



Headsprout Early Reading
and Headsprout Reading
Comprehension Programs

Alignment with the Virginia Department of Education Core Reading Program and Standards of Learning (SOL)

GRADES K-5



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Alignment with the Virginia Department of Education Core Reading Program and Standards of Learning (SOL)

STANDARD	Alignment with Headsprout Early Reading
Kindergarten English Standards of Learning	
K.5 The student will understand how print is organized and read.	Students are taught to read and select text from left to right and top to bottom throughout the program. Printable Sprout Stories further reinforce the standard conventions of how print is organized and read.
a) Hold print materials in the correct position.	Printable Benchmark Assessments and Sprout Stories require students to hold print materials in the correct position. Teachers monitor reading performance and have many opportunities to further instruct students to hold print materials in the correct position.
b) Identify the front cover, back cover, and title page of a book.	The printable stories in Headsprout Early Reading provide several opportunities for identifying the front cover, back cover, and title page of a book.
c) Distinguish between print and pictures.	Students learn to select pictures that correspond to words and sentences as well as build sentences that come to life through animated illustrations.
d) Follow words from left to right and from top to bottom on a printed page.	Students are taught to read and select text from left to right and top to bottom throughout the program. Printable Sprout Stories further reinforce the standard conventions of reading printed text.
e) Match voice with print (concept of word).	Students are taught to “speak out loud” throughout the program. Students also learn to select phonemes and words that match the phonemes and words said by the narrator. Printable Sprout Stories provide numerous opportunities to match voice with print.
K.6 The student will demonstrate an understanding that print conveys meaning.	Students demonstrate an understanding that print conveys meaning by selecting pictures that correspond to text. Initial components of textual comprehension are also established when students combine words to make sentences that come to life through animated illustrations.
a) Identify common signs and logos.	Students who complete all 80 episodes have a potential reading vocabulary of over 5,000 words and a rich history of success saying and identifying words that compose common signs and logos.
b) Explain that printed materials provide information.	Printable Sprout Stories provide numerous opportunities to explain that printed materials provide information.
c) Read and explain own writing and drawings.	Students “write” sentences to convey pictures that are presented to them.
d) Read his/her name and read fifteen meaningful, concrete words.	Students who complete all 80 episodes have a potential reading vocabulary of over 5,000 words.

STANDARD	Alignment with Headsprout Early Reading
K.7 The student will develop an understanding of basic phonetic principles.	Students learn 94 carefully chosen phonetic elements to maximize their decoding repertoire.
a) Identify and name the uppercase and lowercase letters of the alphabet.	Students work with lowercase letters throughout the program. Uppercase letters are introduced in the context of names, the pronoun <i>I</i> , and beginning words in sentences. Students learn lowercase letters in the course of the program's 94 phonetic elements. However, letter sounds rather than letter names are taught.
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	Students practice identifying and matching sounds at the beginning, middle, and end of words. Students are required to identify consonant digraph sounds present in larger chunks of sounds . Students then blend the units to produce words.
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	Students demonstrate speech-to-print matches throughout the program . Students are instructed to "click on" the sounds in multisyllabic words with the use of a computer mouse.
d) Identify beginning consonant sounds in single-syllable words.	Students practice identifying and matching consonant and vowel sounds at the beginning, middle, and end of single-syllable words.
K.8 The student will expand vocabulary.	More phonetic elements are added as the initial sounding-out strategies are learned; the words made from the elements are practiced to ensure that they become a permanent part of the student's vocabulary. Once the sounding-out skills are firm and a wide array of sound elements are taught, a typical student will have a potential reading vocabulary of over 5,000 words .
a) Discuss meanings of words.	The printable Sprout Stories that accompany the program provide numerous opportunities for students and teachers to discuss meanings of words .
b) Develop vocabulary by listening to a variety of texts read aloud.	Throughout the program, students listen to the narrator read and model fluent reading. Text level spans a kindergarten to mid-second-grade level.
K.9 The student will demonstrate comprehension of fictional texts.	Carefully designed indicators are used to teach self-observation as well as word, phrase, sentence, and fictional story comprehension . After each reading exercise, students choose one of three pictures that go with the sentence. The pictures vary in such a way as to ensure that the words in the sentences have been read and are understood. From as early as lesson five, students understand that the sentences they read are not simply lists of words, but are units of meaning. Eventually, students answer written comprehension questions after reading entire passages.
a) Identify what an author does and what an illustrator does.	Printable Sprout Stories provide numerous opportunities for discussion of what authors and illustrators do.
b) Relate previous experiences to what is read.	Students are taught to apply their existing listening vocabulary to sentence reading and literal comprehension activities.

STANDARD	Alignment with Headsprout Early Reading
c) Use pictures to make predictions.	Headsprout Early Reading 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.
d) Begin to ask and answer questions about what is read.	After each reading exercise, students choose one of three pictures that go with the sentence. The pictures vary in such a way as to ensure that the words in the sentences have been read and are understood. Students also demonstrate full text-based comprehension skills by reading passages, reading questions and an array of phrase or sentence responses, and selecting the best answer.
e) Use story language in discussions and retellings.	All 80 sprout stories provide opportunities for discussion and retellings using story language.
f) Retell familiar stories, using beginning, middle, and end.	Accompanying text materials provide students with opportunities to retell previously learned reading passages using beginning, middle, and end.
g) Discuss characters, setting, and events.	Stories include well-developed characters, settings, and events, which provide multiple opportunities for discussion of those story features.
K.10 The student will demonstrate comprehension of nonfiction texts.	After each reading exercise, students choose one of three pictures that go with the sentence. The pictures vary in such a way as to ensure that the words in the sentences have been read and are understood. A typical student will have a potential reading vocabulary of over 5,000 words, which can be applied to a wide range of nonfiction texts.
a) Use pictures to identify topic and make predictions.	Headsprout Early Reading 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.
b) Identify text features specific to the topic, such as titles, headings, and pictures.	The 80 stories that accompany the program provide students and teachers with numerous opportunities to identify and read titles and headings, and match pictures to words and words or sentences to pictures. All stories are accompanied by engaging illustrations.

STANDARD	Alignment with Headsprout Early Reading
Grade 1 English Standards of Learning	
1.5 The student will apply knowledge of how print is organized and read.	Students are taught to read and select text from left to right and top to bottom throughout the program. Printable Sprout Stories further reinforce the standard conventions of how print is organized and read.
a) Read from left to right and from top to bottom.	Students are taught to read and select text from left to right and top to bottom throughout the program. Printable Sprout Stories further reinforce the standard conventions of reading printed text.
b) Match spoken words with print.	Students are taught to “speak out loud” throughout the program. Students also learn to select spoken words that match the phonemes and words said by the narrator. Printable Sprout Stories provide numerous opportunities to match voice with print.

STANDARD	Alignment with Headsprout Early Reading
c) Identify letters, words, sentences, and ending punctuation.	Students are taught to identify and read letters, words, and sentences throughout the 80 episodes. Students learn that sentences end with a period, exclamation mark, or question mark. Punctuation taught in the online lessons includes periods, commas, exclamation marks, question marks, quotation marks, colons, and apostrophes.
d) Read his/her own writing.	Additional teacher resources include handwriting exercises that correspond with words learned in the online episodes.
1.6 The student will apply phonetic principles to read and spell.	In Headsprout Early Reading, students learn 94 carefully chosen phonetic elements designed to maximize a learner’s decoding repertoire. Initial sounds taught are those that maintain a consistent pronunciation in over 85% of the words in which they appear. This early consistency is extremely important to ensuring the transfer of segmenting and blending skills learned in the program to words encountered outside the program.
a) Use beginning and ending consonants to decode and spell single-syllable words.	Headsprout Early Reading provides a seven-step sequence for teaching segmenting and blending skills. Students begin the process in Episode 7, are lightly supported by Episode 23, and are fully independent by Episode 45. Over 50 episodes incorporate these activities.
b) Use two-letter consonant blends to decode and spell single-syllable words.	Students learn to match and say two-letter consonant blends beginning in Episode 6 . Two letter consonant blends are learned in isolation, then in the context of single-syllable words (e.g., “fr” and “fran”).
c) Use beginning consonant digraphs to decode and spell single-syllable words.	Beginning consonant digraphs (e.g., “sh,” and “th”) are taught beginning in Episode 19 and applied to single-syllable words throughout the program.
d) Use short vowel sounds to decode and spell single-syllable words.	Students are taught 94 carefully chosen phonetic elements that contain both long and short vowel sounds. Short vowel sounds are embedded in the decoding sequences.
e) Blend beginning, middle, and ending sounds to recognize and read words.	Headsprout Early Reading provides a seven-step sequence for teaching segmenting and blending skills . Students learn to select and say sounds that are placed at the beginning, middle, and end of words. 80 offline stories ensure that students’ blending skills transfer to novel words and passages.
f) Use word patterns to decode unfamiliar words.	Word patterns are established and applied to unfamiliar word reading early on with the use of character names composed of phonetic elements taught in the program. Students also practice reading entire stories while decoding novel words in context.
g) Read and spell simple two-syllable compound words.	A typical student who finishes all 80 episodes will have a potential reading vocabulary of over 5,000 words . Phonetic elements and sight words taught in the program involve one-, two-, and three-syllable words. Examples of compound words taught in the program include triangle, rainbow, and cannot.
h) Read and spell commonly used sight words.	Students learn to 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, because).

STANDARD	Alignment with Headsprout Early Reading
1.7 The student will use semantic clues and syntax to expand vocabulary when reading.	Students begin to add words that are likely to be in their spoken vocabulary to their reading vocabulary. Additionally, once the sounding-out skills are firm and a wide array of sound elements are taught, a typical student will have a potential reading vocabulary of over 5,000 words.
a) Use words, phrases, and sentences.	Students learn to sound out and read words, phrases, and sentences throughout the program. By the end of Episode 1, students can read their first words, and by the end of Episode 80, students are reading stories that contain words, phrases, and sentences up to a mid-second-grade level.
b) Use titles and pictures.	Headsprout Early Reading teaches students to match words and sentences to pictures. The 80 sprout stories provide teachers with additional opportunities to strengthen the use of titles and pictures.
c) Use information in the story to read words.	Unfamiliar objects or words are introduced and labeled prior to using them in an activity, and word meanings are provided through animation and used in other contexts.
d) Use knowledge of sentence structure.	In Headsprout Early Reading, students are taught to construct sentences involving subject-verb and singular-plural agreement. Once students have constructed the sentence correctly, the meaning of the sentence is depicted with a brief animation.
e) Use knowledge of story structure.	The printable Sprout Stories in Headsprout Early Reading provide text and illustrations that teachers may use to discuss language patterns and story structures. Characters and settings range from realistic contemporary to fantasy worlds in sea and space.
f) Reread and self-correct.	Beginning with Episode 3, students begin to orally produce sounds and words. Students are asked to select which character said a sound or word as they did. If the student makes an error, the program will deliver an error correction routine requiring rereading. Through this process of self-evaluative reading, students learn to self-correct, particularly in the presence of unfamiliar words and stories.
1.8 The student will expand vocabulary.	Once the sounding-out skills are firm and a wide array of sound elements are taught, a typical student will have a potential reading vocabulary of over 5,000 words.
a) Discuss meanings of words in context.	Students read passages and select pictures that represent meaning (literal and inferential), read sentences with missing words and choose correct words to fill in the blank, and read sentences with multiple-choice text responses. The printable Sprout Stories that accompany the program provide numerous opportunities for students and teachers to discuss meanings of words in context.
b) Develop vocabulary by listening to and reading a variety of texts.	Throughout the program, students listen to the narrator read and model fluent reading. Text level spans a kindergarten to mid-second-grade level.
c) Ask for the meaning of unknown words and make connections to familiar words.	Many of the 80 sprout stories are composed of words that may be unfamiliar to students. These stories provide numerous opportunities for students to ask for the meaning of unknown words.

STANDARD	Alignment with Headsprout Early Reading
d) Use text clues such as words or pictures to discern meanings of unknown words.	Students read passages and select pictures that represent meaning (literal and inferential), read sentences with missing words and choose correct words to fill in the blank, and read sentences with multiple-choice text responses. Students also learn to construct sentences based upon the meaning implied in pictures.
e) Use vocabulary from other content areas.	A typical student would finish the program with a potential reading vocabulary of over 5,000 words. Many of these words will cover a wide range of content areas.
1.9 The student will read and demonstrate comprehension of a variety of fictional texts.	Carefully designed indicators are used to teach self-observation as well as word, phrase, sentence, and fictional story comprehension . After each reading exercise, students choose one of three pictures that go with the sentence. The pictures vary in such a way as to ensure that the words in the sentences have been read and are understood. From as early as lesson five, students understand that the sentences they read are not simply lists of words, but are units of meaning. Eventually, students answer written comprehension questions after reading entire passages.
a) Preview the selection.	Students are presented with numerous opportunities to preview reading selections prior to completing the oral reading activities.
b) Set a purpose for reading.	Headsprout Early Reading employs “potentiation” routines in which engaging animations require student participation and success in order for the animation to resume.
c) Relate previous experiences to what is read.	Students are taught to apply their existing listening vocabulary to sentence reading and literal comprehension activities. 80 sprout stories provide opportunities for students to relate other previous experiences to what is read.
d) Make and confirm predictions.	The printable Sprout Stories provide carefully placed illustrations to support predictions and confirmations of predictions.
e) Ask and answer who, what, when, where, why, and how questions about what is read.	Students recognize, fluently read, and answer questions involving high-frequency question words . Question words are embedded in both oral reading and reading comprehension activities.
f) Identify characters, setting, and important events.	Students read stories including well-developed characters, plot structures (including conflict and resolution), and settings .
g) Retell stories and events, using beginning, middle, and end.	Headsprout Early Reading includes printable Sprout Stories that offer many opportunities for retelling details and sequences of stories .
h) Identify the main idea or theme.	The printable Sprout Stories provide opportunities for identification of themes and main ideas . Headsprout Reading Comprehension systematically teaches students to identify themes of sentences and entire passages.
i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	In Headsprout Early Reading, students are introduced to poetry, including rhythm, rhyme, and alliteration. Carefully designed fluency aims are set and achieved throughout the program. The benchmark assessments provide teachers with opportunities to observe transfer of fluency, accuracy, and expression to printed text .

STANDARD	Alignment with Headsprout Early Reading
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.	After each reading exercise, students choose one of three pictures that go with the sentence. The pictures vary in such a way as to ensure that the words in the sentences have been read and are understood. A typical student will have a potential reading vocabulary of over 5,000 words , which can be applied to a wide range of nonfiction texts.
a) Preview the selection.	Students are presented with numerous opportunities to preview reading selections prior to completing the oral reading activities.
b) Use prior and background knowledge as context for new learning.	Students are taught to apply their existing listening vocabulary to sentence reading and literal comprehension activities. 80 sprout stories provide opportunities for students to relate other previous experiences to what is read.
c) Set a purpose for reading.	Headsprout Early Reading employs “potentiation” routines in which engaging animations require student participation and success in order for the animation to resume.
d) Identify text features such as pictures, headings, charts, and captions.	Students learn to identify pictures and integrate information found in pictures to inform selection and construction of sentences and words.
e) Make and confirm predictions.	The printable Sprout Stories provide carefully placed illustrations to support predictions and confirmations of predictions.
f) Ask and answer who, what, where, when, why, and how questions about what is read.	Students recognize, fluently read, and answer questions involving high-frequency question words . Question words are embedded in both oral reading and reading comprehension activities.
g) Identify the main idea.	The printable Sprout Stories provide opportunities for identification of themes and main ideas . Headsprout Reading Comprehension systematically teaches students to identify themes of sentences and entire passages.
h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	In Headsprout Early Reading, carefully designed fluency aims are set and achieved throughout the program. The benchmark assessments provide teachers with opportunities to observe transfer of fluency, accuracy, and expression to printed text .
1.11 The student will use simple reference materials.	Students learn to use illustrations and surrounding text as a reference for matching and reading text.
a) Use knowledge of alphabetical order by first letter.	Headsprout Early Reading combines segmenting with instruction in letter-sound relations and introduces the alphabetic principle (that letters represent sounds) initially for sounds in isolation and then for sounds embedded in words. Fluency in letter-sound relations provides a foundation for learning alphabetic order.
b) Use a picture dictionary to find meanings of unfamiliar words.	Students develop an expanded vocabulary by reading sentences and selecting pictures that represent the meaning; reading passages and selecting pictures that represent the meaning (literal and inferential); and reading sentences with missing words and choosing correct words to fill in the blank. The expanded vocabulary established in the program provides a foundation for using picture dictionaries to find meanings of unfamiliar words.

STANDARD

Alignment with Headsprout Early Reading
and/or Headsprout Reading Comprehension

Grade 2 Reading Standards of Learning

A Grade 2 student would be placed in Headsprout Early Reading if he/she were reading below a mid-second-grade level. If the student were reading at or above a mid-second-grade level, Headsprout Reading Comprehension would be the recommended placement. The following tables describe alignment to both Headsprout Early Reading and Headsprout Reading Comprehension.

2.5 The student will use phonetic strategies when reading and spelling.	In Headsprout Early Reading, students learn 94 carefully chosen phonetic elements designed to maximize their decoding repertoire. Initial sounds taught are those that maintain a consistent pronunciation in over 85% of the words in which they appear. Headsprout Early Reading teaches students a strategy called "ballparking" to help them figure out words that are slightly irregular, such as <i>work</i> .
a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.	Students learn to match and say two-letter consonant blends beginning in Episode 6 . Two-letter consonant blends are learned in isolation, then in the context of single-syllable words (e.g., "fr" and "fran"). Beginning consonant digraphs (e.g., "sh" and "th") are taught beginning with Episode 19 and applied to single-syllable words throughout the program.
b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.	Short, long, and r-controlled vowel (e.g., "ar," "or," "er") pattern production is established and strengthened beginning with Episode 31 of Headsprout Early Reading.
c) Decode regular multi-syllabic words.	Students are taught to decode and orally produce regular multisyllabic words . Text used to establish and firm decoding spans a kindergarten to mid-second-grade reading level.
2.6 The student will use semantic clues and syntax to expand vocabulary when reading.	Students begin to add words that are likely to be in their spoken vocabulary to their reading vocabulary. Additionally, once the sounding-out skills are firm and a wide array of sound elements are taught, a typical student will have a potential reading vocabulary of over 5,000 words .
a) Use information in the story to read words.	Unfamiliar objects or words are introduced and labeled prior to using them in an activity, and word meanings are provided through animation and used in other contexts.
b) Use knowledge of sentence structure.	In Headsprout Early Reading, students are taught to construct sentences involving subject-verb and singular-plural agreement. Once students have constructed the sentence correctly, the meaning of the sentence is depicted with a brief animation.
c) Use knowledge of story structure and sequence.	The printable stories in Headsprout Early Reading provide text and illustrations that teachers may use to discuss language patterns and story structures . Characters and settings range from realistic contemporary to fantasy worlds in sea and space.
d) Reread and self-correct.	Beginning with Episode 3, students orally produce sounds and words. Students are asked to select which character said a sound or word as they did. If the student makes an error, the program will deliver an error-correction routine requiring rereading . Through this process of self-evaluative reading, students learn to self-correct , particularly in the presence of unfamiliar words and stories.

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
2.7 The student will expand vocabulary when reading.	Once the sounding-out skills are firm and a wide array of sound elements are taught, a typical student will have a potential reading vocabulary of over 5,000 words . In Headsprout Reading Comprehension, vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use each 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 .
a) Use knowledge of homophones.	Students learn that some words look similar (e.g., the “o” in <i>go</i> and <i>to</i>) but have different sounds, and words that look different (e.g., <i>to</i> and <i>two</i>) have the same sound but different meanings. The Sprout Stories provide additional opportunities for students to use knowledge of homophones .
b) Use knowledge of prefixes and suffixes.	Headsprout Early Reading teaches “s”; “ing”; “ed”; “es”; “er” and “est.” Students practice these within a variety of words, such as <i>pouted</i> ; <i>talking</i> ; <i>wanted</i> ; <i>biggest</i> ; <i>cakes</i> ; <i>bringing</i> ; and many others. In Headsprout Reading Comprehension, students are exposed to over 400 vocabulary words spanning Grades 3-4, many of which contain common prefixes and suffixes suitable for study .
c) Use knowledge of antonyms and synonyms.	The many narrative and expository passages of Headsprout Reading Comprehension together contain over 13,000 words, from which teachers may select suitable words for work with antonyms and synonyms .
d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	Throughout Headsprout Early Reading, students listen to the narrator read and model fluent reading. Text level spans a kindergarten to a mid-second-grade level. Headsprout Reading Comprehension teaches an additional 400 vocabulary words through three different methods, all of which are modeled by the narrator. Chapter stories provide opportunities for discussion of newly learned vocabulary words , as well as applying word-meaning strategies to unfamiliar words across narrative, poetic, informational, and expository text.
e) Use vocabulary from other content areas.	Headsprout Reading Comprehension establishes mastery of content-specific vocabulary words prior to many of the story reading exercises . For example, <i>prism</i> , <i>spectrum</i> , <i>visible</i> , and <i>angle</i> are taught prior to a reading activity focused on the properties of light. Another example includes teaching <i>federal</i> , <i>judicial</i> , <i>executive</i> , and <i>legislative</i> prior to an activity focused on government.
2.8 The student will read and demonstrate comprehension of fictional texts.	In Headsprout Reading Comprehension, students read three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages. Students learn to answer literal, inferential, main idea, and derived meaning comprehension questions throughout the program .
a) Make and confirm predictions.	Headsprout Reading Comprehension’s later literary passages include instruction and practice in making complex inferences involving prediction , likelihood, sequence, and word meaning.
b) Relate previous experiences to the main idea.	In Headsprout Reading Comprehension, students learn to read a question and then think about possible answers to the question based on their prior knowledge and experiences . Then, they look through the passage to find information (“clues”) to figure out the answer to the question.

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
c) Ask and answer questions about what is read.	Students are instructed to first identify which comprehension strategy must be used to answer a question (e.g., "What is this question asking you to do?"), cite the text by clicking on the part of the passage that will help answer the question, and then select the appropriate answer.
d) Locate information to answer questions.	Students are taught to "look back" in the passage to find the part of the reading selection that will help them answer literal, inferential, main idea, and vocabulary comprehension questions. Students are instructed to first identify which comprehension strategy must be used to answer a question (e.g., "What is this question asking you to do?"), cite the text by clicking on the part of the passage that will help answer the question, and then select the appropriate answer.
e) Describe characters, setting, and important events in fiction and poetry.	Students predict what will happen next based on information in the story, including information about characters' actions, feelings, and motives. Students answer questions about characters' feelings based on character information from the text such as actions and events. Stories include well-developed characters, settings, and events , which provide multiple opportunities for description of characters, events, and settings.
f) Identify the problem and solution.	In reading the varied stories of Headsprout Reading Comprehension, students answer many questions focusing on problem/conflict, resolution of conflict , rising action, and climax. The print versions available offer many opportunities for further study of these elements.
g) Identify the main idea.	In Headsprout Reading Comprehension, students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer stories and passages. 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.
h) Summarize stories and events with beginning, middle, and end in the correct sequence.	In Headsprout Reading Comprehension, students first learn to put common everyday events in order and then learn and practice putting events from a story in order. Students practice working with the order of events by working with sequence diagrams and by answering questions about events that happened first, next, last, before, and after other events.
i) Draw conclusions based on the text.	The work students do with concepts of likelihood and author's purpose give them direct experience in drawing conclusions , and the print versions of the material are available for teachers to use in helping students continue their work in making such inferences.
j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	In Headsprout Early Reading, students are introduced to poetry, including rhythm, rhyme, and alliteration. Carefully designed fluency aims are set and achieved throughout the program. The benchmark assessments provide teachers with opportunities to observe transfer of fluency, accuracy, and expression to printed text. In Headsprout Reading Comprehension, students read three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages at a mid-second- to a mid-fourth-grade level.

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
2.9 The student will read and demonstrate comprehension of nonfiction texts.	Many opportunities exist in nonfiction texts for teachers to engage students in further discussions and demonstrations of comprehending nonfiction texts.
a) Preview the selection using text features.	Students are presented with numerous opportunities to preview reading selections prior to completing the oral reading activities. In Headsprout Reading Comprehension, students are presented with opportunities to preview text features such as titles, headings, and graphic representations.
b) Make and confirm predictions about the main idea.	Headsprout Reading Comprehension’s later literary passages include instruction and practice in making complex inferences involving prediction , likelihood, sequence, and word meaning. 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.
c) Use prior and background knowledge as context for new learning.	In Headsprout Reading Comprehension, students learn to read a question and then think about possible answers to the question based on their prior knowledge and experiences . Then, they look through the passage to find information (“clues”) to figure out the answer to the question.
d) Set purpose for reading.	Headsprout Early Reading employs “potentiation” routines in which engaging animations require student participation and success in order for the animation to resume. In Headsprout Reading Comprehension, mastery of objectives within the episodes produces advancement through rich story lines, including well-developed characters and plots.
e) Ask and answer questions about what is read.	Students are instructed to first identify which comprehension strategy must be used to answer a question (e.g., “What is this question asking you to do?”), cite the text by clicking on the part of the passage that will help answer the question, and then select the appropriate answer. Asking and answering questions is a critical component of Headsprout Reading Comprehension and is present throughout the 50-episode sequence.
f) Locate information to answer questions.	Students are taught to “look back” in the passage to find the part of the reading selection that will help them answer literal, inferential, main idea, and vocabulary comprehension questions. Students are instructed to first identify which comprehension strategy must be used to answer a question (e.g., “What is this question asking you to do?”), cite the text by clicking on the part of the passage that will help answer the question, and then select the appropriate answer.
g) Identify the main idea.	In Headsprout Reading Comprehension, students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer stories and passages. 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.

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	In Headsprout Early Reading, carefully designed fluency aims are set and achieved throughout the program. The benchmark assessments provide teachers with opportunities to observe transfer of fluency, accuracy, and expression to printed text . In Headsprout Reading Comprehension, students read three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages at a mid-second- to a mid-fourth-grade level.
2.10 The student will demonstrate comprehension of information in reference materials.	The majority of lessons in Headsprout Reading Comprehension include answering questions about text or resources/illustrations that accompany text. Illustrations include maps, Venn diagrams, hierarchical and cluster diagrams, and cross sections as well as artful depictions of characters, settings, ideas, and actions.
a) Use table of contents.	In Headsprout Reading Comprehension, students learn to use a table of contents to answer questions about key facts and information in the text.
b) Use pictures, captions, and charts.	The majority of lessons in Headsprout Reading Comprehension include answering questions about text or resources/illustrations that accompany text. Illustrations include maps, Venn diagrams, hierarchical and cluster diagrams, and cross sections as well as artful depictions of characters, settings, ideas, and actions.
c) Use dictionaries, glossaries, and indices.	Component sequences established in Headsprout Reading Comprehension, including the “look back” feature, using table of contents, finding meaning with use of “just in time” vocabulary instruction, and a diverse set of illustration- and diagram-based inquiry exercises prepare students to use dictionaries, glossaries, and indices outside of the program environment.
d) Use online resources.	Headsprout Reading Comprehension provides students with “just in time” vocabulary instruction in which students can select a hyperlinked word to learn about the meaning of the word . This procedure mimics common online resources and prepares students to apply the practice to novel online environments.

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
Grade 3 Reading Standards of Learning	
3.3 The student will apply word-analysis skills when reading.	Headsprout Early Reading 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 learn 94 carefully chosen phonetic elements to maximize a learner’s decoding repertoire. Initial sounds taught are those that maintain a consistent pronunciation in over 85% of the words in which they appear. Students find that sounds can be combined to make meaningful units of phonemic information, and ultimately, make up words. Students discover that some sounds can have other sounds inside them and that sound units can be combined to make new sounds. In Headsprout Early Reading, text spans a kindergarten to a mid-second-grade level, and in Headsprout Reading Comprehension, text spans a mid-second- to a mid-fourth-grade level.

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
a) Use knowledge of regular and irregular vowel patterns.	Students learn to differentiate between regular and irregular vowel sounds as well as select and say words that contain regular and irregular vowel patterns . For example, in Episode 61, students work extensively with to, do, no, and go. Headsprout Early Reading teaches students a strategy called "ballparking" to help students figure out words that are slightly irregular, such as "work" .
b) Decode regular multisyllabic words.	In Headsprout Early Reading, Students are taught to decode and orally produce regular multisyllabic words . Text used to establish and firm decoding spans a kindergarten to mid-second-grade reading level.
3.4 The student will expand vocabulary when reading.	Students are directly taught target vocabulary words before reading a passage and "discover" other word meanings through structured discovery learning exercises. 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. Students learn to derive the meaning of a word from its surrounding context . Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use each 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.
a) Use knowledge of homophones.	Students learn that some words look similar (e.g., the "o" in <i>go</i> and <i>to</i>) but have different sounds, and words that look different (e.g., to and two) have the same sounds but different meanings. 80 sprout stories provide additional opportunities for students to use knowledge of homophones . In Headsprout Reading Comprehension, students are exposed to over 13,000 words, many of which provide opportunities to recognize and use knowledge of homophones.
b) Use knowledge of roots, affixes, synonyms, and antonyms.	Headsprout Early Reading teaches "s"; "ing"; "ed"; "es"; "er" and "est." Students practice these within a variety of words, such as <i>pouted</i> ; <i>talking</i> ; <i>wanted</i> ; <i>biggest</i> ; <i>cakes</i> ; <i>bringing</i> ; and many others. In <i>Headsprout Reading Comprehension</i> , students are exposed to over 400 vocabulary words spanning Grades 3-4, many of which contain common affixes and provide opportunities for using knowledge of roots, antonyms, and synonyms .
c) Apply meaning clues, language structure, and phonetic strategies.	Students learn to derive the meaning of a word from its surrounding context. In addition to the systematic establishment of phonemic and phonological awareness, Headsprout Early Reading teaches students a strategy called "ballparking" to help them figure out words that are slightly irregular, such as work. The offline readers and chapter stories that accompany the programs provide hundreds of examples of language structure . Sentence construction activities further establish application of language structure.
d) Use context to clarify meaning of unfamiliar words.	Students learn to derive the meaning of a word from its surrounding context . Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use each word multiple times.

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	Throughout Headsprout Early Reading, students listen to the narrator read and model fluent reading. Headsprout Reading Comprehension teaches an additional 400 vocabulary words through three different methods, all of which are modeled by the narrator. Chapter stories provide opportunities for discussion of newly learned vocabulary words , as well as applying word-meaning strategies to unfamiliar words across narrative, poetic, informational, and expository text.
f) Use vocabulary from other content areas.	Headsprout Reading Comprehension establishes mastery of content-specific vocabulary words prior to many of the story reading exercises . For example, <i>prism</i> , <i>spectrum</i> , <i>visible</i> , and <i>angle</i> are taught prior to a reading activity focused on the properties of light. Another example includes teaching <i>federal</i> , <i>judicial</i> , <i>executive</i> , and <i>legislative</i> prior to an activity focused on government.
g) Use word reference resources including the glossary, dictionary, and thesaurus.	Component sequences established in Headsprout Reading Comprehension, including the "look back" feature, using table of contents, finding meaning with use of "just in time" vocabulary instruction, and a diverse set of illustration- and diagram-based inquiry exercises prepare students to use dictionaries, glossaries, and indices outside of the program environment.
3.5 The student will read and demonstrate comprehension of fictional text and poetry.	Students read and respond to questions about expository text, narrative text, and poetry throughout the program, both online and in printed texts. In Headsprout Reading Comprehension, students are taught to find the meanings of poems .
a) Set a purpose for reading.	In Headsprout Reading Comprehension, mastery of objectives within the episodes produces advancement through rich story lines, including well-developed characters and plots.
b) Make connections between previous experiences and reading selections.	In Headsprout Reading Comprehension, students learn to read a question and then think about possible answers to the question based on their prior knowledge and experiences . Then, they look through the passage to find information ("clues") to figure out the answer to the question. The program delivers further instructional guidance by teaching students that some words and phrases "make you think about" other words and phrases. Then, students answer questions that incorporate prior experiences and the reading selection .
c) Make, confirm, or revise predictions.	Headsprout Reading Comprehension's later literary passages include instruction and practice in making complex inferences involving prediction , likelihood, sequence, and word meaning.
d) Compare and contrast settings, characters, and events.	Students predict what will happen next based on information in the story, including information about characters' actions, feelings, and motives. Students answer questions about characters' feelings based on character information from the text such as actions and events. Stories include well-developed characters, settings, and plots, which provide multiple opportunities for comparison of characters, events, and settings .
e) Identify the author's purpose.	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. These skills are extended to understanding author's purpose .

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
f) Ask and answer questions about what is read.	Students are instructed to first identify which comprehension strategy must be used to answer a question (e.g., "What is this question asking you to do?"), cite the text by clicking on the part of the passage that will help answer the question, and then select the appropriate answer.
g) Draw conclusions about text.	The work students do with concepts of likelihood and author's purpose give them direct experience in drawing conclusions , and the print versions of the material are available for teachers to use in helping students continue their work in making such inferences.
h) Identify the problem and solution.	In reading the varied stories of Headsprout Reading Comprehension, students answer many questions focusing on problem/conflict, resolution of conflict , rising action, and climax. The print versions available offer many opportunities for further study of these elements.
i) Identify the main idea.	In the first part of the program, questions ask what the paragraph or passage is "mostly about." Students first learn how to determine the theme of a portion of text, determine how often that theme occurs, and ultimately decide that the most common theme is what the paragraph or passage is "mostly about." As students master this strategy, they learn to apply the same strategy to questions with alternative wording , such as those that ask what a good title for the passage would be.
j) Identify supporting details.	Students first learn how to determine the theme of a portion of text, determine how often that theme occurs, and ultimately decide that the most common theme is what the paragraph or passage is "mostly about." This process requires that students first identify supporting details and then draw conclusions about the main idea of the passage.
k) Use reading strategies to monitor comprehension throughout the reading process.	Students learn and practice strategies for answering questions about text , including literal comprehension questions, inferential comprehension questions, questions about main idea, and vocabulary questions requiring students to derive the meaning of a word or phrase from context.
l) Differentiate between fiction and nonfiction.	Headsprout Reading Comprehension includes four chapter stories, six additional narrative pieces, twelve expository pieces covering varied topics in science, math, and social studies, and three poems. The stories provide students and teachers with opportunities to differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.	Headsprout Reading Comprehension includes text spanning a mid-second- to mid-fourth-grade reading level . Additionally, resources to guide and assist further development of reading fluency are provided.
3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.	Headsprout Reading Comprehension includes four chapter stories, six additional narrative pieces, and twelve expository pieces covering varied topics in science, math, and social studies . Test level spans a mid-second- to mid-fourth-grade level.
a) Identify the author's purpose.	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. These skills are extended to understanding author's purpose .

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
b) Use prior and background knowledge as context for new learning.	In Headsprout Reading Comprehension, students learn to read a question and then think about possible answers to the question based on their prior knowledge and experiences . Then, they look through the passage to find information (“clues”) to figure out the answer to the question.
c) Preview and use text features.	In Headsprout Reading Comprehension, students are presented with opportunities to preview and use text features such as titles, headings, and graphic representations.
d) Ask and answer questions about what is read.	Students are instructed to first identify which comprehension strategy must be used to answer a question (e.g., “What is this question asking you to do?”), cite the text by clicking on the part of the passage that will help answer the question, and then select the appropriate answer.
e) Draw conclusions based on text.	The work students do with concepts of likelihood and author’s purpose give them direct experience in drawing conclusions , and the print versions of the material are available for teachers to use in helping students continue their work in making such inferences.
f) Summarize major points found in nonfiction texts.	In Headsprout Reading Comprehension, students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer stories and passages. 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.
g) Identify the main idea.	In the first part of the program, questions ask what the paragraph or passage is “mostly about.” Students first learn how to determine the theme of a portion of text, determine how often that theme occurs, and ultimately decide that the most common theme is what the paragraph or passage is “mostly about.” As students master this strategy, they learn to apply the same strategy to questions with alternative wording , such as those that ask what a good title for the passage would be.
h) Identify supporting details.	Students first learn how to determine the theme of a portion of text, determine how often that theme occurs, and ultimately decide that the most common theme is what the paragraph or passage is “mostly about.” This process requires that students first identify supporting details and then draw conclusions about the main idea of the passage.
i) Compare and contrast the characteristics of biographies and autobiographies.	One of the stories is a biographical passage about Helen Keller . This story provides students and teachers with an opportunity to compare and contrast the characteristics of biographies and autobiographies .
j) Use reading strategies to monitor comprehension throughout the reading process.	Students learn and practice strategies for answering questions about text , including literal comprehension questions, inferential comprehension questions, questions about main idea, and vocabulary questions requiring students to derive the meaning of a word or phrase from context.

STANDARD	Alignment with Headsprout Early Reading and/or Headsprout Reading Comprehension
k) Identify new information gained from reading.	Students learn to identify when a question is asking about something that can be found in the text, learn how to find the answer in the text, and match an answer choice with the words that they found in the text. This strategy teaches students how to identify and use new information gained from reading text.
l) Read with fluency and accuracy.	Headsprout Reading Comprehension includes text spanning a mid-second- to mid-fourth-grade reading level. Additionally, resources to guide and assist further development of reading fluency are provided.
3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.	Students learn to identify when a question is asking about something that can be found in the text, learn how to find the answer in the text, and match an answer choice with the words that they found in the text.
a) Use encyclopedias and other reference books, including online reference materials.	Component sequences established in Headsprout Reading Comprehension, including the “look back” procedure, using table of contents, finding meaning with use of “just in time” vocabulary instruction, and a diverse set of illustration- and diagram-based inquiry exercises prepare students to use encyclopedias and other reference books.
b) Use table of contents, indices, and charts.	In Headsprout Reading Comprehension, students learn to use a table of contents to answer questions about key facts and information in the text. The majority of lessons include answering questions about text or resources/illustrations that accompany text. Illustrations include maps, Venn diagrams, hierarchical and cluster diagrams, and cross sections as well as artful depictions of characters, settings, ideas, and actions.

STANDARD	Alignment with Headsprout Reading Comprehension
Grade 4 English Standards of Learning	
4.4 The student will expand vocabulary when reading.	<i>Headsprout Reading Comprehension includes instruction in vocabulary words leveled at second through fourth grade,</i> with some of the program’s later words appearing on lists for Grade 5. Over 400 vocabulary words are taught using “rapid mapping” exercises, “just in time” vocabulary building, and finding meaning from context (with substitution strategies). In order to be used and retained, new words must be encountered in multiple contexts. The words taught in the program occur in stories and passages throughout the program, and students later use these words to answer questions about text.
a) Use context to clarify meanings of unfamiliar words.	Students learn to derive the meaning of a word from its surrounding context. Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use each word multiple times.
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	In Headsprout Reading Comprehension, students are exposed to over 400 vocabulary words spanning Grades 3-4, many of which contain common affixes and provide opportunities for using knowledge of roots, antonyms, synonyms, and homophones.

STANDARD	Alignment with Headsprout Reading Comprehension
c) Use word-reference materials, including the glossary, dictionary, and thesaurus.	Component sequences established in Headsprout Reading Comprehension, including the “look back” feature, using table of contents, finding meaning with use of “just in time” vocabulary instruction, and a diverse set of illustration- and diagram-based inquiry exercises prepare students to use dictionaries, glossaries, and thesauruses outside of the program environment.
d) Develop vocabulary by listening to and reading a variety of texts.	Headsprout Reading Comprehension teaches 400 vocabulary words through three different methods, all of which are modeled by the narrator. Chapter stories provide opportunities for discussion of newly learned vocabulary words , as well as applying word-meaning strategies to unfamiliar words across narrative, poetic, informational, and expository text.
e) Use vocabulary from other content areas.	Headsprout Reading Comprehension establishes mastery of content-specific vocabulary words prior to many of the story reading exercises . For example, <i>prism, spectrum, visible, and angle</i> are taught prior to a reading activity focused on the properties of light. Another example includes teaching <i>federal, judicial, executive, and legislative</i> prior to an activity focused on government.
4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.	In Headsprout Reading Comprehension, students read three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages. Students learn to answer literal, inferential, main idea, and derived meaning comprehension questions throughout the program, across all passage types.
a) Explain the author’s purpose.	In Headsprout Reading Comprehension, many passages late in the program expose students to concepts of likelihood and author’s purpose , which may be used to explain and experience opinion, which may then be differentiated from fact.
b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.	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. These skills are extended to understanding author’s purpose .
c) Identify the main idea.	In Headsprout Reading Comprehension, students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer stories and passages. 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.
d) Summarize supporting details.	Students first learn how to determine the theme of a portion of text, determine how often that theme occurs, and ultimately decide that the most common theme is what the paragraph or passage is “mostly about.” This process requires that students first identify supporting details and then draw conclusions about the main idea of the passage.
e) Identify the problem and solution.	In reading the varied stories of Headsprout Reading Comprehension, students answer many questions focusing on problem/conflict , resolution of conflict, rising action, and climax. The print versions available offer many opportunities for further study of these elements.

STANDARD	Alignment with Headsprout Reading Comprehension
f) Describe the relationship between text and previously read materials.	In Headsprout Reading Comprehension, students learn to read a question and then think about possible answers to the question based on their prior knowledge and experiences . Then, they look through the passage to find information (“clues”) to figure out the answer to the question. The program delivers further instructional guidance by teaching students that some words and phrases “make you think about” other words and phrases. Then, students answer questions that incorporate prior experiences and the reading selection .
g) Identify sensory words.	In Headsprout Reading Comprehension, students read three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages, all of which combine to present teachers with a rich and diverse source for identification and description of sensory words.
h) Draw conclusions/make inferences about text.	Headsprout Reading Comprehension teaches that inferential comprehension questions are those in which the answer is not explicitly stated in the text. The student must make an inference based on the text . For example, the inference may involve identifying synonyms or using pieces of information to predict what will happen or to determine how a character feels. Students learn to identify when a question is asking about an inference (when the answer is not clearly shown), how to find “clue words” in the text that will help them answer the question, and then to match an answer choice with the clue words they found.
i) Make, confirm, or revise predictions.	Headsprout Reading Comprehension’s later literary passages include instruction and practice in making complex inferences involving prediction , likelihood, sequence, and word meaning.
j) Identify cause and effect relationships.	In Headsprout Reading Comprehension, students first learn to put common everyday events in order and then learn and practice putting events from a story in order. Students practice working with the order of events by working with sequence diagrams and by answering questions about events that happened first, next, last, before, and after other events. The wide array of stories and passages provide numerous opportunities to identify additional cause/effect relationships.
k) Use reading strategies throughout the reading process to monitor comprehension.	Students learn and practice strategies for answering questions about text , including literal comprehension questions, inferential comprehension questions, questions about main idea, and vocabulary questions requiring students to derive the meaning of a word or phrase from context.
l) Read with fluency and accuracy.	Headsprout Reading Comprehension includes text spanning a mid-second- to mid-fourth-grade reading level . Additionally, resources to guide and assist further development of reading fluency are provided.
4.6 The student will read and demonstrate comprehension of nonfiction texts.	Headsprout Reading Comprehension includes four chapter stories, six additional narrative pieces, and twelve expository pieces covering varied topics in science, math, and social studies . Test level spans a mid-second- to mid-fourth-grade level.
a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	The majority of lessons in Headsprout Reading Comprehension include answering questions about text or resources/illustrations that accompany text. Illustrations include maps, Venn diagrams, hierarchical and cluster diagrams, and cross sections as well as artful depictions of characters, settings, ideas, and actions.

STANDARD	Alignment with Headsprout Reading Comprehension
b) Formulate questions that might be answered in the selection.	Students are instructed to first identify which comprehension strategy must be used to answer a question (e.g., "What is this question asking you to do?"), cite the text by clicking on the part of the passage that will help answer the question, and then select the appropriate answer.
c) Explain the author's purpose.	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. These skills are extended to understanding author's purpose.
d) Identify the main idea.	In Headsprout Reading Comprehension, students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer stories and passages. 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.
e) Summarize supporting details.	Students first learn how to determine the theme of a portion of text, determine how often that theme occurs, and ultimately decide that the most common theme is what the paragraph or passage is "mostly about." This process requires that students first identify supporting details and then draw conclusions about the main idea of the passage.
f) Draw conclusions and make simple inferences using textual information as support.	Headsprout Reading Comprehension teaches that inferential comprehension questions are those in which the answer is not explicitly stated in the text. The student must make an inference based on the text. For example, the inference may involve identifying synonyms or using pieces of information to predict what will happen or to determine how a character feels. Students learn to identify when a question is asking about an inference (when the answer is not clearly shown), how to find "clue words" in the text that will help them answer the question, and then to match an answer choice with the clue words they found.
g) Distinguish between cause and effect.	In Headsprout Reading Comprehension, students first learn to put common everyday events in order and then learn and practice putting events from a story in order. Students practice working with the order of events by working with sequence diagrams and by answering questions about events that happened first, next, last, before, and after other events. The wide array of stories and passages provide numerous opportunities to identify additional cause/effect relationships.
h) Distinguish between fact and opinion.	Many of the program's later passages expose students to concepts of likelihood as well as author's purpose, both of which may be used to explain and experience opinion, which may then be differentiated from fact. The print versions of all the Headsprout Reading Comprehension stories are available for teachers to use in helping students further distinguish between fact and opinion.
i) Use prior knowledge and build additional background knowledge as context for new learning.	In Headsprout Reading Comprehension, students learn to read a question and then think about possible answers to the question based on their prior knowledge and experiences. Then, they look through the passage to find information ("clues") to figure out the answer to the question. The program delivers further instructional guidance by teaching students that some words and phrases "make you think about" other words and phrases. Then, students answer questions that incorporate prior experiences and the reading selection.

STANDARD	Alignment with Headsprout Reading Comprehension
j) Identify new information gained from reading.	Students learn to identify when a question is asking about something that can be found in the text, learn how to find the answer in the text, and match an answer choice with the words that they found in the text. This strategy teaches students how to identify and use new information gained from reading text.
k) Use reading strategies throughout the reading process to monitor comprehension.	Students learn and practice strategies for answering questions about text , including literal comprehension questions, inferential comprehension questions, questions about main idea, and vocabulary questions requiring students to derive the meaning of a word or phrase from context.
l) Read with fluency and accuracy.	Headsprout Reading Comprehension includes text spanning a mid-second- to mid-fourth-grade reading level.

STANDARD	Alignment with Headsprout Reading Comprehension
Grade 5 English Standards of Learning	
5.4 The student will expand vocabulary when reading.	Headsprout Reading Comprehension includes instruction in vocabulary words leveled at second through fourth grade , with some of the program's later words appearing on lists for Grade 5. Over 400 vocabulary words are taught using "rapid mapping" exercises, "just in time" vocabulary building, and finding meaning from context (with substitution strategies). In order to be used and retained, new words must be encountered in multiple contexts. The words taught in the program occur in stories and passages throughout the program, and students later use these words to answer questions about text.
a) Use context to clarify meaning of unfamiliar words and phrases.	Students learn to derive the meaning of a word from its surrounding context. Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use each word multiple times.
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	Students learn specific strategies to derive the meaning of a word or phrase from its surrounding context. Flexibility in word knowledge is promoted in activities that require the learner to identify the contextual meaning of a word among common-definition distracters (for example, selecting the definition of <i>upset</i> as used in the passage when more common definitions of <i>upset</i> are used as distracters).
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	In Headsprout Reading Comprehension, students are exposed to over 400 vocabulary words spanning Grades 3-5, many of which contain common affixes and provide opportunities for using knowledge of roots, antonyms, synonyms, and homophones.
d) Identify an author's use of figurative language.	Students read about rhyme and read poems that rhyme. These poems also employ figurative language and poetic devices.
e) Use dictionary, glossary, thesaurus, and other word-reference materials.	Component sequences established in Headsprout Reading Comprehension including the "look back" feature, using table of contents, finding meaning with use of "just in time" vocabulary instruction, and a diverse set of illustration- and diagram-based inquiry exercises prepare students to use dictionaries, glossaries, and thesauruses outside of the program environment.

STANDARD	Alignment with Headsprout Reading Comprehension
f) Develop vocabulary by listening to and reading a variety of texts.	Headsprout Reading Comprehension teaches 400 vocabulary words through three different methods, all of which are modeled by the narrator. Chapter stories provide opportunities for discussion of newly learned vocabulary words , as well as applying word-meaning strategies to unfamiliar words across narrative, poetic, informational, and expository text.
g) Study word meanings across content areas.	Headsprout Reading Comprehension establishes mastery of content-specific vocabulary words prior to many of the story reading exercises . For example, <i>prism</i> , <i>spectrum</i> , <i>visible</i> , and <i>angle</i> are taught prior to a reading activity focused on the properties of light. Another example includes teaching <i>federal</i> , <i>judicial</i> , <i>executive</i> , and <i>legislative</i> prior to an activity focused on government.
5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.	In Headsprout Reading Comprehension, students read three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages. Students learn to answer literal, inferential, main idea, and derived meaning comprehension questions throughout the program, across all passage types.
a) Describe the relationship between text and previously read materials.	In Headsprout Reading Comprehension, students learn to read a question and then think about possible answers to the question based on their prior knowledge and experiences . Then, they look through the passage to find information (“clues”) to figure out the answer to the question. The program delivers further instructional guidance by teaching students that some words and phrases “make you think about” other words and phrases. Then, students answer questions that incorporate prior experiences and the reading selection.
b) Describe character development.	The four chapter stories, six stand-alone narratives, and one story in rhyme of Headsprout Reading Comprehension provide a wide range of such literary elements as plot, character , setting, and theme. Teachers may use the program to engage students in exploring elements of character development in greater depth.
c) Describe the development of plot and explain the resolution of conflict(s).	In reading the varied stories of Headsprout Reading Comprehension, students answer many questions focusing on problem/conflict, resolution of conflict, rising action, and climax . The print versions available offer many opportunities for further study of these elements.
d) Describe the characteristics of free verse, rhymed, and patterned poetry.	Students read and respond to questions about expository text, narrative text, and poetry throughout the programs, both online and in printed texts. In Headsprout Reading Comprehension, students are taught to find the meanings of poems .
e) Describe how an author’s choice of vocabulary contributes to the author’s style.	In Headsprout Reading Comprehension, print versions of the stories are available for teachers to use in making comparisons across reading selections. The depth and breadth of passage type and style allow for many routes of comparison, including how vocabulary contributes to an author’s style .
f) Identify and ask questions that clarify various points of view.	Students show success in addressing an author’s opinion via prediction and in connecting main idea to an author’s point of view .

STANDARD	Alignment with Headsprout Reading Comprehension
g) Identify main idea.	In Headsprout Reading Comprehension, students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer stories and passages. 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.
h) Summarize supporting details from text.	Students first learn how to determine the theme of a portion of text, determine how often that theme occurs, and ultimately decide that the most common theme is what the paragraph or passage is “mostly about.” This process requires that students first identify supporting details and then draw conclusions about the main idea of the passage.
i) Draw conclusions and make inferences from text.	Headsprout Reading Comprehension teaches that inferential comprehension questions are those in which the answer is not explicitly stated in the text. The student must make an inference based on the text. For example, the inference may involve identifying synonyms or using pieces of information to predict what will happen or to determine how a character feels. Students learn to identify when a question is asking about an inference (when the answer is not clearly shown), how to find “clue words” in the text that will help them answer the question, and then to match an answer choice with the clue words they found.
j) Identify cause and effect relationships.	In Headsprout Reading Comprehension, students first learn to put common everyday events in order and then learn and practice putting events from a story in order. Students practice working with the order of events by working with sequence diagrams and by answering questions about events that happened first, next, last, before, and after other events. The wide array of stories and passages provide numerous opportunities to identify additional cause/effect relationships.
k) Make, confirm, or revise predictions.	Headsprout Reading Comprehension’s later literary passages include instruction and practice in making complex inferences involving prediction , likelihood, sequence, and word meaning.
l) Use reading strategies throughout the reading process to monitor comprehension.	Students learn and practice strategies for answering questions about text , including literal comprehension questions, inferential comprehension questions, questions about main idea, and vocabulary questions requiring students to derive the meaning of a word or phrase from context.
m) Read with fluency and accuracy.	Headsprout Reading Comprehension includes text spanning a mid-second- to mid-fourth-grade reading level .
5.6 The student will read and demonstrate comprehension of nonfiction texts.	Headsprout Reading Comprehension includes four chapter stories, six additional narrative pieces, and twelve expository pieces covering varied topics in science, math, and social studies . Test level spans a mid-second- to mid-fourth-grade level.

STANDARD	Alignment with Headsprout Reading Comprehension
a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	In Headsprout Reading Comprehension, students learn to use a table of contents to answer questions about key facts and information in the text. The majority of lessons in Headsprout Reading Comprehension include answering questions about text or resources/illustrations that accompany text. Illustrations include maps, Venn diagrams, hierarchical and cluster diagrams, and cross sections as well as artful depictions of characters, settings, ideas, and actions.
b) Use prior knowledge and build additional background knowledge as context for new learning.	In Headsprout Reading Comprehension, students learn to read a question and then think about possible answers to the question based on their prior knowledge and experiences . Then, they look through the passage to find information (“clues”) to figure out the answer to the question. The program delivers further instructional guidance by teaching students that some words and phrases “make you think about” other words and phrases. Then, students answer questions that incorporate prior experiences and the reading selection .
c) Skim materials to develop a general overview of content and to locate specific information.	Students are taught to “look back” in the passage to find the part of the reading selection that will help them answer literal, inferential, main idea, and vocabulary comprehension questions. Continued experience locating critical information may serve as a foundation for effectively skimming texts.
d) Identify the main idea of nonfiction texts.	In Headsprout Reading Comprehension, students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer stories and passages. 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.
e) Summarize supporting details in nonfiction texts.	Students first learn how to determine the theme of a portion of text, determine how often that theme occurs, and ultimately decide that the most common theme is what the paragraph or passage is “mostly about.” This process requires that students first identify supporting details and then draw conclusions about the main idea of the passage.
f) Identify structural patterns found in nonfiction.	Students gain extensive experience working with maps, Venn diagrams, hierarchical and cluster diagrams, cross sections, and other graphical representations of the external environment. Such features are commonly used to supplement nonfiction texts of all types.
g) Locate information to support opinions, predictions, and conclusions.	Students are taught to “look back” in the passage to find the part of the reading selection that will help them answer literal, inferential, main idea, and vocabulary comprehension questions. Students are instructed to first identify which comprehension strategy must be used to answer a question (e.g., “What is this question asking you to do?”), cite the text by clicking on the part of the passage that will help answer the question, and then select the appropriate answer.
h) Identify cause and effect relationships following transition words signaling the pattern.	In Headsprout Reading Comprehension, students first learn to put common everyday events in order and then learn and practice putting events from a story in order. Students practice working with the order of events by working with sequence diagrams and by answering questions about events that happened first, next, last, before, and after other events. The wide array of stories and passages provide numerous opportunities to identify additional cause/effect relationships.

STANDARD	Alignment with Headsprout Reading Comprehension
i) Differentiate between fact and opinion.	Many of the program’s later passages expose students to concepts of likelihood as well as author’s purpose, both of which may be used to explain and experience opinion, which may then be differentiated from fact. The print versions of all the Headsprout Reading Comprehension stories are available for teachers to use in helping students further distinguish between fact and opinion.
j) Identify, compare, and contrast relationships.	Students learn to understand nuances of and relationships among words from directly taught vocabulary words as well as from surrounding context. Students learn and practice deriving meaning of a word from context clues within the same sentence and across sentences, including across verses in poems. This work helps students build real-life connections between words as well as to define relationships between words.
k) Identify new information gained from reading.	Students learn to identify when a question is asking about something that can be found in the text, learn how to find the answer in the text, and match an answer choice with the words that they found in the text. This strategy teaches students how to identify and use new information gained from reading text.
l) Use reading strategies throughout the reading process to monitor comprehension.	Students learn and practice strategies for answering questions about text , including literal comprehension questions, inferential comprehension questions, questions about main idea, and vocabulary questions requiring students to derive the meaning of a word or phrase from context.
m) Read with fluency and accuracy.	Headsprout Reading Comprehension includes text spanning a mid-second- to mid-fourth-grade reading level.