

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

Kindergarten - Reading Standards: Foundational Skills

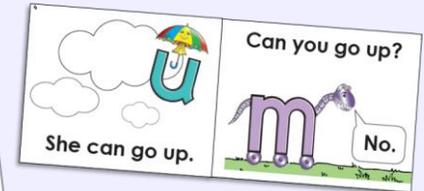


Kindergarten Standards

Letterland Curriculum

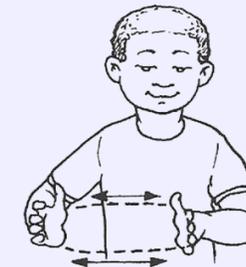
1. PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print.

<p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>✓ Children read in My Reading Booklet daily for the first semester. The teacher models finger point reading and then reads <i>with</i> children as they point. Next children read the new page and previous pages with partners. Later children read reproducible 'little books' following similar steps.</p>
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>✓ Children learn to blend and segment simple words beginning with Day 32 of instruction in a variety of activities including Live Reading and Spelling (where children enact letter behavior).</p>
<p>c. Understand that words are separated by spaces in print.</p>	<p>✓ Children practice finger point reading to match voice to print. They build sentences with word cards and write sentences leaving spaces between the words.</p>



2. PHONOLOGICAL AWARENESS Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

<p>a. Recognize and produce rhyming words.</p>	<p>✓ Children work with pictures to match rhyming words. In take-home activities they listen to their parents read a poem and then choose a final word that rhymes and fits the context.</p>
<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><i>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 follows this advice with a concentration on blending and segmenting for phonological instruction."</i></p>
<p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>✓ A sequence of 30 lessons feature blending and segmenting of onsets and rimes. Children practice these skills in Live Reading and Spelling and other activities. They also finger tap with one finger for the onset and two fingers together for the rime.</p>
<p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes)</p>	<p>✓ Children begin with initial sounds and match these to pictured words. On Day 32 of the school year they begin to isolate the sounds in simple words with VAKT methods. They practice this frequently in a variety of activities.</p>



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

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

✓ Children learn the most common sounds of all 26 letters within the first four weeks of school. They review these sounds, a few common variant sounds and high frequency digraphs daily. They also use these sounds in reading and spelling words.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

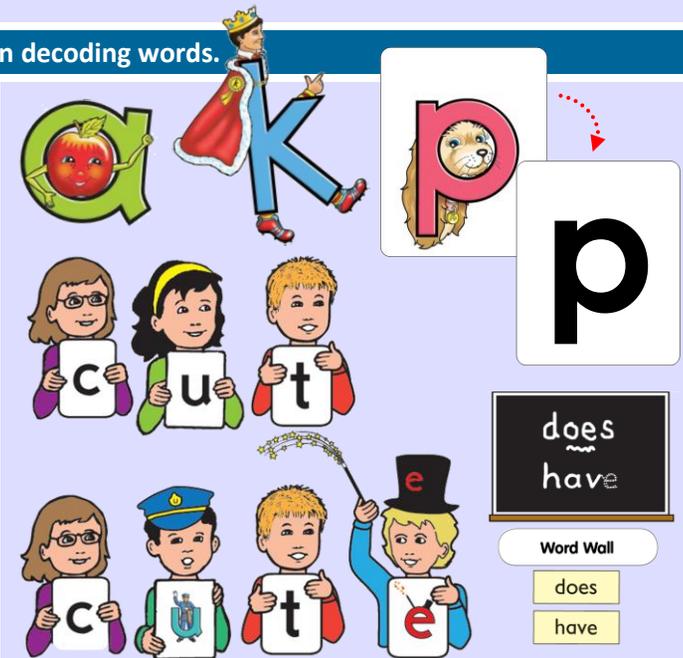
✓ The short vowels are emphasized in blending and segmenting in early lessons (e.g. *cap, bed, hug*) but long vowels are briefly introduced as well. Long Vowel spellings are learned later in the year including open syllables (*we, go*), Magic e (*cake, hide*), and Vowel Men Out Walking (*tree, boat*).

c. Read common high-frequency words by sight (e.g., the, of, to, you, she)

✓ Twenty five high-frequency words are learned by tracing the letters while spelling aloud and by frequent use in context.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

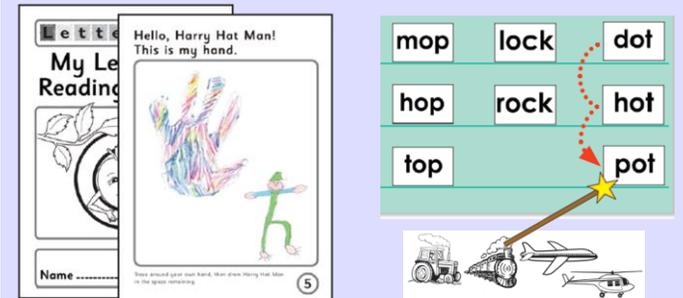
✓ Children sound out words that other children form with Live Reading or that the teacher forms with letters. Frequently words are changed by one letter for children to sound out again. Spelling is handled in similar activities.



4. FLUENCY

Read emergent-reader texts with purpose and understanding.

✓ Children read and reread brief emergent reader text daily in first semester in *My Letterland Reading Booklet*. In second semester there are copy masters for 12 booklets with predictable/decodable text and two plays. Children learn the words and build sentences that culminate in reading these booklets. They also practice reading word cards with increasing fluency in an activity called Tractors, Trains, Plains, and Helicopters.



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."