phonics Online*.) Kindergartners will need further reading text beyond Letterland. They also need instruction and practice in comprehension and vocabulary with more challenging texts that are read aloud to them.

ELA.K.R READING (Kindergarten)	Code	Letterland teaching and materials
Standard 1: Reading Prose and Poetry		
1.1 Describe the main character(s), setting, and important events in a story.	S	A great variety of settings and events are provided in the stories. Some include the Letterland characters and others include realistic human characters and events.
1.3 Explain the roles of author and illustrator of a story.	S	The authors and illustrators are not identified in individual stories. Teachers can point out the roles of each and examine the difference contribution of the words and pictures.
1.4 Identify rhyme in a poem.	S	Several poems included in <i>Phonics Readers</i> provide opportunities to identify rhyming words.

ELA.K.R READING (Kindergarten)	Code	Letterland teaching and materials
Standard 2. Reading Informational Text		
<p>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 at the kindergarten level to be a major resource in this area. For this reason, we have not listed the Standards for Informational Text. We recommend that schools use a variety of literary and informational text along with Letterland materials to provide an effective robust literacy program including the many resources recommended in the Florida B.E.S.T. materials.</p>		
Standard 3. Reading Across Genres		
3.1 Identify and explain descriptive words in text(s).	S	Many of the 88 stories in <i>Phonics Readers</i> provide opportunities to examine and discuss descriptive words and how they add to understanding the text.
3.2 Retell a text orally to enhance comprehension:	S	The Letterland texts provide brief memorable stories that students can understand and retell with teacher support. Practice with these simple texts will support students in retelling longer texts read <i>by</i> students or <i>to</i> them.
3.3 Compare and contrast characters' experiences in stories.	S	<i>Phonics Readers</i> and other Letterland texts provide animal stories, realistic fiction, and fantasy with many opportunities to compare and discuss different characters' experiences.



Letterland Correlation to Florida English Language Arts B.E.S.T. Standards for Grade One

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Strand: FOUNDATIONAL SKILLS

Foundational Skills are the primary focus of Letterland teaching. Letterland for Grade One provides everything that teachers need to systematically, effectively and thoroughly teach first graders to read and spell words based on current research and best practices. As shown in detail in the chart below, Letterland meets or supports all Florida foundation standards.

ELA.1.F FOUNDATIONAL SKILLS (Grade One)	Code	Letterland teaching and materials
1.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.		
1.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.	S	Letterland <i>Phonics Readers</i> can be used to locate titles and tables of contents. Text from other sources can be used for locating authors, illustrators, and glossaries.
1.2 Demonstrate phonological awareness.		
a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.	✓	Children segment spoken words into phonemes beginning with three phoneme words and advancing to words that include blends, digraphs, and trigraphs. Segmenting words is included in group activities such as Live Spelling and Pocket Chart Spelling and in individual activities including spelling with <i>Word Builders</i> and written word sorts.
b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.	✓	Children blend sounds in Pocket Chart Reading activities and in Live Reading. The words include digraphs, blends, and trigraphs as they are taught in the Units. Students use multi-sensory ‘finger-tapping’ in these exercises. They apply these skills when they encounter an unknown word in text.
c. Blend single-syllable spoken words with at least five phonemes.	✓	Children blend words in group activities including Live Reading and Pocket Chart reading. They blend in individual activities such as Reading with <i>Letterland Word Builders</i> and in reading text. They progress from blending three phonemes to blending words with initial and final blends (five phonemes).
d. Segment single-syllable spoken words with at least five phonemes.	✓	In Live Spelling, individual word building and various spelling activities, children segment words of up to five phonemes.
e. Segment and blend phonemes in multi-syllable spoken words.	✓	Teachers help students divide words into syllables. Students then segment and blend the phonemes in each syllable.

ELA.1.F FOUNDATIONAL SKILLS (Grade One)	Code	Letterland teaching and materials
1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.		
a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.	✓	Common consonant digraphs and trigraphs are taught with pictograms and brief phonics stories that help children remember their sounds. These letter combinations are practiced to automaticity with plain letters in and out of context. Students learn to blend adjacent consonants. Students apply these phonic patterns to Unit Words and decode them in a variety of activities.
b. Decode simple words with r-controlled vowels.	✓	R-controlled vowels are taught across several Units and reviewed continuously. Students apply r-controlled vowels in decoding, spelling, and reading activities.
c. Decode and encode regularly spelled one-syllable words.	✓	Students decode and spell regularly spelled one-syllable words in each weekly Unit in activities that allow for gradual release of responsibility and mastery.
d. Decode words with inflectional endings.	✓	Inflectional endings including -s , -es , -ing , -ed , -er , and -est are taught and continuously reviewed and applied in word building and in text.
e. Decode two-syllable words with regular patterns by breaking the words 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.
f. Decode words that use final –e and vowel teams to make long-vowel sound.	✓	Silent-e patterns and vowel teams are taught across several weekly units and continuously review and applied going forward.
1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.		
a. Recognize and read with automaticity the grade-level sight words.	✓	High frequency sight words are introduced and practiced systematically for reading and spelling. They are reviewed and practiced in and out of context to build automaticity. Each weekly Unit includes an engaging decodable story that can be copied for each student. Teachers guide children in fluency and comprehension activities with each story.

Strand: READING

Each weekly Unit in Letterland Grade One includes a decodable story aligned with the skills taught in Unit. Additional stories aligned with the Units are provided in *Phonics Readers*, Sets 2 and 3. These stories help develop decoding, accurate reading, fluency and comprehension. In addition to Letterland materials, children need further practice reading other challenging texts in a variety of genres. They also need instruction and practice in comprehension and vocabulary with advanced text that is read aloud to them.

ELA.1.R READING (Grade One)	Code	Letterland teaching and materials
Standard 1: Reading Prose and Poetry		
1.1 Identify and describe the main story elements in a story.	S	Engaging methods including ‘Story Map,’ and ‘Plan and Play’ help children focus on the elements of the Unit Stories and can be applied to other stories as well.
1.2 Identify and explain the moral of a story.	S	Many of Unit Stories and <i>Phonic Reader</i> stories can be used for identifying and explaining the mora.
1.3 Explain who is telling the story using context clues.	S	Some of the Grade One stories are told in first person allowing students to use context clues to infer information about the narrator.
1.4 Identify stanzas and line breaks in poems.	S	Several of the provided stories include poems and rhymes for identifying stanzas and line breaks.
Standard 2: Reading Informational Text		
Letterland helps children develop 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 B.E.S.T. 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.		
Standard 3: Reading Across Genres		
3.1 Identify and explain descriptive words and phrases in text(s).	S	Letterland texts provide many descriptive words and phrases to use in discussing how adjectives add to our understanding of the text.
3.2 Retell a text in oral or written form to enhance comprehension.	S	Strategies to support retelling include ‘Story Map,’ ‘Story Stone,’ and ‘Plan and Play.’
a. Use main story elements at the beginning, middle, and end for a literary text.	S	Students learn story elements with ‘Story Map’ and can use them to retell various stories in sequence.
b. Use topic and important details for an informational text.	S	Other sources of texts will be needed for this objective.

ELA.1.R READING (Grade One)	Code	Letterland teaching and materials
3.3 Compare and contrast two texts on the same topic.	S	Since Letterland texts are primarily fiction they can be used to compare to other stories. The stories are also written in a variety of formats and genre for further comparison.



Letterland Correlation to Florida English Language Arts B.E.S.T. Standards for Grade Two

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Strand: FOUNDATIONAL SKILLS

Foundational Skills are the primary focus of Letterland. Letterland Grade Two provides everything that teachers need to systematically, effectively and thoroughly teach second graders to read and spell words based on current research and best practices. As shown in detail in the chart below, Letterland meets all B.E.S.T. standards Foundational Skills.

ELA.2.F FOUNDATIONAL SKILLS (Grade Two)	Code	Letterland teaching and materials
1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.		
a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy ,ow).	✓	Common variable vowel teams are the focus of several Units. They are taught for decoding and spelling. Students learn these spellings and sounds with Letterland characters and explanatory stories. They quickly transition to responding to the vowel teams automatically as plain letters in words and text.
b. Decode regularly spelled two-syllable words with long and short vowels.	✓	Students begin decoding two-syllable words with long and short vowels in Unit 2 and continue to learn and practice these patterns across the year in various Units
c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop)syllables and consonant -le (e.g., purple, circle, stumble)	✓	Open and closed syllables the focus of Units 1 and 2 and further explored in additional Units. Students learn and practice consonant -le syllables and other syllable types in a later units. They learn these patterns with decoding and spelling activities and apply them in Unit stories.
d. Decode words with common prefixes and suffixes.	✓	Common prefixes and suffixes are the focus of multiple Units and are used and reviewed in subsequent units.
e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	✓	Silent letter combinations ae the focus of multiple Units early in the Grade Two sequence. Students study these patterns for decoding and spelling and in text.

ELA.2.F FOUNDATIONAL SKILLS (Grade Two)	Code	Letterland teaching and materials
1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.		
1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	✓	Each Unit includes a grade-two-level Unit story that provides practice of the skills taught in the Unit as well as review of previous learning. Decodable high-frequency words are taught along with words with similar phonic patterns. Two to three irregular high-frequency words are taught and practiced in each Unit. Students read and reread Unit stories and Review Sentences to build accuracy, fluency, and prosody as well as for vocabulary and comprehension

Strand: READING

Letterland Grade Two texts include 42 Unit Stories in the form of readers’ theater plays and 43 stories in *Phonics Readers*, Sets 3 and 4. With both of these resources, students apply and practice the phonics and other skills taught in specific Units. The stories are also used to develop 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 challenging text from a variety of sources. They also need instruction and practice in comprehension and vocabulary with more challenging text that is read aloud to them

ELA.2.R READING (Grade Two)	Code	Letterland teaching and materials
Standard 1: Reading Prose and Poetry		
1.1 Identify plot structure and describe main story elements in a literary text.	S	The Letterland Grade Two texts provide ample opportunities for students to identify and describe story elements. The Teachers Guide provides guidance on introducing and developing this knowledge with ‘Story Map’ activities. These activities are useful with stories from any source.
1.2 Identify and explain a theme of a literary text.	S	Many of the 85 stories and plays at Grade Two can be used to analyze themes such as cooperation, helpfulness, and self-reliance.
1.3 Identify different characters’ perspectives in a literary text.	S	The Grade Two Unit Stories in the form of plays are ideal for comparing different characters’ perspectives. Many <i>Phonics Readers</i> stories are helpful for this objective, also. A special activity called ‘Interview a Character’ helps focus on this type of information in a creative way. This strategy can be used with stories from other sources as well.

ELA.2.R READING (Grade Two)	Code	Letterland teaching and materials
1.4 Identify rhyme schemes in poems.	S	Many of the Unit Stories incorporate rhymes for identify rhyme schemes. Several <i>Phonics Reader</i> stories are written in the form of longer poems suitable for this type of analysis.
Standard 2: Reading Informational Text		
Letterland helps learners develop the reading competence, confidence and motivation to read all types of text. At present, Letterland does not publish sufficient informational text at Grade Two to be a major resource in this area. For this reason, we have not listed the B.E.S.T. Standards for Informational Text here. We recommend that schools use a variety of literary and informational text along with Letterland to provide an effective robust literacy program.		
Standard 3:Reading Across Genres		
3.1 Identify and explain similes, idioms, and alliteration in text(s).	S	Letterland texts include many examples of alliteration as the letter characters that appear i many stories like to use words that begin with their sound. Students will also find similes and idioms in many of the stories.
3.2 Retell a text to enhance comprehension.	S	Most of the 85 stories provided in Grade Two materials lend themselves to retelling. Strategies that help students develop their comprehension and retelling ability include ‘Story Stone,’ ‘Story Map,’ and ‘Interview a Character.’
a. Use main story elements in a logical sequence for a literary text.	S	The ‘Story Map’ activity, including a story map form for copying or projection, helps students recognize the story elements and use them for retelling in sequence.
b. Use the central idea and relevant details for an informational text.	S	Some Letterland stories present factual information on various topics within the framework of a story or play. The <i>Teacher’s Guide</i> also includes instructions and a form for using the research-based K-W-L Strategy with informational text. This strategy can be used with texts from other sources.
3.3 Compare and contrast important details presented by two texts on the same topic or theme.	S	Some Letterland texts can be used to compare and contrast with texts from other sources. These text includes mystery stories, variations on several folktales, and stories that include factual information .

Letterland Correlation to Florida English Language Arts B.E.S.T. Standards for Grade Three

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Strand: FOUNDATIONAL SKILLS

The Foundational Skills included in the Grade Three B.E.S.T. standards are the primary focus of Letterland at this level. The Grade Three Letterland program consists of three interrelated strands: Word Structure, Vocabulary, and Spelling. Students apply the word level skills they are learning in 30 Unit Passages which are primarily informational texts. These texts help students build reading accuracy, fluency and prosody as well as content knowledge, vocabulary skills, and comprehension.

ELA.3.F FOUNDATIONAL SKILLS (Grade Three)	Code	Letterland teaching and materials
1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words.	✓	Students review all basic phonic patterns in challenging Grade Three and learn new phonic patterns to read and spell more advanced words. They learn the six syllable types and how to divide words into syllables for decoding and spelling.
a. Decode words with common Greek and Latin roots and affixes.	✓	Latin and Greek roots and affixes are a major focus in <i>Letterland Grade Three</i> . The meanings and spellings of these morphemes are taught along with important academic words that include them.
b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).	✓	Common derivational suffixes are introduced in various Units and reviewed across the year. These suffixes along with other morphemes are taught with a key word and an illustration that helps students learn the meaning of the suffixes. Students also learn the effect various suffixes on the part of speech and use in sentences.
c. Decode multisyllabic words.	✓	Decoding of multisyllabic words is a major emphasis in the Letterland program. Students learn the six syllable types and syllable division patterns and apply them in and out of context.
1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	S	Thirty Unit Passages provide reading practice to build accuracy, automaticity, prosody and expression. Students will need to use a variety of text from other sources to fully develop their reading ability.

Strand: READING

ELA.3.R READING (Grade Three)	Code	Letterland teaching and materials
Strand 1: Reading Prose and Poetry		
Letterland helps learners develop the reading competence, confidence and motivation to read all types of text. Grade Three Unit Passages are primarily informational texts. For this reason, we have not listed the B.E.S. T. Standards for Reading Prose and Poetry here. We recommend that schools use a variety of literary text along with Letterland to provide an effective robust literacy program.		
Strand 2: Reading Informational Text		
2.1 Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	S	A number of Unit Passages include text features such as timelines, tables, and question and answer format. A number of passages feature structures of chronology, comparison, or cause and effect. These brief texts can be used to introduce and practice text features and structures. Students can then apply this knowledge in longer, more complex text from other sources.
2.2 Identify the central idea and explain how relevant details support that idea in a text.	S	Many of the Unit Passages are suitable for identifying the central idea and examining supporting details. Because the passages are brief, teachers may find them useful for training students in these skills before students tackle lengthier and more in-depth texts from other sources.
2.3 Explain the development of an author's purpose in an informational text.	S	The Unit Passages present an opportunity to examine and explain an author's purpose in a shorter more narrowly focused text. Students can then apply this knowledge in more challenging texts from a variety of sources.
2.4 Identify an author's claim and explain how an author uses evidence to support the claim.	S	Several Unit Passages can be used to identify an author's claim and the supporting evidence. Because these texts are brief, they may help students learn and practice these concepts that can be applied to more complex texts across the curriculum.
Strand 3: Reading Across Genres		
3.1 Identify and explain metaphors, personification, and hyperbole in text(s).	-	Due to most Unit Passages being informational, students will need to explore these author techniques in other texts.
3.2 Summarize a text to enhance comprehension.	S	The Unit Passages are very suitable for teaching and practicing summarization. Students will need to apply this learning in a variety of other texts as well.
a. Include plot and theme for a literary text.	-	Due to most Unit Passages being informational, students will need to explore use other text for summarizing literary text.
b. Use the central idea and relevant details for an informational text.	S	The many information texts and topics presented in the Unit Passages can be used to introduce using the central ideas and details in a summary. Students will need to apply and practice this skill in many other texts as well.

ELA.3.R READING (Grade Three)	Code	Letterland teaching and materials
3.3 Compare and contrast how two authors present information on the same topic or theme.	S	The Unit Passages include a wide variety of topics. Students and teachers can compare and contrast them with other texts on the same topic.

Strand: Vocabulary

Letterland Grade Three has a strong emphasis on learning useful academic vocabulary. The roots, affixes, and words taught will help students recognize and use the vocabulary across the curriculum.

ELA.3.V VOCUBULARY	Code	Letterland teaching and materials
Standard 1: Finding meaning		
1.1 Use grade-level academic vocabulary appropriately in speaking and writing.	✓	Each of the thirty Units in Letterland Grade Three includes seven vocabulary words chosen for their usefulness in academic subjects. Students learn the meanings with interactive discussion, read the words in Unit Passages, use them in conversations about the text, and apply them in writing related to the passage.
1.2 Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	✓	Common Greek and Latin roots, base words, and affixes are learned in the Grade Three Units. Students apply this knowledge to determine the meanings of words in and out of context.
1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	✓	Using context clues to infer the meaning of academic words are a part of each Unit. The class then consults a dictionary to confirm or revise their understanding. Students learn multiple meanings for words in many Units and build and use background knowledge contained in Unit Passages.