
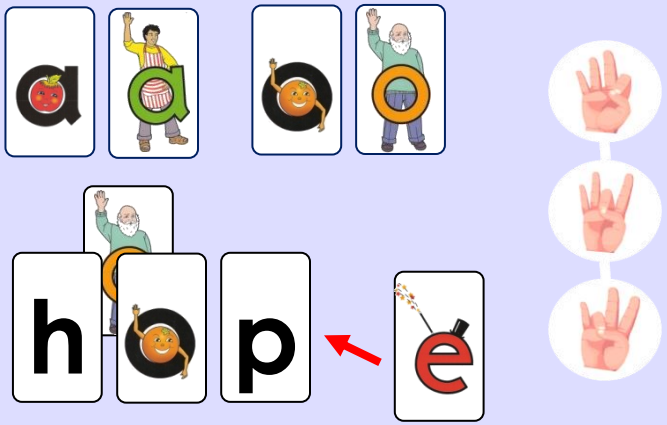



Correlation of **Letterland** with Common Core State Standards

Grade One - Reading Standards: Foundational Skills

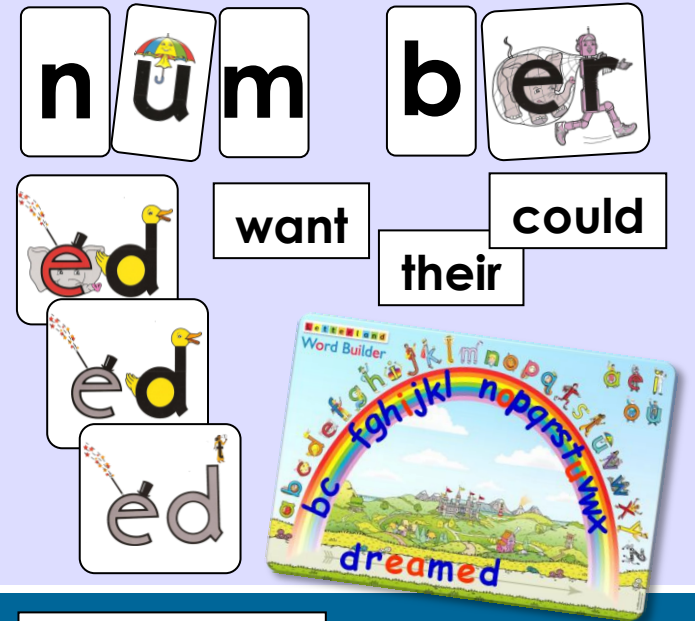
Grade One Standards	Letterland Curriculum	
1. PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print.		
<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>✓ Children write dictated sentences and original sentences with words from each Unit. They receive feedback on conventions from peers and the teacher, and they correct as needed.</p>	<p>Nate said, "Where did you go?"</p> 
2. PHONOLOGICAL AWARENESS Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>✓ Children segment words to identify vowel sounds and match them to short vowel Letterlanders or to long vowels, represented by five Vowel Men.</p>	
<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>✓ Children blend sounds in Pocket Chart Reading activities and in Live Reading. They use multi-sensory 'finger-sounding' in these exercises and when they encounter an unknown word.</p>	
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in single syllable words.</p>	<p>✓ Children use multi-sensory finger sounding to segment words into phonemes in various word building reading and spelling activities daily.</p>	
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>✓ In Live Spelling, individual word building and various spelling activities, children segment words of two to five sounds every day.</p>	
3. PHONICS AND WORD RECOGNITION: Know and apply grade-level phonics and word analysis skills in decoding words.		
<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>✓ Children learn the sounds and spellings of consonant digraphs with Letterland story logic, songs and pictograms. To ensure mastery they practice the sounds in isolation and in words.</p>	
<p>b. Decode regularly spelled one-syllable words.</p>	<p>✓ Children learn to decode regular one-syllable words in a systematic sequence supported by assessments that help teachers pace instruction for maximum success.</p>	
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>✓ Appealing and memorable stories, songs, and pictograms engage children in active involvement in learning these vowel patterns. Varied practice activities ensure retention and application in reading and spelling.</p>	

Grade One Standards

Letterland Curriculum

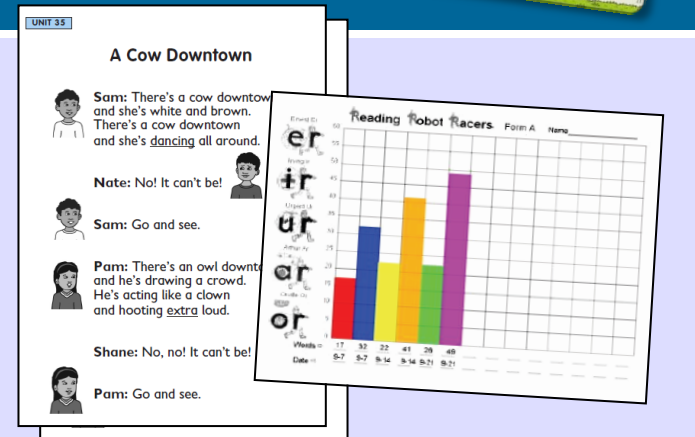
3. PHONICS AND WORD RECOGNITION: Know and apply grade-level phonics and word analysis skills in decoding words. (continued)

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	✓ Limited practice with two syllable words is begun in Grade One and expanded in Grade Two.
e. Decode two-syllable words following basic 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. Read words with inflectional endings.	✓ Inflection endings (<i>-s</i> , <i>-ing</i> , <i>-ed</i>) are learned with Letterland story logic and engaging practice activities for reading and spelling. Children learn to read and spell the words by recognizing the base word and adding the suffix.
g. Recognize and read grade-appropriate irregularly spelled words	✓ Each weekly Unit introduces 2-4 irregular, high-frequency words along with 20-30 decodable words. These words are learned with the multi-sensory '3-by-3 Strategy.'



4. FLUENCY Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding	✓ Each of the 45 Units includes an engaging decodable story that can be copied for each student. Teachers guide children in comprehension activities with each story.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓ Children reread the stories with choral reading and partner reading, building rate, accuracy and expression. They also build automatic word recognition through varied activities including charting their rate on reading weekly word lists.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓ Unit stories provide a rich context for coaching word recognition strategies and for practicing self-correction and reading for meaning.



As of April 2011 the Common Core Standards for English Language Arts have been adopted by 42 of the 50 United States. The full listing of the standards and more information can be found at www.corestandards.org/. Letterland is designed primarily for the teaching of Foundational Skills as described in the section of the standards listed above. In addition much of the literature that accompanies the Letterland program is suitable as a part of the teaching and practice of the standards for comprehension entitled, "Reading Standards Literature K-5."