



Headsprout Early Reading
and Reading Comprehension

Alignment with Florida B.E.S.T. English Language Arts Standards

ORGANIZED
BY GRADE



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**Headsprout Early Reading and Reading Comprehension
Alignment with Florida B.E.S.T. English Language Arts Standards
Organized by Grade**

Kindergarten

FOUNDATIONAL SKILLS		
Standard Code	Standard	Headsprout Early Reading Alignment
BEST ELA.K.F.1.1.a-f	Demonstrate knowledge of the basic concepts of print a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lower-case 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"/> All informational eBooks provide opportunities for students to identify the front cover, back cover, and title page of a book. <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 online stories.
BEST ELA.K.F.1.1.g	Demonstrate knowledge of the basic concepts of print a. Recognize that print conveys specific meaning and pictures may support meaning.	<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).

<p>BEST ELA.K.F.1.2.a-f</p>	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken 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. First, students build words by selecting sounds (some words share common first or last sounds), later producing those words and matching their production to a sample, and finally saying those words in the context of a story. □ Headsprout combines segmenting with instruction in letter-sound relationships and introduces the alphabetic principle (that letters represent sounds) initially for sounds in isolation and then for sounds embedded in words. □ 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.
<p>BEST ELA.K.F.1.3.c-d</p>	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> a. Decode consonant-vowel-consonant (CVC) words. b. Encode consonant-vowel-consonant (CVC) words. 	

<p>BEST ELA.K.F.1.3.a-b</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate knowledge of the most frequent sound for each consonant.</p> <p>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</p>	<ul style="list-style-type: none"> □ Headsprout does the following: <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 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," and "does"). □ Students distinguish between similarly spelled words by selecting key sounds in words.
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<p>BEST ELA.K12. EE.2.1</p>	<p>Read and comprehend grade-level complex texts proficiently</p>	<ul style="list-style-type: none"> ❑ Headsprout Early Reading includes specially designed fluency exercises at the sound and word level as well as at the sentence and passage level. Fluency exercises at the sound and word level include finding sounds within words, saying sounds, and saying words. ❑ Students recognize and fluently read high-frequency sight words (e.g., “the,” “a,” “I,” “he,” “she,” “and,” “out,” “is,” “could,” “would,” “should,” “come,” “are,” “has,” “have,” “in,” “said,” “wants,” “on,” “who,” “what,” “why,” and “because”). ❑ 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 rates. ❑ Benchmark Reading Assessments (conducted as part of Headsprout Early Reading) provide the opportunity for teachers to record oral reading rate. ❑ Fluency also forms the basis of the Headsprout Early Reading Fluency-Building 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 forty words in one minute) to help improve fluency. ❑ Additional reading opportunities are provided through the use of ninety eBooks. ❑ All informational eBooks provide opportunities for students to actively engage in group reading activities with purpose and understanding.
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BEST ELA.K.R.2.2	Identify the topic of and multiple details in a text.	<ul style="list-style-type: none"> ❑ Students work with details during comprehension activities at the sentence and passage level for informational texts. ❑ All informational eBooks provide opportunities for questions pertaining to key details in a text. ❑ Students work with details and main ideas during comprehension activities at the sentence and passage level. ❑ All informational eBooks provide opportunities for students to identify the reasons an author gives to support points in a text. ❑ All informational eBooks provide opportunities for students to describe the connection between two individuals, events, ideas, or pieces of information in a text.
BEST ELA.K.R.3.2.b	Use topic and details for an informational text.	

READING STANDARDS		
Standard Code	Standard	Headsprout Early Reading Alignment
ELA.K.R.1: Reading Prose and Poetry		
BEST ELA.K.R.1.1	Describe the main character(s), setting, and important events in a story.	<ul style="list-style-type: none"> ❑ Students work with details during comprehension activities at the sentence and passage level. ❑ All eBooks provide opportunities for questions pertaining to key details in a text. ❑ All eBooks provide opportunities for students to retell stories. ❑ Before students read stories online, they work with pictures of main characters and concepts to aid in comprehension. ❑ Students read a text passage and select the picture “that goes with the words,” identifying characters, settings, and major events in a story. ❑ All eBooks provide opportunities for questions pertaining to characters, settings, and major events in a story. ❑ Beginning with Episode 37, eBooks provide opportunities for students to ask and answer questions about unknown words in a text.

ELA.K.R.2: Reading Informational Text		
BEST ELA.K.R.2.1	Use titles, headings, and illustrations to predict and confirm the topic of texts.	<ul style="list-style-type: none"> □ 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).
ELA.K.R.3: Reading Across Genres		
BEST ELA.K.R.3.2.a	Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events in a story.	<ul style="list-style-type: none"> □ All eBooks provide opportunities for students to retell stories. □ Students read a text passage and select the picture “that goes with the words,” identifying characters, settings, and major events in a story. □ All eBooks provide opportunities for questions pertaining to characters, settings, and major events in a story.
BEST ELA.K.R.3.3	Compare and contrast characters’ experiences in stories.	<ul style="list-style-type: none"> □ 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.
BEST ELA.K12. EE.2.1	Read and comprehend grade-level complex texts proficiently	<ul style="list-style-type: none"> □ Students read narrative text, expository text, and poetry. All eBooks provide opportunities for students to recognize common types of texts (e.g., storybooks and poems).

VOCABULARY

Standard Code	Standard	Headsprout Early Reading Alignment
BEST ELA.K.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> 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. <input type="checkbox"/> The online program teaches or reviews vocabulary words from the students’ listening vocabulary and prepares them to match vocabulary words with pictures. <input type="checkbox"/> In the latter portion of the program, eBooks provide opportunities for students to use the most frequently occurring inflections and affixes as clues to the meaning of such unknown words as “smoothly,” “wonderful,” and “unknown.” <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. <input type="checkbox"/> 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. <input type="checkbox"/> All eBooks provide opportunities for students to relate frequently occurring verbs and adjectives to their opposites. <input type="checkbox"/> 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). <input type="checkbox"/> All eBooks provide opportunities for students to distinguish shades of meaning among verbs describing the same general action, such as “hop” and “jump”; “look” and “peek”; and “cook” and “bake”. <input type="checkbox"/> All eBooks provide opportunities for students to use words and phrases acquired through conversations, reading and being read to, and responding to texts.
BEST ELA.K.V.1.2	Ask and answer questions about unfamiliar words in grade-level content.	
BEST ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to background knowledge.	

Grade 1

FOUNDATIONAL SKILLS		
Standard Code	Standard	Headsprout Early Reading Alignment
<p>BEST ELA.1.F.1.2a-e</p>	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. c. Blend single-syllable spoken words with at least five phonemes. d. Segment single-syllable spoken words with at least five phonemes. e. Segment and blend phonemes in multi-syllable spoken words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn ninety-four carefully chosen phonetic elements to maximize their decoding repertoire. <input type="checkbox"/> 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. <input type="checkbox"/> Instruction in phonics and phonemic awareness occurs throughout Headsprout Early Reading as students put sounds together, hear sounds slowly blended, say sounds slowly blended, hear the sounds said fast as whole words, and eventually say the words fast themselves. Students not only identify and say the sounds letters make, both independently and as blended units, but also listen to and identify the sounds they say, which is a critical step in auditory and phonemic awareness. Students also segment single real and nonsense words into separate sounds (phonemes) and blend multiple sounds (phonemes) into real or nonsense words. <input type="checkbox"/> Students find that sounds can be combined to make meaningful units of phonemic information. <input type="checkbox"/> Students discover that some sounds can have other sounds inside them and that sound units can be combined to make new sounds. <input type="checkbox"/> Headsprout teaches that words can begin or end with the same sound and the recognition that words can be broken down into onsets and rimes—including vocal production. First, students build words by selecting sounds (some words share common first or last sounds), later producing those words and matching their production to a sample, and finally saying those words in the context of a story.

<p>BEST ELA.1.F.1.3a-f</p>	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. Decode simple words with r-controlled vowels. Decode and encode regularly spelled one-syllable words. Decode words with inflectional endings. Decode two-syllable words with regular patterns by breaking the words into syllables. Decode words that use final -e and vowel teams to make long-vowel sound. 	<ul style="list-style-type: none"> □ Headsprout does the following: <ol style="list-style-type: none"> Teaches the speech sound represented by a letter or letter combination, including common consonant digraphs, and ensures recognition, even against similar letters. Provides practice in recognizing sound-print relationships within words. Teaches seeing letters and saying sounds, independently confirming the letter sounds by finding the match. 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. Teaches several sound units with consistent pronunciations. Sounds taught in the first half of the program maintain the pronunciation taught in at least 85% of common words. Students learn units such as "an," "out," "ate," and "at" and practice identifying and saying these units in the context of multiple words. □ Students have multiple opportunities to recognize single-syllable words with common short and long vowel sound spelling patterns, and identify and read words from common word families. □ Headsprout teaches "-ing," "-ed," "-es," and "-est." Students practice these within a variety of words, such as "pouted," "talking," "wanted," "biggest," "cakes," "bringing," and many others. □ Headsprout teaches many common sight words, including "the," "said," "could," "would," "should," "come," "are," "one," "two," "does," and others. □ Headsprout teaches students a strategy called "ballparking" to help them figure out words that are slightly irregular, such as "work."
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<p>BEST ELA.1.F.1.4a</p>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>a. Recognize and read with automaticity the grade-level sight words.</p>	<ul style="list-style-type: none"> ❑ Headsprout Early Reading includes specially designed fluency exercises at the sound and word level as well as at the sentence and passage level. Fluency exercises at the sound and word level include finding sounds within words, saying sounds, and saying words. ❑ Students recognize and fluently read high-frequency sight words (e.g., “the,” “a,” “I,” “he,” “she,” “and,” “out,” “is,” “could,” “would,” “should,” “come,” “are,” “has,” “have,” “in,” “said,” “wants,” “on,” “who,” “what,” “why,” and “because”). ❑ Students build oral reading fluency by repeated readings of passages that gradually increase in difficulty. The narrator models appropriate pace and intonation, while students do repeated readings of familiar and unfamiliar passages to build reading rates. ❑ Benchmark Reading Assessments (conducted as part of Headsprout Early Reading) provide 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 to familiar words.
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READING		
Standard Code	Standard	Headsprout Early Reading Alignment
ELA.1.R.1: Reading Prose and Poetry		
BEST ELA.1.R.1.1	Identify and describe the main story elements in a story.	<ul style="list-style-type: none"> ❑ Students read a text passage and select the picture “that goes with the words,” identifying characters, settings, and major events in a story. ❑ All eBooks provide opportunities for questions pertaining to characters, settings, and major events in a story, using key details.
BEST ELA.1.R.1.3	Explain who is telling the story using context clues.	<ul style="list-style-type: none"> ❑ The eBooks provide opportunities for students to identify who is telling the story at various points in a text.

ELA.1.R.2: Reading Informational Text		
BEST ELA.1.R.2.1	Use text features, including titles, headings, captions, graphs, maps, glossaries, and/or illustrations, to demonstrate understanding of texts.	<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. □ All informational eBooks provide opportunities for students to use the illustrations and details in a text to describe its key ideas.
BEST ELA.1.R.2.2	Identify the topic of and relevant details in a text.	<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. □ The Sprout Stories include illustrated expository texts on topics including space ("Mars, the Fourth Planet"), sea life ("What Lives in the Sea?"), and others. These stories provide opportunities for students to retell key details of a text. □ All informational eBooks provide opportunities for students to identify the reasons an author gives to support points in a text.
ELA.1.R.3: Reading Across Genres		
BEST ELA.1.R.3.2.a-b	<p>Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main story elements at the beginning, middle, and end for a literary text.</p> <p>b. Use topic and important details for an informational text.</p>	<ul style="list-style-type: none"> □ Students work with details and main ideas during comprehension activities at the sentence and passage level. □ All eBooks provide opportunities for students to retell stories, including key details, and to demonstrate understanding of their central message or lesson. □ Students work with key details during comprehension activities at the sentence and passage level for informational text. □ All informational eBooks provide opportunities for questions pertaining to key details in a text. □ The Sprout Stories include illustrated expository texts on topics including space ("Mars, the Fourth Planet"), sea life ("What Lives in the Sea?"), and others. These stories provide opportunities for students to retell key details of a text.
BEST ELA.1.R.3.3	Compare and contrast two texts on the same topic.	<ul style="list-style-type: none"> □ 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.

BEST ELA.K.12. EE.2.1	Read and comprehend grade-level complex texts proficiently.	<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.
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VOCABULARY

Standard Code	Standard	Headsprout Early Reading Alignment
BEST ELA.1.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	<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 and clothing) to gain a sense of the concepts the categories represent. "Things in the Sky" and "What Lives in the Sea?" provide a further sense of categorization and more starting points for students. All of these stories allow students to define words by category and by one or more key attributes (e.g., a "duck" is a bird that swims; a "tiger" is a large cat with stripes). □ All eBooks provide opportunities for students to distinguish shades of meaning among verbs differing in manner (e.g., "look," "peek," "glance,"; "stare," "glare," and "scowl") and adjectives differing in intensity (e.g., "large" and "gigantic") by defining or choosing them, or by acting out the meanings.
BEST ELA.1.V.1.2	Identify and use frequently occurring base words and their common inflections in grade-level content.	<ul style="list-style-type: none"> □ Headsprout Early Reading eBooks provide opportunities for students to use frequently occurring affixes as a clue to the meaning of a word and to identify frequently occurring root words (e.g., "look") and their inflectional forms (e.g., "looks," "looked," and "looking"). □ 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>BEST ELA.1.V.1.3</p>	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<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. ❑ 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. ❑ All eBooks provide opportunities for students to use words acquired through reading and responding to texts, including using frequently occurring conjunctions (“and,” “or,” “but”) to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). ❑ 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, questions, and an array of phrase or sentence responses and then 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.
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Grade 2

FOUNDATIONAL SKILLS

FOUNDATIONAL SKILLS		
Standard Code	Standard	Headsprout Early Reading Alignment
<p>BEST ELA.2.F.1.3. a-b, d</p>	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</p> <p>b. Decode regularly spelled two-syllable words with long and short vowels.</p> <p>c. d. Decode words with common prefixes and suffixes.</p>	<ul style="list-style-type: none"> □ Headsprout does the following: <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 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 them figure out words that are slightly irregular, such as "work."

BEST ELA.2.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	<ul style="list-style-type: none"> ❑ Headsprout Early Reading includes specially designed fluency exercises at the sound and word level as well as at the sentence and passage level. Fluency exercises at the sound and word level include finding sounds within words, saying sounds, and saying words. ❑ Students build oral reading fluency by repeated readings of passages that gradually increase in difficulty. The narrator models appropriate pace and intonation while students do repeated readings of familiar and unfamiliar passages to build reading rates. ❑ Benchmark Reading Assessments (conducted as part of Headsprout Early Reading) provide opportunities for teachers to record oral reading rate. ❑ Students learn to be their own listeners by matching their reading to a sample as well as to familiar words.
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READING		
Standard Code	Standard	Headsprout Early Reading Alignment
ELA.2.R.1 Reading Prose and Poetry		
BEST ELA.2.R.1.1	Identify plot structure and describe main story elements in a literary text.	<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 focused on problem/ conflict, resolution of conflict, rising action, and climax. Students make inferences about character’s feelings, motivations, and the probability of future actions based on clues in the text regarding character attributes, events, and actions. The broad range of characters in the program gives the students a good deal of exposure in assessing the nature and motivation of characters.

<p>BEST ELA.2.R.1.3</p>	<p>Identify different characters' perspectives in a literary text.</p>	<ul style="list-style-type: none"> ❑ Comprehension questions ask students to describe how characters in a story respond to major events and challenges. ❑ Students answer many questions focusing on problem/conflict, resolution of conflict, rising action, and climax. ❑ 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 students a good deal of exposure in assessing the nature and motivation of characters
<p>BEST ELA.2.R.1.4</p>	<p>Identify rhyme schemes in poems.</p>	<ul style="list-style-type: none"> ❑ 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.
<p>ELA.2.R.2: Reading Informational Text</p>		
<p>BEST ELA.2.R.2.1</p>	<p>Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations— contribute to the meaning of texts.</p>	<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. ❑ The program offers posters, cross sections, other illustrations, and diagrams as vehicles for communication in which graphics take a prominent role. Comprehension questions directed to these images allow students to explain how the images contribute to and clarify the text. ❑ Students practice identifying the word that goes with a picture, identifying a picture that goes with a word, identifying a word that goes with a definition, and identifying a definition that goes with a word. ❑ Students are able to click on words in a text while reading in order to hear the word's pronunciation and meaning.

BEST ELA.2.R.2.2	Identify the central idea and relevant details in a text.	<ul style="list-style-type: none"> □ First, students learn to identify the theme (main idea) of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole.
BEST ELA.2.R.2.3	Explain an author’s purpose in an informational text.	<ul style="list-style-type: none"> □ Students learn to use themes to determine the main idea of a passage and to connect the main idea to the author’s purpose for writing the passage.
ELA.2.R.3: Reading Across Genres		
BEST ELA.2.R.3.1	Identify and explain similes, idioms, and alliteration in text(s).	<ul style="list-style-type: none"> □ 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.
BEST ELA.2.R.3.2.a-b	Retell a text to enhance comprehension. e. Use main story elements in a logical sequence for a literary text. f. Use the central idea and relevant details for an informational text.	<ul style="list-style-type: none"> □ First, students learn to identify the theme (main idea) of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole.
BEST ELA.K12. EE.2.1	Read and comprehend grade-level complex texts proficiently.	<ul style="list-style-type: none"> □ The four chapter stories, six stand- alone narratives, and three poems provide a wide range of opportunities for students to read and comprehend literature. □ The program features scaffolding, such as its proprietary vocabulary-acquisition system and an in-text glossary that allows students to click on additional words to hear them pronounced and defined. □ 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 texts, including maps, measurement instruments, diagrams, and illustrations such as cross sections. The program features scaffolding, such as its proprietary vocabulary- acquisition system and an in-text glossary that allows students to click on additional words to hear them pronounced and defined.

VOCABULARY

Standard Code	Standard	Headsprout Reading Comprehension and Headsprout Early Reading Alignment
BEST ELA.2.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	<ul style="list-style-type: none"> ☐ Headsprout Early Reading does the following: <ol style="list-style-type: none"> 1. The last dozen eBooks provide opportunities for students to identify real-life connections between words and their use (e.g., “describe foods that are spicy or juicy”). 2. These eBooks also provide opportunities for students to distinguish shades of meaning among closely related verbs, such as “chatted” and “said,” and between closely related adjectives, such as “high” and “tallest.” ☐ Headsprout Reading Comprehension does the following: <ol style="list-style-type: none"> 1. Students are directly taught target vocabulary words before reading a passage and discover other word meanings through structured learning exercises. 2. Students practice identifying the word that goes with a picture, identifying a picture that goes with a word, identifying a word that goes with a definition, and identifying a definition that goes with a word. 3. Students are able to click on words in a text while reading in order to hear the word’s pronunciation and meaning. 4. Students learn to derive the meaning of a word from its surrounding context. 5. Students learn to identify the meaning of a word as it is used within a passage versus other common definitions of the word. ☐ Vocabulary words are used throughout the program in multiple contexts, so students are exposed to and use the word multiple times. For example, a vocabulary word directly taught in one episode might be critical for answering a reading comprehension question in a later episode. ☐ Students receive explicit instruction and ample practice in the reading comprehension strategy of derived meaning (vocabulary) questions regarding words and phrases.
BEST ELA.2.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	
BEST ELA.2.V.1.3	Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.	

Grade 3

FOUNDATIONAL SKILLS		
Standard Code	Standard	Headsprout Reading Comprehension Alignment
BEST ELA.3.F.1.3.a-c	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p>a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p> <p>b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</p> <p>c. Decode multisyllabic words.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The program presents multiple opportunities for students to identify and work with words having common prefixes and derivational suffixes. <input type="checkbox"/> The program provides students with opportunities to decode over 325 multi-syllable vocabulary words as well as other words, including irregularly spelled words.
BEST ELA.3.F.1.4	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn to derive word and phrase meaning from surrounding context. Students learn and practice deriving the meaning of a word from context clues within the same sentence and across sentences, including across lines of poetry.

READING		
Standard Code	Standard	Headsprout Reading Comprehension Alignment
ELA.3.R.1: Reading Prose and Poetry		
BEST ELA.3.R.1.1	<p>Explain how one or more characters develop throughout the plot in a literary text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> The four chapter stories and six stand-alone narratives provide a wide range of characters (both real and imaginary) as well. <input type="checkbox"/> Students answer many questions focusing on problem/conflict, resolution of conflict, rising action, and climax.
BEST ELA.3.R.1.3	<p>Explain different characters' perspectives in a literary text.</p>	

ELA.3.R.2: Reading Informational Text		
BEST ELA.3.R.2.1	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	<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.
BEST ELA.3.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.	<ul style="list-style-type: none"> ❑ First, students learn to identify the theme (main idea) of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole. Students learn to use this strategy to answer several questions, including “What is this passage mostly about?” and “What is another good title for this story?” as well as questions about the author’s purpose.
ELA.3.R.3: Reading Across Genres		
BEST ELA.3.R.3.2.b	Summarize a text to enhance comprehension. <ul style="list-style-type: none"> a. Use the central idea and relevant details for an informational text. 	<ul style="list-style-type: none"> ❑ First, students learn to identify the theme (main idea) of simple sentences, then of paragraphs, and finally of longer texts. Students learn to identify the main idea of a passage by identifying prominent themes of individual parts and determining the theme most common in the passage as a whole. Students learn to use this strategy to answer several questions, including “What is this passage mostly about?” and “What is another good title for this story?” as well as questions about the author’s purpose.

<p>BEST ELA.K12. EE.2.1</p>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<ul style="list-style-type: none"> ❑ The four chapter stories, six stand- alone narratives, and three poems 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. ❑ 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.
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VOCABULARY

Standard Code	Standard	Headsprout Reading Comprehension Alignment
BEST ELA.3.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	<ul style="list-style-type: none"> <input type="checkbox"/> Students are directly taught target vocabulary words before reading a passage and discover other word meanings through structured learning exercises. <input type="checkbox"/> Students learn to derive the meaning of a word from its surrounding context. <input type="checkbox"/> Students are able to click on words in a text while reading in order to hear the word’s pronunciation and meaning. <input type="checkbox"/> 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. <input type="checkbox"/> The program presents multiple opportunities for students to identify and work with words having common prefixes and derivational suffixes. <input type="checkbox"/> Students are exposed to over four hundred conversational, general academic, and domain-specific vocabulary words, including those that signal spatial and temporal relationships.
BEST ELA.3.V.1.2	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Students learn to identify the meaning of a word as it is used within a passage versus other common meanings of the word, including the difference between literal and nonliteral meanings, such as in the phrase “grinning from ear to ear.” <input type="checkbox"/> 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. <input type="checkbox"/> Students learn new vocabulary words by pairing them with synonyms or short definitions of the word. In addition, students answer inferential questions that require them to identify synonyms in order to determine the answer to the question. Students also distinguish between such words as “hope,” “imagine,” and “believe; and “excited,” “frightened,” and “nervous.”