

Colorado Reading, Writing & Communication Correlation to Letterland Kindergarten

Standard 2: Reading for All Purposes

3 Develop basic reading skills through the use of foundational skills

Foundational Skills are listed first in this document because they are the primary focus of Letterland. Additional English Language Arts Standards follow this section. Letterland for Kindergarten provides everything that teachers need to systematically, effectively and thoroughly teach beginning readers to read and spell words based on current research and best practices. Children need to master these skills in order to give full attention to the higher order demands of becoming fully literate. As shown in detail in the chart below, Letterland meets all CCSS standards For Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.

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Code	Skill	Correlation to Letterland	
3a RF.K.1	Demonstrate understanding of the organization and basic features of print.		
i 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> . A Reading Direction sign is posted and referred to often in Letterland kindergarten classrooms as children build words with Live Reading and Live Spelling.
ii 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).
iii 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 and write sentences leaving spaces between the words.
iv RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	✓	The Letterland characters help children quickly connect letter shapes and sounds. The characters each do a Capital Letter Trick that makes it easy for children to remember both shapes. While sounds are given priority in order to facilitate blending and segmenting words, a recent comparison showed that children in Letterland classes learned letter names more quickly than similar groups of children in classes that start by teaching letter names only.
3b RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		

i RF.K.2.A	Recognize and produce rhyming words.	✓	Children work with pictures to match rhyming words. With take-home activities, they listen to their parents read a poem and then choose a final word that rhymes and fits the content.
ii RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	✓	The National Reading Panel Report states that effective phonological awareness programs focus on only one or two types of sound manipulation and further says, “Teaching students to segment and blend benefits reading more than a multiskilled approach” Letterland emphasizes blending and segmenting for phonological instruction while also providing instruction and practice for all levels of phonological awareness.
iii RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	✓	After students have learned to blend and segment phonemes in words of three sounds, a sequence of 25 lessons follows feature blending and segmenting of onsets and rimes. Children practice these skills in Live Reading and Spelling and other activities. These lessons are designed to help children learn words more efficiently—what researchers call ‘decoding by analogy.’
iv RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	✓	Children begin with initial sounds and match these to pictured words 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..
v RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	✓	Children blend and segment words using letter cards, magnetic letters, and written letters as soon as the first seven letters are learned. They substitute sounds in 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.
vi	Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *	✓	Students read sentences with CVC words in several places within the daily routine: sentences built with Word Cards, Sentences on Fluency Lists and Decodable Sentences. The first 37 <i>Kindergarten Decodable Readers</i> also consist of short sentences with CVC words and learned high-frequency words.
vii	Identify phonemes for letters.	✓	The Quick Dash review is used every other day for students to practice responding accurately and quickly to letters and other graphemes with the phoneme it represents. As they learn more than one sound for a letter, they respond with both (e.g. short e, and long e).
3c RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
i 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 in every lesson.
ii 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 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).

iii RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	✓	Irregular high-frequency words are learned with a research-based process called 'Say it, Map it, Mark it, Spell It, Use it.'
iv RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	✓	Children sound out words that other children form with Live Spelling or that the teacher forms with letters. Frequently words are changed by one letter for children to sound out again. Spelling is handled in similar activities.
3d RF.K.4	Read emergent-reader texts with purpose and understanding.	✓	Children read and reread Kindergarten Decodable Readers that are closely matched to the skills and letter sounds they are learning in each Unit. The teacher helps guide setting a purpose for each story and guides students in a 'story conversation' with questions provided in each reader.
3e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		
i L.K.4.A	Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck).	S	Teachers are provided with information to focus on the meaning of unfamiliar words and those with new meanings.
ii L.K.4.B	Use the most frequently occurring inflections and affixes (for example: -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	S	Students learn to recognize and use suffixes -s, and -ing in words. Prefixes are not directly taught, but teachers may cover these skills as they read-loud a variety of books from other sources.
3e	Identify and manipulate sounds.		
i	Identify and produce groups of words that begin with the same sound (alliteration).	✓	Teachers and children identify alliterative words for each letter as its sound is learned with the Alliteration Game, with the <i>ABC</i> book or with <i>Phonics Online</i> . They relate this to the Letterland characters like Golden Girl, Sammy Snake, and Vickie Violet who like foods, games, and actions that start with their sound.
i	Identify the initial, medial, and final phoneme (speech sound) of spoken words.	✓	In the Ears Ready students learn to identify initial, final, and medial sounds in spoken words. They learn to identify these sounds and connect them to letters in daily blending and segmenting activities that teach decoding and spelling.

1 Develop and apply the concepts of print and comprehension of literary texts

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

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1a	Use Key Ideas and Details to:		
i RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	<i>Kindergarten Decodable Readers</i> provide engaging stories for asking and answering questions. Ideas for building comprehension including asking and answering questions are provided for teachers in <i>Kindergarten Tricks and Strategies</i> .
ii RL.K.2	With prompting and support, retell familiar stories, including key details.	✓	<i>Kindergarten Decodable Readers</i> are ideal for encouraging retelling. Special strategies called Story Stone and Story Rope help children focus on listening to each other and adding new details to retellings.
iii RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	Instructions and suggestions are provided in the form of a story map and sample ‘think-aloud’ talks for teachers to help students understand and identify
1b	Use Craft and Structure to:		
i RL.K.4	Ask and answer questions about unknown words in a text.	S	Letterland text for kindergarten focuses on simple words that children can decode, however, some ‘Tier 2’ words are suggested for teachers and students to use in discussing the stories.
ii RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	S	<i>Kindergarten Decodable Readers</i> and <i>Phonics Readers</i> provide animal stories, realistic fiction, fantasy, plays and poems, as well as a few informational texts.
iiii RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓	<i>Kindergarten Decodable Readers</i> provide the name of the authors and illustrators on the title page in each of 50 titles. Teacher instructions in the <i>Whole Group Teacher’s Guide</i> prompt teachers to focus on this and other print concepts and skills.
1c	Use Integration of Knowledge and Ideas to:		
i RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	<i>Kindergarten Decodable Readers</i> provide an excellent source for this activity with illustrations that support but don’t ‘give away’ the text. A suggested activity is to read the text with illustrations covered and predict what will be picture. Then children compare expectations with the picture and text.
ii RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	S	In addition to Letterland text, children need to read and be read to from a variety of materials, but Letterland decodable texts do provide characters and events that children may compare. Several Stories in <i>Phonics Readers</i> are written as variations of familiar folk tales that children can compare with the originals.
1d	Use Range of Reading and Level of Text Complexity to:		
i RL.K.10	Actively engage in group reading activities with purpose and understanding.	S	<i>Kindergarten Small Group Teacher’s Guide</i> prioritizes small group reading including reading with purpose and understanding. Children also need to be read-aloud to and discuss from books on many topics and genres.

2 Develop and apply the concepts of print and comprehension of informational texts

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