Headsprout

Headsprout Early Reading and Reading Comprehension

Alignment with Texas Essential Knowledge and Skills (TEKS) Standards

ORGANIZED BY GRADE

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Kindergarten

Standard	Headsprout Early Reading Alignment
110.2.b.2.A.i. - Identifying and producing rhyming words. 110.2.b.2.A.v. - Blending syllables to form multisyllabic words. 110.2.b.2.A.vii. - Blending spoken onsets and rimes to form simple words. 110.2.b.2.A.viii. - Blending spoken phonemes to form one-syllable words. 110.2.b.2.A.x. - Segmenting spoken one-syllable words into individual phonemes.	❑ Headsprout teaches that words can begin or end with the same sound and that words can be broken down into onsets and rimes— including vocal production. First, students build words by selecting sounds (some words share common first or last sounds), later producing those words and matching their production to a sample, and finally saying those words in the context of a story. ❑ Headsprout combines segmenting with instruction in letter-sound relationships and introduces the alphabetic principle (that letters represent sounds) initially for sounds in isolation and then for sounds embedded in words. ❑ Students have multiple opportunities to recognize single- and multi-syllable words with common short and long vowel sound spelling patterns, and identify and read words from common word families. ❑ Headsprout provides a seven-step sequence for teaching segmenting and blending skills (sounding out words and saying them fast). Students begin the process in Episode 7, are lightly supported by Episode 23, and fully independent by Episode 45. Over 50 episodes incorporate these activities.

110.2.b.2.B.ii. – Using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words. 110.2.b.2.B.iii. - Recognizing that new words are created when letters are changed, added, or deleted such as it	❑ Headsprout does the following: 1. Teaches the speech sound represented by a letter or letter combination and ensures recognition, even against similar letters. 2. Provides practice in recognizing sound-print relationships within words. 3. Teaches seeing letters and saying sounds, independently confirming the letter sounds by finding the match. 4. Teaches how to sound out words by blending printed sounds together from left to right and saying the sounds fast, as words, ultimately fading all visual and auditory prompts. 5. Teaches several sound units with consistent pronunciations. Sounds taught in the first half of the program maintain the pronunciation taught in at least 85% of common words. Students learn units such as "an," "out," "ate," and "at" and practice identifying and saying these units in the context of multiple words. ❑ Students read common high-frequency words by sight (e.g., "the," "of," "to," "you," "she," "my," "is," are," "do," and "does"). ❑ Students distinguish between similarly spelled words by selecting key sounds in words.
110.2.b.2.D.i. - Identifying the front cover, back cover, and title page of a book. 110.2.b.2.D.ii. - Holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep. 110.2.b.2.D.iii. - Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. 110.2.b.2.D.iv. - Recognizing the difference between a letter and a printed word. 110.2.b.2.D.v. - Identifying all uppercase and lowercase letters.	❑ Students learn concepts of print, including holding a book right side up, turning pages correctly, reading from left to right and top to bottom, capital letters and punctuation, and reading across different fonts. ❑ All informational eBooks provide opportunities for students to identify the front cover, back cover, and title page of a book. ❑ Students learn that words are made up of letters that represent sounds. ❑ Students find and click on sounds/ letters within words. ❑ Students put sounds/letters together to form words. ❑ Students say sounds and words in response to printed letters and words. ❑ Students click on each word while reading online stories.

110.2.b.3.B. - Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	❏ All eBooks provide opportunities for students to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ❏ All informational eBooks provide opportunities for students to describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). Beginning with Episode 37, eBooks provide opportunities for students to ask and answer questions about unknown words in a text.
110.2.b.5.F. - Make inferences and use evidence to support understanding with adult assistance. 110.2.b.5.G. - Evaluate details to determine what is most important with adult assistance. 110.2.b.6.C. - Use text evidence to support an appropriate response.	❏ Students work with details during comprehension activities at the sentence and passage level for informational texts. ❏ All informational eBooks provide opportunities for questions pertaining to key details in a text. ❏ Students work with details and main ideas during comprehension activities at the sentence and passage level. ❏ All informational eBooks provide opportunities for students to identify the reasons an author gives to support points in a text. ❏ All informational eBooks provide opportunities for students to describe the connection between two individuals, events, ideas, or pieces of information in a text.

110.2.b.6.F. - Respond using newly acquired vocabulary as appropriate.	❏ All eBooks provide opportunities for students to Identify new meanings for familiar words and apply them accurately (e.g., knowing "duck" is a bird and learning the verb "to duck," which can be accomplished with the character Quick Quack)
	❏ Students begin to add words that are likely to be in their spoken vocabulary to their reading vocabulary. Through the use of character names and other less common words, they learn that words they may have never before encountered have meaning as well.
	❏ The online program teaches or reviews vocabulary words from the students' listening vocabulary and prepares them to match vocabulary words with pictures.
	❏ In the latter portion of the program, eBooks provide opportunities for students to use the most frequently occurring inflections and affixes as clues to the meaning of such unknown words as "smoothly," "wonderful," and "unknown."
	❏ In the latter portion of the program, eBooks provide opportunities for students to ask and answer questions about unknown words in an informational text.
	❏ The online story "Each One Is Yellow" provides a starting point for students to gain a sense of the concept of categories and to sort other types of food or objects. "Things in the Sky" and "What Lives in the Sea" provide a further sense of categorization and more starting points for students.
	❏ All eBooks provide opportunities for students to relate frequently occurring verbs and adjectives to their opposites.
	❏ All eBooks provide opportunities for students to identify real-life connections between words and their use (e.g., note places at school that are colorful).
	❏ All eBooks provide opportunities for students to distinguish shades of meaning among verbs describing the same general action, such as "hop" and "jump"; "look" and "peek"; and "cook" and "bake".
	❏ All eBooks provide opportunities for students to use words and phrases acquired through conversations, reading and being read to, and responding to texts.

110.2.b.7.A. - Discuss topics and determine the basic theme using text evidence with adult assistance. 110.2.b.7.B. - Identify and describe the main character(s). 110.2.b.7.C. - Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance. 110.2.b.7.D. - Describe the setting. 110.2.b.8.C. - Discuss main characters in drama. 110.2.b.8.D.i. - The central idea and supporting evidence with adult assistance.	❏ Students work with details during comprehension activities at the sentence and passage level. ❏ All eBooks provide opportunities for questions pertaining to key details in a text. ❏ All eBooks provide opportunities for students to retell stories. ❏ Before students read stories online, they work with pictures of main characters and concepts to aid in comprehension. ❏ Students read a text passage and select the picture "that goes with the words," identifying characters, settings, and major events in a story. ❏ All eBooks provide opportunities for questions pertaining to characters, settings, and major events in a story. ❏ All eBooks provide opportunities for students to compare and contrast the adventures and experiences of characters. The depth and breadth of passage type and style allow for many routes of comparison.
110.2.b.8.D.ii. - Titles and simple graphics to gain information. 110.2.b.9.C. - Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	❏ All informational eBooks provide opportunities for students to describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ❏ All informational eBooks provide opportunities for students to describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Grade 1

Standard	Headsprout Early Reading Alignment
110.3.b.2.A.iii. - Distinguishing between long and short vowel sounds in one-syllable words. 110.3.b.2.A.v. - Blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends. 110.3.b.2.A.vi. - Manipulating phonemes within base words. 110.3.b.2.A.vii. - Segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends. Blend single-syllable spoken words with at least five phonemes.	❑ Students learn ninety-four carefully chosen phonetic elements to maximize their decoding repertoire. ❑ Students have multiple opportunities to recognize single words with common short and long vowel sound spelling patterns, and identify and read words from common word families. ❑ Instruction in phonics and phonemic awareness occurs throughout Headsprout Early Reading as students put sounds together, hear sounds slowly blended, say sounds slowly blended, hear the sounds said fast as whole words, and eventually say the words fast themselves. Students not only identify and say the sounds letters make, both independently and as blended units, but also listen to and identify the sounds they say, which is a critical step in auditory and phonemic awareness. Students also segment single real and nonsense words into separate sounds (phonemes) and blend multiple sounds (phonemes) into real or nonsense words. ❑ Students find that sounds can be combined to make meaningful units of phonemic information. ❑ Students discover that some sounds can have other sounds inside them and that sound units can be combined to make new sounds. ❑ Headsprout teaches that words can begin or end with the same sound and the recognition that words can be broken down into onsets and rimes —including vocal production. First, students build words by selecting sounds (some words share common first or last sounds), later producing those words and matching their production to a sample, and finally saying those words in the context of a story.

110.3.b.2.B.ii. - Decoding words with initial and final consonant blends, digraphs, and trigraphs. 110.3.b.2.B.iii. - Decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. 110.3.b.2.B.iv. - Using knowledge of base words to decode common compound words and contractions. 110.3.b.2.B.v. - ding -ed, -s, and –es. 110.3.b.2.B.vi. - Identifying and reading at least 100 high-frequency words from a research-based list. 110.3.b.2.C.i. - Spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. 110.3.b.2.C.ii. - Spelling words with initial and final consonant blends, digraphs, and trigraphs.	❏ Headsprout does the following: 1. Teaches the speech sound represented by a letter or letter combination, including common consonant digraphs, and ensures recognition, even against similar letters. 2. Provides practice in recognizing sound- print relationships within words. 3. Teaches seeing letters and saying sounds, independently confirming the letter sounds by finding the match. 4. Teaches how to sound out words, including two-syllable words and words with inflectional endings, by blending printed sounds together from left to right and saying the sounds fast, as words, ultimately fading all visual and auditory prompts. 5. Teaches several sound units with consistent pronunciations. Sounds taught in the first half of the program maintain the pronunciation taught in at least 85% of common words. Students learn units such as "an," "out," "ate," and "at" and practice identifying and saying these units in the context of multiple words. ❏ Students have multiple opportunities to recognize single-syllable words with common short and long vowel sound spelling patterns, and identify and read words from common word families. ❏ Headsprout teaches "-ing," "-ed," "-es," and "-est." Students practice these within a variety of words, such as "pouted," "talking," "wanted," "biggest," "cakes," "bringing," and many others. ❏ Headsprout teaches many common sight words, including "the," "said," "could," "would," "should," "come," "are," "one," "two," "does," and others. ❏ Headsprout teaches students a strategy called "ballparking" to help them figure out words that are slightly irregular, such as "work." ❏ Headsprout Early Reading eBooks provide opportunities for students to use frequently occurring affixes as a clue to the meaning of a word and to identify frequently occurring root words (e.g., "look") and their inflectional forms (e.g., "looks," "looked," and "looking"). ❏ Students recognize and fluently read high- frequency sight words (e.g., "the," "a," "I," "he," "she," "and," "out," "is," "could," "would," "should," "come," "are," "has," "have," "in," "said," "wants," "on," "who," "what," "why," and "because").

110.3.b.3.B. - Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	❏ All informational eBooks provide opportunities for students to read, with prompting and support, informational texts appropriately complex for grade 1. ❏ Headsprout teaches picture review and related comprehension skills by having students fill in the blank with words that best describe what is happening in the picture. ❏ Headsprout integrates working with words based on meaning and grammatical structure in the context of sentence construction and meaning. For example, students "construct meaning" by creating their own sentence that is then animated to reflect the meaning of the sentence. Students also create sentences based upon the meaning implied in pictures. ❏ All eBooks provide opportunities for students to distinguish shades of meaning among verbs differing in manner (e.g., "look," "peek," "glance,"; "stare," "glare," and "scowl") and adjectives differing in intensity (e.g., "large" and "gigantic") by defining or choosing them, or by acting out the meanings. ❏ In the latter portion of the program, eBooks provide opportunities for students to ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
110.3.b.6.E. - Make connections to personal experiences, ideas in other texts, and society with adult assistance. 110.3.b.6.F. - Make inferences and use evidence to support understanding with adult assistance. 110.3.b.6.G. - Evaluate details to determine what is most important with adult assistance.	❏ Students practice more inferential comprehension skills by reading familiar passages, listening to various types of comprehension questions, and selecting the picture that best answers the auditory question. ❏ Students work with key details during comprehension activities at the sentence and passage level. ❏ All informational eBooks provide opportunities for questions pertaining to key details in a text. ❏ All eBooks provide opportunities for students to retell stories, including key details, and to demonstrate understanding of their central message or lesson. ❏ Students work with key details during comprehension activities at the sentence and passage level for informational text. ❏ All informational eBooks provide opportunities for questions pertaining to key details in a text. ❏ The Sprout Stories include illustrated expository texts on topics including space ("Mars, the Fourth Planet"), sea life ("What Lives in the Sea?"), and others. These stories provide opportunities for students to retell key details of a text.

110.3.b.7.C. - Use text evidence to support an appropriate response. 110.3.b.7.F. - Respond using newly acquired vocabulary as appropriate.	❑ The online story "Each One Is Yellow" provides a starting point for students to sort words into categories (e.g., colors and clothing) to gain a sense of the concepts the categories represent. "Things in the Sky" and "What Lives in the Sea?" provide a further sense of categorization and more starting points for students. All of these stories allow students to define words by category and by one or more key attributes (e.g., a "duck" is a bird that swims; a "tiger" is a large cat with stripes). ❑ Students demonstrate full text-based comprehension skills by reading passages, questions, and an array of phrase or sentence responses and then selecting the best answer. ❑ All eBooks provide opportunities for students to use words acquired through reading and responding to texts, including using frequently occurring conjunctions ("and," "or," "but") to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
110.3.b.8.A. - Discuss topics and determine theme using text evidence with adult assistance. 110.3.b.9.D.i. - The central idea and supporting evidence with adult assistance.	❑ The Sprout Stories include illustrated expository texts on topics including space ("Mars, the Fourth Planet"), sea life ("What Lives in the Sea?"), and others. These stories provide opportunities for students to retell key details of a text. ❑ All informational eBooks provide opportunities for students to identify the reasons an author gives to support points in a text. ❑ Students read a text passage and select the picture "that goes with the words," identifying characters, settings, and major events in a story. ❑ All eBooks provide opportunities for questions pertaining to characters, settings, and major events in a story, using key details.
110.3.b.9.D.ii. - Features and simple graphics to locate or gain information. 110.3.b.10.C. - Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	❑ All informational eBooks provide opportunities for students to distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ❑ All informational eBooks provide opportunities for students to use the illustrations and details in a text to describe its key ideas.
110.3.b.10.E. - Listen to and experience first- and third-person texts.	❑ The eBooks provide opportunities for students to identify who is telling the story at various points in a text.

Grade 2

Standard	Headsprout Early Reading Alignment
110.4.b.2.A.iv. - Manipulating phonemes within base words. 110.4.b.2.B.iii. - Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. 110.4.b.2.B.vi. - Decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.d. Decode words with common prefixes and suffixes. 110.4.b.2.C.i. - Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. 110.4.b.2.C.vi. - Spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.	❏ Headsprout does the following: 1. Teaches the speech sound represented by a letter or letter combination, including common consonant digraphs, and ensures recognition, even against similar letters. 2. Provides practice in recognizing sound-print relationships within words. 3. Teaches seeing letters and saying sounds, independently confirming the letter sounds by finding the match. 4. Teaches how to sound out words, including two-syllable words and words with inflectional endings, by blending printed sounds together from left to right and saying the sounds fast, as words, ultimately fading all visual and auditory prompts. ❏ Students have multiple opportunities to identify words with inconsistent but common spelling-sound correspondences.

110.4.b.3.B. - Use context within and beyond a sentence to determine the meaning of unfamiliar words. 110.4.b.3.C. - Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion. 110.4.b.3.D. - Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	❏ Headsprout Reading Comprehension does the following: 1. Students are directly taught target vocabulary words before reading a passage and discover other word meanings through structured learning exercises. 2. Students practice identifying the word that goes with a picture, identifying a picture that goes with a word, identifying a word that goes with a definition, and identifying a definition that goes with a word. 3. Students are able to click on words in a text while reading in order to hear the word's pronunciation and meaning. 4. Students learn to derive the meaning of a word from its surrounding context. 5. Students learn to identify the meaning of a word as it is used within a passage versus other common definitions of the word. ❏ Students read about rhyme and read poems that rhyme. These poems also employ figurative language, poetic devices, alliteration, and repeated lines, all available to the teacher for use in identification. Many opportunities exist for teachers to engage students in further discussions about literary elements. ❏ Headsprout teaches students a strategy called "ballparking" to help them figure out words that are slightly irregular, such as "work."
110.4.b.4. - Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking- fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	❏ Headsprout Early Reading includes specially designed fluency exercises at the sound and word level as well as at the sentence and passage level. Fluency exercises at the sound and word level include finding sounds within words, saying sounds, and saying words. ❏ Students build oral reading fluency by repeated readings of passages that gradually increase in difficulty. The narrator models appropriate pace and intonation while students do repeated readings of familiar and unfamiliar passages to build reading rates. ❏ Benchmark Reading Assessments (conducted as part of Headsprout Early Reading) provide opportunities for teachers to record oral reading rate. ❏ Students learn to be their own listeners by matching their reading to a sample as well as to familiar words. ❏ Students build oral reading fluency by repeated readings of passages that gradually increase in difficulty. The narrator models appropriate pace and intonation while students do repeated readings of familiar and unfamiliar passages to build reading rates. ❏ Headsprout teaches many common sight words, including "the," "said," "could," "would," "should," "come," "are," "one," "two," "does," and others.

110.4.b.6.E. - Make connections to personal experiences, ideas in other texts, and society. 110.4.b.6.F. - Make inferences and use evidence to support understanding. 110.4.b.6.G. - Evaluate details read to determine key ideas.	❏ First, students learn to identify the theme (main idea) of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole. ❏ Students work with illustrations and words in a digital text during comprehension activities at the sentence and passage level.
110.4.b.7.C. - Use text evidence to support an appropriate response. 110.4.b.7.F. - Respond using newly acquired vocabulary as appropriate.	❏ Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use the word multiple times. For example, a vocabulary word directly taught in one episode might be critical for answering a reading comprehension question in a later episode. ❏ Students receive explicit instruction and ample practice in the reading comprehension strategy of derived meaning (vocabulary) questions regarding words and phrases. ❏ Headsprout Early Reading does the following: 1. The last dozen eBooks provide opportunities for students to identify real- life connections between words and their use (e.g., "describe foods that are spicy or juicy"). 2. These eBooks also provide opportunities for students to distinguish shades of meaning among closely related verbs, such as "chatted" and "said," and between closely related adjectives, such as "high" and "tallest."
110.4.b.8.A. - Discuss topics and determine theme using text evidence with adult assistance. 110.4.b.8.B. - Describe the main character's (characters') internal and external traits. 110.4.b.8.C. - Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. 110.4.b.9.C. - Discuss elements of drama such as characters, dialogue, and setting. 110.4.b.9.D.i. - The central idea and supporting evidence with adult assistance.	❏ First, students learn to identify the theme (main idea) of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole. ❏ The four chapter stories, six stand- alone narratives, and three poems students read provide a wide range of literary elements, such as plot, characters (both real and imaginary), setting, and theme. While reading these varied stories, students answer many questions focused on problem/ conflict, resolution of conflict, rising action, and climax. Students make inferences about character's feelings, motivations, and the probability of future actions based on clues in the text regarding character attributes, events, and actions. The broad range of characters in the program gives the students a good deal of exposure in assessing the nature and motivation of characters. ❏ Comprehension questions ask students to describe how characters in a story respond to major events and challenges. ❏ Students answer many questions focusing on problem/ conflict, resolution of conflict, rising action, and climax.

110.4.b.9.B. - Explain visual patterns and structures in a variety of poems. 110.4.b.9.D.ii. - Features and graphics to locate and gain information. 110.4.b.10.C. - Discuss the author's use of print and graphic features to achieve specific purposes 110.4.b.13.C. - Identify and gather relevant sources and information to answer the questions. 110.4.b.13.E. - Demonstrate understanding of information gathered.	❑ Students read about rhyme and read poems that rhyme. These poems also employ figurative language, poetic devices, alliteration, and repeated lines, all available to the teacher for use in identification. Many opportunities exist for teachers to engage students in further discussions about literary elements. ❑ Students develop skills in the use of tables of contents to locate key facts or information in a text efficiently. ❑ The program offers posters, cross sections, other illustrations, and diagrams as vehicles for communication in which graphics take a prominent role. Comprehension questions directed to these images allow students to explain how the images contribute to and clarify the text. ❑ Students practice identifying the word that goes with a picture, identifying a picture that goes with a word, identifying a word that goes with a definition, and identifying a definition that goes with a word. ❑ Students are able to click on words in a text while reading in order to hear the word's pronunciation and meaning.
110.4.b.10.A. - Discuss the author's purpose for writing text.	❑ Students learn to use themes to determine the main idea of a passage and to connect the main idea to the author's purpose for writing the passage.

Grade 3

Standard	Headsprout Reading Comprehension Alignment
110.5.b.2.A.v. - Decoding words using knowledge of prefixes. 110.5.b.2.A.vi. - Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. 110.5.b.2.B.vi. - Spelling words using knowledge of prefixes. 110.5.b.2.B.vii. - Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. 110.5.b.3.C. - Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and –ful.	❑ The program presents multiple opportunities for students to identify and work with words having common prefixes and derivational suffixes. ❑ The program provides students with opportunities to decode over 325 multi-syllable vocabulary words as well as other words, including irregularly spelled words.
110.5.b.6.F. - Make inferences and use evidence to support understanding. 110.5.b.6.G. - Evaluate details read to determine key ideas. 110.5.b.7.C. - Use text evidence to support an appropriate response. 110.5.b.7.D. - Retell and paraphrase texts in ways that maintain meaning and logical order.	❑ First, students learn to identify the theme (main idea) of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole. ❑ Students learn to use this strategy to answer several questions, including "What is this passage mostly about?" and "What is another good title for this story?" as well as questions about the author's purpose. ❑ The four chapter stories, six stand-alone narratives, and three poems provide a wide range of opportunities for students to read and comprehend literature.

110.5.b.7.F. - Respond using newly acquired vocabulary as appropriate.	❏ Students are directly taught target vocabulary words before reading a passage and discover other word meanings through structured learning exercises.
	❏ Students learn to derive the meaning of a word from its surrounding context.
	❏ Students are able to click on words in a text while reading in order to hear the word's pronunciation and meaning.
	❏ Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use the word multiple times. For example, a vocabulary word directly taught in one episode might be critical for answering a reading comprehension question in a later episode.
	❏ The program presents multiple opportunities for students to identify and work with words having common prefixes and derivational suffixes.
	❏ Students are exposed to over four hundred conversational, general academic, and domain- specific vocabulary words, including those that signal spatial and temporal relationships.
	❏ Many opportunities exist for teachers to have students accurately use these words as well as the general academic and domain-specific vocabulary words specifically taught in the program using Headsprout's proprietary vocabulary-acquisition system.
	❏ Students learn to identify the meaning of a word as it is used within a passage versus other common meanings of the word, including the difference between literal and nonliteral meanings, such as in the phrase "grinning from ear to ear."
	❏ Understanding of new words is achieved by including target vocabulary words in multiple contexts within passages and questions in order to increase student exposure to the words across a variety of usages.
	❏ Students learn new vocabulary words by pairing them with synonyms or short definitions of the word. In addition, students answer inferential questions that require them to identify synonyms in order to determine the answer to the question. Students also distinguish between such word s as "hope," "imagine," and "believe; and "excited," "frightened," and "nervous."
110.5.b.8.B. - Explain the relationships among the major and minor characters. 110.5.b.9.C. - Discuss elements of drama such as characters, dialogue, setting, and acts.	❏ Comprehension questions ask students to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	❏ The four chapter stories and six stand-alone narratives provide a wide range of characters (both real and imaginary) as well.
	❏ Students answer many questions focusing on problem/ conflict, resolution of conflict, rising action, and climax.

110.5.b.9.D.i. - The central idea with supporting evidence. 110.5.b.9.D.iii. - Organizational patterns such as cause and effect and problem and solution. 110.5.b.10.B. - Explain how the use of text structure contributes to the author's purpose.	❑ In reading the varied texts, students answer many questions focusing on comparison, cause/effect, and first/second/third in a sequence. ❑ Many opportunities exist for teachers to engage students in further discussions involving logical connections between particular sentences and paragraphs, and to use one or more of the diagrams taught in the program to demonstrate such logical connections.