

## New Jersey Student Learning Standards (NJSLS) Correlation to Letterland

Letterland Kindergarten 2<sup>nd</sup> Edition is primarily a Foundational Skills program for Reading and Writing Language. Letterland correlates with the 2023 NJSLS-ELA framework in Foundational Skills: Reading Language and much of Foundational Skills: Writing Language. For more information email [info@letterland.com](mailto:info@letterland.com).

### Language Domain

### Foundational Skills: Reading Language

Key:

✓ = Fully covered.

S = Supported, additional materials or programs needed.

-- = Not covered

Code	Skill	Correlation to Letterland	
Print Concepts			
RF.K.1.	Demonstrate understanding of the organization and basic features of print.		
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	✓	The teacher models and children practice finger-point reading in <i>K-Sentence Copymasters</i> and in <i>Kindergarten Decodable Readers</i> . The teacher explicitly models and explains print concepts along with reading-aloud from <i>Letterland ABC</i> each day for the first five weeks. Teacher reviews these concepts with questions and discussion in subsequent lessons throughout the year.
RF.K.1.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 26 of instruction in a variety of activities including Live Reading and Spelling (where children enact letter behavior). Children also blend and segment words in small group with letter sets and with written spelling.
RF.K.1.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 with spaces between and write sentences leaving spaces as well.
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	✓	Children learn both letter names and letter sounds for all lowercase letters in the first five weeks of kindergarten. The Letterland characters embedded in the letter shapes help them recognize the letter and the letter sound. Each letter character does an Uppercase Trick that helps children recognize the frequently different shapes of upper- and lowercase letters (e.g. A-a, G-g, H, h). Beginning in week six they learn and practice handwriting of upper- and lowercase letters.
Phonological Awareness			
RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
RF.K.2.A	Recognize and produce rhyming words.	✓	Children learn to recognize and produce rhyming words orally in ‘Ears Ready’ lessons. They extend and practice this learning later by identifying or supplying rhyming words in oral ‘Rhyming Riddles.’

RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	✓	Children begin oral activities with multi-syllabic words from Unit 2 (Week 2) in the daily part of the lesson called 'Ears Ready.' This activity covers blending, segmenting, and counting syllables in subsequent Units as well as other aspects of phonological awareness.
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	✓	Students learn and practice orally blending and segmenting onsets and rimes in the 'Ears Ready' activity in Unit 5 (Week 5).
RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.	✓	Children begin orally identifying syllables from Unit 2 (Week 2) with a daily part of the lesson called 'Ears Ready.' This activity covers blending, segmenting, and counting syllables in subsequent Units as well as other aspects of phonological awareness.
RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).	✓	Children begin orally isolating and pronouncing initial sounds in Week 3 with a daily part of the lesson called 'Ears Ready.' This activity covers final and medial sounds in subsequent Units as well as other aspects of phonological awareness.
RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	✓	Children orally add and substitute phonemes with 'Ears Ready' activities in several Units across the year. Once they begin decoding and spelling with letters, they frequently practice substitution and addition of phonemes-graphemes in words.

### Phonics & Word Recognition

<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>		
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound of many of the most frequent sounds for each consonant.	✓	Children learn the most common sounds of all 26 letters within the first five weeks of school. They review these sounds, a few common variant sounds, and high frequency digraphs daily. They also use these sounds as they decode and spell words beginning in Weeks 6 and 7.
RF.K.3.B	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	✓	The short vowels are emphasized in blending and segmenting in early lessons (e.g. cap, bed, hug) but long vowels are briefly introduced early on 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).
RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.	✓	From Unit 6 on, the lesson structure includes regular introduction of new high-frequency words including irregular ones. Throughout the sequence these words are reviewed in a whole group and small group settings with multiple opportunities to develop automaticity in isolation and in context with Fluency Lists and <i>Kindergarten Decodable Readers</i> . The choice of high-frequency and tricky words is based on Fry's list referenced in the appendix of the whole group manual.
RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.	✓	Irregular high-frequency words are learned with a research-based process called 'Tricky Word Procedure.' The process involves students identifying sounds that have been taught or are regular and marking sounds that are not yet taught or irregular with a wavy line. Students practice essential Tricky Words in sentences, in decodable text and by oral and written spelling. These words are also reviewed with the research-based 'Constant Time Delay' strategy that helps imprint the words in memory.

RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).	✓	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. Children also build spoken words with letters, then segment a new word differing by one phoneme, and finally change the letters to match.
<b>Fluency</b>			
RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	✓	Children read and reread <i>Kindergarten Decodable Readers</i> that are closely matched to the skills and letter sounds they are learning in each Unit (along with previously learned skills). The teacher helps guide the setting of a purpose for reading each story and afterward guides students in a 'story conversation' with questions provided in each reader.

## Foundational Skills: Writing Language

Code	Skill	Correlation to Letterland	
Sound-Letter Basics			
L.WF.K.1.	Demonstrate command of the conventions of writing.		
L.WF.K.1.A	Match upper and lowercase letters.	✓	Each lowercase letter character in Letterland does an Uppercase Trick that helps children match upper- and lowercase. They learn upper- and lowercase letter formation for a letter in the same lesson to help consolidate the connection.
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.	✓	In whole group, the teacher models writing a large letter on the board while reciting the handwriting verse that describes the starting point and the strokes in relation to the letter character. Students then ‘air-trace’ the teacher’s large letter or a large letter on screen (Phonics Online) as they listen to and sing the Handwriting Song for the upper- or lowercase letter. This is followed by writing on paper and subsequent review of letter formation in subsequent small group lessons.
L.WF.K.1.C	Write left to right and include a space between words.	✓	The teacher models and describes writing left to right with spaces between words in regular ‘Writing Together’ activities in whole group. Students write dictated sentences and compose their own sentences in small group sessions to apply these skills.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	✓	Students learn that vowel letters are important because one of them has to be in every word. They learn that vowels are open mouth sounds. They also learn which letters are consonants and how they are articulated.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.	✓	Students practice writing upper- and lowercase letters in response to the phoneme in small group sessions. They also segment and write words with single-letter and digraph graphemes.
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.	✓	Students begin to orally segment phonemes in words in Unit 7 (week 7) and continue to orally segment nearly every day in words that they then build with letters or write. Beginning in Unit 19 they orally segment words with up to four phonemes.
Spelling			
L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:		

L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).	✓	Students segment and build words or write words based on learned grapheme-phoneme correspondences beginning in Unit 7 (week 7) and continuing three to five days per week throughout the year.
L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.	✓	Students segment and write all the letters, beginning, middle, and end, in CVC words in whole group and small group beginning in Unit 7 (week 7) and throughout the year.
L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.	✓	Students segment and write all letters, beginning, middle, and end, in CVC (and VC) words in small group beginning in Unit 7 (week 7) and throughout the year.
L.WF.K.2.D	Writing frequently used words accurately.	✓	In small group lessons students begin writing high-frequency words in sentences in Unit 24 and continue throughout the year. Teachers provide feedback to ensure accurate spelling practice.
L.WF.K.2.E	Attempting phonetic spellings of unknown words.	✓	In ‘Writing Together’ students help segment and spell unknown words. In Sentence Composition activities in small groups, students attempt phonetic spellings of words they wish to write in their own sentence. The segment and write dictated words in small group lessons.
L.WF.K.2.F	Writing initial and final consonant blends (must, slab, plump).	✓	Initial and final blends are taught for decoding and spelling beginning in second semester and continue to be reviewed through the year end.

## New Jersey Student Learning Standards (NJSLS) Correlation to Letterland

Letterland Grade One 2<sup>nd</sup> Edition is primarily a Foundational Skills program for Reading and Writing Language. Letterland correlates with the 2023 NJSLS-ELA framework in Foundational Skills: Reading Language and much of Foundational Skills: Writing Language. For more information email [info@letterland.com](mailto:info@letterland.com).

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## Language Domain

### Foundational Skills: Reading Language

Code	Skill	Correlation to Letterland
<b>Print Concepts</b>		
L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	✓ Children study New Sentences for each unit including capitalization and punctuation. They practice writing the new sentences from dictation and receive teacher feedback to correct errors. Students also compose their own 'Interesting Sentences' each week using some of their Unit words. These are shared in small groups. Teachers guide them in basic sentence conventions.
<b>Phonological Awareness</b>		
L.RF.1.2.	<b>Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Distinguish long from short vowel sounds in spoken single-syllable words.</b>	
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.	✓ Students learn and build phonemic awareness skills in brief 'Ears Ready' exercises three days per week. These include frequent practice identifying short and long vowel sounds in spoken words. They also practice changing the short vowels in a word to long vowels (and vice versa) to make a different word.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	✓ Students orally blend three phoneme words beginning with Unit 1 and continuing 1 to 3 times per week. In Unit 11, they begin blending up to four phonemes and in Unit 14 they blend five phonemes.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	✓ Students begin isolating and pronouncing initial and final sounds in Unit 1 and medial sounds in Unit 2. They continue to practice these skills each week with words related to the Unit skills they are learning.

L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	✓	Students begin segmenting words of three sounds in Unit 2 and continue with this practice each week. They begin segmenting 4 sounds in Unit 11. They orally segment words each week related to current and previous Unit skills.
<b>Phonics &amp; Word Recognition</b>			
<b>L.RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>		
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	✓	The sounds of consonant digraphs ch, ck, sh, th, <u>th</u> , and wh are taught in the first five weeks of Grade One and used to read and spell words throughout the year. Digraph ng is taught week 15.
L.RF.1.3.B	Decode regularly spelled one-syllable words.	✓	Students learn to blend sounds to decode one-syllable words with all common phonic patterns. They practice blending with letter cards, word cards, word lists, and sentences as well as in decodable text.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.	✓	Students learn the final-e pattern( (Magic e) in Week s14-17. They also learn the open syllable pattern (me, go, by) and vowel team patterns (e.g., need, peach, float) that represent long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.	✓	Students learn the closed syllable pattern for short vowels and Magic e, vowel team patterns , and open syllables for long vowels. They use these patterns to decode and encode words with the correct vowel sound.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	✓	In Units 29-36, students learn to divide two syllables to read syllable-by-syllable. They learn that every syllable has one vowel sound and use this information to predict the number of syllables and divide them.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).	✓	Two to three irregular high frequency words are taught each week. Students practice reading these words in isolation, in sentences, and in decodable text. They learn and use regularly spelled high-frequency words as they learn the phonic patterns they contain.
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.	✓	The New Tricky Word Strategy involves students identifying which letters in the word make their usual sounds and which ones do not (the tricky parts). They use this information to read and spell these very useful words.
<b>Fluency</b>			
<b>L.RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>		
L.RF.1.4.A	Read grade-level text with purpose and understanding.	✓	Each weekly Unit includes a decodable story, that students read and reread in whole group, small group, paired, and individual settings. The <i>Teacher's Guide</i> includes suggestions on setting a purpose for each story along with follow up discussions or activities.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.	✓	Teachers model reading the Unit text each week. Students read and reread the text with teacher coaching in small groups. The teachers provide feedback as described in the <i>Tricks &amp; Strategies</i> manual on supporting oral reading. In reading weekly Review Sentences students focus on expression and intonation with teacher guidance.
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	Students are taught to rely on decoding as the first strategy to recognize words. They then check their accuracy based on the sentence context as well as from attention to the limited illustrations in the <i>Unit Stories</i> . See, 'What do you do when a child is struggling to read a word?' in <i>Grade One Tricks &amp; Strategies</i> .

# Foundational Skills: Writing Language

Code	Skill	Correlation to Letterland	
Sound-Letter Basics			
L.RF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).		
L.RF.1.1.A	Write the upper and lowercase alphabets from memory.	✓	Students learn or review handwriting for all 26 upper and lowercase letters during the first two weeks of first grade. Children continue to practice handwriting with <i>Grade One Handwriting Practice</i> .
L.RF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.	✓	Students write letters in response to spoken phonemes in a review activity called ‘Shapes Race.’ They also write letters in response to graphemes on the weekly Spelling Test.
L.RF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.	✓	From Unit 1 on students segment words into phonemes in activities such as ‘Live Spelling,’ ‘Students Build Words,’ and word dictation.
L.RF.1.1.D	Recognize that each syllable is organized around a vowel sound.	✓	Students learn the type of vowel sounds for Closed Syllables in Week 4, Open Syllables in Week 8, and Magic e Syllables in Week 14. They learn how to divide two-syllable words based on vowel and consonant placement in Weeks 29-36.
Spelling			
L.WF.1.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:		
L.WF.1.2.A	Short vowels and single consonants.	✓	Short vowels and single consonants are the focus in Units 1-6 along with 1 or 2 consonant digraphs per Unit. They read and spell words with these graphemes.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).	✓	Students learn about qu, s, ck along with digraphs ch, sh, two sounds of th, and wh in Units 1-7. Digraph -ng is introduced in Unit 15. They read and spell words with these graphemes and continue to use and review them throughout the year.
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).	✓	Students learn initial blends with Units 11-13 and final blends in Units 14-16.
Sentence Composition (Grammar, Syntax, and Punctuation)			
L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)	S	Letterland supports aspects; additional materials or programs needed
L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.	S	Letterland supports aspects; additional materials or programs needed
L.VL.1.2.	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.	S	Letterland supports aspects; additional materials or programs needed
L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	S	Letterland supports aspects; additional materials or programs needed



## New Jersey Student Learning Standards (NJSLS) Correlation to Letterland

Letterland Grade Two 2<sup>nd</sup> Edition is primarily a Foundational Skills program for Reading and Writing Language. Letterland correlates with the 2023 NJSLS-ELA framework in Foundational Skills: Reading Language and much of Foundational Skills: Writing Language. For more information email [info@letterland.com](mailto:info@letterland.com).

### Key:

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## Language Domain

### Foundational Skills: Reading Language

Code	Skill	Correlation to Letterland	
Phonics & Word Recognition			
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.	✓	Students learn all major vowel teams and practice them in reading and spelling words.
L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.	✓	Two syllable words with open-syllables and long vowels are taught in Unit 3 and other long vowel patterns in multi-syllable words are the focus of additional units on two syllable words with long vowels (VCe--Magic e; and VV--Vowel Teams).
L.RF.2.3.C	Decode words with common prefixes and suffixes.	✓	Common prefixes and suffixes are the focus of several Units and are used and reviewed in subsequent units. Suffixes include: -s, -es, -ed, -ing, -y, -er, est. Prefixes include un-, re-, pre-, and dis-. (Suffixes -ly and -ful are taught in Grade One.)
L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.	✓	Variations on common spelling patterns are taught throughout (e.g. through, though, thought; ea in eat and ea in head).
L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.	✓	Each Unit teaches two or three high-frequency words with irregular or not-yet-learned spelling patterns. They practice these words on word cards, lists, and in sentences and Unit stories to develop automatic recognition.
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).	✓	Students practice high-frequency and irregular words to develop automaticity by reading them on word cards, lists, in sentences, and in stories. They also practice spelling them in isolation and as a part of sentences. Specific automaticity building strategies include ‘Tractors, Trains, Planes, and Helicopters’ and ‘Red Robots Reading Race.’
L.RF.2.3.G	Identify the parts of high-frequency words that are regular and the parts	✓	When each irregular word is introduced, students identify the letters making their usual sounds and those that are not (the tricky parts). They practice the words in writing and reading activities.



	that are irregular.		
<b>Fluency</b>			
<b>L.RF.2.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>		
L.RF.2.4.A	Read grade-level text with purpose and understanding.	✓	The 42 Unit Stories in the form of plays not only provide practice in the words and patterns being taught but serve as text for building fluency and comprehension. The <i>Teachers Guide</i> includes suggestion for 'Before reading' and 'After Reading.' The <i>Teacher's Guide Appendix</i> provides information on teaching comprehension with the stories.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.	✓	Children read and reread the stories with choral reading and partner reading in order to build rate, accuracy, and expression. Teachers provide coaching for oral reading as described in <i>Teacher's Guide Appendix</i> , which also includes charts and instructions for tracking and improving accuracy and fluency.
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	Students are taught to rely on decoding as the first strategy to recognize words. They then check their accuracy based on the sentence context as well as from attention to the limited illustrations in the <i>Unit Stories</i> . See, 'What do you do when a child is struggling to read a word?' in <i>Teacher's Guide Appendix</i> .

## Foundational Skills: Writing Language

Code	Skill	Correlation to Letterland	
Sound-Letter Basics			
L.RF.2.4	Demonstrate command of the conventions of writing.		
L.RF.2.4.A	Write legibly and with sufficient fluency to support composition.	✓	Letterland Grade Two Handwriting Practice helps students refine their manuscript letter formation by writing letters, words, and sentences. Making letters with consistent strokes improves legibility and fluency. They also write dictated sentences each week and original sentences with Unit Words. Teachers provide feedback and support to improve legibility.
L.RF.2.4.Bi	Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck	S	Over the course of the year, students learn to write most of the common vowel and consonant graphemes and use them in spelling words as noted below: i. Consonants: s, ss, ce, f, ff, p, c, k, ck are included. Patterns ci and cy are not included.
L.RF.2.4.Bii	Write the most common graphemes (letters or letter groups) for each phoneme, for example: ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.	S	Over the course of the year, students learn to write most of the common vowel and consonant graphemes and use them in spelling words as noted below: ii. Vowels: oa, ow, a, a_e, ay are included. Vowels oe and eigh are not included. (The word eight is taught as an irregular word.)
Spelling			
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.		
L.WF.2.2.Ai	Regular, single-syllable words that include:	✓	The inclusion of each item i. to vii. Is indicated below: i. Position based patterns: ch, -tch; k, -ck; -ge, dge, ge– all included.

	i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).		
L.WF.2.2.Aii	Regular, single-syllable words that include: ii. Complex consonant blends (scr, str, squ).	✓	The inclusion of each item i. to vii. Is indicated below: ii. Complex scr, str, squ, spr – all included.
L.WF.2.2.Aiii	Regular, single-syllable words that include: iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).	✓	The inclusion of each item i. to vii. Is indicated below: iii. Ow, oo, ue, au, ue –all included.
L.WF.2.2.Aiiv	Regular, single-syllable words that include: iv. Vowel-r combinations (turn, star, third, four/for).	S	The inclusion of each item i. to vii. Is indicated below: iv. Vowel-r combinations: ur, ar, ir, or, our—all included.
L.WF.2.2.Av	Regular, single-syllable words that include: v. Contractions (we'll; I'm; they've; don't).	--	The inclusion of each item i. to vii. Is indicated below: v. Contractions: taught in Grade One, included in Grade Two Unit Stories.
L.WF.2.2.Avi	Regular, single-syllable words that include: vi. Homophones (bear, bare; past, passed).	--	The inclusion of each item i. to vii. Is indicated below: vi. Homophones: not directly addressed.
L.WF.2.2.Avii	Regular, single-syllable words that include: vii. Plurals and possessives (its, it's).	--	The inclusion of each item i. to vii. Is indicated below: vii. Plurals and possessives (with same pronunciation): not directly addressed.
L.WF.2.2.Bi	Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).	✓	The inclusion of each item i. to iii. Is indicated below: i. Words with combined syllable types –all included.
L.WF.2.2.Bii	Regular two- and three-syllable words that: ii. Are compounds comprising familiar parts (houseboat; yellowtail).	S	The inclusion of each item i. to iii. Is indicated below: ii. Compound words included in Unit 39. (Compounds addressed fully in Grade One.
L.WF.2.2.Biii	Regular two- and three-syllable words that: iii. Include the most common prefixes and derivational suffixes	S	The inclusion of each item i. to iii. Is indicated below: iii. Prefixes un, re, dis, pre included. Derivational suffixes addressed -er, -est. (Derivational suffixes -ly, -ful addressed in Grade One.)

	(un, re, en; -ful, -ment, -less).		
L.WF.2.2.Ci	Words with suffixes that require: i. consonant doubling (penning, slimmed).	✓	The inclusion of each item i. to ii. Is indicated below: i. Consonant doubling taught with suffixes -ing, -ed, -er, -est.
L.WF.2.2.Cii	Words with suffixes that require: ii. dropping silent-e (smiled, paving).	✓	The inclusion of each item i. to ii. Is indicated below: ii. Dropping silent-e taught with suffixes -ing, -ed, -er, -est.
L.WF.2.2.Di	Most often used words in English: i. Irregular words (against, many, enough, does).	✓	The inclusion of each item i. to ii. Is indicated below: i. Irregular words: One to three taught in each Unit and practiced with word cards, lists, and in sentences, and stories. Reviewed in subsequent Units.
L.WF.2.2.Dii	Most often used words in English: ii. Pattern-based words (which, kind, have).	S	The inclusion of each item i. to ii. Is indicated below: ii. Pattern based words: Most addressed as irregular words. (Words with the patterns in kind, old, mild, most taught in Grade One.)
<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>			
L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.	S	Letterland supports aspects; additional materials or programs needed
L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	S	Letterland supports aspects; additional materials or programs needed
L.VL.2.2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	S	Letterland supports aspects; additional materials or programs needed
L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	S	Letterland supports aspects; additional materials or programs needed