



Headsprout Early Reading
and Reading Comprehension

Alignment with the Texas Essential Knowledge and Skills

ORGANIZED
BY GRADE



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Headsprout Early Reading Alignment with the Texas Essential Knowledge and Skills Organized by Grade

Headsprout Early Reading is a unique, Internet-based supplemental reading program that effectively teaches the essential skills and strategies required for reading success. Headsprout Early Reading incorporates best practices in teaching reading with practices derived from a science-based formative program development process. Students learn that letters represent sounds, sounds represent words, and words make sentences that go into stories that are read for meaning and enjoyment. The five components of effective reading instruction, as identified by the National Reading Panel, are taught through multiple interactions with engaging, animation-based episodes and by reading over 80 leveled stories.

Headsprout Early Reading serves as an online tutor, providing adaptive one-on-one instruction to each and every learner. Students learn important skills in meaning and communication, work on language skills, have access to and learn to enjoy literature, receive direct instruction on skills and processes essential to early reading, begin to understand the nuances (genre and craft) of language, increase text comprehension skills, and learn to apply their knowledge of text and story to a broader experience.

During Headsprout Early Reading, learners will

- Learn that words are made of sounds.
- Learn that sentences are made of words.
- Learn that words and sentences convey meaning.
- Learn a sounding-out strategy they can use anywhere.
- Learn over 90 sound/letter combinations, enough to sound out over 5,000 words.
- Learn several common “irregular” words.
- Build a fluent sight-reading repertoire.
- Learn to read with cadence and intonation.
- Build and extend vocabulary and comprehension skills.
- Prepare for the type of reading tests used by schools.
- Read over 80 engaging stories across a variety of genre and types of literature.

How to interpret this alignment document:

Bolded text below indicates that Headsprout Early Reading is strongly aligned with that TEKS objective and has multiple activities addressing the skill, teaching it to mastery or fluency. Underlined text indicates that some activities within the program address the skill. As a supplementary early reading program, Headsprout Early Reading is not expected to address each standard in its entirety; hence some areas of the TEKS are left unformatted. Areas that the program is not designed to cover (e.g., Handwriting, Spelling) are not included in this alignment document.

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted.

§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.

(a) Introduction.

(b) Knowledge and skills.

(1) **Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.** Students are expected to:

(A) **recognize that spoken words can be represented by print for communication;**

(B) identify upper- and lower-case letters;

(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;

(D) recognize the difference between a letter and a printed word;

(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);

(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and

(G) identify different parts of a book (e.g., front and back covers, title page).

(2) **Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.** Students are expected to:

(A) **identify a sentence made up of a group of words;**

(B) identify syllables in spoken words;

(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");

(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;

- (E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
 - (F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat)**;
 - (G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man)**;
 - (H) isolate the initial sound in one-syllable spoken words; and**
 - (I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ .../o/ .../g/).
- (3) **Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.** Students are expected to:
- (A) identify the common sounds that letters represent;**
 - (B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)**;
 - (C) recognize that new words are created when letters are changed, added, or deleted; and**
 - (D) identify and read at least 25 high-frequency words from a commonly used list.**
- (4) **Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.** Students are expected to:
- (A) predict what might happen next in text based on the cover, title, and illustrations; and
 - (B) ask and respond to questions about texts read aloud.**
- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
- (A) identify and use words that name actions, directions, positions, sequences, and locations;**
 - (B) recognize that compound words are made up of shorter words;**
 - (C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
 - (D) use a picture dictionary to find words.

- (6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) identify elements of a story including setting, character, and key events;
 - (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
 - (C) recognize sensory details; and
 - (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
- (7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- (8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) retell a main event from a story read aloud; and
 - (B) describe characters in a story and the reasons for their actions.
- (10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:
- (A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;**
 - (B) retell important facts in a text, heard or read;
 - (C) discuss the ways authors group information in text; and
 - (D) use titles and illustrations to make predictions about text.
- (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and

- (B) write short poems.
- (16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):

(i) past and future tenses when speaking;

(ii) nouns (singular/plural);

(iii) descriptive words;

(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and

(v) pronouns (e.g., I, me);

(B) speak in complete sentences to communicate; and

(C) use complete simple sentences.

- (18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters;

(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., *cut*); and

(C) write one's own name.

- (21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively by facing speakers and asking questions to clarify information; and

(B) follow oral directions that involve a short related sequence of actions.

§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.

(a) Introduction.

(b) Knowledge and skills.

- (1) **Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.** Students are expected to:
- (A) **recognize that spoken words are represented in written English by specific sequences of letters;**
 - (B) **identify upper- and lower-case letters;**
 - (C) sequence the letters of the alphabet;
 - (D) **recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);**
 - (E) **read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and**
 - (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).
- (2) **Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.** Students are expected to:
- (A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
 - (B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., *bit/bite*);
 - (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to/g/l/o/w/);
 - (D) **blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);**
 - (E) isolate initial, medial, and final sounds in one-syllable spoken words; and
 - (F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).
- (3) **Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.** Students are expected to:
- (A) decode words in context and in isolation by applying common letter-sound correspondences, including:
 - (i) **single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;**

(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;

(iii) consonant blends (e.g., bl, st);

(iv) consonant digraphs including ch, tch, sh, th=as in *thing*, wh, ng, ck, kn, -dge, and ph;

(v) vowel digraphs including oo as in *foot*, oo as in *moon*, ea as in *eat*, ea as in *bread*, ee, ow as in *how*, ow as in *snow*, ou as in *out*, ay, ai, aw, au, ew, oa, ie as in *chief*, ie as in *pie*, and -igh; and

(vi) vowel diphthongs including oy, oi, ou, and ow;

(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;

(C) use common syllabication patterns to decode words, including:

(i) closed syllable (CVC) (e.g., mat, rab-bit);

(ii) open syllable (CV) (e.g., he, ba-by);

(iii) final stable syllable (e.g., ap-ple, a-ble);

(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);

(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and

(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);

(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);

(E) read base words with inflectional endings (e.g., plurals, past tenses);

(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);

(G) identify and read contractions (e.g., isn't, can't);

(H) identify and read at least 100 high-frequency words from a commonly used list; and

(I) monitor accuracy of decoding.

- (4) **Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.** Students are expected to:
- (A) confirm predictions about what will happen next in text by “reading the part that tells”;
 - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
 - (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
- (5) **Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.**
- (6) **Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.** Students are expected to:
- (A) **identify words that name actions (verbs) and words that name persons, places, or things (nouns);**
 - (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);
 - (C) **determine what words mean from how they are used in a sentence, either heard or read;**
 - (D) identify and sort words into conceptual categories (e.g., opposites, living things); and
 - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.
- (7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) connect the meaning of a well-known story or fable to personal experiences; and
 - (B) explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales.

- (8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.
- (9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events; and
 - (B) describe characters in a story and the reasons for their actions and feelings.
- (10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.
- (11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.
- (12) **Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.**
- (13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text.
- (14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) restate the main idea, heard or read;
 - (B) identify important facts or details in text, heard or read;
 - (C) retell the order of events in a text by referring to the words and/or illustrations; and
 - (D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

- (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (past, present, and future);

(ii) nouns (singular/plural, common/proper);

(iii) adjectives (e.g., descriptive: *green, tall*);

(iv) adverbs (e.g., time: *before, next*);

(v) prepositions and prepositional phrases;

(vi) pronouns (e.g., *I, me*); and

(vii) time-order transition words;

(B) speak in complete sentences with correct subject-verb agreement; and

(C) ask questions with appropriate subject-verb inversion.

- (21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) form upper- and lowercase letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;

(B) recognize and use basic capitalization for:

(i) the beginning of sentences;

(ii) the pronoun "I"; and

(iii) names of people; and

(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

§110.13. English Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.

(a) Introduction.

(b) Knowledge and skills.

- (1) **Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).**
- (2) **Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.** Students are expected to:
 - (A) **decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:**
 - (i) **single letters (consonants and vowels);**
 - (ii) **consonant blends (e.g., thr, spl);**
 - (iii) **consonant digraphs (e.g., ng, ck, ph); and**
 - (iv) **vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);**
 - (B) **use common syllabication patterns to decode words including:**
 - (i) **closed syllable (CVC) (e.g., pic-nic, mon-ster);**
 - (ii) **open syllable (CV) (e.g., ti-ger);**
 - (iii) **final stable syllable (e.g., sta-tion, tum-ble);**
 - (iv) **vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);**
 - (v) **r-controlled vowels (e.g., per-fect, cor-ner); and**
 - (vi) **vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);**
 - (C) **decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);**
 - (D) **read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);**
 - (E) **identify and read abbreviations (e.g., Mr., Ave.);**

- (F) **identify and read contractions (e.g., haven't, it's);**
 - (G) **identify and read at least 300 high-frequency words from a commonly used list; and**
 - (H) **monitor accuracy of decoding.**
- (3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
- (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;
 - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
 - (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
- (4) **Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.**
- (5) **Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.** Students are expected to:
- (A) **use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);**
 - (B) **use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;**
 - (C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and
 - (D) alphabetize a series of words and use a dictionary or a glossary to find words.
- (6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and
 - (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

- (7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.
- (9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) describe similarities and differences in the plots and settings of several works by the same author; and
 - (B) describe main characters in works of fiction, including their traits, motivations, and feelings.
- (10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.
- (11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., “take steps”).
- (12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.
- (13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing the text.
- (14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) identify the main idea in a text and distinguish it from the topic;
 - (B) locate the facts that are clearly stated in a text;
 - (C) describe the order of events or ideas in a text; and
 - (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

Headsprout Reading Comprehension is a unique, Internet-based supplemental reading program that teaches skills and strategies to comprehend text and to answer reading comprehension questions, including literal questions, inferential questions, questions about main idea, and vocabulary questions requiring the student to derive the meaning of a word or phrase from context. As students learn and practice these skills and strategies, they read a variety of narrative passages, expository passages, and poetry. 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. Students learn vocabulary throughout the program by engaging in explicit instructional activities, by accessing brief definitions while reading, and by deriving meaning from contextual clues. As students become increasingly independent in using strategies to answer questions, they also engage in activities specifically designed to prepare them for the testing environment.

During Headsprout Reading Comprehension, learners will

- Learn new vocabulary through explicit instruction and from context.
- Learn and practice strategies for answering questions about text, including literal comprehension questions, inferential comprehension questions, questions about main idea, and vocabulary questions that require deriving the meaning of a word or phrase from context.
- Learn when and how to apply specific comprehension strategies to answer questions about text.
- Develop skills in resource use, including how to use tables of contents, maps, diagrams, and other illustrations that accompany text.
- Develop skills in organizing information using Venn, sequence, cluster, and hierarchical diagrams.
- Become independent in using comprehension strategies across increasingly complex text, including narrative, expository and poetic text.

How to interpret this alignment document:

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Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted.

§110.14. English Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.

(a) Introduction.

(b) Knowledge and skills.

(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:

- (i) dropping the final “e” and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
- (ii) doubling final consonants when adding an ending (e.g., hop to hopping);
- (iii) changing the final “y” to “i” (e.g., baby to babies);
- (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and
- (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);

(B) use common syllabication patterns to decode words including:

- (i) closed syllable (CVC) (e.g., mag-net, splen-did);
- (ii) open syllable (CV) (e.g., ve-to);
- (iii) final stable syllable (e.g., puz-zle, con-trac-tion);
- (iv) r-controlled vowels (e.g., fer-ment, car-pool); and
- (v) vowel digraphs and diphthongs (e.g., ei-ther);

(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);

(D) identify and read contractions (e.g., *I'd*, *won't*); and

(E) monitor accuracy in decoding.

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;

(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

(C) identify and use antonyms, synonyms, homographs, and homophones;

(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and

(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and

(B) compare and contrast the settings in myths and traditional folktales.

- (6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
- (8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.** Students are expected to:
- (A) sequence and summarize the plot’s main events and explain their influence on future events;**
 - (B) describe the interaction of characters including their relationships and the changes they undergo; and**
 - (C) identify whether the narrator or speaker of a story is first or third person.**
- (9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.** Students are expected to explain the difference in point of view between a biography and autobiography.
- (10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.
- (11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order** (e.g., generate a reading log or journal; participate in book talks).
- (12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author’s stated purposes in writing the text.
- (13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.** Students are expected to:
- (A) identify the details or facts that support the main idea;**

- (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;**
 - (C) identify explicit cause and effect relationships among ideas in texts; and**
 - (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
- (14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.
- (15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow and explain a set of written multi-step directions; and
 - (B) locate and use specific information in graphic features of text.**
- (16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) **understand how communication changes when moving from one genre of media to another;**
 - (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and
 - (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).

§110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.

(a) Introduction.

(b) Knowledge and skills.

- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

- (2) **Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.** Students are expected to:
- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
 - (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;**
 - (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);
 - (D) identify the meaning of common idioms; and
 - (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.
- (3) **Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.** Students are expected to:
- (A) summarize and explain the lesson or message of a work of fiction as its theme; and
 - (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
- (4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).
- (5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.
- (6) **Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.** Students are expected to:
- (A) sequence and summarize the plot's main events and explain their influence on future events;
 - (B) describe the interaction of characters including their relationships and the changes they undergo; and

- (C) identify whether the narrator or speaker of a story is first or third person.
- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.** Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.
- (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.
- (9) **Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order** (e.g., generate a reading log or journal; participate in book talks).
- (10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.
- (11) **Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.**
Students are expected to:
- (A) summarize the main idea and supporting details in text in ways that maintain meaning;
 - (B) distinguish fact from opinion in a text and explain how to verify what is a fact;
 - (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and
 - (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
- (12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.

- (13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and
 - (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
- (14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;
 - (B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and
 - (C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).

§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.

(a) Introduction.

(b) Knowledge and skills.

- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (2) **Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.** Students are expected to:
 - (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
 - (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
 - (C) produce analogies with known antonyms and synonyms;
 - (D) identify and explain the meaning of common idioms, adages, and other sayings; and

- (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
- (3) **Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.**
Students are expected to:
- (A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;
 - (B) describe the phenomena explained in origin myths from various cultures; and
 - (C) explain the effect of a historical event or movement on the theme of a work of literature.
- (4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
- (6) **Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.**
Students are expected to:
- (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
 - (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and
 - (C) explain different forms of third-person points of view in stories.
- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.** Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
- (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.

- (9) **Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- (10) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved.
- (11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
 - (B) **determine the facts in text and verify them through established methods;**
 - (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
 - (D) **use multiple text features and graphics to gain an overview of the contents of text and to locate information;** and
 - (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
- (12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
- (A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and
 - (B) recognize exaggerated, contradictory, or misleading statements in text.
- (13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and

(B) **interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.**

(14) **Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.**

Students are expected to:

(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);

(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);

(C) identify the point of view of media presentations; and

(D) analyze various digital media venues for levels of formality and informality.