



Headsprout Early Reading
and Reading Comprehension

Alignment with Language Arts Florida Standards

ORGANIZED
BY GRADE



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**Headsprout Early Reading and Reading Comprehension
Alignment with Language Arts Florida Standards
Organized by Grade**

Kindergarten

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <input type="checkbox"/> Students work with details during comprehension activities at the sentence and passage level. <input type="checkbox"/> All eBooks provide opportunities for questions pertaining to key details in a text.
LAFS.K.RL.1.2	With prompting and support, retell familiar stories, including key details	<ul style="list-style-type: none"> <input type="checkbox"/> All eBooks provide opportunities for students' retelling of stories, including key details.
LAFS.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <input type="checkbox"/> Before students read stories online, they work with pictures of main characters and concepts to aid in comprehension. <input type="checkbox"/> Students read a text passage and select the picture "that goes with the words," identifying characters, settings, and major events in a story. <input type="checkbox"/> All eBooks provide opportunities for questions pertaining to characters, settings, and major events in a story.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RL.2.4	With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <input type="checkbox"/> Beginning with Episode 37, eBooks provide opportunities for students to ask and answer questions about unknown words in a text.
LAFS.K.RL.2.5	Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <input type="checkbox"/> Students read narrative text, expository text, and poetry. eBooks provide opportunities for students to recognize common types of texts (e.g., storybooks, poems).

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RL.3.7	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).	<ul style="list-style-type: none"> <input type="checkbox"/> All eBooks provide opportunities for students to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LAFS.K.RL.3.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <input type="checkbox"/> All eBooks provide opportunities for students to compare and contrast the adventures and experiences of characters. The depth and breadth of passage type and style allow for many routes of comparison.

Strand: READING STANDARDS FOR LITERATURE

Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RL.4.10	Actively engage in group reading activities with purpose and understanding	<ul style="list-style-type: none"> <input type="checkbox"/> All eBooks provide opportunities for group discussions with purpose and understanding about characters, setting, sequence of events, and connections to the self.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 1: Print Concepts

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RF.1.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn concepts of print including reading from left to right and top to bottom, capital letters and punctuation, and reading across different fonts. <input type="checkbox"/> Students learn that words are made up of letters that represent sounds. <input type="checkbox"/> Students find and click on sounds/letters within words. <input type="checkbox"/> Students put sounds/letters together to form words. <input type="checkbox"/> Students say sounds and words in response to printed letters and words. <input type="checkbox"/> Students click on each word while reading in online stories.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 2: Phonological Awareness

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RF.2.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ul style="list-style-type: none"> □ Headsprout teaches that words can begin or end with the same sound and that words can be broken down into onsets and rimes (including vocal production of the above). Students first build words by selecting sounds (some words share common first or last sounds), later producing those words and matching their production to a sample, and finally saying those words in the context of a story. □ Headsprout combines segmenting with instruction in letter-sound relationships and introduces the alphabetic principle (that letters represent sounds) initially for sounds in isolation, and then for sounds embedded in words. □ Headsprout provides a seven-step sequence for teaching segmenting and blending skills (sounding out words and saying them fast). Students begin the process in Episode 7, are lightly supported by Episode 23, and fully independent by Episode 45. Over 50 episodes incorporate these activities.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<ul style="list-style-type: none"> □ Headsprout: <ol style="list-style-type: none"> 1. Teaches the speech sound represented by a letter or letter combination, and ensures recognition even against similar letters. 2. Provides practice in recognizing these sound-print relationships within words. 3. Teaches seeing letters and saying sounds, independently confirming the letter sounds by finding the match. 4. Teaches how to sound out words by blending printed sounds together from left to right, and saying the sounds fast, as words, ultimately fading all visual and auditory prompts. 5. Teaches several sound units with consistent pronunciations. Sounds taught in the first half of the program maintain the pronunciation taught in at least 85% of common words. Students learn units such as 'an', 'out', 'ate' and 'at' and practice identifying and saying these units in the context of multiple words. □ Students have multiple opportunities to recognize single and multi syllable words with common short and long vowel sound spelling patterns, and identify and read words from common word families. □ Students read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). □ Students distinguish between similarly spelled words by selecting key sounds in words.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 4: Fluency

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RF.4.4	Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> ❑ <i>Headsprout Early Reading</i> includes specially designed fluency exercises at the sound and word level, as well as at the sentence and passage level. Fluency exercises at the sound and word level include finding sounds within words, saying sounds, and saying words. ❑ Students recognize and fluently read high frequency sight words (e.g., <i>the, a, I, he, she, and, out, is, could, would, should, come, are, has, have, in, said, wants, on, who, what, why, because</i>). ❑ Students build oral reading fluency by repeated readings of passages that gradually increase in difficulty. The narrator models appropriate pace and intonation, while students do repeated reading of familiar and unfamiliar passages to build reading rates. ❑ Benchmark Reading Assessments (conducted as part of <i>Headsprout Early Reading</i>) provide the opportunity for teachers to record oral reading rate. ❑ Fluency also forms the basis of the <i>Headsprout Early Reading Fluency-Building</i> component. Fluency building is a group of printable or projectable activities where students can do timed readings of sounds, words, and connected text. During one-minute stints, students are challenged to meet specific targets (for example, reading 40 words in one minute) to help improve fluency. ❑ Additional reading opportunities are provided through the use of 90 eBooks.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <input type="checkbox"/> Students work with details during comprehension activities at the sentence and passage level for informational text. <input type="checkbox"/> All informational eBooks provide opportunities for questions pertaining to key details in a text.
LAFS.K.RI.1.2	With prompting and support identify the main topic and retell key details of a text	<ul style="list-style-type: none"> <input type="checkbox"/> Students work with details and main ideas during comprehension activities at the sentence and passage level. <input type="checkbox"/> The Sprout Stories include illustrated expository texts on topics including space (<i>Mars, the Fourth Planet</i>), sea life (<i>What Lives in the Sea?</i>), and others.
LAFS.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <input type="checkbox"/> All informational eBooks provide opportunities for students to describe the connection between two individuals, events, ideas, or pieces of information in a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <input type="checkbox"/> In the latter portion of the program, eBooks provide opportunities for students to ask and answer questions about unknown words in an informational text.
LAFS.K.RI.2.5	Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <input type="checkbox"/> All informational eBooks provide opportunities for students to identify the front cover, back cover, and title page of a book.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RI.3.7	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).	<input type="checkbox"/> All informational eBooks provide opportunities for students to describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LAFS.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.	<input type="checkbox"/> All informational eBooks provide opportunities for students to identify the reasons an author gives to support points in a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.RI.4.10	Actively engage in group reading activities with purpose and understanding	<input type="checkbox"/> All informational eBooks provide opportunities for students to actively engage in group reading activities with purpose and understanding.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.K.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> ❑ All eBooks provide opportunities for students to Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck, which can be accomplished with the character Quick Quack) ❑ Students begin to add words that are likely to be in their spoken vocabulary to their reading vocabulary. Through the use of character names and other less common words, they learn that words they may have never before encountered have meaning as well. ❑ The online program teaches or reviews vocabulary words from the students’ listening vocabulary, and prepare them to match vocabulary words with pictures. ❑ In the latter portion of the program, eBooks provide opportunities for students use the most frequently occurring inflections and affixes as a clue to meaning of such unknown words as <i>smoothly</i>, <i>wonderful</i>, and <i>unknown</i>.
LAFS.K.L.3.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>	<ul style="list-style-type: none"> ❑ The online story “Each One Is Yellow” provides a starting point for students to gain a sense of the concept of categories and to sort other types of food or objects. “Things in the Sky” and “What Lives in the Sea” provide a further sense of categorization and more starting points for students. ❑ All eBooks provide opportunities for students to relate frequently occurring verbs and adjectives to their opposites. ❑ All eBooks provide opportunities for students to identify real-life connections between words and their use (e.g., note places at school that are colorful). ❑ All eBooks provide opportunities for students to distinguish shades of meaning among verbs describing the same general action, such as <i>hop</i> and <i>jump</i>; <i>look</i> and <i>peek</i>; and <i>cook</i> and <i>bake</i>.
LAFS.K.L.3.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ❑ All eBooks provide opportunities for students to use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade 1

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard Code	Standard	<i>Headsprout Early Reading Alignment (online episodes and Sprout Stories):</i>
LAFS.1.RL.1.1	Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <input type="checkbox"/> Students work with details during comprehension activities at the sentence and passage level. <input type="checkbox"/> All eBooks provide opportunities for questions pertaining to key details in a text.
LAFS.1.RL.1.2	Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <input type="checkbox"/> Students work with details and main ideas during comprehension activities at the sentence and passage level. <input type="checkbox"/> All eBooks provide opportunities for students to retell stories, including key details, and to demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <input type="checkbox"/> Students read a text passage and select the picture “that goes with the words,” identifying characters, settings, and major events in a story. <input type="checkbox"/> All eBooks provide opportunities for questions pertaining to characters, settings, and major events in a story, using key details.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard Code	Standard	<i>Headsprout Early Reading Alignment (online episodes and Sprout Stories):</i>
LAFS.1.RL.2.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the sense.	<ul style="list-style-type: none"> <input type="checkbox"/> Students read poetry and stories about characters’ feelings, all of which provide opportunities for students to identify words and phrases that suggest feelings or appeal to the senses.
LAFS.1.RL.2.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <input type="checkbox"/> The eBooks provide opportunities for students to explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LAFS.1.RL.2.6	Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <input type="checkbox"/> The eBooks provide opportunities for students to identify who is telling the story at various points in a text.

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.1.RL.3.7	Use illustrations and details in a story to describe characters, settings, or events.	<ul style="list-style-type: none"> <input type="checkbox"/> Students work with illustrations and details in a story during comprehension activities at the sentence and passage level. <input type="checkbox"/> All eBooks provide opportunities for students to use illustrations and details in a story to describe characters, settings, or events.
LAFS.1.RL.3.9	Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <input type="checkbox"/> All eBooks provide opportunities for students to compare and contrast the adventures and experiences of characters. The depth and breadth of passage type and style allow for many routes of comparison.

Strand: READING STANDARDS FOR LITERATURE

Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.1.RL.4.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> <input type="checkbox"/> Students read narrative and poetry of appropriate complexity for grade 1. <input type="checkbox"/> Students demonstrate full text-based comprehension skills by reading passages, reading questions and an array of phrase or sentence responses, and selecting the best answer.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 1: Print Concepts

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.1.RF.1.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn sentence-building skills involving first word, capitalization, and ending punctuation.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 2: Phonological Awareness

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.1.RF.2.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<ul style="list-style-type: none"> ❑ Students learn 94 carefully chosen phonetic elements to maximize a learner’s decoding repertoire. ❑ Students have multiple opportunities to recognize single words with common short and long vowel sound spelling patterns, and identify and read words from common word families. ❑ Instruction in phonics and phonemic awareness occurs throughout <i>Headsprout Early Reading</i> as students put sounds together, hear sounds slowly blended, say sounds slowly blended, hear the sounds said fast as whole words, and eventually say the words fast themselves. Students not only identify and say the sounds letters make, both independently and as blended units, but also listen to and identify the sounds they say, a critical step in auditory and phonemic awareness. Students also segment single real and nonsense words into separate sounds (phonemes) and blend multiple sounds (phonemes) into real or nonsense words. ❑ Students find that sounds can be combined to make meaningful units of phonemic information. ❑ Students discover that some sounds can have other sounds inside them and that sound units can be combined to make new sounds. ❑ Headsprout teaches that words can begin or end with the same sound and the recognition that words can be broken down into onsets and rimes (including vocal production of the above). Students first build words by selecting sounds (some words share common first or last sounds), later producing those words and matching their production to a sample, and finally saying those words in the context of a story.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard Code	Standard	Headsprout Early Reading Alignment (online episodes and Sprout Stories):
LAFS.1.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	<p><input type="checkbox"/> Headsprout:</p> <ol style="list-style-type: none"> 1. Teaches the speech sound represented by a letter or letter combination, including common consonant digraphs, and ensures recognition even against similar letters. 2. Provides practice in recognizing these sound-print relationships within words. 3. Teaches seeing letters and saying sounds, independently confirming the letter sounds by finding the match. 4. Teaches how to sound out words, including two-syllable words and words with inflectional endings, by blending printed sounds together from left to right, and saying the sounds fast, as words, ultimately fading all visual and auditory prompts. 5. Teaches several sound units with consistent pronunciations. Sounds taught in the first half of the program maintain the pronunciation taught in at least 85% of common words. Students learn units such as 'an', 'out', 'ate' and 'at' and practice identifying and saying these units in the context of multiple words. <p><input type="checkbox"/> Students have multiple opportunities to recognize single syllable words with common short and long vowel sound spelling patterns, and identify and read words from common word families.</p> <p><input type="checkbox"/> Headsprout teaches "ing"; "ed"; "es" and "est". Students practice these within a variety of words, such as "pouted"; "talking"; "wanted"; "biggest"; "cakes"; "bringing"; and many others.</p> <p><input type="checkbox"/> Headsprout teaches many common sight words, including "the"; "said"; "could"; "would"; "should"; "come"; "are"; "one"; "two", "does", and others.</p> <p><input type="checkbox"/> Headsprout teaches students a strategy called "ballparking" to help students figure out words that are slightly irregular, such as "work".</p>

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 4: Fluency

Standard Code	Standard	<i>Headsprout Early Reading Alignment (online episodes and Sprout Stories):</i>
LAFS.1.RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> ❑ <i>Headsprout Early Reading</i> includes specially designed fluency exercises at the sound and word level, as well as at the sentence and passage level. Fluency exercises at the sound and word level include finding sounds within words, saying sounds, and saying words. ❑ Students recognize and fluently read high frequency sight words (e.g., <i>the, a, I, he, she, and, out, is, could, would, should, come, are, has, have, in, said, wants, on, who, what, why, because</i>). ❑ Students build oral reading fluency by repeated readings of passages that gradually increase in difficulty. The narrator models appropriate pace and intonation, while students do repeated readings of familiar and unfamiliar passages to build reading rates. ❑ Benchmark Reading Assessments (conducted as part of <i>Headsprout Early Reading</i>) provide the opportunity for teachers to record oral reading rate. ❑ Students learn to be their own listeners by matching their reading to a sample as well as familiar words.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard Code	Standard	<i>Headsprout Early Reading Alignment (online episodes and Sprout Stories):</i>
LAFS.1.RI.1.1	<p>Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> ❑ Students work with key details during comprehension activities at the sentence and passage level for informational text. ❑ All informational eBooks provide opportunities for questions pertaining to key details in a text.

LAFS.1.RI.1.2	Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> ❑ Students work with details and main ideas during comprehension activities at the sentence and passage level. ❑ The Sprout Stories include illustrated expository texts on topics including space (<i>Mars, the Fourth Planet</i>), sea life (<i>What Lives in the Sea?</i>), and others. These stories provide opportunities for students to retell key details of a text.
LAFS.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> ❑ All informational eBooks provide opportunities for students to describe the connection between two individuals, events, ideas, or pieces of information in a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard Code	Standard	<i>Headsprout Early Reading Alignment (online episodes and Sprout Stories):</i>
LAFS.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> ❑ In the latter portion of the program, eBooks provide opportunities for students to ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> ❑ All informational eBooks provide opportunities for students to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard Code	Standard	<i>Headsprout Early Reading Alignment (online episodes and Sprout Stories):</i>
LAFS.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> ❑ All informational eBooks provide opportunities for students use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.8	Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> ❑ All informational eBooks provide opportunities for students to identify the reasons an author gives to support points in a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard	<i>Headsprout Early Reading Alignment (online episodes and Sprout Stories):</i>
LAFS.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1.	<ul style="list-style-type: none"> ❑ All informational eBooks provide opportunities for students to read, with prompting and support, informational texts appropriately complex for grade 1.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard Code	Standard	<i>Headsprout Early Reading Alignment (online episodes and Sprout Stories):</i>
LAFS.1.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 	<ul style="list-style-type: none"> ❑ Headsprout teaches picture review and related comprehension skills by having students fill in the blank with words that best describe what is happening in the picture. ❑ Students practice more inferential comprehension skills by reading familiar passages, listening to various types of comprehension questions, and selecting the picture that best answers the auditory question. ❑ Students demonstrate full text-based comprehension skills by reading passages, reading questions and an array of phrase or sentence responses, and selecting the best answer. ❑ Headsprout integrates working with words based on meaning and grammatical structure in the context of sentence construction and meaning. For example, students 'construct meaning' by creating their own sentence that is then animated to reflect the meaning of the sentence. Students also create sentences based upon the meaning implied in pictures. ❑ <i>Headsprout Early Reading</i> eBooks provide opportunities for students to use frequently occurring affixes as a clue to the meaning of a word and to identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).

LAFS.1.L.3.5	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. 	<ul style="list-style-type: none"> □ The online story “Each One Is Yellow” provides a starting point for students to sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. “Things in the Sky” and “What Lives in the Sea” provide a further sense of categorization and more starting points for students. All of these stories allow students to define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). □ All eBooks provide opportunities for students to identify real-life connections between words and their use (e.g., note places at home that are cozy). □ All eBooks provide opportunities for students to distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
LAFS.1.L.3.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>	<ul style="list-style-type: none"> □ All eBooks provide opportunities for students to use words acquired through reading and responding to texts, including using frequently occurring conjunctions (<i>and, or, but</i>) to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).

Grade 2

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard Code	Standard	<i>Headsprout Early Reading Alignment</i>
LAFS.2.RL.1.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <input type="checkbox"/> Students work with such questions as <i>who, what, where, when, why,</i> and <i>how,</i> demonstrating understanding of key details in a text, from the initial episode onward.
LAFS.2.RL.1.3	Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehension questions ask students to describe how characters in a story respond to major events and challenges. <input type="checkbox"/> Students answer many questions focusing on problem/conflict, resolution of conflict, rising action, and climax.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard Code	Standard	<i>Headsprout Early Reading Alignment</i>
LAFS.2.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.	<ul style="list-style-type: none"> <input type="checkbox"/> Students read about rhyme and read poems that rhyme. These poems also employ figurative language, poetic devices, alliteration, and repeated lines, all available to the teacher for use in identification. Many opportunities exist for teachers to engage students in further discussions about literary elements.
LAFS.2.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <input type="checkbox"/> n/a
LAFS.2.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.	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehension questions ask students to acknowledge differences in the points of view of characters and animated versions of the stories, where each character has his or her own voice, provide opportunities for students to acknowledge character point of view.

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard Code	Standard	Headsprout Early Reading Alignment
LAFS.2.RL.3.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> ❑ Students work with illustrations and words in a digital text during comprehension activities at the sentence and passage level. ❑ The four chapter stories, six stand-alone narratives and three poems students read provide a wide range of literary elements such as plot, characters (both real and imaginary), setting, and theme. While reading these varied stories, students answer many questions focusing on problem/conflict, resolution of conflict, rising action, and climax. Students make inferences about character's feelings, motivations, and the probability of future actions based on clues in the text regarding character attributes, events, and actions. The broad range of characters in the program gives the students a good deal of exposure in assessing the nature and motivation of characters.

Strand: READING STANDARDS FOR LITERATURE

Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard	Headsprout Early Reading Alignment
LAFS.2.RL.4.10	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.	<ul style="list-style-type: none"> ❑ The four chapter stories, six stand-alone narratives and three poems students read provide a wide range of opportunities for students to read and comprehend literature. ❑ The program features such scaffolding as its proprietary vocabulary-acquisition system and an in-text glossary allowing students to click on additional words and hear them pronounced and defined.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard Code	Standard	Headsprout Early Reading Alignment
LAFS.2.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> □ Headsprout: <ol style="list-style-type: none"> 1. Teaches the speech sound represented by a letter or letter combination, including common consonant digraphs, and ensures recognition even against similar letters. 2. Provides practice in recognizing these sound-print relationships within words. 3. Teaches seeing letters and saying sounds, independently confirming the letter sounds by finding the match. 4. Teaches how to sound out words, including two-syllable words and words with inflectional endings, by blending printed sounds together from left to right, and saying the sounds fast, as words, ultimately fading all visual and auditory prompts. □ Students have multiple opportunities to identify words with inconsistent but common spelling-sound correspondences. □ Headsprout teaches many common sight words, including “the”; “said”; “could”; “would”; “should”; “come”; “are”; “one”; “two”, “does”, and others. □ Headsprout teaches students a strategy called “ballparking” to help students figure out words that are slightly irregular, such as “work”.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 4: Fluency

Standard Code	Standard	Headsprout Early Reading Alignment
LAFS.2.RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> ❑ <i>Headsprout Early Reading</i> includes specially designed fluency exercises at the sound and word level, as well as at the sentence and passage level. Fluency exercises at the sound and word level include finding sounds within words, saying sounds, and saying words. ❑ Students build oral reading fluency by repeated readings of passages that gradually increase in difficulty. The narrator models appropriate pace and intonation, while students do repeated readings of familiar and unfamiliar passages to build reading rates. ❑ Benchmark Reading Assessments (conducted as part of <i>Headsprout Early Reading</i>) provide the opportunity for teachers to record oral reading rate. ❑ Students learn to be their own listeners by matching their reading to a sample as well as familiar words.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard Code	Standard	Headsprout Early Reading Alignment
LAFS.2.RI.1.1	<p>Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> ❑ Students work with such questions as <i>who, what, where, when, why,</i> and <i>how,</i> demonstrating understanding of key details in a text, from the initial episode onward. ❑ Following initial practice with shorter informational passages, students read and answer questions about twelve expository pieces covering varied topics in science, math, and social studies. In addition, students learn to use resources that accompany text, including maps, measurement instruments, diagrams, and other illustrations (including cross sections). Students learn to interpret these resources and answer both literal and inferential questions about them.

LAFS.2.RI.1.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> ❑ Students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole.
LAFS.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> ❑ Students organize information using Venn, sequence, cluster, and hierarchical diagrams. ❑ Students answer both literal and inferential questions related to text organization and sequence. ❑ The program’s use of diagrams instructing students in chronological sequencing helps establish a basis for understanding instructions and procedures or steps in a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard Code	Standard	<i>Headsprout Early Reading Alignment</i>
LAFS.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<ul style="list-style-type: none"> ❑ Students receive explicit instruction and ample practice in the reading comprehension strategy of derived meaning (vocabulary) questions regarding words and phrases.
LAFS.2.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.	<ul style="list-style-type: none"> ❑ Students develop skills in the use of tables of contents to locate key facts or information in a text efficiently.
LAFS.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> ❑ Students learn to use themes to determine the main idea of passage, and to connect main idea to the author’s purpose for writing the passage.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard Code	Standard	Headsprout Early Reading Alignment
LAFS.2.RI.3.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> ☐ The program offers posters, cross sections, other illustrations, and diagrams as vehicles for communication in which graphics take a prominent role. Comprehension questions directed to these images allow students to explain how the images contribute to and clarify the text.
LAFS.2.RI.3.8	Describe how an author uses reasons to support specific points in a text.	<ul style="list-style-type: none"> ☐ n/a

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard	Headsprout Early Reading Alignment
LAFS.2.RI.4.10	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.	<ul style="list-style-type: none"> ☐ Students read and answer questions about twelve expository pieces covering varied topics in science, math, and history/social studies. In addition, students learn to use resources that accompany text, including maps, measurement instruments, diagrams, and illustrations such as cross sections. The program features such scaffolding as its proprietary vocabulary-acquisition system and an in-text glossary allowing students to click on additional words and hear them pronounced and defined.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard Code	Standard	<i>Headsprout Reading Comprehension and Headsprout Early Reading Alignment:</i>
LAFS.2.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>In <i>Headsprout Reading Comprehension</i>:</p> <ul style="list-style-type: none"> ❑ Students are directly taught target vocabulary words before reading a passage and ‘discover’ other word meanings through structured discovery learning exercises. ❑ Students practice identifying the word that goes with a picture, identifying a picture that goes with a word, identifying a word that goes with a definition, and identifying a definition that goes with a word. ❑ Students are able to click on words in a text while reading in order to hear the word’s pronunciation and meaning. ❑ Students learn to derive the meaning of a word from its surrounding context. ❑ Students learn to identify the meaning of a word as it is used within a passage versus other common definitions of the word. ❑ Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use the word multiple times. For example, a vocabulary word directly taught in one episode might be critical for answering a reading comprehension question in a later episode.
LAFS.2.L.3.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). 	<p>In <i>Headsprout Early Reading</i>:</p> <ul style="list-style-type: none"> ❑ The last dozen eBooks provide opportunities for students to identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). ❑ These eBooks also provide opportunities for students to distinguish shades of meaning among such closely related verbs as <i>chatted</i> and <i>said</i>, and between such closely related adjectives as <i>high</i> and <i>tallest</i>.
LAFS.2.L.3.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>In <i>Headsprout Early Reading</i>:</p> <ul style="list-style-type: none"> ❑ The last dozen eBooks provide opportunities for students to use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and such adverbs as <i>gladly, kindly, and very</i> to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Grade 3

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard Code	Standard	<i>Headsprout Reading Comprehension Alignment:</i>
LAFS.3.RL.1.1	Ask and answer to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> ❑ Students learn strategies to answer literal and inferential questions. For literal questions, they learn to “find the fact”—to answer a question by finding an answer as explicitly stated in the text. If they can’t find the answer, they learn to “look for clue words” that help them answer the questions. Students use clue words to help them answer inferential questions. ❑ The program teaches students to explicitly look back in the passage to find the part that has the answer to the question.
LAFS.3.RL.1.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> ❑ Comprehension questions ask students to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ❑ The four chapter stories and six stand-alone narratives provide a wide range of characters (both real and imaginary) as well. ❑ Students answer many questions focusing on problem/conflict, resolution of conflict, rising action, and climax.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard Code	Standard	<i>Headsprout Reading Comprehension Alignment:</i>
LAFS.3.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> ❑ Students learn to derive the meaning of words and phrases from the surrounding context. ❑ Students learn to identify the meaning of a word as it is used within a passage versus other common definitions of the word, including literal vs nonliteral language, such as in the vocabulary phrase <i>smiled his way</i>.

LAFS.3.RL.2.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter, scene, and stanza</i> ; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> Print versions of the eBooks provide opportunities for students to refer to parts of stories and poems when writing or speaking about a text, using terms such as <i>chapter, scene, and stanza</i>; describe how each successive part builds on earlier sections.
LAFS.3.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> Comprehension questions ask students to acknowledge differences in the points of view of characters. Print versions of the eBooks provide opportunities for students to distinguish their own point of view from that of the narrator or those of the characters.

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard Code	Standard	<i>Headsprout Reading Comprehension Alignment:</i>
LAFS.3.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).	<ul style="list-style-type: none"> Animated versions of the stories occur at the end of each story section after students have completed the comprehension questions, giving an opportunity to connect the words in the story to what is seen in the animations.
LAFS.3.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).	<ul style="list-style-type: none"> n/a

Strand: READING STANDARDS FOR LITERATURE

Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard	<i>Headsprout Reading Comprehension Alignment:</i>
LAFS.3.RL.4.10	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.	<ul style="list-style-type: none"> The four chapter stories, six stand-alone narratives, and three poems students read provide a wide range of opportunities for students to read and comprehend literature. The final section of the program challenges students to read a text and answer ten comprehension questions independent of feedback until the end, when students review their answers.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard Code	Standard	<i>Headsprout Reading Comprehension Alignment:</i>
LAFS.3.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> □ The program presents multiple opportunities for students to identify and work with words having common prefixes and derivational suffixes. □ The program provides students with opportunities to decode over 325 multi-syllable vocabulary words as well as other words, including irregularly spelled words.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 4: Fluency

Standard Code	Standard	<i>Headsprout Reading Comprehension Alignment:</i>
LAFS.3.RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> □ Students learn to derive word and phrase meaning from surrounding context. Students learn and practice deriving meaning of a word from context clues within the same sentence and across sentences, including across lines in poetry.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard Code	Standard	<i>Headsprout Reading Comprehension Alignment:</i>
LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> ❑ Students learn strategies to answer literal and inferential questions. For literal questions, they learn to “find the fact”—to answer a question by finding an answer as explicitly stated in the text. If they can’t find the answer, they learn to “look for clue words” that help them answer the questions. Students use clue words to help them answer inferential questions. ❑ The program teaches students to explicitly look back in the passage to find the part that has the answer to the question.
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> ❑ Students learn to identify the theme (main idea) first of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole. Students learn to use this strategy to answer several questions, including “What is this passage mostly about?” and “What is another good title for this story?” as well as questions about the author’s purpose.
LAFS.3.RI.1.3	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.	<ul style="list-style-type: none"> ❑ Students organize information using Venn, sequence, cluster, and hierarchical diagrams. ❑ Students learn to use the diagrams to organize information using concepts involving science and history/social studies and language that pertains to time, sequence, and cause/effect.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard Code	Standard	Headsprout Reading Comprehension Alignment:
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<ul style="list-style-type: none"> Students receive explicit instruction and ample practice in the reading comprehension strategy of derived meaning (vocabulary) for both general academic and domain-specific words and phrases.
LAFS.3.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> Students develop skills in the use of tables of contents to locate information relevant to a given topic efficiently.
LAFS.3.RI.2.6	Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> Students answer reading comprehension questions that ask them about their own point of view (as opposed to the author's), as in "What do you think will happen next?"

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard Code	Standard	Headsprout Reading Comprehension Alignment:
LAFS.3.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).	<ul style="list-style-type: none"> The program offers posters, cross sections, maps, illustrations, and diagrams as vehicles students to use information gained from these illustrations and the words in a text to demonstrate understanding of the text. Comprehension questions directed to these images and the text allow students to explain where, when, why, and how key events occur.
LAFS.3.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).	<ul style="list-style-type: none"> In reading the varied texts, students answer many questions focusing on comparison, cause/effect, and first/second/third in a sequence. Many opportunities exist for teachers to engage students in further discussions involving logical connections between particular sentences and paragraphs, and to use one or more of the diagrams taught in the program to demonstrate such logical connections.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard	Headsprout Reading Comprehension Alignment:
LAFS.3.RI.4.10	By the end of 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.	<ul style="list-style-type: none"> ❑ Students read and answer questions about twelve expository pieces covering varied topics in science, math, and history/social studies. In addition, students learn to use resources that accompany text, including maps, measurement instruments, diagrams, and other illustrations (including cross sections). ❑ The final section of the program has students reading a text and answering ten comprehension questions independent of feedback until the end, when students review their answers.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard Code	Standard	Headsprout Reading Comprehension Alignment:
LAFS.3.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> ❑ Students are directly taught target vocabulary words before reading a passage and 'discover' other word meanings through structured discovery learning exercises. ❑ Students learn to derive the meaning of a word from its surrounding context. ❑ Students are able to click on words in a text while reading in order to hear the word's pronunciation and meaning. ❑ Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use the word multiple times. For example, a vocabulary word directly taught in one episode might be critical for answering a reading comprehension question in a later episode.

<p>LAFS.3.L.3.5</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). 	<ul style="list-style-type: none"> □ Students learn to identify the meaning of a word as it is used within a passage versus other common meanings of the word, including the difference between literal and nonliteral meanings, such as in the phrase <i>grinning from ear to ear</i>. □ Understanding of new words is achieved by including target vocabulary words in multiple contexts within passages and questions in order to increase student exposure to the words across a variety of usages of those words. □ Students learn new vocabulary words by pairing them with synonyms or short definitions of the word. In addition, students answer inferential questions that require the student to identify synonyms in order to determine the answer to the question. Students also distinguish between such words as <i>hope, imagine, and believe</i>; and <i>excited, frightened, and nervous</i>.
<p>LAFS.3.L.3.6</p>	<p>Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<ul style="list-style-type: none"> □ Students are exposed to over 400 conversational, general academic, and domain specific vocabulary words, including those that signal spatial and temporal relationships. □ Many opportunities exist for teachers to have students accurately use these words as well as the general academic and domain specific vocabulary words specifically taught in the program using Headsprout’s proprietary vocabulary-acquisition system.