

Letterland and Phonics Support Document



Letterland is a phonics-based approach to teaching ***reading, writing, and spelling.*** Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and spelling patterns that represent them.

Check out the  Resources
BELOW!

Letter Naming and Letter Sounds	Short Vowels & Word Families	Blends & Digraphs
CVCe/Magic E	Long Vowels/Vowel Teams	R-Controlled
Diphthongs	Syllables	

	Letter Naming and Letter Sounds	Short Vowels & Word Families	Blends & Digraphs
Resources	Letter and Sound Folder Reading A-Z : Lessons 1-35 Reading A-Z Sound & Symbol Books	Short A Folder Short E Folder Short I Folder Short O Folder Short U Folder Onset/Rime/Short Vowel Folder Reading A-Z : Lessons 1-35 Reading A-Z Sound & Symbol Books	Google Folder Here Please feel free to share what you have too! Reading A-Z : (Blends) Lessons 36-41 (Consonant Digraphs) Lessons 46-57 Reading A-Z Sound & Symbol Books
Letterland Units/Lessons	Lessons 1-107 Section 2 - Section 3	Kinder Short A Lessons 108-115 Kinder Short I Lessons 116-121 Kinder Short O Lessons 122-127 Kinder Short U Lessons 128-132 Kinder Short E Lessons 133-137 Word Cards 1-5 Section 3 Assessment First Grade Units 1-7 Unit 9 & 10 Friends at the End (-ll, -ff, -ss, -ll & short vowels) Second Grade Unit A	Lessons 36, 65, 73-78, 83-84 Unit 6 -Unit 8- Blends with S, L & R Word Cards 6-8 Section 4 Assessments First Grade Units 11-15 Second Grade Units 1-3
iStation Resources			Blends & Digraphs Cycle Lessons

	CVCe/Magic E	Long Vowels/Vowel Teams	R-Controlled
Resources	Google Folder Here Please feel free to share what you have too! How to Teach Vowel Teams Reading A-Z : Lessons 42-45 Reading A-Z Sound & Symbol Books	Google Folder Here Please feel free to share what you have too! How to Teach Vowel Teams Reading A-Z : Lessons 53-57 Reading A-Z Sound & Symbol Books	Google Folder Here Please feel free to share what you have too! Reading A-Z : Lessons 65-68 Reading A-Z Sound & Symbol Books
Letterland Units/Lessons	Units 9 - 13 Word Cards Section 5 Assessment First Grade Units 16-18 Second Grade Unit 4 &5	Units 14-16 Word Cards Section 6 Assessment First Grade Units 19-26 Unit 8 Vowel Men at the End Second Grade Unit 9 & 10	Units 17-18 Word Cards Section 7 Assessment First Grade Units 29-32 Second Grade Unit 12-14 Second Grade Units 23-25
iStation Resources			

Letterland Suggestions for Lists, Word Work & Homework

- ❑ For CORE (whole group) mini lessons follow grade level Letterland unit pacing in MGSD forecasts.
- ❑ **How do I determine what my students can do?** For differentiated core during word work, please use the Letterland placement assessments ([1st](#) and [2nd](#)), [Phonics Assessment](#), and/or [Primary Spelling Inventory](#) (PSI) to determine a student's ability.
- ❑ **Student Word Work Lists:** Word work should also include practicing the phonics SKILL, not just memorizing a word list. There are tons of resources below to assist with this for your planning purposes. Remember that phonics practice can and should be both reading, spelling and writing. For example, teachers can use these activities for practice for writing: [Word Work Stations](#) and reading: [Decodable Books](#).
- ❑ **Differentiation:** Our goal is growth and proficiency for all of our students. Please make sure to challenge all of our kids during word work. Remediation for phonics can occur during guided reading. Students should be either working on CORE Letterland Phonics Units and/or advanced units. Please attempt to use a combination of CORE unit words and differentiated unit words.
- ❑ **Homework:** Letterland homework is **NOT** a MGSD expectation. Please ask yourself, what your purpose is for your homework? If it is ultimately to memorize a list of words for a weekly "Spelling Test", then I challenge you to develop more purposeful homework. Consider having your students reading and practicing the skill with word sort activities, where application of the skill is occurring. [Need an example? Check it out here.](#)

Letterland Assessment Suggestions

- ❑ **Weekly Assessment:** Weekly spelling tests are **NOT** a MGSD expectation, but you can continue with them this year if you, personally, feel they are needed. Again, please ask yourself, *what your purpose is for your assessment and how you are going to use this data?* Also, keeping in mind that Letterland is a phonics-based approach to teaching reading, writing and spelling, how will you assess the reading piece? Should we be assessing what students know (and retain) or memorize?
- ❑ **Alternative to Weekly Assessments to consider:** [Letterland Review Assessments:](#) Review Assessments

can be given after every three Units. They are used to monitor children's mastery and retention of fluent word recognition and correct spelling of the words and patterns taught. For the Spelling Review on the review assessments – Use the first 6 Tricky Words on the Review Assessment and the first 14 Regular Words for children to spell as you call out the words. *This assessment can be given to a whole class or small group together. Children scoring less than 80% correct should be given additional instruction and practice with the words from the previous Units.* I shared these assessments with your ICs this week and they can help provide you with some guidance for administration if you and/or your team needs help!

❑ Kindergarten Review Units:

- ❑ [Section 3](#) (Units 1-5: Onsets and Rimes) [Section 4](#) (Units 6-8: Consonant Blends)
- ❑ [Section 5](#) (Units 9-13: Long Vowels and Silent Magic E) [Section 6](#) (Units 14-16: Vowel Men Walking- Vowel Teams) [Section 7](#) (Units 17-18: Vowel Stealers/R-Controlled)

❑ [First Grade Review Assessment](#) ([Student CWPM Tracking Sheet](#))

Units	Goal for 1st Grade
1-12	20 cwpm
13-24	25 cwpm
25-42	35 cwpm

❑ [2nd Grade Review Assessments](#) ([Student CWPM Tracking Sheet](#))

Units	Goal for 2nd Grade
1-12	35 cwpm
13-24	40 cwpm

25-42

45 cwpm