



Letterland Correlation with Virginia Standards of Learning

Correlation Codes:

- ★ Major Letterland focus
- ★+ Letterland goes beyond stated VASOL objective
- ✓ Supportive Letterland objective
- * Other materials are needed for this objective

Oral Language K.1 The student will demonstrate growth in the use of oral language.			Examples from <i>Teacher's Guides</i>		Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies	Vol 1	Vol 2	
a Listen to a variety of literary forms, including stories and poems.	✓	Teachers read Letterland books and stories aloud. Decodable books are read first by the teacher and later by the children.	120		Take-home poems for parents to read aloud and fill in the final word with their child (<i>Teacher's Guide Resources</i>)
b Participate in a variety of oral language activities including choral and echo-speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.	✓	<i>Alphabet Songs, Handwriting Songs</i> , interactive story-telling, oral phonic story logic reviews, alliterative poems and chants, and more.		97	
c Participate in oral generation of language experience narratives.	✓	Many ideas for shared writing are generated by Letterland characters and stories. Regular story-retelling by the students.	168	195	
d Participate in creative dramatics.	✓	Children dramatize phonic fables, plays, and other stories.	170-171		
e Use complete sentences that include subject, verb, and object.	✓	Interactive lessons provide models, opportunities, and regular encouragement to speak in complete sentences.	124-125		
K.2 The student will expand understanding and use of word meanings.					
a Increase listening and speaking vocabularies.	✓	New vocabulary presented in lessons, read-alouds and discussions help children to learn new words and concepts.	157		<i>ABC book, Beyond ABC, Far Beyond ABC, Phonics Online</i> software

b	Use number words.	✓	Children use number words in counting items and in stories.	74		<i>Far Beyond ABC</i>
c	Use words to describe/name people, places, and things.	✓	Discussion of Letterland stories and characters provide multiple opportunities for describing and naming, including linking alliterative words.	142		
d	Use words to describe/name location, size, color, and shape.	✓				
e	Use words to describe/name actions.	✓				
f	Ask about words not understood.	✓	Children are encouraged to wonder about words and ask about their meanings.	145		
g	Use vocabulary from other content areas.	✓	Read-alouds and discussions help children learn new words and concepts including many from science and social studies, etc.	152		<i>ABC book, Beyond ABC, Far Beyond ABC, Phonics Online software</i>
K.3 The student will build oral communication skills.				Examples from Teacher's Guides		Examples from other Letterland materials
Virginia SOL objectives		Code	Letterland strategies	Vol 1	Vol 2	
a	Express ideas in complete sentences and express needs through direct requests.	✓	Interactive lessons provide many opportunities for expression and conversation in whole group, small group, and paired activities. Right at the beginning of the school year, Fast Track activities help children become comfortable with speaking to the class in a supportive setting.	45-46, 74, 228		
b	Begin to initiate conversations.	✓				
c	Begin to follow implicit rules for conversation, including taking turns and staying on topic.	✓				
d	Listen and speak in informal conversations with peers and adults.	✓				
e	Participate in group and partner discussions about various texts and topics.	✓				
f	Begin to use voice level, phrasing, and intonation appropriate for various language situations.	✓				

g	Follow one- and two-step directions.	✓	Frequent oral and written activities afford practice in following directions.	119	100, 105	
h	Begin to ask how and why questions.	✓	Through Letterland story logic and story discussions children investigate how and why questions.	142, 163, 169, 170		
K.4 The student will identify, say, segment, and blend various units of speech sounds.						
a	Begin to discriminate between spoken sentences, words, and syllables.	★	With sentence building, finger-point reading, and spelling by syllables, children learn these various levels of language.	69, 124	215	
b	Identify and produce words that rhyme.	★	Rhymes are a major focus of the Onset and Rime section consisting of 30 lessons that include reading and spelling rhyming words. Take-home poems include sentence completion, choosing words that both make sense and rhyme.		45	Take-home poems (<i>Teacher's Guide Resources</i>)
c	Blend and segment multi-syllabic words at the syllable level.	✓	Kindergarten teaching focuses mainly on segmenting single syllables but does address multi-syllable words in a limited fashion.		215	
d	Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).	★	The 30 lessons in Section 3 focus on reading and spelling words using onset and rime. In addition, 71 <i>Vocabulary Cards</i> focus on rhyming words.		61-132	<i>Vocabulary Cards</i>
e	Identify words according to shared beginning and/or ending sounds.	★	Children focus on initial letter sounds in words in game-like activities such as the 'Alliteration Game', 'Listen and Jump', and 'Knock, Knock'. Further practice is provided in Workbooks and Copymasters.	46, 254-257		<i>A-Z Copymasters, Workbooks 1-4</i>

Reading K.5 The student will understand how print is organized and read.					
a	Hold print materials in the correct position.	✓	Concept of word is addressed by finger-point reading of illustrated sentences with each new letter being studied. Concepts of print are learned through finger-point reading of reproducible booklets and other printed materials and also through extensive sentence building activities.	49 (foot-note), 131	Sentence Copymasters, Take-home readers and plays (Teacher's Guide Resources)
b	Identify the front cover, back cover, and title page of a book.	✓			
c	Distinguish between print and pictures.	✓			
d	Follow words from left to right and from top to bottom on a printed page.	★+			
e	Match voice with print (concept of word).	★+			
K.6 The student will demonstrate an understanding that print conveys meaning.			Examples from Teacher's Guides		Examples from other Letterland materials
Virginia SOL objectives		Code	Letterland strategies	Vol 1	
a	Identify common signs and logos.	*	Children learn from early in the year onward to make meaningful connections with letters through the Letterland characters, who love words that start with their sounds, and through decoding and writing. They look for the Letterlanders 'hiding behind their plain letters' in signs throughout the school and community. They learn to recognize hundreds of concrete words through blending practice, word card and writing activities and contextual reading.	50, 61, 107	154- 155
b	Explain that printed materials provide information.	✓			
c	Read and explain own writing and drawings.	✓			
d	Read his/her name and read fifteen meaningful, concrete words.	★+			

K.7 The student will develop an understanding of basic phonetic principles.					
a	Identify and name the uppercase and lowercase letters of the alphabet.	★+	Children learn letter sounds first to help them begin blending and segmenting words. Once letter sounds are consolidated they easily learn letter names, as shown in a Florida research project in which children taught with Letterland learned more letter names sooner than children in another major program even though initial Letterland teaching focused on sounds.	Shapes & sounds, 10-30; Letter names, 246-248	
b	Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	★	The Letterland Phonemic Awareness Fast Track enables children to match all single letter shapes and sounds in the first few weeks of school. Their initial sound awareness is heightened as they learn to use alliteration. (e.g. Sammy Snake sips strawberry soda through a straw.) Consonant digraphs are easily learned through story logic. (e.g. Sammy loves hissing. Harry Hat Man hates noise. So whenever they meet in a word Harry hushes Sammy up by saying, "sh".) Extensive practice activities are also supplied.	1-38, 46, 65, 156, 166-167	240 Workbooks 1-4, A-Z Copymasters
c	Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	★	Finger-point reading is emphasized with illustrated sentences for each letter in My Reading Booklet and in decodable booklets and stories. Teachers regularly observe and model speech-to-print match.	45, 49, 56	94 <i>Sentence Copymasters, My Reading Booklet and Take-home readers (Teacher's Guide Resources)</i>
d	Identify beginning consonant sounds in single-syllable words.	★+	In addition to exercises in K.7a and K.7b above, children learn a single strategy, the 'Sounds Trick', which enables them to discover each letter's sound for themselves, and readily identify initial sounds in single-syllable words.	201-202	

K.8 The student will expand vocabulary.					
a	Discuss meanings of words.	★	New words are regularly put into sentences by the teacher or a child as they are studied, to ensure children attend to their meaning.	39	142
b	Develop vocabulary by listening to a variety of texts read aloud.	★	Children encounter new words in a story and picture context in the <i>ABC book</i> and other read-aloud titles. Teachers provide explanations, discussion and review words that are built into the lessons.	101, 157	<i>ABC book, Beyond ABC, Far Beyond ABC</i>
K.9 The student will demonstrate comprehension of fictional texts.			Examples from <i>Teacher's Guides</i>		Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies	Vol 1	Vol 2	
a	Identify what an author does and what an illustrator does.	✓	Letterland books and stories provide ample examples to discuss these roles.		<i>ABC book, Beyond ABC, Far Beyond ABC, Take-home readers and Readers Theater Plays (Teacher's Guide Resources)</i>
b	Relate previous experiences to what is read.	✓	Teachers encourage children to use what they know to understand new texts.	156	
c	Use pictures to make predictions.	✓	Children make predictions in illustrated decodable booklets.	120, 174	
d	Begin to ask and answer questions about what is read.	✓	Children discuss cause and effects and other ideas through questioning.	142, 190	
e	Use story language in discussions and retellings.	✓	Since all phonic facts are translated into stories, retelling them and their logic gives children plenty of practice in using story language. Teachers guide discussions of read-alouds and stories that the children read themselves. Children discuss narrative song lyrics and make plans to dramatize them.	149	
f	Retell familiar stories, using beginning, middle, and end.	✓	Children retell previously read stories. They also organize sentence strips to retell stories in sequence.	148	
g	Discuss characters, setting, and events.	✓	Teachers have frequent opportunities to discuss story elements in a multitude of Letterland stories and songs.	149	

K.10 The student will demonstrate comprehension of nonfiction texts.					
a	Use pictures to identify topic and make predictions.	*	Children's rapid advancement in reading and writing with effective Letterland teaching make moving into non-fiction texts quicker and more effective. While Letterland does not currently provide purely non-fiction text, the vocabulary discussions and much of its fictional text help to build real world knowledge.		
b	Identify text features specific to the topic, such as titles, headings, and pictures.	*			
Writing K.11 The student will print in manuscript.			Examples from <i>Teacher's Guides</i>		Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies	Vol 1	Vol 2	
a	Print uppercase and lowercase letters of the alphabet independently.	★	48, 50, 243-244		<i>Handwriting Songs, A-Z Copymasters, Handwriting Activity Books, Workbooks 1-4</i>
b	Print his/her first and last names.	✓			
K.12 The student will write to communicate ideas for a variety of purposes.					
a	Differentiate pictures from writing.	✓	89-90	109	
b	Draw pictures and/or use letters and phonetically spelled words to write about experiences.	✓			
c	Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.	✓+			
d	Write left to right and top to bottom.	★	78, 235	83	
		★	44, 47		<i>Phonics Online</i> software and <i>ABC book</i> .



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Oral Language 1.1 The student will demonstrate growth in the use of oral language.			Examples from <i>Teacher's Guide</i>	Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies		
a Listen and respond to a variety of electronic media and other age-appropriate materials.	✓	Letterland software provides opportunities for both individual and group responses. Letterland songs and online <i>Phonics Readers</i> also further this objective. Teachers read aloud and interact with children from <i>Beyond ABC</i> , <i>Far Beyond ABC</i> and other books.	175	<i>Phonics Online</i> software, <i>Blends and Digraphs Songs</i> , <i>Alphabet Tales</i> , <i>ABC book</i>
b Tell and retell stories and events in logical order.	★	Children retell the phonics story logic that explains the sounds of letter combinations like <i>th</i> , <i>ow</i> , and <i>igh</i> . They retell the Unit stories with the Story Stone Activity.	44, 64	Unit Decodable Stories (<i>Teacher's Guide Resources</i>)
c Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.	★	Children learn and sing fun songs that explain letter behavior. Poems, stories or plays are a regular feature of each weekly Unit.	88, 110	Unit Decodable Stories (<i>Teacher's Guide Resources</i>)
d Participate in creative dramatics.	★	Children frequently discuss their plans and then role-play the Unit stories with the Plan and Play activity. They add their own dialog and actions to enhance the story.	64	Unit Decodable Stories (<i>Teacher's Guide Resources</i>)
e Express ideas orally in complete sentences.	✓	Teacher and children interact as a part of each lesson. Children are encouraged to use complete sentences to explain their thinking.	88, 100, 188	Unit Decodable Stories (<i>Teacher's Guide Resources</i>)

1.2 The student will expand understanding and use of word meanings.					
a	Increase listening and speaking vocabularies.	✓	Letterland literature and lessons include many challenging words to help build vocabulary through read aloud, discussion and illustrations. For example the sh page in Beyond ABC (which the teacher reads aloud) includes these words: slithering, absolutely, shallow, shepherd, and shearing. It also includes illustrations for these words: fashion, shield, shingle , shrew and shrub among other more common words.	192	<i>Beyond ABC and Far Beyond ABC</i>
b	Begin to ask for clarification and explanation of words and ideas.	✓	Interactive lessons provide many opportunities for children to ask about and discuss words in various Letterland sources. Vivid illustrations are helpful for ESL students.	218	<i>My First Dictionary, Alphabet Rhymes, Beyond ABC and Far Beyond ABC</i>
c	Use common singular and plural nouns.	✓	The plural suffix is taught in Unit 6 and from there forward children regularly read and spell plural nouns in and out of context which promotes use in oral language.	73-76	Unit Decodable Stories (<i>Teacher's Guide Resources</i>)
d	Use vocabulary from other content areas.	✓*	Vocabulary in lessons and stories come from a broad spectrum of the curriculum to support learning in other subjects. For example, the teacher read-aloud text and illustrations for the two o_e pages in Far Beyond ABC include these words: telescope, globe, and stethoscope.		<i>Far Beyond ABC</i>

1.3 The student will adapt or change oral language to fit the situation.				
a	Initiate conversation with peers and adults.	✓	Interactive whole class lessons, daily small group and partner activities provide many and varied opportunities for using oral language. For example, in the Plan and Play activity children discuss a story that they have read and talk about how best to dramatize the story, including planning what the characters will say and how they will say it. Then they role-play the scenes repeatedly, trying out different modes of expression and action. In daily partner activities, children give and follow instructions.	38, 44, 64
b	Follow rules for conversation using appropriate voice level in small-group settings.	✓		
c	Ask and respond to questions.	✓		
d	Follow simple two-step oral directions.	✓		
e	Give simple two-step oral directions.	✓		
1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.				
a	Create rhyming words.	★	The first eight weekly Units focus on rhyming short vowel word families with activities that including children generating words that rhyme.	66-67
b	Count phonemes (sounds) in one-syllable words.	★	From the start children segment words with multisensory word stretching and finger-sounding activities as they count phonemes.	47-48
c	Blend sounds to make one-syllable words.	★	In every Unit, children engage in multisensory arm blending and finger sounding to learn to smoothly blend sounds into words.	46-47
d	Segment one-syllable words into individual speech sounds (phonemes).	★	Multisyllable segmentation is a part of every lesson to develop phonemic awareness and spelling ability.	47-48, 76
e	Add or delete phonemes (sounds) to make new words.	★	Children build words with Picture Code Cards and individual letter sets on a regular basis, changing one phoneme to make a new word.	29, 56, 94 Fun Learning Activities for Word Builders

Reading 1.5 The student will apply knowledge of how print is organized and read.			Examples from Teacher's Guide	Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies		
a Read from left to right and from top to bottom.	★	Teachers model finger-point reading to teach directionality and speech-to-print match in shared reading. Children's reading and rereading of Unit decodable stories and Review Sentences provide ample practice for these concepts, which are reviewed from concentrated instruction at the kindergarten level.	28, 31, 35	
b Match spoken words with print.	★			
c Identify letters, words, sentences, and ending punctuation.	★	These language concepts are used regularly by both teachers and children in word building and sentence reading and writing activities.	21-22, 28-29, 30-31, 35	
d Read his/her own writing.	✓	Weekly homework sentence writing is treated as an opportunity to creating interesting sentences to share with classmates.	37, 43	
1.6 The student will apply phonetic principles to read and spell.				
a Use beginning and ending consonants to decode and spell single-syllable words.	★	Weekly Units 1-6 emphasize reading and spelling short vowel words families (CVC words) and reviewing beginning and ending consonants from kindergarten.	53-76	<i>Picture Code Cards, Blends & Digraphs Songs, Magnetic Word Builder</i>
b Use two-letter consonant blends to decode and spell single-syllable words.	★	Units 11-15 teach initial and final consonant blends for reading and spelling short vowel words. Blends are reviewed throughout the program in other word patterns.	93-112	
c Use beginning consonant digraphs to decode and spell single-syllable words.	★+	Consonant digraphs ch, ck, sh, th, and wh, and also ck, are taught as a part of Units 2-7 in initial and final position in words.	57-80	
d Use short vowel sounds to decode and spell single-syllable words.	★	Short vowels are reintroduced (initially taught in kindergarten) in Units 1-6 and reviewed in Units 7 and 9 through 15.	53-76	

e	Blend beginning, middle, and ending sounds to recognize and read words.	★	Blending three sound words is emphasized from Unit 1 through Unit 10.	53-88	
f	Use word patterns to decode unfamiliar words.	★+	Vowel patterns and morphological changes are regularly addressed in Units 16-45	113-232	
g	Read and spell simple two-syllable compound words.	★	Compound words are the focus of Unit 40 which also provides a review of various vowel patterns.	209-212	
h	Read and spell commonly used sight words.	★	Each of the 45 Units teaches 1 to 4 new irregular, high-frequency words for reading and spelling. Words are reviewed in subsequent Units.	24-25, 123	
1.7 The student will use semantic clues and syntax to expand vocabulary when reading.					
a	Use words, phrases, and sentences.	✓*	Decodable stories for each Unit enable the coaching of children in using context to extend their vocabulary. More advanced 'Story Words' in many stories provide additional practice of these skills. In addition, other teacher-read and student-read text will be used from Letterland and other sources.	35	Students read: Unit Stories <i>(Teacher's Guide Resources)</i> Teacher reads aloud: <i>Beyond ABC,</i> <i>Far Beyond ABC,</i> <i>Alphabet Tales,</i> <i>Bedtime Stories,</i> <i>Alphabet of Rhymes</i>
b	Use titles and pictures.	✓*			
c	Use information in the story to read words.	✓*			
d	Use knowledge of sentence structure.	✓*			
e	Use knowledge of story structure.	✓	Children learn about story elements using Story Maps with the Unit stories.	44-45	
f	Reread and self-correct.	✓	Unit stories provide 'just right' text to practice reading for meaning and self-correction.	35	

1.8 The student will expand vocabulary.				
a	Discuss meanings of words in context.	✓*	Unit stories and other Letterland literature provide ample opportunities for using context to discuss word meanings along with a variety of other resources that teachers choose for building vocabulary.	<p>Students read: Unit Stories (<i>Teacher's Guide Resources</i>)</p> <p>Teacher reads aloud: <i>Beyond ABC,</i> <i>Far Beyond ABC,</i> <i>Alphabet Tales,</i> <i>Bedtime Stories,</i> <i>Alphabet of Rhymes</i></p>
b	Develop vocabulary by listening to and reading a variety of texts.	✓*		
c	Ask for the meaning of unknown words and make connections to familiar words.	✓*		
d	Use text clues such as words or pictures to discern meanings of unknown words.	✓*		
e	Use vocabulary from other content areas.	✓*		
1.9 The student will read and demonstrate comprehension of a variety of fictional texts.			Examples from <i>Teacher's Guide</i>	Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies		
a	Preview the selection.	✓*	44-45	<p>Students read: Unit Stories (<i>Teacher's Guide Resources</i>)</p> <p>Teacher reads aloud: <i>Beyond ABC,</i> <i>Far Beyond ABC,</i> <i>Alphabet Tales,</i> <i>Bedtime Stories,</i> <i>Alphabet of Rhymes</i></p>
b	Set a purpose for reading.	✓*		
c	Relate previous experiences to what is read.	✓*		
d	Make and confirm predictions.	✓*		
e	Ask and answer who, what, when, where, why, and how questions about what is read.	✓*		
f	Identify characters, setting, and important events.	✓*	44-45	<p>Teacher reads aloud: <i>Beyond ABC,</i> <i>Far Beyond ABC,</i> <i>Alphabet Tales,</i> <i>Bedtime Stories,</i> <i>Alphabet of Rhymes</i></p>
g	Retell stories and events, using beginning, middle, and end.	✓*	44	
h	Identify the main idea or theme.	✓*		
i	Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	★	30-31, 37-38, 42	
		Children reread every Unit story in a variety of settings to build fluency, accuracy and expression. Children also practice expression with weekly Review Sentences.		

1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.			Examples from <i>Teacher's Guide</i>	Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies		
a Preview the selection.	*	Teachers need to use a variety of books, online material and other resources for these objectives. The strong decoding and fluency developed with Letterland prepare children to read these other materials with ease and with their focus on comprehension.		
b Use prior and background knowledge as context for new learning.	*			
c Set a purpose for reading.	*			
d Identify text features such as pictures, headings, charts, and captions.	*			
e Make and confirm predictions.	*			
f Ask and answer who, what, where, when, why, and how questions about what is read.	*			
g Identify the main idea.	*			
h Read and reread familiar passages with fluency, accuracy, and meaningful expression.	*			
1.11 The student will use simple reference materials.				
a Use knowledge of alphabetical order by first letter.	✓	Letterland's dictionary features bright, clear illustrations, definitions, and example sentences along with an alphabet down the edge of each page.		My First Dictionary
b Use a picture dictionary to find meanings of unfamiliar words.	✓			
Writing 1.12 The student will print legibly.			Examples from <i>Teacher's Guide</i>	Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies		
a Form letters accurately.	★	Children learn and practice starting positions and stroke sequences with Handwriting Songs and other handwriting materials.		<i>Handwriting Songs, Handwriting Practice 2</i>

b	Space words within sentences.	★	Weekly homework sentences, in-class dictated sentences and assessments build good word spacing habits.	35, 38, 43	
c	Use the alphabetic code to write unknown words phonetically.	★	Children practice building and spelling words phonetically every day in isolated words and/or sentences to ensure fluent writing.	28, 29, 34, 38, 39	
1.13 The student will write to communicate ideas for a variety of purposes.					
a	Generate ideas.	*	Teachers will find that Letterland teaching facilitates written expression by helping to make spelling and mechanics automatic, but they will need to go beyond the program to teach broader composition strategies.		
b	Focus on one topic.	*			
c	Revise by adding descriptive words when writing about people, places, things, and events.	✓*	Children are taught to 'emulate Impy Ink' by writing 'incredibly interesting sentences.' They share their 'most interesting' homework sentences with each other in small groups and discuss what makes them interesting and how to improve them.	37, 43	
d	Use complete sentences in final copies.	✓*	Dictated sentences and homework sentences help build an understanding of complete sentences, capitalization, and punctuation. Reading, expression, and comprehension practice with Review Sentences also adds to children's understanding of sentence structure.	37, 38, 39, 41	Unit Review Sentences (Teacher's Guide Resources)
e	Begin each sentence with a capital letter and use ending punctuation in final copies.	✓*			
f	Use correct spelling for commonly used sight words and phonetically regular words in final copies.	★	Systematic instruction in reading and spelling highfrequency irregular words (e.g. said, what, does) along with daily phonics and spelling practice facilitate writing.	20	
g	Share writing with others.	✓*	Children share their 'most interesting' homework sentences with each other in small groups.	37	
1.14 The student will use available technology for reading and writing.					
		✓*	Letterland software and books for electronic tablets assist in building technology skills.		Phonics Online software, Beyond ABC, Far Beyond ABC



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Oral Language 2.1 The student will demonstrate an understanding of oral language structure.			Examples from <i>Teacher's Guide</i>	Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies		
a Create oral stories to share with others.	✓*	Children frequently share the Letterland story logic with others and retell and even role play the stories they read. These strategies contribute to creating and telling their own stories.	53, 73, 212, 214	<i>Beyond ABC, Far Beyond ABC</i>
b Create and participate in oral dramatic activities.	✓*	Children read weekly Unit plays aloud taking on the roles of the characters. Teachers may also choose to use the Plan and Play Activity. Children discuss the play they have read and plan how they can add actions and movement and even additional dialogue. Then they act out the story.	53, 91	Unit Stories 1-42 (<i>Teacher's Guide Resources</i>)
c Use correct verb tenses in oral communication.	✓*	Children learn inflectional suffixes and common irregular verbs for reading and spelling. This learning and practice supports oral usage.	79, 102, 100-103	<i>Grade Two Word Cards, Picture Code Cards - Straight</i>
d Use increasingly complex sentence structures in oral communication.	✓*	Sentence reading and writing practice as well as oral reading of plays contributes to engaged reading and more complex personal language. Children are encouraged to verbally participate in all phases of lessons and discussions.	37-38, 42, 43, 46, 50	
e Begin to self-correct errors in language use.	✓*	Frequent practice of reading supports standard usage.	41-43, 50	

2.2 The student will expand understanding and use of word meanings.				
a	Increase listening and speaking vocabularies.	✓*	<p>A Readers Theater play is provided for each of the 42 Units. These plays include rich general and content vocabulary to spark discussion of meanings in and out of context (e.g. minus, plot, character, solution, optimist, laser, moisture, coral reef).</p>	<p>41-43</p> <p>Unit Stories 1-42 (<i>Teacher's Guide Resources</i>)</p>
b	Use words that reflect a growing range of interests and knowledge.	✓*		
c	Clarify and explain words and ideas orally.	✓*		
d	Identify and use synonyms and antonyms.	✓*		
e	Use vocabulary from other content areas.	✓*		
2.3 The student will use oral communication skills.				
a	Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.	✓*	<p>Highly interactive lessons involve children in recounting phonic story logic and explaining word structure. Children experiment with how to express ideas in their rereading of Readers Theater plays. Story discussions involve children in extended conversations about fictional and informational topics.</p>	<p>69-71, 79, 85, 206, 214, 228</p>
b	Share stories or information orally with an audience.	✓*		
c	Participate as a contributor and leader in a group.	✓*		
d	Retell information shared by others.	✓*		
e	Follow three- and four-step directions.	✓*	<p>Daily independent and partner activities provide practice in following and giving directions.</p>	<p>31, 38, 43-44, 47, 49-50</p>
f	Give three- and four-step directions.	✓*		

2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.				
a	Count phonemes (sounds) within one-syllable words.	★	Children taught with Letterland in Grade One will have mastered these objective. For those new to Letterland, teachers begin with a special Unit A to teach segmenting, phoneme counting, and blending with finger tapping.	62, 67
b	Blend sounds to make one-syllable words.	★		
c	Segment one-syllable words into individual speech sounds (phonemes).	★		
d	Add or delete phonemes (sounds) to make words.	★	Most children will have mastered this skill in Grade One. All children review this skill as a daily part of word building activities.	71-72, 79, 213
e	Blend and segment multisyllabic words at the syllable level.	★+	Children learn the multisensory strategy of 'palming' the syllables as they speak them as a part of reading and spelling words.	34-35, 57-58, 240-241
Reading 2.5 The student will use phonetic strategies when reading and spelling.			Examples from <i>Teacher's Guide</i>	Examples from other Letterland materials
Virginia SOL objectives		Code	Letterland strategies	
a	Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.	★	Consonants and common digraphs (e.g. sh, th, ch) are reviewed from Grade One. Less common digraphs (e.g. kn, gh, ph) are introduced with brief phonic fables that help children remember the sounds. All are used in daily word building, sorting, reading and spelling activities.	76-77, 118-119, 279-280 69-71, 87-88, 109-111, 126-127, 196-197 <i>Beyond ABC, Far Beyond ABC, Blends & Digraphs Songs, Picture Code Cards - Straight, Vowel Scene Posters</i>
b	Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.	★+	Vowel patterns are taught with brief stories about the interactions of letter characters to promote interest and memory. In addition, variant vowel patterns and diphthongs are taught (e.g. oo, aw, ou, oi). All are practiced in daily activities in and out of context.	
c	Decode regular multisyllabic words.	★+	The six syllable types are taught with Letterland story logic to help children decode and spell almost any regularly spelled word. The words are practiced in a new Readers Theater play each week to build accuracy, fluency and comprehension.	<i>Six Syllable Types Poster, Grade Two Word Cards</i>

2.6 The student will use semantic clues and syntax to expand vocabulary when reading.				
a	Use information in the story to read words.	✓*	Decodable stories for each Unit enable teachers to coach children in using context to extend their vocabulary.	41-42, 43, 46, 50
b	Use knowledge of sentence structure.	✓*		
c	Use knowledge of story structure and sequence.	✓*	Children discuss the structure of Unit stories and make use of Story Maps. In the Unit 1 story, the characters are making up a mystery story and in the process they discuss the story elements.	53, 74, 269
d	Reread and self-correct.	✓*	Unit stories provide 'just right' text to practice reading for meaning and self-correction.	43
2.7 The student will expand vocabulary when reading.				
a	Use knowledge of homophones.	✓*	Children discuss the meanings of homophones and choose the correct spelling in various contexts in a game called Think and Move.	205
b	Use knowledge of prefixes and suffixes.	★	Children learn common prefixes and suffixes and how they change the meanings and spellings of words to which they are added.	100-103, 134-137, 150-153, 215-235
c	Use knowledge of antonyms and synonyms.	✓*	Daily lessons , Unit stories and other Letterland books present challenging words in meaningful contexts. Repeated readings of stories as well as discussion of stories and words help build and broaden children's vocabulary. Many stories focus on content area topics.	41-42
d	Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	✓*		
e	Use vocabulary from other content areas.	✓*		
				Unit Stories 1-42 (Teacher's Guide Resources)
				Beyond ABC, Far Beyond ABC

2.8 The student will read and demonstrate comprehension of fictional texts.				
a	Make and confirm predictions.	✓*	In Unit stories teachers elicit predictions from the children, who then read on to confirm or modify their predictions.	85, 149, 243, 273
b	Relate previous experiences to the main idea.	✓*	Children make connections with their experiences and prior knowledge while reading and discussing the Unit stories. Some stories include specific suggestions for eliciting their experiences.	133, 135, 206
c	Ask and answer questions about what is read.	✓*	All the stories will cause children to ask questions and read to find out. A few stories provide specific teacher's suggestions to this end.	85, 153
d	Locate information to answer questions.	✓*	Most of the stories lend themselves to locating information. Many provide specific suggestions.	91, 103, 206, 234, 261, 282
e	Describe characters, setting, and important events in fiction and poetry.	✓*	Teachers guide discussion of story elements with the reproducible Story Map. The Teacher's Guide focuses on these elements in a number of stories. In the Unit 1 story the characters discuss setting, plot, solution, etc. as they create a mystery play within the play. Many stories include verse.	74, 116, 157, 256, 269
f	Identify the problem and solution.	✓*		
g	Identify the main idea.	✓*		
h	Summarize stories and events with beginning, middle, and end in the correct sequence.	✓*		
i	Draw conclusions based on the text.	✓*		
j	Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	★*	Children reread every Unit story in a variety of settings to build fluency, accuracy and expression. Children also focus on expression with weekly Review Sentences and word reading fluency with Student Lists.	43, 45, 46, 48-49, 50
				Story Map and Unit Stories (Teacher's Guide Resources)
				Reading Robot Racers chart (Teacher's Guide Resources)

2.9 The student will read and demonstrate comprehension of nonfiction texts.				
a	Preview the selection using text features.	*	<p>Several Letterland Unit stories present factual information within a fictional format. For example in the Unit play, Fun Frog Facts, Firefighter Fred answers questions about frogs from the children at the Letterland School. In another play, A Visit from Galileo, children learn about the early astronomer and his discoveries. In addition to these types of stories, teachers need to use a variety of books, online material and other resources for these objectives. The strong decoding and fluency developed with Letterland will enable children to read these materials with ease and to focus on comprehension.</p>	<p>85, 153, 265, 282</p> <p>Unit Stories 1-42 (Teacher's Guide Resources)</p>
b	Make and confirm predictions about the main idea.	*		
c	Use prior and background knowledge as context for new learning.	*		
d	Set purpose for reading.	*		
e	Ask and answer questions about what is read.	*		
f	Locate information to answer questions.	*		
g	Identify the main idea.	*		
h	Read and reread familiar passages with fluency, accuracy, and meaningful expression.	*		
2.10 The student will demonstrate comprehension of information in reference materials.				
a	Use table of contents.	*	<p>A wide variety of resources are needed for these objectives. The confidence and skill in reading that children gain from Letterland help them to better meet these objectives.</p>	
b	Use pictures, captions, and charts.	*		
c	Use dictionaries, glossaries, and indices.	*		
d	Use online resources.	*		

Writing 2.11 The student will maintain legible printing and begin to make the transition to cursive.			Examples from Teacher's Guide	Examples from other Letterland materials
Virginia SOL objectives	Code	Letterland strategies		
	✓*	Letterland handwriting materials including Handwriting Songs can be used for children needing further instruction and practice in handwriting. Letterland does not currently publish cursive writing materials.		Handwriting Songs, Handwriting Books 1 & 2
2.12 The student will write stories, letters, and simple explanations.				
a Generate ideas before writing.	*	Composition instruction will need to come from sources other than Letterland. Letterland-taught children will have strong spelling skills and knowledge that will enable them to focus on the content of their writing rather than spelling mechanics.		
b Organize writing to include a beginning, middle, and end for narrative and expository writing.	*			
c Expand writing to include descriptive detail.	*			
d Revise writing for clarity.	*			
2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.				
a Recognize and use complete sentences.	✓*	Weekly practice with dictation and correction of new and review sentences builds 'sentence sense.' The sentences include various types to allow for practice with all types of final punctuation. A variety of proper and common, singular and plural nouns are also included along with contractions for teachers to discuss when and how to use them. Children write their own 'incredibly interesting' sentences as homework each week and share these in small groups.	42, 45-46, 47, 47-48	
b Use and punctuate declarative, interrogative, and exclamatory sentences.	✓*			
c Capitalize all proper nouns and the word I.	✓*			
d Use singular and plural nouns and pronouns.	✓*			
e Use apostrophes in contractions and possessives.	✓*	Unit 31 teaches contractions with story logic that helps children decide where the appostrophe belongs.	235-238	
f Use contractions and singular possessives.	✓*			

g	Use knowledge of simple abbreviations.	*		
h	Use correct spelling for commonly used sight words, including compound words and regular plurals.	★+	Each Unit teaches one to three irregular, common sight words for reading and spelling. Compound words and regular plurals are taught in Grade One and included as review in Grade Two materials. Other plural forms are taught in Units 19 and 27.	30, 31, 37, 42, 46, 150-153, 219-222
i	Use commas in the salutation and closing of a letter.	*		
j	Use verbs and adjectives correctly in sentences.	✓*	Sentence writing practice contributes to children's facility with various word forms. Units 3 and 7 focus on verb tenses with plenty of practice reading and writing in context throughout the year.	42, 45-46, 47, 47-48
2.14 The student will use available technology for reading and writing.				
		✓*	Letterland software and books for electronic tablets assist in building technology skills.	<i>Phonics Online</i> software, <i>Beyond ABC</i> , <i>Far Beyond ABC</i>