

# Reading Horizons Correlation for Grade 6

## 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*<sup>®</sup> 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*<sup>®</sup> at [www.rhaccelerate.com](http://www.rhaccelerate.com).

5. **Reading Horizons Discovery**<sup>®</sup> 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**<sup>®</sup> 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**<sup>®</sup> **English Language Enhancement** is a consumable book designed to help English Language Learners study vocabulary, pronunciation, and culture while learning with *Reading Horizons Elevate*<sup>®</sup> Software and classroom instruction.
8. **Reading Horizons Elevate**<sup>®</sup> **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*<sup>®</sup> **Reading Library** are also found in the Library section on the *Reading Horizons Elevate*<sup>®</sup> Software.
9. **Reading Horizons Elevate**<sup>®</sup> **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> ®
<b>Key Ideas and Details</b>	
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
RL.6.2. Examine a grade-appropriate literary text. <ul style="list-style-type: none"> <li>• Provide an objective summary.</li> <li>• Determine a theme of a text and how it is conveyed through particular details.</li> </ul>	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
RL.6.3. Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
<b>Craft and Structure</b>	
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

<p>RL.6.6. Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>RL.6.8. 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.</p>	<p>RL.6.8 is not applicable to literature based on anchor standard R.CCR.8.</p>
<p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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>

## Reading: Informational Text

Standard	<i>Reading Horizons Elevate</i> ®
<b>Key Ideas and Details</b>	
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.
RI.6.2. Examine a grade-appropriate informational text. <ul style="list-style-type: none"> <li>• Provide an objective summary.</li> <li>• Determine a central idea and how it is conveyed through particular details.</li> </ul>	<i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
<b>Craft and Structure</b>	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.
RI.6.6. Determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.	<i>Reading Library</i> passages can be used in tandem with other texts to practice this skill.

Integration of Knowledge and Ideas	
RI.6.7. Integrate information presented in different media or formats (e.g., <i>visually, quantitatively</i> ) as well as in words to develop a coherent understanding of a topic or issue.	In combination with other media, <i>Reading Library</i> passages can be used to provide students opportunities to apply this skill.
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	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.6.10. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 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 Library passages are designed to provide students with opportunities to develop reading fluency and comprehension. Each Reading Library passage has a Lexile® measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.
Reading: Informational Text	
Standard	<i>Reading Horizons Elevate</i> ®
Key Ideas and Details	
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.

<p>RI.6.2. Examine a grade-appropriate informational text.</p> <ul style="list-style-type: none"> <li>• Provide an objective summary.</li> <li>• Determine a central idea and how it is conveyed through particular details.</li> </ul>	<p><i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><i>Reading Library</i> passages provide ample opportunities to practice this skill.</p>
<p><b>Craft and Structure</b></p>	
<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><i>Reading Library</i> passages and their corresponding comprehension questions provide ample opportunities to practice this skill.</p>
<p>RI.6.6. Determine an author’s point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.</p>	<p><i>Reading Library</i> passages can be used in tandem with other texts to practice this skill.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>In combination with other media, <i>Reading Library</i> passages can be used to provide students opportunities to apply this skill.</p>

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Reading Library</i> passages provide ample opportunities to practice this skill.
RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	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.6.10. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 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 Library passages are designed to provide students with opportunities to develop reading fluency and comprehension. Each Reading Library passage has a Lexile® measure that can be used to guide the amount of scaffolding each student requires to read the text proficiently.
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**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> ®
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**Text Types and Purposes**

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.1.D. Establish and maintain a formal style.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.1.E. Provide a concluding statement or section that follows from the argument presented.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

W.6.2.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.6.2.E. Establish and maintain a formal style.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.2.F. Provide a concluding statement or section that supports 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.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.
W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Throughout the course, teachers are encouraged to teach word meaning and provide context sentences as students are exposed to new vocabulary.
W.6.3.E. Provide a conclusion that reflects on the narrated experiences or events.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

<b>Production and Distribution of Writing</b>	
W.6.4. Produce clear and coherent writing in which the development, organization, and style 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.6.5. Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g., Recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
W.6.6. 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.
<b>Research to Build and Present Knowledge</b>	
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.

<p>W.6.8. Gather relevant information from multiple print and digital sources.</p> <ul style="list-style-type: none"> <li>• Assess the credibility of each source.</li> <li>• Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>• Provide basic bibliographic information for sources.</li> </ul>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>W.6.9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>W.6.9.A. Apply Grade 6 Reading standards to literature.</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>W.6.9.B. Apply Grade 6 Reading standards to informational texts.</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. Reading Library passages provide ample opportunities for students to practice this skill.</p>
<p><b>Range of Writing</b></p>	
<p>W.5.10. Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> <li>• research</li> <li>• reflection</li> <li>• revision</li> </ul> <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The process of Dictation, Student Book activities, and worksheets provide opportunities to practice writing for shorter time frames.</p>

## Speaking and Listening

The following standards 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> ®
<b>Comprehension and Collaboration</b>	
<p>SL.6.1. Engage effectively in a range of collaborative discussions</p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led</li> </ul> <p>with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
<p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>There are many opportunities throughout the program for groups of students to discuss the content of <i>Reading Library</i> passages.</p>
<p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>There are many opportunities throughout the program for groups of students to discuss the content of <i>Reading Library</i> passages.</p>
<p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>Students have the opportunity to ask and respond to questions as they read and discuss text included in the <i>Reading Library</i> passages.</p>
<p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>Discussion of the topics addressed in the <i>Reading Library</i> passages provide students with the opportunity to review key ideas and demonstrate understanding.</p>

<p>SL.6.2. Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.</p>	<p><i>Reading Library</i> passages read aloud by the software can provide ample opportunities to practice this skill.</p>
<p>SL.6.3. Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>The <i>English Language Enhancement</i> manual discusses formal and informal communication in certain contexts.</p>

## 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> <sup>®</sup>
<b>Conventions of Standard English</b>	
L.6.1. Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Grade 6.	
L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Skills in this standard are taught in Lesson 38: Nouns.
L.6.1.B. Use intensive pronouns (e.g., myself, ourselves) correctly.	Reflexive pronouns are taught in Lesson 38: Nouns. Their use as intensive pronouns can easily be discussed in conjunction with this lesson.
L.6.1.C. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	Skills in this standard are taught in Lesson 42: Verbs.
L.6.1.D. Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents) as well as inappropriate shifts in pronoun number and person.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> <sup>®</sup> program.
L.6.1.E. Use the relative adverbs where, when, and why.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> <sup>®</sup> program.
L.6.1.F. Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.	Skills in this standard are taught in Lesson 32: Sentence Structure and Lesson 27: Commas.
L.6.1.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.6.1.H. Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	Skills in this standard are taught in Lesson 54: Sentence Structure and Lesson 68: Conjunctions.
L.6.1.I. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.	Skills in this standard are taught in Lesson 42: Verbs.
L.6.1.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.6.1.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.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.	
L.6.2.A. Use correct capitalization.	Lesson 10: Capitalization teaches students to capitalize the first word in a sentence, the pronoun <i>I</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.6.2.B. Use punctuation <ul style="list-style-type: none"> <li>• commas</li> <li>• parentheses</li> <li>• dashes</li> </ul> to set off nonrestrictive/ parenthetical elements.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
L.6.2.C. Use commas to set off clauses.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
L.6.2.D. Spell correctly.	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.

Knowledge of Language	
L.6.3. Use knowledge of language and its conventions as appropriate for Grade 6 when writing, speaking, reading, or listening.	
L.5.3.A. Vary sentence patterns for meaning, reader/listener interest, and style.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
L.6.3.B. Maintain consistency in style and tone.	This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i> ® program.
Vocabulary Acquisition and Use	
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies.	
L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue 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.6.4.B. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<p>Certain Greek and Latin affixes 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>
L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>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.</p> <p>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. The software also includes a pronunciation tool that can help students better understand and mimic the sounds of English while connecting those sounds to the written forms of English letters.</p>

<p>L.6.4.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).</p>	<p>The <i>English Language Enhancement</i> provides lessons and practice on pronunciation tools as well as 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.</p>
<p>L.6.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.</p>	
<p>L.6.5.A. Interpret figures of speech (e.g., extended metaphor, personification) in context.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>L.6.5.C. Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</p>
<p>L.6.5.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.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>This standard falls outside the scope of what is directly taught in the <i>Reading Horizons Elevate</i>® program.</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)*

<b>Passage Title</b>	<b>Book</b>	<b>Lexile® Measure</b>	<b>Tags</b>
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)*

<b>Passage Title</b>	<b>Book</b>	<b>Lexile® Measure</b>	<b>Tags</b>
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
<b>Book 4</b>			
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)*

<b>Passage Title</b>	<b>Book</b>	<b>Lexile® Measure</b>	<b>Tags</b>
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