

Reading Horizons Correlation for Grade 4

Arkansas Academic Standards for English Language Arts

Reading Horizons Elevate® employs a structured approach to provide systematic, explicit instruction while integrating listening, speaking, reading, and writing. The emphasis of instruction is on phoneme awareness, sound-symbol correspondences, patterns and conventions of print, and the morphological, syntactical, and semantical aspects of language. This proven method provides students with the solid foundation that is necessary for proficient reading and writing.

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - a. Erase the word that rhymes with *fog*.
 - B. Erase the word that has the same vowel sound as the word *map*.
 - C. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.

4. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Elevate*® program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry's Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint. There are 300 MCWs taught across 20 lessons with 15 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable flash cards are available on the teacher resource website *Reading Horizons Accelerate*® at www.rhaccelerate.com.

5. **Reading Horizons Discovery**® refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
6. **Reading Horizons Elevate**® refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
7. **Reading Horizons Elevate**® **English Language Enhancement** is a consumable book designed to help English Language Learners study vocabulary, pronunciation, and culture while learning with *Reading Horizons Elevate*® Software and classroom instruction.
8. **Reading Horizons Elevate**® **Reading Library** contains 330 reading passages that are used by students to practice applying the skills they have learned. The passages are expository texts that simulate types of reading that students encounter both in and out of class, such as textbooks, websites, and magazine articles. These passages are authentic in that the text has been minimally controlled. The reading passages found in the *Reading Horizons Elevate*® **Reading Library** are also found in the Library section on the *Reading Horizons Elevate*® Software.
9. **Reading Horizons Elevate**® **Student Book** is a consumable book of practice pages designed to help students practice the skills taught in each lesson.
10. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.

Reading: Literature	
Standard	<i>Reading Horizons Elevate</i> ®
Key Ideas and Details	
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
RL.4.2. Examine a grade-appropriate literary text. <ul style="list-style-type: none"> • Provide a summary. • Determine a theme of a story, drama, or poem from details in the text. 	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, actions).	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
Craft and Structure	
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative language.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
RL.4.5. Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

Integration of Knowledge and Ideas	
RL.4.7. Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
RL.4.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RL.4.8 is not applicable to literature based on anchor standard R.CCR.8.
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
Range of Reading and Level of Text Complexity	
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Reading Horizons Elevate</i> ® is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds.
Reading: Informational Text	
Standard	<i>Reading Horizons Elevate</i> ®
Key Ideas and Details	
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.

<p>RI.4.2. Examine a grade-appropriate informational text.</p> <ul style="list-style-type: none"> • Provide a summary. • Determine the main idea of a text and explain how it is supported by key details. 	<p><i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><i>Reading Library</i> passages provide ample opportunities to practice this skill.</p>
<p>Craft and Structure</p>	
<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.</p>	<p><i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>RI.4.5. Describe the overall structure (e.g., <i>chronology</i>, <i>comparison</i>, <i>cause/effect</i>, <i>problem/solution</i>) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><i>Reading Library</i> passages can be used in tandem with other texts to practice this skill.</p>

Integration of Knowledge and Ideas	
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	In combination with other texts, <i>Reading Library</i> passages can be used to provide students opportunities to apply this skill.
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	In combination with other texts, <i>Reading Library</i> passages can be used to provide students opportunities to apply this skill.
Range of Reading and Level of Text Complexity	
RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Reading Horizons Elevate</i> ® is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds. <i>Reading Library</i> passages are designed to provide students with opportunities to develop reading fluency and comprehension. Each <i>Reading Library</i> passage has a Lexile® measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.
Reading: Foundational Skills	
<p>These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</p>	

Standard	<i>Reading Horizons Elevate</i> ®
Print Concepts	
RF.4.1. Demonstrate understanding of the organization and basic features of print.	
RF.4.1.A. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	<i>Reading Library</i> passages can be used to provide students opportunities to apply this skill.
RF.4.1.B. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	Orthographic patterns are taught explicitly throughout the program. Daily Dictation practice provides opportunities for teachers to reinforce specified letter sequences and word meaning on both the word and sentence level. In addition, Transfer Cards provide students with opportunities to read words and sentences comprised of orthographic patterns taught in corresponding lessons. Word meaning and use is emphasized throughout all aspects of instruction.
RF.4.1.C. Understand that words are separated by spaces in print.	The explicit phonemic awareness section on Words Within Sentences provides students with opportunities to identify individual words in print. Text contained in each <i>Reading Library</i> passage, as well as sentences on each Transfer Card, provide teachers with the opportunity to reinforce this concept daily. In addition, Sentence Dictation allows students to practice and master this skill in their own writing.
RF.4.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	Lessons 2, 6, 9, 12, and 14 teach how to form upper/ lowercase of all letters of the alphabet. Student Book activities, worksheets, and interactive software activities, provide ample opportunities for students to practice this skill.
Phonological Awareness	
RF.4.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.4.2.A. Distinguish vowels (long, short, variant) in spoken one-syllable words.	<p>In addition to the phonemic awareness lessons in the <i>Supplementary Materials</i> manual, long and short vowel sounds are taught in the following lessons:</p> <p>Lesson 2: short <i>a</i> Lesson 6: short <i>e</i> Lesson 9: short <i>o</i> Lesson 12: short <i>u</i> Lesson 14: short <i>i</i> Lesson 33: introduction to long vowels</p>

	<p>Lesson 43: long e (e) Lesson 44: long a (a-e), long i (i-e), long o (o-e), long u (u-e) Lesson 51: long vowel sounds made by ai, ay, ea, ee, oa, oe, ui, ue, ie Lesson 55: y=long i Lesson 60: y=long e</p> <p>Variant vowel sounds are emphasized as the spelling patterns for each are taught in the following lessons:</p> <p>Lessons 69-71: Murmur Diphthongs Lessons 81-83: Special Vowel Sounds AU/AW, OU/OW, OI/OY, OO/OO</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i> of the <i>Supplementary Materials</i> manual.</p>
RF.4.2.B. Delete phonemes in the initial, medial, and final positions of spoken words including blends.	<p>In keeping with research emphasized most recently by Dr. David Kilpatrick and others, we currently have in production scripted phonological awareness activities to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.</p>
RF.4.2.C. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Identification. It is also covered in Lesson 3: Building Words. Teachers can help students practice these skills daily during the process of Dictation.</p> <p>These phonological awareness skills can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i> of the <i>Supplementary Materials</i> manual.</p>
RF.4.2.D. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Identification. It is also covered in Lesson 3: Building Words. Teachers can help students practice this skill daily during the process of Dictation.</p> <p>Segmenting can also be practiced, reinforced, and assessed through the use of games described in the <i>Games Supplement</i> of the <i>Supplementary Materials</i> manual.</p>
RF.4.2.E. Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).	<p>In keeping with research emphasized most recently by Dr. David Kilpatrick and others, we currently have in production scripted phonological awareness activities to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.</p>

RF.4.2.F. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.	In keeping with research emphasized most recently by Dr. David Kilpatrick and others, we currently have in production scripted phonological awareness activities to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.
RF.4.2.G. Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).	In keeping with research emphasized most recently by Dr. David Kilpatrick and others, we currently have in production scripted phonological awareness activities to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.
Phonics and Word Recognition	
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p><i>Reading Horizons Elevate</i>® focuses on teaching all the necessary skills for decoding words of any length.</p> <p>Single-syllable words:</p> <ul style="list-style-type: none"> • Lesson 34: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable). • Lesson 35: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable). • Lesson 43: Phonetic Skill 3 teaches students to decode CV words (open syllable). • Lesson 44: Phonetic Skill 4 teaches students to decode words that end in the VCe combination. • Lesson 51: Phonetic Skill 5 teaches students to decode CVVC words with common vowel teams. • Lesson 69: Murmur Diphthong AR, Lesson 70: Murmur Diphthong OR, and Lesson 71: Murmur Diphthongs ER, UR, and IR all teach students to decode words that follow the r-controlled vowel syllable type. • Lessons 81-82: Special Vowel Sounds AU/AW, OU/OW, OI/OY, and OO/OO teaches students to decode words that contain these vowel teams. <p>Multisyllabic words:</p> <ul style="list-style-type: none"> • Lesson 56: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern. • Lesson 61: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern. • Lesson 64: -LE at the End of a Word teaches students to break down multisyllabic words that end in consonant -le.

	<ul style="list-style-type: none"> • Lesson 65: Decoding Words of Any Length empowers students to combine their previous skills to break down words of any length. • Lesson 66: Compound Words teaches students to break down compound words. • Lesson 86: Root Words, Prefixes, and Suffixes • Lesson 87: Other Suffixes <p>In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Chapter Quizzes, Transfer Cards, worksheets, and Student Book activities. Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
RF.4.3.B. Decode words with common Latin suffixes.	<p>Certain Latin suffixes are taught in the following decoding lessons:</p> <p>Lesson 86: Root Words, Prefixes, and Suffixes Lesson 87: Other Suffixes</p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
RF.4.3.C. Decode multisyllable words.	<p><i>Reading Horizons Elevate</i>® focuses on teaching all the necessary skills for decoding words of any length.</p> <ul style="list-style-type: none"> • Lesson 56: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern. • Lesson 61: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern. • Lesson 64: <i>-LE at the End of a Word</i> teaches students to break down multisyllabic words that end in consonant <i>-le</i>. • Lesson 65: Decoding Words of Any Length empowers students to combine their previous skills to break down words of any length. • Lesson 66: Compound Words teaches students to break down compound words. • Lesson 86: Root Words, Prefixes, and Suffixes teaches students about root words and affixes. • Lesson 87: Other Suffixes teaches students how to break down words with suffixes <i>-tion</i>, <i>-sion</i>, and <i>-ous</i>.

	<p>In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Chapter Quizzes, Transfer Cards, worksheets, and Student Book activities.</p>
<p>RF.4.3.D. Read grade-appropriate irregularly spelled words.</p>	<p>Many common irregularly spelled words are high-frequency words. Lessons 5, 8, 11, 13, 17, 22, 26, 30, 37, 41, 47, 53, 57, 62, 67, 73, 75, 77, 80, and 84 teach the 300 highest frequency words on the Fry Instant Word List.</p> <p>These skills can be practiced, reinforced, and assessed using Chapter Tests, Chapter Quizzes, Transfer Cards, worksheets, and Student Book activities.</p>
<p>RF.4.3.E. Decode words that follow the six syllable types:</p> <ul style="list-style-type: none"> • closed syllable • open syllable • vowel-consonant-e • vowel teams • <i>r</i>-controlled vowel • consonant <i>-le</i> 	<p><i>Reading Horizons Elevate</i>® focuses on teaching all the necessary skills for decoding words.</p> <ul style="list-style-type: none"> • Lesson 34: Phonetic Skill 1 teaches students to decode CVC and CCVC words (closed syllable). • Lesson 35: Phonetic Skill 2 teaches students to decode CVCC and CCVCC words (closed syllable). • Lesson 43: Phonetic Skill 3 teaches students to decode CV words (open syllable). • Lesson 44: Phonetic Skill 4 teaches students to decode words that end in the VCe combination. • Lesson 51: Phonetic Skill 5 teaches students to decode CVVC words with common vowel teams. • Lesson 64: <i>-LE</i> at the End of a Word teaches students to break down multisyllabic words that end in consonant <i>-le</i>. • Lesson 69: Murmur Diphthong <i>AR</i>, Lesson 70: Murmur Diphthong <i>OR</i>, and Lesson 71: Murmur Diphthongs <i>ER</i>, <i>UR</i>, and <i>IR</i> all teach students to decode words that follow the <i>r</i>-controlled vowel syllable type. • Lessons 81-82: Special Vowel Sounds <i>AU/AW</i>, <i>OU/OW</i>, <i>OI/OY</i>, and <i>OO/OO</i> teaches students to decode words that contain these vowel teams. <p>In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Chapter Quizzes, Transfer Cards, worksheets, and Student Book activities.</p>

<p>RF.4.3.F. Decode regularly spelled two-syllable words with long vowels.</p>	<p><i>Reading Horizons Elevate</i>® focuses on teaching all the necessary skills for decoding words of any length.</p> <ul style="list-style-type: none"> • Lesson 56: Decoding Skill 1 teaches students to decode multisyllabic words in which the first syllable follows a CV pattern. • Lesson 61: Decoding Skill 2 teaches students to break down multisyllabic words in which the first syllable follows a VC pattern. • Lesson 64: <i>-LE at the End of a Word</i> teaches students to break down multisyllabic words that end in consonant <i>-le</i>. • Lesson 65: Decoding Words of Any Length empowers students to combine their previous skills to break down words of any length. • Lesson 66: Compound Words teaches students to break down compound words. • Lesson 86: Root Words, Prefixes, and Suffixes teaches students about root words and affixes. • Lesson 87: Other Suffixes teaches students how to break down words with suffixes <i>-tion</i>, <i>-sion</i>, and <i>-ous</i>. <p>In addition to daily dictation, these skills can be practiced, reinforced, and assessed using Chapter Tests, Chapter Quizzes, Transfer Cards, worksheets, and Student Book activities.</p>
<p style="text-align: center;">Fluency</p>	
<p>RF.4.4. Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.</p>	
<p>RF.4.4.A. Read grade-level text with purpose and understanding.</p>	<p><i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to demonstrate reading fluency and comprehension. Each <i>Reading Library</i> passage is also leveled according to The Lexile® Framework for Reading.</p>
<p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>Reading Horizons Elevate</i>® is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds.</p>
<p>RF.4.4.C. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to demonstrate reading fluency and comprehension. Each <i>Reading Library</i> passage is also leveled according to The Lexile® Framework for Reading.</p>

Writing

The following standards offer a focus for writing instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards.

Standard	<i>Reading Horizons Elevate</i> ®
Text Types and Purposes	
W.4.1. Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.1.B. Provide reasons that are supported by facts and details.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.1.D. Establish and maintain a formal style.	This standard begins in Grade 6.
W.4.1.E. Provide a concluding statement or section related to the opinion presented.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.2.C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Lesson 68: Conjunctions introduces students to words that can be used to link ideas.
W.4.2.D. Use precise language and domain-specific words to inform about or explain the topic.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.2.E. Establish and maintain a formal style.	This standard begins in Grade 6.
W.4.2.F. Provide a concluding statement or section related to the information or explanation presented.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

W.4.3.B. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.3.C. Use a variety of transitional words and phrases to manage the sequence of events.	Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.
W.4.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.
W.4.3.E. Provide a conclusion that follows from the narrated experiences or events.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
Production and Distribution of Writing	
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

Research to Build and Present Knowledge	
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources. <ul style="list-style-type: none"> Take notes and categorize information. Provide a list of sources. 	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.4.9.A. Apply Grade 4 Reading standards to literature.	<i>Reading Horizons Elevate</i> ® is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds.
W.4.9.B. Apply Grade 4 Reading standards to informational texts.	<i>Reading Horizons Elevate</i> ® is designed to provide students with the necessary decoding skills to read grade-level texts of all kinds. <i>Reading Library</i> passages provide ample opportunities for students to practice this skill.
Range of Writing	
W.4.10 Write routinely over extended time frames, time for <ul style="list-style-type: none"> research reflection revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	The process of Dictation, Student Book activities, and worksheets provide opportunities to practice writing for shorter time frames.

Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond to the Arkansas Anchor Standards for Speaking and Listening by number. The Arkansas Anchor Standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Standard	<i>Reading Horizons Elevate</i> ®
Comprehension and Collaboration	
<p>SL.4.1. Engage effectively in a range of collaborative conversations/discussions</p> <ul style="list-style-type: none"> • one-on-one • in groups • teacher-led <p>with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	
SL.4.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	There are many opportunities throughout the program for groups of students to discuss the content of <i>Reading Library</i> passages.
SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.	There are many opportunities throughout the program for groups of students to discuss the content of <i>Reading Library</i> passages. In addition, scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
SL.4.1.C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Students have the opportunity to ask clarifying questions as they read and discuss text included in the <i>Reading Library</i> passages.
SL.4.1.D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Discussion of the topics addressed in the <i>Reading Library</i> passages provide students with the opportunity to explain their own ideas and understanding of each topic.

SL.4.2. Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	<i>Reading Library</i> passages read aloud by the software can provide ample opportunities to practice this skill.
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
Presentation of Knowledge and Ideas	
SL.4.4. Report on a topic or text, tell a story, or recount an experience to support main ideas or themes. <ul style="list-style-type: none"> • Organize ideas logically. • Use appropriate facts. • Use relevant, descriptive details. • Speak clearly at an understandable pace. 	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
SL.4.6. Use <i>standard English</i> when speaking, differentiating between contexts that call for <i>formal English</i> and situations where informal discourse is appropriate.	The <i>English Language Enhancement</i> manual discusses formal and informal communication in certain contexts.

Language

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard	<i>Reading Horizons Elevate</i> ®
Conventions of Standard English	
L.4.1. Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 4 when writing or speaking.	
L.4.1.A. Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.	Students are taught these skills in the following lessons: Lesson 32: Sentence Structure Lesson 38: Nouns Lesson 42: Verbs Lesson 48: Adjectives Lesson 50: Adverbs
L.4.1.B. Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood).	Skills in this standard are taught in Lesson 28: Plurals and Lesson 38: Nouns. These words would also be taught as they become decodable according to the sequence of instruction.
L.4.1.C. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).	Skills in this standard are taught in Lesson 42: Verbs.
L.4.1.D. Ensure subject-verb and pronoun-antecedent agreement.	Skills in this standard are taught in Lesson 42: Verbs.
L.4.1.E. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Skills in this standard are taught in Lesson 48: Adjectives.
L.4.1.F. Explain the function of conjunctions and interjections in general and their function in particular sentences.	Skills in this standard are taught in Lesson 32: Sentence Structure and Lesson 68: Conjunctions.

L.4.1.G. Form and use prepositional phrases.	In each Most Common Words lesson, the correct part of speech is given as part of a working definition of each word. Many prepositions fall into Most Common Words lessons.
L.4.1.H. Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. <ul style="list-style-type: none"> • Use independent clauses and coordinating conjunctions when writing a compound sentence. 	Skills in this standard are taught in Lesson 54: Sentence Structure and Lesson 68: Conjunctions.
L.4.1.I. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Skills in this standard are taught in Lesson 42: Verbs.
L.4.1.J. Understand and use question words, interrogatives (e.g., who, what, when, where, why, how).	Lesson 7: Sentences and Intonation teaches about question words and question marks.
L.4.1.K. Form all upper- and lowercase letters to write words legibly in cursive.	Lessons 2, 6, 9, 12, and 14 teach how to print upper/lowercase of all letters of the alphabet. Daily Dictation, Student Book activities, and worksheets provide ample opportunities for students to practice this skill. Cursive writing is not taught explicitly but could be integrated into letter instruction.
L.4.2. Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.	
L.4.2.A. Use correct capitalization.	Lesson 10: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, days of the week, months of the year, holidays, names of people, names of products, names of geographic places, and appropriate words in titles.
L.4.2.B. Use correct spelling of plurals and possessives in writing.	Students are taught plurals and possessives in Lesson 28: Plurals and Lesson 29: Possessives. Additional practice in pronouncing plurals and possessives appears in the <i>English Language Enhancement</i> .

L.4.2.C. Use commas and quotation marks to mark direct speech and quotations from a text.	Skills in this standard are taught in Lesson 27: Commas and Lesson 54: Direct and Indirect Quotations.
L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).	<p>All lessons in <i>Reading Horizons Elevate</i>® focus on building decoding skills that can be transferred to encoding skills. As students build reading skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill. Certain lessons (such as Lesson 92: Spelling with -SS, -CE, or -SE) focus on spelling.</p> <p>The <i>English Language Enhancement</i> provides lessons and practice on using a dictionary appropriately. The <i>Reading Horizons Elevate</i>® Software includes a dictionary tool with over 12,000 words with decodings, definitions, images (where possible), and context sentences.</p>
Knowledge of Language	
L.4.3. Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.	
L.4.3.A. Choose words and phrases to convey ideas precisely. <ul style="list-style-type: none"> Choose punctuation for effect. 	Lesson 32: Sentence Structure teaches sentence types and the specific purposes of terminal punctuation such as when to use an exclamation point versus a period.
L.4.3.B. Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g., word choice, form).	<i>Reading Horizons Elevate</i> ® is a supplemental program, and this standard falls outside the scope of the program.
Vocabulary Acquisition and Use	
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of effective strategies.	
L.4.4.A. Use context (e.g., definitions, examples, restatements in text) as clues to the meaning of a word or phrase.	The <i>English Language Enhancement</i> includes a lesson and practice on using context as a clue to the meaning of a word or phrase. <i>Reading Library</i> passages provide opportunities to practice this skill.

L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p>Certain Greek and Latin affixes are taught in the following decoding lessons:</p> <p>Lesson 86: Root Words, Prefixes, and Suffixes</p> <p>Lesson 87: Other Suffixes</p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>
L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	The <i>English Language Enhancement</i> provides lessons and practice on using a dictionary appropriately while Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials. The <i>Reading Horizons Elevate</i> ® Software includes a dictionary tool with over 12,000 words with decodings, definitions, images (where possible) and context sentences.
L.4.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	The <i>English Language Enhancement</i> provides lessons and practice on using a dictionary appropriately. While Lesson 16: Alphabetical Order will teach students the necessary alphabetizing skills to use reference materials. The <i>Reading Horizons Elevate</i> ® Software includes a dictionary tool with over 12,000 words with decodings, definitions, images (where possible) and context sentences.
L.4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.	
L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
L.4.5.B. Recognize and explain the meaning of common idioms and proverbs.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
L.4.5.C. Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

<p>L.4.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).</p>	<p>Skills in this standard are explicitly taught in Lesson 48: Adjectives and Lesson 50: Adverbs.</p> <p>Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.</p>

Reading Library Passages by Alphabetical Order by Each Library Book

Book 1

Passage Title	Book	Lexile® Measure	Tags
Abraham Lincoln	1	600L	USA, history, biography, war, government, leaders
Agatha Christie	1	600L	biography, Europe, arts
Albert Einstein	1	580L	biography, science, history, USA, Europe
Alexander Graham Bell	1	560L	biography, science, history, technology, business
American Football	1	530L	sports, USA
Ants	1	580L	animals
Astronauts	1	590L	space, jobs, science
Atlantis	1	510L	myths, oceans, culture
Badminton	1	270L	sports, Asia
Big Ben	1	500L	Europe, landmarks, history
Bigfoot	1	510L	myths, Americas, animals
Birthday Traditions	1	520L	culture, celebrations
Blood	1	520L	health
Blue Sky	1	540L	nature, geography, weather, science
Bones	1	230L	health
Book Clubs	1	490L	hobbies, arts
Caffeine	1	500L	health, Africa
Cancer	1	430L	health
Chefs	1	520L	jobs, food
Chocolate	1	330L	nature, food, Americas, Europe
Christopher Columbus	1	510L	history, biography, geography, Americas, Europe
The Chupacabra	1	570L	myths, Americas
Clouds	1	270L	weather, nature, oceans
Coral Reefs	1	510L	animals, ocean, nature
Cricket	1	410L	sports, Olympics, Europe, Africa
Crying	1	200L	health
Dancing	1	510L	hobbies, health, culture
Depression	1	460L	health
Diet	1	430L	health, food
Earth	1	350L	geography, health, space
Edmund Hillary	1	600L	biography, geography, history, Asia
Exercise	1	390L	sports, hobbies, health
Fast Food	1	530L	health, food, culture
Fire Walking	1	500L	hobbies, culture
Firefighters	1	370L	jobs

Reading Library Passages by Alphabetical Order by Each Library Book (continued)

Passage Title	Book	Lexile® Measure	Tags
Fog	1	550L	weather, nature
Gardening	1	390L	hobbies, nature, food
George Washington	1	530L	biography, leaders, government, USA, history, war
George Washington Carver	1	540L	biography, USA, science, food, history
The Grand Canyon	1	550L	landmarks, USA, nature, geography
The Great Sphinx	1	530L	history, landmarks, Africa
The Great Wall of China	1	430L	landmarks, Asia, history
Guitars	1	280L	hobbies, arts, culture, Africa, Europe
Hair	1	460L	health
Heart Disease	1	520L	health, food
Helen Keller	1	530L	biography, USA, history
Henry Ford	1	510L	technology, USA, biography, business
Hollywood	1	290L	landmarks, arts, USA
Ice Hockey	1	360L	sports, Olympics, Americas
Jackalopes	1	520L	myths, USA, animals
Jim Henson	1	540L	USA, biography, arts
The Kenyatta International Conference Center	1	380L	landmarks, Africa
Laser Eye Surgery	1	450L	health, technology
The Leaning Tower of Pisa	1	500L	landmarks, Europe, history, business
LEGO® Building	1	500L	hobbies, arts, Europe
Leprechauns	1	530L	culture, Europe, myths
Lifeguards	1	420L	jobs, oceans
Lions	1	320L	animals, Africa, Asia, nature
Locksmiths	1	510L	jobs, technology
Ludwig van Beethoven	1	530L	biography, Europe, arts, history
Marathons	1	510L	sports, Olympics, history, Europe
The Milky Way	1	500L	space
Mole Poblano	1	340L	food, culture, Americas
Muhammad Ali	1	540L	sports, Olympics, USA, war, biography
New Year's Eve	1	380L	culture, celebrations
News Anchors	1	520L	jobs
The Olympic Games	1	450L	sports, Olympics, Europe, history
Outer Space	1	500L	technology, space, science
Pablo Picasso	1	520L	arts, biography, Europe
Pigs	1	310L	animals
Pole Vaulting	1	510L	sports, Olympics

Reading Library Passages by Alphabetical Order by Each Library Book (continued)

Passage Title	Book	Lexile® Measure	Tags
Quinceañeras	1	550L	culture, Americas, celebrations
Rhinoceroses	1	380L	animals, Africa, Asia
Roberto Clemente	1	580L	biography, USA, Americas, sports
Robots	1	330L	technology
Rodeos	1	460L	sports, Americas, animals, culture, USA
The Senses	1	470L	health
Skin	1	490L	health
Sleep	1	500L	health
Smartphones	1	410L	technology
Snowboarding	1	460L	sports, Olympics, health
Soccer	1	520L	sports, Europe, USA
The Statue of Liberty	1	570L	landmarks, USA, history
Stonehenge	1	510L	landmarks, Europe
Stress	1	450L	health
Sunburn	1	560L	health
Superstitions	1	540L	culture, myths, sports
Surfing	1	340L	sports, oceans, hobbies
The Taj Mahal	1	450L	landmarks, Asia, history
Talk like a Pirate Day	1	520L	celebrations, USA, culture
Teeth	1	320L	health, food
Thomas Edison	1	580L	biography, technology, USA, science, history
Timbuktu	1	390L	landmarks, Africa, history, business
Time	1	480L	nature
Tokyo Tower	1	330L	Asia, technology, landmarks
The Tour de France	1	470L	Europe, sports, culture
Trees	1	270L	nature
The Trung Sisters	1	380L	Asia, history, leaders, war
Unicorns	1	560L	animals, myths
Vampires	1	550L	myths
Video Calls	1	490L	technology, business
Werewolves	1	490L	myths
Whales	1	480L	animals, ocean
Wilma Rudolph	1	310L	sports, biography, USA, health
The Wright Brothers	1	510L	biography, technology, USA, history
The X Games	1	390L	sports
Yennega	1	360L	biography, Africa, leaders, history
Yuri Gagarin	1	260L	biography, space

Reading Library Passages by Alphabetical Order by Each Library Book (continued)

Book 2

Passage Title	Book	Lexile® Measure	Tags
Alexander the Great	2	690L	history, Europe, biography, war, government, leaders
Amelia Earhart	2	700L	USA, biography, geography
Anne Frank	2	640L	history, war, Europe, biography
The Australian Outback	2	710L	Oceania, animals, nature, landmarks
Blogging	2	730L	hobbies, technology, jobs
Charles Dickens	2	660L	biography, history, arts, Europe
The Common Cold	2	620L	health
Crop Circles	2	640L	myths, hobbies, food
Dentists	2	750L	jobs, science, technology, health
Dirty Jobs	2	800L	jobs, USA
Disc Jockeys	2	790L	jobs, hobbies, arts
Dr. Seuss	2	700L	biography, USA, arts
Dragons	2	790L	culture, animals, myths
The Eiffel Tower	2	650L	history, landmarks, Europe
Eva Perón	2	750L	Americas, leaders, government, biography, history
Florence Nightingale	2	740L	health, biography, Europe, war
Groundhog Day	2	630L	celebrations, culture, weather, animals, USA
Harriet Tubman	2	790L	history, USA, biography, leaders
Hot Dogs	2	740L	food, USA
The Human Eye	2	620L	health
Hybrid Cars	2	790L	technology, nature, business
Icebergs	2	720L	nature, geography, weather
Interesting Foods	2	630L	food, culture
International Date Line	2	790L	history, geography
The Internet	2	660L	technology
Isaac Newton	2	760L	history, biography, Europe, science
Jai Alai	2	620L	sports
Jaime Escalante	2	790L	biography, USA
Joan of Arc	2	700L	Europe, biography, history, leaders, war
Johannes Gutenberg	2	690L	history, technology, Europe, biography
Karaoke	2	770L	culture, Asia, hobbies
Leonardo da Vinci	2	740L	history, Europe, biography, arts, science
Loch Ness Monster	2	620L	myths, Europe
Luau	2	680L	Oceania, culture, food, USA, celebrations
Machu Picchu	2	750L	Americas, landmarks, history
Mauna Loa	2	780L	geography, nature, USA, Oceania, culture, landmarks
Mermaids	2	790L	oceans, culture, myths, arts

Reading Library Passages by Alphabetical Order by Each Library Book (continued)

Passage Title	Book	Lexile® Measure	Tags
Mohandas Gandhi	2	710L	Asia, leaders, biography, history
Mother Teresa	2	760L	biography, Asia, leaders
Mount Rushmore	2	720L	history, landmarks, USA
Mummies	2	790L	history, culture, health, Africa
MyPlate	2	790L	food, health
Nelson Mandela	2	780L	Africa, biography, leaders, history, government
Niagara Falls	2	740L	landmarks, USA, Americas, nature
The Pacific Islands	2	740L	Oceania, geography, oceans
Paramedics	2	710L	jobs, health
Peafowl	2	720L	animals, Asia
Pilots	2	730L	jobs, technology, geography
Pumpkin Chunking	2	790L	hobbies, USA, culture
Rapa Nui	2	740L	history, Oceania, landmarks, geography
Roller Derby	2	610L	sports
The Running of the Bulls	2	740L	Europe, culture, animals, sports
The Sahara Desert	2	790L	geography, Africa, landmarks, nature
The Silfra Crack	2	790L	geography, nature, Europe, landmarks
Snakes	2	650L	animals
Storm Chasers	2	790L	jobs, weather, USA
Stunt Performers	2	740L	jobs, arts
Susan B. Anthony	2	790L	leaders, biography, history, government, USA
Sushi	2	660L	food, Asia
Tidal Power	2	720L	technology, nature
UFOs	2	800L	myths, space, USA, history
The United States Constitution	2	760L	USA, history, government, leaders
The Voyager Probes	2	790L	space, technology
Walt Disney	2	780L	biography, arts, USA, business
Water	2	610L	geography, nature, health
William Wallace	2	760L	Europe, biography, leaders, history, war
Winston Churchill	2	720L	Europe, biography, leaders, history, war, government

Book 3

3D Video Games	3	900L	arts, hobbies, technology, business
Acid Rain	3	920L	nature, technology, health
Alfred Hitchcock	3	850L	arts, biography, business
Angkor	3	980L	history, Asia, culture, landmarks
Attila the Hun	3	850L	history, leaders, Europe, biography, war
Baseball	3	940L	sports, USA, history, Olympics
Basketball	3	810L	sports, USA, history, Olympics

Reading Library Passages by Alphabetical Order by Each Library Book (continued)

Passage Title	Book	Lexile® Measure	Tags
The Bermuda Triangle	3	980L	myths, nature, Americas
Black Holes	3	900L	space, nature
Black Widow Spiders	3	890L	animals
Blinking	3	970L	health
Brain Freeze	3	930L	health, food
Cell Phones	3	930L	technology, business
Charles Lindbergh	3	970L	technology, USA, biography
Cochlear Implants	3	970L	technology, health, culture
Comets	3	880L	space
Constellations	3	900L	space
Curling	3	870L	sports, Olympics
Deborah Sampson	3	890L	USA, biography, history, war
Dinosaurs	3	860L	animals, history, science
Diwali	3	910L	culture, celebrations, Asia
Dodos	3	890L	animal, history, nature
Earthquakes	3	890L	geography
Echoes	3	880L	nature, myths
Eclipses	3	860L	geography, space
Electrical Circuits	3	970L	technology
Elvis Presley	3	820L	USA, arts, biography
Fire	3	840L	nature
Fireworks	3	840L	technology, history, celebrations, culture
The Four Seasons	3	870L	nature, animals, geography, weather
Germes	3	860L	health
Giant Pandas	3	980L	animals, Asia
Golf	3	830L	sports, Europe
Gravity	3	930L	space, nature
Gregor Mendel	3	1000L	biography, science, history, Europe
Guide Dogs	3	900L	animals, health
Hail	3	900L	nature, weather
Harry Houdini	3	820L	biography, arts, USA
Honey	3	810L	food, animals, nature
Horoscopes	3	880L	culture, history, space, hobbies
Horses and Ponies	3	970L	animals
The Hubble Space Telescope	3	950L	space, technology
The Human Brain	3	950L	health
Iguazu Falls	3	970L	geography, Americas, myths, landmarks
Income Tax	3	900L	government, USA, business

Reading Library Passages by Alphabetical Order by Each Library Book (continued)

Passage Title	Book	Lexile® Measure	Tags
Internal Combustion Engines	3	840L	technology
Kites	3	880L	weather, hobbies
Koalas	3	910L	animals, Oceania
Komodo Dragons	3	980L	animals, Asia, Oceania
La Tomatina	3	980L	Europe, culture, food, celebrations
Louis Pasteur	3	930L	health, Europe, biography, science
Marie Curie	3	850L	health, biography, Europe, science
Marine Biologists	3	920L	jobs, oceans, animals, science
Mars	3	810L	space, technology
Martin Luther King Jr.	3	870L	USA, biography, leaders
Microwave Ovens	3	910L	technology, foods
Migration	3	870L	USA, government
The Moon	3	870L	space, history, technology
The Myth of Persephone	3	880L	weather, culture, nature, myths
Nebulas	3	910L	space
Ninjas	3	950L	culture, history, Asia
Noodling	3	920L	hobbies, animals, USA
The North Star	3	900L	space, myths
Park Rangers	3	980L	jobs, nature, USA
Pompeii	3	820L	Europe, geography, nature, history, landmarks
Private Detectives	3	990L	jobs
Rainbows	3	840L	weather, nature
Recycling	3	910L	jobs, environment, technology, business
Rugby	3	970L	sports, Europe
Satellites	3	840L	space, technology
Scuba Diving	3	940L	hobbies, oceans
Segways	3	940L	hobbies, technology
Sharks	3	860L	animals, oceans
Simón Bolívar	3	930L	history, biography, leaders, Americas, government, war
Sneezing	3	870L	health
The Solar System	3	940L	space, history, science
Stars	3	840L	space, history
Taxidermists	3	980L	jobs, animals
Texting	3	970L	technology, hobbies, business
Theodore Roosevelt	3	970L	biography, USA, history, leaders, government, war
Thomas Jefferson	3	990L	history, USA, biography, leaders, government
Thunderstorms	3	920L	weather
Tonsils	3	860L	health

Reading Library Passages by Alphabetical Order by Each Library Book (continued)

Passage Title	Book	Lexile® Measure	Tags
Totem Poles	3	880L	landmarks, Americas, culture, arts
The Yeti	3	880L	myths, Asia
Book 4			
3D Printing	4	1050L	technology, business, health
American Bison	4	1090L	animals, USA, history
The Anger of Vulcan	4	1270L	nature, myths
Antarctica	4	1080L	nature, geography, weather
Bar Mitzvahs	4	1210L	culture, celebrations
BASE Jumping	4	1310L	sports, hobbies
The Beatles	4	1240L	culture, arts, Europe
Bobsledding	4	1070L	sports, Olympics, Europe
Bounty Hunters	4	1230L	jobs, government
Burj Khalifa	4	1220L	landmarks, Asia, technology
Caving	4	1150L	hobbies, nature
Christopher Reeve	4	1050L	biography, arts, health, USA
The Corps of Discovery	4	1060L	USA, history, geography
Déjà Vu	4	1040L	health
Dolly the Sheep	4	1210L	technology, health, animals
Dreams	4	1030L	health
Duct Tape Art	4	1100L	hobbies, arts, culture, business
Earth's Crust	4	1050L	nature, geography
Empress Dowager Cixi	4	1270L	history, Asia, biography, leaders, government
The Equator	4	1120L	nature, geography, space
Ernest Shackleton	4	1020L	nature, geography, biography
Ferdinand Magellan	4	1140L	history, biography, geography
Flying Cars	4	1240L	technology
The Fountain of Youth	4	1380L	myths, Americas, geography, history, health
Franklin D. Roosevelt	4	1170L	biography, USA, history, leaders, government, war
Genealogy	4	1040L	history, biography, culture, technology
Geocaching	4	1070L	hobbies, nature, technology
Ghost Hunting	4	1150L	hobbies, culture
Giraffes	4	1210L	animals, Africa
Global Warming	4	1150L	technology, weather, nature, health
Halley's Comet	4	1090L	space, history
Hiccups	4	1220L	health
Hypnotists	4	1220L	jobs, health
Improvisational Performers	4	1270L	jobs, arts, hobbies
Jackie Robinson	4	1110L	sports, USA, biography

Reading Library Passages by Alphabetical Order by Each Library Book (continued)

Passage Title	Book	Lexile® Measure	Tags
John Adams	4	1220L	biography, USA, history, leaders, government
Kangaroos	4	1010L	animals, Oceania
King Christian X	4	1080L	history, Europe, war, biography, leaders, government
Llamas	4	1030L	animals, Americas
Meteor Showers	4	1280L	space
Meteorologists	4	1250L	jobs, technology, weather, geography
Michelangelo Buonarroti	4	1320L	Europe, history, biography, arts
Mount Fuji	4	1080L	nature, Asia, landmarks
Neil Armstrong	4	1010L	history, space, USA, biography, science
Parkour	4	1080L	hobbies, sports
Pawnbrokers	4	1070L	jobs, business
Penguins	4	1050L	animals, oceans
Piranhas	4	1070L	animals, nature, Americas
Polar Bears	4	1240L	animals, Americas, Europe, Asia, weather
The Polar Lights	4	1010L	nature, weather
Princess Grace	4	1070L	biography, arts, USA, Europe, leaders, government
Prosthetics	4	1230L	technology, health, sports
Renaissance Fairs	4	1230L	culture, Europe, history, arts
Rockets	4	1050L	space, history, war, technology, science
Snoring	4	1220L	health
Solar Flares	4	1390L	space, technology, geography
Solar Panels	4	1070L	technology, weather, environment
Star Wars	4	1110L	culture, arts, business
Static Electricity	4	1040L	nature
Steve Jobs	4	1080L	biography, technology, USA, business
Sudoku Puzzles	4	1160L	hobbies
Sumo Wrestling	4	1020L	Asia, sports, history, culture
Tornadoes	4	1300L	weather, geography, USA
Tsunamis	4	1100L	nature, oceans, geography
Ultimate	4	1090L	sports, hobbies, USA
United States Coast Guard	4	1120L	jobs, USA, government
William Wilberforce	4	1320L	history, biography, Europe, leaders, government
Wind Power	4	1030L	technology, weather, business
X-Rays	4	1080L	technology, health, science
Yawning	4	1050L	health