



Headsprout Early Reading
and Headsprout Reading
Comprehension Programs

Correlated to the Common Core State Standards for English Language Arts

GRADES K-5



*To learn more about our reading programs visit
www.headsprout.com*

Grades K–2

CCSS Reference	Reading Standards for Literature	Headsprout Reading Programs
Key Ideas and Details		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Headsprout Early Reading includes stories (both narrative and expository) that provide opportunities for students to ask and answer questions about details and events in text.
RL.1.1	Ask and answer questions about key details in a text.	Embedded questions included with the stories provide teachers with specific opportunities to ask students questions about the text.
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	In Headsprout Early Reading, students practice more inferential comprehension skills by reading familiar passages, listening to various types of comprehension questions, and selecting the picture that best answers the auditory question. In Headsprout Early Reading, students read a text passage and select the best answer to a written question from among three alternatives.
RL.K.2	With prompting and support, retell familiar stories, including key details.	In Episodes 41-80, students answer both literal and inferential questions to demonstrate their comprehension of a story's meaning. In Episodes 1-10, Headsprout Reading Comprehension provides students with more explicit instructions and helps them answer who, what, where, when, why, and how questions with both narrative and expository text starting at about a mid-second-grade reading level. In Episode 2, for example, students learn to answer inferential comprehension questions by locating clue words in the text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Headsprout Early Reading includes over 80 printable stories that offer many opportunities for retelling activities and other story discussion. These activities help students practice retelling main ideas by identifying what a sentence, paragraph, or passage is "mostly about." In Headsprout Reading Comprehension, students learn to determine what a paragraph or passage is "mostly about." In Episode 5, for example, 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 students to identify the best title for a particular passage.

For the purposes of this correlation, the following abbreviations apply:
 CCSS = Common Core State Standards; N/A = Not Applicable.

CCSS Reference	Reading Standards for Literature	Headsprout Reading Programs
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	In Episodes 41-80, Headsprout Early Reading introduces students to a variety of story themes, including settings, plots, characters, events, feelings, and conflict and resolution.
RL.1.3	Describe characters, settings, and major events in a story, using key details.	
RL.2.3	Describe how characters in a story respond to major events and challenges.	
Craft and Structure		
RL.K.4	Ask and answer questions about unknown words in a text.	Students read and respond to questions about expository text, narrative text, and poetry throughout the programs. In Episodes 41-47 and 67-80, Headsprout Early Reading introduces students to poetry, including rhythm, rhyme, and alliteration. Headsprout Early Reading allows students to answer questions about both newly learned and unknown words. In Episode 72, for example, students learn to use newly taught words and untaught decodable words in context. In Headsprout Reading Comprehension, students are taught to find the meanings of poems. For example, in Episode 42 students use two poems to answer questions about how each writer feels and the author’s purpose for writing each poem.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Students read and respond to questions about expository text, narrative text, and poetry throughout the programs. Headsprout Early Reading introduces students to many different literary forms. For example, students can read narrative text in Episodes 41-80, metered and rhymed texts in Episodes 41-47 and 67-80, and expository texts in Episodes 67-80.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	

CCSS Reference	Reading Standards for Literature	Headsprout Reading Programs
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Headsprout Early Reading includes over 80 printable stories, providing several opportunities for discussion of characters, narrator, and other story aspects. Episodes 41-80, for example, provide students with opportunities to identify characters in stories.
RL.1.6	Identify who is telling the story at various points in a text.	As students read passages and view their accompanying illustrations, they become more familiar with the roles of the author and the illustrator.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Throughout Headsprout Reading Comprehension, unique voices and perspectives for each of the characters in the given segment help students identify differences in point of view. Students respond to questions about characters' actions and feeling throughout the 50-episode sequence.
Integration of Knowledge and Ideas		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Students construct meaning by building sentences that result in an animated picture that represents the sentence. In Episodes 1-40, Headsprout Early Reading provides students with multiple opportunities to practice identifying relationships between pictures and text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Students express meaning by building sentences that describe a picture, select missing words to complete sentences that best describe pictures, and match pictures to a sentence or passage.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Students practice more inferential comprehension skills by reading familiar passages, listening to various types of comprehension questions, and selecting the picture that best answers the auditory question. Before students read stories online, they work with pictures of main characters and concepts to aid in comprehension. Headsprout Reading Comprehension allows students to answer questions about text or resources/illustrations that accompany text. Illustrations include artful depictions of characters, settings, ideas, and actions. The stories are illustrated, providing several opportunities for discussions relating images and illustrations to the text.
RL.K.8	(Not applicable to literature)	N/A
RL.1.8		
RL.2.8		

CCSS Reference	Reading Standards for Literature	Headsprout Reading Programs
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Headsprout Early Reading includes over 80 printable stories that offer students several opportunities to compare characters and themes.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
Range of Reading and Level of Text Complexity		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	<p>Headsprout Early Reading includes text leveled at kindergarten through mid-second grade.</p> <p>Throughout the program, students read prose and poetry building in complexity. Repeated reading of gradually more difficult passages helps students build oral reading fluency. The narrator models appropriate pace and intonation, while students do repeated reading of familiar and unfamiliar passages to build reading rates. Students read their first story by Episode 5.</p> <p>The program offers multiple opportunities for students to engage texts with purpose and understanding. The printable stories included in the program provide additional reading opportunities.</p> <p>Headsprout Early Reading includes Benchmark Assessments that provide teachers with the opportunity to record oral reading rates. Benchmark Assessments occur after Episodes 10, 20, 30, 40, 50, 60, 70, and 80.</p> <p>Headsprout Reading Comprehension includes text beginning at a mid-second-grade reading level and progressing to a mid-fourth-grade reading level.</p>
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text-complexity band proficiently, with scaffolding as needed at the high end of the range.	

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
Key Ideas and Details		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Headsprout Early Reading includes stories (both narrative and expository) that provide opportunities for students to ask and answer questions about details and events in text.
RI.1.1	Ask and answer questions about key details in a text.	<p>Embedded questions included with the stories provide teachers with specific opportunities to ask students questions about the text.</p> <p>In Headsprout Early Reading, students practice more inferential comprehension skills by reading familiar passages, listening to various types of comprehension questions, and selecting the picture that best answers the auditory question.</p>
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>In Headsprout Early Reading, students read a text passage and select the best answer to a written question from among three alternatives. Episodes 67-80 provide students with opportunities to answer questions about expository texts.</p> <p>In Episodes 1-10, Headsprout Reading Comprehension provides students with more explicit instructions and helps them answer who, what, where, when, why, and how questions with both narrative and expository text starting at about a mid-second-grade reading level. In Episode 2, for example, students learn to answer inferential comprehension questions by locating clue words in the text.</p>
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	In Headsprout Early Reading, students work with details and main ideas during comprehension activities at the sentence, paragraph, and passage levels. Students first learn how to determine the main idea of a portion of text, determine how often that main idea occurs, and retell details.
RI.1.2	Identify the main topic and retell key details of a text.	Headsprout Early Reading includes over 80 printable stories that offer many opportunities for retelling activities and other story discussion.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	In Headsprout Reading Comprehension, students learn to identify the main idea of a passage by identifying prominent themes of individualized parts and determining the theme most common in the passage as a whole. In Episode 7, for example, students watch a model of the strategy for identifying what a passage is mostly about before using that strategy to identify the main idea of a passage on their own.

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	The stories in Headsprout Early Reading provide students with several opportunities to discuss the connections between events and ideas in text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	In Headsprout Reading Comprehension, students practice using sequences of actions and events. In Episode 36, for example, students first learn to put common everyday events in order and then learn and practice putting events from a story in order. Students practice identifying the order of events by using sequence diagrams and by answering questions about events that happened first, next, last, before, and after other events.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft and Structure		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	To ensure that students understand newly learned words, both Headsprout Early Reading and Headsprout Reading Comprehension provide exercises that have students match sentences that contain vocabulary words to pictures of objects and actions.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	New vocabulary words are integrated into sentences and used in a variety of contexts. A newly introduced word is used in a sentence and accompanied by an animation that shows the word's meaning. Students find the new vocabulary word and often hear or read a target sentence highlighting the meaning of the word. Students then reread the vocabulary word in other contexts, such as in online and printable stories.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Headsprout Early Reading integrates working with words, based on their meaning, into reading comprehension activities. Students develop understanding by reading sentences and selecting pictures that represent the meaning; reading passages and selecting pictures that represent the meaning (literal and inferential); reading sentences with missing words and choosing correct words to fill in the blank; and reading sentences with multiple-choice text responses (often using new vocabulary words) and choosing the correct response. In Episode 72, for example, students learn to use newly taught words and untaught decodable words in context. In Headsprout Reading Comprehension, students learn 120 vocabulary words. Episodes 23, 30, and 39, for example, teach that vocabulary using the program's proprietary vocabulary system. Throughout its 50 episodes, Headsprout Reading Comprehension teaches students to derive word and phrase meaning from surrounding context clues, both within the same sentence and across sentences, including across different verses in the case of poems. Students also hear the pronunciation and definition of words in text and use learned vocabulary words to answer questions about text.

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RI.K.5	Identify the front cover, back cover, and title page of a book.	The stories in Headsprout Early Reading provide several opportunities for locating information, grouping information into categories, and using text features.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	In Headsprout Reading Comprehension, students learn to use text features to answer questions about key facts and information in a text. Students begin to use a table of contents in Episodes 11-15. In Episodes 16-25, students are introduced to maps and illustrations, such as cross-sections and posters. After students are introduced to each text feature, they have several opportunities throughout the program to apply the skills and use the features to answer questions.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	The printable stories in Headsprout Early Reading are illustrated and provide several opportunities for discussion related to illustrations, words, and purpose. As students read passages and view their accompanying illustrations, they become more familiar with the roles of the author and the illustrator.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	In the first part of Headsprout Reading Comprehension, students learn to determine what a 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 determine the main purpose of a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	The majority of lessons in Headsprout Reading Comprehension include answering questions about text or resources/illustrations that accompany text. In Episodes 16-25, students are introduced to maps and illustrations, such as cross sections and posters. After students are introduced to each text feature, they have several opportunities throughout the program to apply the skills and use the features to answer questions.

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
Integration of Knowledge and Ideas		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>The printable stories in Headsprout Early Reading are illustrated and provide several opportunities for discussion related to illustrations, words, and purpose.</p> <p>The majority of lessons in Headsprout Reading Comprehension provide questions about text or resources/illustrations that accompany text. In Episodes 16-25, students are introduced to maps and illustrations, such as cross sections and posters. After students are introduced to each text feature, they have several opportunities throughout the program to apply the skills and use the features to answer questions.</p>
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	<p>The printable stories in Headsprout Early Reading provide opportunities to identify and discuss the reasons an author gives to support points in a text.</p> <p>In Episodes 1-15, Headsprout Reading Comprehension teaches students strategies to answer literal and inferential questions. For literal questions, they learn to “find the fact” by locating an answer that is explicitly stated in the text. Students also learn to “look for clue words” that help them answer inferential questions about information that is not explicitly stated in the text and to identify details that support main ideas. Students have multiple opportunities to apply these strategies throughout the program.</p> <p>Headsprout Reading Comprehension teaches students to “look back” in the passage to find the text that helps them answer literal, inferential, main idea, and vocabulary comprehension questions. Students identify the comprehension strategy that 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 helps answer the question, and then select the appropriate answer. These skills are reviewed in Episodes 7 and 10, and then practiced throughout the program.</p>
RI.1.8	Identify the reasons an author gives to support points in a text.	
RI.2.8	Describe how reasons support specific points the author makes in a text.	

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
Integration of Knowledge and Ideas		
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Headsprout Early Reading includes over 80 printable stories that offer students several opportunities to compare texts. Headsprout Reading Comprehension includes 12 expository pieces covering topics from the social and natural sciences. These pieces 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.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.K.10	Actively engage in group reading activities with purpose and understanding.	Headsprout Early Reading includes text leveled at kindergarten through mid-second grade. Throughout the program, students read text that builds in complexity. Repeated reading of gradually more difficult passages helps students build oral reading fluency. The narrator models appropriate pace and intonation, while students do repeated reading of familiar and unfamiliar passages to build reading rates. Students read their first story by Episode 5.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	The program offers multiple opportunities for students to engage texts with purpose and understanding. The Sprout Stories included in the program provide additional reading opportunities.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text-complexity band proficiently, with scaffolding as needed at the high end of the range.	Headsprout Early Reading includes Benchmark Assessments that provide teachers with the opportunity to record oral reading rates. Benchmark Assessments occur after Episodes 10, 20, 30, 40, 50, 60, 70, and 80. Headsprout Reading Comprehension includes text beginning at a mid-second-grade reading level and progressing to a mid-fourth-grade reading level.

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
Print Concepts		
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <p><i>a. Follow words from left to right, top to bottom, and page to page.</i></p> <p><i>b. Recognize that spoken words are represented in written language by specific sequences of letters.</i></p> <p><i>c. Understand that words are separated by spaces in print.</i></p> <p><i>d. Recognize and name all upper and lowercase letters of the alphabet.</i></p>	<p>Throughout the 80 episodes of Headsprout Early Reading, students learn to follow words from left to right and top to bottom. Other concepts of print are taught, including capital letters in Episodes 6-40, end punctuation in Episodes 19-40, and reading across different fonts in Episodes 19-40. Concepts of print are extended through reading stories that accompany the program.</p> <p>Episode 5 introduces the concept that sounds make words, words make sentences, and sentences make stories.</p> <p>Students click on each word while reading online stories.</p> <p>Students locate and click on letters that represent spoken sounds both within arrays of other letters and within words. Students say sounds and words in response to printed letters and words.</p>
RF.1.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <p><i>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i></p>	<p>Throughout the 80-episode program, students learn lowercase letters in the course of the program's 94 phonetic elements. However, letter sounds rather than letter names are taught. Uppercase letters are introduced in the context of names, the pronoun I, and beginning words in sentences.</p>

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
Phonological Awareness		
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. <i>Recognize and produce rhyming words.</i> b. <i>Count, pronounce, blend, and segment syllables in spoken words.</i> c. <i>Blend and segment onsets and rimes of single-syllable spoken words.</i> d. <i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</i> e. <i>Add or substitute individualized sounds (phonemes) in simple, one-syllable words to make new words.</i> 	<p>Headsprout Early Reading introduces students to rhyme. For example, rhyming words are found throughout Episodes 6-18 and 24-40. In Episodes 41- 47 and 67-80, students also are introduced to poetry, including rhythm, rhyme, and alliteration. The Sprout Stories provide further opportunities for students to engage in reading poems with rhyme.</p> <p>Throughout the 80-episode program, Headsprout Early Reading helps students practice phonological awareness. Beginning in Episode 1, students learn to distinguish among letter sounds. Episode 1 also introduces students to segmenting and blending sounds. In following episodes, students learn to isolate sounds at the beginning, middle, and end of words. Students have multiple opportunities to practice these skills throughout the program.</p> <p>Headsprout Early Reading teaches that words can begin or end with the same sound and that words can be broken down into onsets and rimes (including vocal production of the above). Students first build words by selecting sounds (some words share common first or last sounds), then produce those words and match their production to a sample, and finally say those words in the context of a story.</p>
RF.1.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. <i>Distinguish long from short vowel sounds in spoken single-syllable words.</i> b. <i>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i> c. <i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i> d. <i>Segment spoken single-syllable words into their complete sequence of individualized sounds (phonemes).</i> 	<p>Students learn 94 carefully chosen phonetic elements to maximize their decoding repertoire.</p> <p>Throughout the program, many Speak Aloud exercises engage students in the practice of orally producing sounds. The first Speak Aloud exercise occurs in Episode 3.</p> <p>Headsprout Early Reading introduces blends or larger phonemic units and has students watch the unit break apart into its individual phonemes.</p> <p>Students locate and click on letters that represent spoken sounds both within arrays of other letters and within words.</p>

CCSS Reference	Reading Standards for Informational Text	Headspout Reading Programs
Phonics and Word Recognition		
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. <i>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</i> b. <i>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</i> c. <i>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</i> d. <i>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i> 	<p>Headspout Early Reading combines segmenting with instruction in letter-sound relationships. The program also introduces the alphabetic principle (that letters represent sounds) initially for sounds in isolation and later for sounds within words.</p> <p>Students learn 94 carefully chosen phonetic elements to maximize their decoding repertoire. Headspout Early Reading first teaches sounds that maintain a consistent pronunciation in more than 85% of the words in which they appear. Students understand that sounds can be combined to make meaningful units of phonemic information and discover that some sounds can have other sounds inside them and that sound units can be combined to make new sounds.</p> <p>Headspout Early Reading provides a seven-step sequence for teaching segmenting and blending skills. Students begin learning this process in Episode 7, continue receiving program support while using this process through Episode 23, and apply the process independently by Episode 45. Over 50 episodes incorporate these activities.</p>
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> a. <i>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</i> b. <i>Decode regularly spelled one-syllable words.</i> c. <i>Know final -e and common vowel team conventions for representing long vowel sounds</i> d. <i>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i> e. <i>Decode two-syllable words following basic patterns by breaking the words into syllables.</i> f. <i>Read words with inflectional endings.</i> g. <i>Recognize and read grade-appropriate irregularly spelled words.</i> 	<p>Throughout the 80-episode program, students are introduced to 100 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). Upon completion of the program, students can have a reading vocabulary of up to 5,000 words.</p> <p>Throughout Episodes 57-80, Headspout Early Reading teaches the following suffixes: s, ing, ed, es, er, and est. Students practice using these suffixes within a variety of words.</p> <p>Headspout Early Reading teaches students a strategy called “ballparking” to help them figure out words that are slightly irregular, such as <i>work</i>.</p> <p>Students have multiple opportunities to recognize single- and multi-syllable words with common short- and long-vowel sounds spelling patterns and to identify and read words from common word families.</p>

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> a. <i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i> b. <i>Know spelling-sound correspondences for additional common vowel teams.</i> c. <i>Decode regularly spelled two-syllable words with long vowels.</i> d. <i>Decode words with common prefixes and suffixes.</i> e. <i>Identify words with inconsistent but common spelling-sound correspondences.</i> f. <i>Recognize and read grade-appropriate irregularly spelled words.</i> 	<p>Headsprout Early Reading teaches students a strategy called “ballparking” to help them figure out words that are slightly irregular, such as <i>work</i>.</p> <p>Students have multiple opportunities to recognize single- and multi-syllable words with common short- and long-vowel sounds spelling patterns and to identify and read words from common word families.</p>
Fluency		
RF.K.4	Read emergent-reader texts with purpose and understanding.	<p>Throughout the program, students read prose that builds in complexity. Repeated reading of gradually more difficult passages helps students build oral reading fluency. The narrator models appropriate pace and intonation, while students do repeated reading of familiar and unfamiliar passages to build reading rates. Students read their first story by Episode 5.</p> <p>Headsprout Early Reading includes Benchmark Reading Assessments that provide teachers with the opportunity to record oral reading rates. Benchmark Reading Assessments occur after Episodes 10, 20, 30, 40, 50, 60, 70, and 80.</p> <p>Headsprout Early Reading includes over 80 printable stories leveled at kindergarten through mid-second grade, for offline reading practice.</p> <p>Headsprout Reading Comprehension includes text spanning mid-second-grade to mid-fourth-grade reading levels.</p>
RF.1.4	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> a. <i>Read grade-level text with purpose and understanding.</i> b. <i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i> c. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i> 	
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> a. <i>Read grade-level text with purpose and understanding.</i> b. <i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i> c. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i> 	

Grades 3–5

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	In Episodes 1-15, Headsprout Reading Comprehension teaches students strategies to answer literal and inferential questions. For literal questions, they learn to “find the fact” by locating an answer that is explicitly stated in the text. Students also learn to “look for clue words” that help them answer inferential questions about information that is not explicitly stated in the text, and to identify details that support main ideas. Students have multiple opportunities to apply these strategies throughout the program.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Headsprout Reading Comprehension teaches students to “look back” in the passage to find the text that helps them answer literal, inferential, main idea, and vocabulary comprehension questions. Students identify the comprehension strategy that 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 helps answer the question, and then select the appropriate answer. These skills are reviewed in Episodes 7 and 10.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	In Headsprout Reading Comprehension, students learn to determine what a paragraph or passage is “mostly about” by identifying themes in single sentences and phrases, in paragraphs, and in long passages. In Episode 5, for example, 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.”
RI.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	As students master this strategy, they learn to apply the same strategy to questions with alternative wording, such as those that ask students to identify the best title for a particular passage.
RI.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	

CCSS Reference	Reading Standards for Literature	Headsprout Reading Programs
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Students learn to discuss characters in a story by answering questions about traits, motivations, or feelings. Students also use information about a character's actions, feelings, and motives to predict what will happen next in a story.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Stories include well-developed characters, settings, and plots, which provide multiple opportunities for comparison of characters, events, and settings.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
Craft and Structure		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Throughout its 50 episodes, Headsprout Reading Comprehension teaches students to derive word and phrase meaning from surrounding context clues, both within the same sentence and across sentences, including across different verses in the case of poems.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Students also hear the pronunciation and definition of words in text and use learned vocabulary words to answer questions about text. The Headsprout Reading Comprehension program uses vocabulary words 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.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	

CCSS Reference	Reading Standards for Literature	Headsprout Reading Programs
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<p>Students have multiple opportunities to identify the elements of different types of text, including rhyme, stanza, chapters, and figurative language.</p> <p>Headsprout Reading Comprehension includes four chapter stories, six additional narrative pieces, and three poems.</p>
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
RL.5.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	<p>Questions for the narrative and poetic passages frequently address point of view. Students learn to answer such questions using strategies such as “find the fact” or “find clue words.” Numerous questions ask students to identify the perspective of the writer or of a particular character in the passage, and the stories provide students with multiple opportunities to discuss point of view.</p>
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	

CCSS Reference	Reading Standards for Literature	Headsprout Reading Programs
Integration of Knowledge and Ideas		
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>The majority of episodes in Headsprout Reading Comprehension include illustrations, which allow students to discuss the relationship between the text and illustrations. Illustrations include artful depictions of characters, settings, ideas, and actions.</p> <p>Online chapters are accompanied with an animation of that chapter. This combination of text and video provides opportunities for students to discuss story adaptations, including comparison of the text and animation.</p>
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
RL.3.8	(Not applicable to literature)	N/A
RL.4.8		
RL.5.8		
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<p>Headsprout Reading Comprehension includes three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages. This diverse collection of readings presents teachers with a rich resource for discussing patterns of events across different cultures.</p>
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	

CCSS Reference	Reading Standards for Literature	Headsprout Reading Programs
Range of Reading and Level of Text Complexity		
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Headsprout Reading Comprehension includes three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages. These texts begin at a mid-second-grade reading level and progress to a mid-fourth-grade reading level.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
Key Ideas and Details		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>In Episodes 1–15, Headsprout Reading Comprehension teaches students strategies to answer literal and inferential questions. For literal questions, they learn to “find the fact” by locating an answer that is explicitly stated in the text. Students also learn to “look for clue words” that help them answer inferential questions about information that is not explicitly stated in the text, and to identify details that support main ideas. Students have multiple opportunities to apply these strategies throughout the program.</p> <p>Headsprout Reading Comprehension teaches students to “look back” in the passage to find the text that helps them answer literal, inferential, main idea, and vocabulary comprehension questions. Students identify the comprehension strategy that 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 helps answer the question, and then select the appropriate answer. These skills are reviewed in Episodes 7 and 10.</p>
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>In Headsprout Reading Comprehension, students learn to determine what a paragraph or passage is “mostly about” by identifying themes (main idea) in single sentences and phrases, in paragraphs, and in long passages. In Episode 5, for example, 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 students to identify the best title for a particular passage.</p>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.	<p>In Headsprout Reading Comprehension, students practice using sequence. In Episode 36, for example, students first learn to put common everyday events in order and then learn and practice putting events from a story in order. Students practice identifying the order of events by using sequence diagrams and by answering questions about events that happened first, next, last, before, and after other events.</p> <p>Students learn to identify cause/effect and compare relationships between two or more individuals, events, or ideas in texts and across texts.</p> <p>Students organize information in hierarchical, Venn, sequence, and cluster diagrams.</p>
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
Craft and Structure		
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>Throughout its 50 episodes, Headsprout Reading Comprehension teaches students to derive word and phrase meaning from surrounding context clues, both within the same sentence and across sentences, including across different verses in the case of poems.</p> <p>Students also hear the pronunciation and definition of words in text and use learned vocabulary words to answer questions about text.</p> <p>The program uses vocabulary words 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.</p>
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	In Headsprout Reading Comprehension, students learn to use text features to answer questions about key facts and information in a text. Students begin to use a table of contents in Episodes 11-15. In Episodes 16-25, students are introduced to maps and illustrations, such as cross-sections and posters. After students are introduced to each text feature, they have several opportunities throughout the program to apply their skills and use the features to answer questions.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	In Headsprout Reading Comprehension, students practice using sequence. In Episode 36, for example, students first learn to put common everyday events in order and then learn and practice putting events from a story in order.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Students practice identifying the order of events by using sequence diagrams and by answering questions about events that happened first, next, last, before, and after other events. Many opportunities exist in Headsprout Reading Comprehension for students to identify different structures of nonfiction texts.
RI.3.6	Distinguish their own point of view from that of the author of a text.	In Headsprout Reading Comprehension, questions teach students to identify and explain point of view and distinguish from their own point of view.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Headsprout Reading Comprehension includes 12 expository pieces covering topics from the social and natural sciences. The depth and breadth of passage type and style allow for many routes of comparison. Beginning in Episode 2, students learn to read a question and then think about possible answers to the question based on their prior knowledge. Then, they look through the passage to “find clues” that help answer the question.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	As the program advances, inferences become more complex.

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
Integration of Knowledge and Ideas		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>The majority of episodes in Headsprout Reading Comprehension provide questions about text or resources/illustrations that accompany text. In Episodes 16-25, students are introduced to maps and illustrations, such as cross-sections and posters. After students are introduced to each text feature, they have several opportunities throughout the program to apply the skills and use the features to answer questions.</p>
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages), and explain how the information contributes to an understanding of the text in which it appears.	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>Headsprout Reading Comprehension teaches students to “look back” in the passage to find the text that helps them answer literal, inferential, main idea, and vocabulary comprehension questions. Students identify the comprehension strategy that 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 helps answer the question, and then select the appropriate answer. These skills are reviewed in Episodes 7 and 10.</p> <p>In Headsprout Reading Comprehension, students learn to determine what a paragraph or passage is “mostly about” by identifying themes (main idea) in single sentences and phrases, in paragraphs, and in long passages. In Episode 5, for example, 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 students to identify the best title for a particular passage.</p> <p>Many opportunities exist in Headsprout Reading Comprehension for students to identify different structures of nonfiction texts.</p>
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	

CCSS Reference	Reading Standards for Informational Text	Headsprout Reading Programs
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Headsprout Reading Comprehension includes 12 expository pieces covering topics from the social and natural sciences. Print versions of the passages 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.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	

Range of Reading and Level of Text Complexity

RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Headsprout Reading Comprehension includes three poems, six stand-alone narratives, four chapter stories, twelve stand-alone expository pieces, and dozens of short passages. These texts begin at a mid-second-grade reading level and progress to a mid-fourth-grade reading level.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	