



# Weekly Reader And Harcourt Trophies

Grade K-3 Correlation

Weekly Reader utilizes a variety of reading and instructional strategies to reach all students in the classroom. By teaching students how to read to learn, Weekly Reader supports the Reading First plan's essential elements of reading and the *Harcourt Trophies* reading program.

The Weekly Reader skills and topics are typical of those taught in a school year. Additional skills and topics are covered in the reading assessments and are suggested in the Teachers' Guides and can be covered in more depth at the teacher's discretion. The Weekly Reader skills and topics show how the WR publications supplement the lessons and units in the *Harcourt Trophies* reading program.

According to the No Child Left Behind Act of 2002, and the Reading First plan, state and local education agencies are required to improve reading instruction for K-3 students and to ensure that all children learn to read well by the end of third grade. Reading First specifies that teachers' classroom instructional decisions must be informed by scientifically based reading research. Through Reading First funds, grants are available for state and local programs in which students are systematically and explicitly taught five essential elements of reading:

- Phonemic awareness - the ability to hear, identify, and play with individual sounds - or phonemes - in spoken words.
- Phonics - the relationship between the letters of written language and the sounds of spoken language.
- Fluency - the capacity to read text accurately and quickly.
- Vocabulary - the words students must know to communicate effectively.
- Comprehension - the ability to understand and gain meaning from what has been read.

“Harcourt Trophies is a research-based, developmental reading/language arts program.(...K-6)

Explicit phonics instruction; direct reading instruction; guided reading strategies; phonemic awareness instruction; systematic, intervention strategies; integrated language arts components; and state-of-the-art assessment tools ensure every student successfully learns to read.”

Harcourt Trophies web site.

| Harcourt Scope and Sequence of Skills   | Weekly Reader |      |      |      |
|---|---------------|------|------|------|
|   | GR K          | GR 1 | GR 2 | GR 3 |
| <b>Reading</b>  |               |      |      |      |
| Understand that print provides information  | X             | X    | X    | X    |
| Understand how print is organized and read  | X             | X    | X    | X    |
| Know left-to-right and top-to-bottom directionality   | X             | X    | X    | X    |
| Distinguish letters from words  | X             | X    |      | X    |
| Recognize name  |               |      |      |      |
| Name and match all uppercase and lowercase forms  | X             | X    |      |      |
| Understand the concept of words and construct meaning from shared text, illustrations, graphics, and charts             | X             | X    | X    | X    |
| Identify letters, words, and sentences  | X             | X    | X    | X    |
| Recognize that sentences in print are made up of words  | X             | X    |      | X    |
| Identify the front cover, back cover, title page, title, and author of a book   |               |      |      | X    |
| Match oral words to printed words   | X             | X    |      |      |
| <b>Phonemic Awareness</b>   |               |      |      |      |
| Understand that spoken words and syllables are made up of sequences of sounds   | X             | X    |      | X    |
| Count and track sounds in a syllable, syllables in words, and words in sentences  | X             | X    | X    |      |
| Know the sounds of letters  | X             | X    |      | X    |
| Track and represent the number, sameness, difference, and order of two or more isolated phonemes                        |               |      |      |      |
| Match, identify, distinguish, and segment sounds in initial, final, and medial position in single-syllable spoken words | X             | X    |      |      |
| Blend sounds (phonemes) to make words or syllables  | X             | X    | X    | X    |
| Track and represent changes in syllables and words as target sound is added, substituted, omitted, shifted, or repeated |               |      |      | X    |
| Distinguish long- and short-vowel sounds in orally stated words   | X             | X    | X    | X    |
| Identify and produce rhyming words  | X             | X    | X    |      |
| <b>Decoding: Phonic Analysis</b>  |               |      |      |      |
| Understand and apply the alphabetic principle   | X             | X    | X    | X    |
| Consonants: single, blends, digraphs in initial, final, medial positions  | X             | X    | X    | X    |
| Vowels: short, long, digraphs, r-controlled, variant, schwa   | X             | X    | X    | X    |
| Match all consonant and short-vowel sounds to appropriate letters   | X             | X    |      | X    |
| Understand that as letters in words change, so do the sounds  | X             | X    |      | X    |
| Blend vowel-consonant sounds orally to make words or syllables  | X             |      |      |      |
| Blend sounds from letters and letter patterns into recognizable words   |               |      |      |      |
| <b>Decoding: Structural Analysis</b>  |               |      |      |      |
| Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives   |               | X    | X    | X    |
| Contractions, abbreviations, and compound words   |               | X    | X    | X    |
| Prefixes, suffixes, derivations, and root words   |               | X    | X    | X    |
| Greek and Latin roots   |               |      |      |      |
| Letter, spelling, and syllable patterns   |               |      |      |      |
| Phonograms/word families/onset-rimes  | X             | X    | X    | X    |
| Syllable rules and patterns   |               |      | X    | X    |

|  | GR K | GR 1 | GR 2 | GR 3 |
|--|------|------|------|------|
| <b>Decoding: Strategies</b>  |      |      |      |      |
| Visual cues: sound/symbol relationships, letter patterns, and spelling patterns  | X    |      |      |      |
| Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families |      | X    | X    | X    |
| Cross check visual and structural cues to confirm meaning  |      |      | X    | X    |
| Syllabication rules and patterns   |      |      |      |      |
| <b>Word Recognition</b>  |      |      |      |      |
| One-syllable and high-frequency words  | X    | X    | X    | X    |
| Common, irregular sight words  | X    | X    | X    | X    |
| Common abbreviations   |      |      | X    | X    |
| Lesson vocabulary  | X    | X    | X    | X    |
| <b>Fluency</b>   |      |      |      |      |
| Read aloud in a manner that sounds like natural speech   | X    |      |      | X    |
| Read aloud accurately and with appropriate intonation and expression   |      |      |      | X    |
| Read aloud narrative and expository text with appropriate pacing, intonation, and expression   |      |      |      | X    |
| Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns   | X    |      |      |      |
| <b>Vocabulary and Concept Development</b>  |      |      |      |      |
| Academic language  | X    | X    | X    | X    |
| Classify-categorize  | X    | X    | X    | X    |
| Antonyms   |      | X    | X    | X    |
| Synonyms   |      | X    | X    | X    |
| Homographs   |      |      |      |      |
| Homophones   |      |      | X    | X    |
| Multiple-meaning words   |      |      | X    | X    |
| Figurative and idiomatic language  |      |      | X    | X    |
| Context/context clues  |      | X    | X    | X    |
| Content-area words   |      | X    | X    | X    |
| Dictionary, glossary, thesaurus  |      |      |      | X    |
| Foreign words  |      |      |      |      |
| Connotation-denotation   |      |      |      |      |
| Word origins (acronyms, clipped and coined words, regional variations, etymologies, jargon, slang)   |      |      |      |      |
| Analogies  |      |      |      |      |
| Word structure clues to determine meaning  |      |      |      |      |
| Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words  |      |      | X    | X    |
| <b>Decoding Strategies</b>   |      |      |      |      |
| Greek and Latin roots, prefixes, suffixes, derivations, and root words   |      |      | X    | X    |
| Develop vocabulary   |      |      |      |      |
| Listen to and discuss text read aloud  | X    |      |      | X    |
| Read independently   |      |      |      | X    |
| Use reference books  |      |      |      | X    |
| <b>Comprehension and Analysis of Text</b>  |      |      |      |      |
| Ask/answer questions   | X    | X    | X    | X    |
| Author's purpose   | X    | X    | X    | X    |
| Author's perspective   |      |      |      |      |
| Propaganda/bias  |      |      |      |      |
| Background knowledge: prior knowledge and experiences  | X    | X    | X    | X    |
| Cause-effect   |      | X    | X    | X    |
| Compare-contrast   | X    | X    | X    | X    |

|  | GR K | GR 1 | GR 2 | GR 3 |
|--|------|------|------|------|
| Details  | X    | X    | X    | X    |
| Directions: one-, two-, multi-step   | X    | X    | X    | X    |
| Draw conclusions   |      | X    | X    | X    |
| Fact-fiction   |      |      | X    | X    |
| Fact-opinion   |      |      |      | X    |
| <b>Higher order thinking</b>   |      |      |      |      |
| Analyze, critique and evaluate, synthesize, and visualize text and information   | X    | X    | X    | X    |
| Interpret information from graphic aids  | X    | X    | X    | X    |
| Locate information   | X    | X    | X    | X    |
| Book parts   |      |      |      |      |
| Text features  | X    | X    | X    | X    |
| Alphabetical order   | X    | X    | X    | X    |
| Main idea: stated/unstated   | X    | X    | X    | X    |
| Main idea and supporting details   |      |      |      | X    |
| Make generalizations   |      |      |      |      |
| Make inferences  | X    | X    | X    | X    |
| Make judgments   | X    | X    | X    | X    |
| Make predictions/predict outcomes  | X    | X    | X    | X    |
| <b>Monitor comprehension</b>   |      |      |      |      |
| Adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts |      |      |      |      |
| Paraphrase/restate facts and details   | X    | X    | X    | X    |
| Preview  | X    | X    | X    | X    |
| Purpose for reading  | X    | X    | X    | X    |
| <b>Organize information</b>  |      |      |      |      |
| Alphabetical order   |      | X    | X    | X    |
| Numerical systems/outlines   |      |      |      |      |
| Graphic organizers   |      | X    |      | X    |
| Referents  |      |      |      |      |
| Retell stories and ideas   | X    | X    | X    | X    |
| Sequence   | X    | X    | X    | X    |
| Summarize  | X    | X    | X    | X    |
| <b>Text structure</b>  |      |      |      |      |
| Narrative text   |      |      |      |      |
| Information text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)                                     |      |      | X    | X    |
| <b>Study Skills</b>  |      |      |      |      |
| Follow and give directions   | X    | X    | X    | X    |
| Apply plans and strategies: KWL, question-answer-relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching                           |      |      |      | X    |
| Practice test-taking strategies  | X    | X    | X    | X    |
| <b>Viewing/Media</b>   |      |      |      |      |
| Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines)  | X    | X    | X    | X    |
| Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text  |      |      |      | X    |
| Select, organize, and produce visuals to complement and extend meaning   |      |      |      | X    |
| Use technology or appropriate media to communicate information and ideas   |      |      |      |      |
| Use technology or appropriate media to compare ideas, information, and viewpoints  |      |      |      |      |

|  | GR K | GR 1 | GR 2 | GR 3 |
|--|------|------|------|------|
| Compare, contrast, and evaluate print and broadcast media  |      |      |      |      |
| Distinguish between fact and opinion   |      |      |      | X    |
| Evaluate the role of media   |      |      |      |      |
| Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture   |      |      |      |      |
| Identify persuasive and propaganda techniques used in television and identify false and misleading information   |      |      |      |      |
| Summarize main concept; list supporting details; and identify biases, stereotypes, and persuasive techniques in a nonprint message                                   |      |      |      |      |
| Support opinions with detailed evidence and with visual or media displays that use appropriate technology  |      |      |      |      |
| <b>Literary Response and Analysis</b>  |      |      |      |      |
| <b>Genre Characteristics</b>   |      |      |      |      |
| Know a variety of literary genres and their basic characteristics  |      |      |      |      |
| Distinguish between fantasy and realistic text   |      |      |      | X    |
| Distinguish between informational and persuasive texts   |      |      |      |      |
| Understand the distinguishing features of literary and nonfiction texts: everyday print materials, poetry, drama, fantasies, fables, myths, legends, and fairy tales |      |      |      | X    |
| Explain the appropriateness of the literary forms chosen by an author for a specific purpose   |      |      |      |      |
| <b>Literary Elements</b>   |      |      |      |      |
| Plot/Plot Development  |      |      |      |      |
| Important events   |      |      |      |      |
| Beginning, middle, end of story  |      |      |      |      |
| Problem/solution   |      |      |      |      |
| Conflict   |      |      |      |      |
| Conflict and resolution/causes and effects   |      |      |      |      |
| Compare and contrast   |      |      |      |      |
| Character  |      |      |      |      |
| Identify   | X    |      |      |      |
| Identify, describe, compare and contrast   |      |      |      |      |
| Relate characters and events   |      |      |      |      |
| Traits, actions, motives   |      |      |      |      |
| Cause for character's actions  |      |      |      |      |
| Character's qualities and effect on plot   |      |      |      |      |
| Setting  |      |      |      |      |
| Identify and describe  |      |      |      |      |
| Compare and contrast   |      |      |      |      |
| Relate to problem/resolution   |      |      |      |      |
| Theme  |      |      |      |      |
| Theme/essential message  |      |      |      |      |
| Universal themes   |      |      |      |      |
| Mood/Tone  |      |      |      |      |
| Identify   |      |      |      |      |
| Compare and contrast   |      |      |      |      |
| <b>Literary Devices/Author's Craft</b>   |      |      |      |      |
| Rhythm, rhyme, pattern, and repetition   | X    | X    | X    | X    |
| Alliteration, onomatopoeia, assonance, imagery   |      |      |      |      |
| Figurative language (similes, metaphors, idioms, personification, hyperbole)   |      |      |      | X    |
| Characterization/character development   |      |      |      |      |
| Dialogue   |      |      |      | X    |
| Narrator/narration   |      |      |      |      |
| Point of view (first-person, third-person, omniscient)   |      |      |      | X    |
| Informal language (idioms, slang, jargon, dialect)   |      |      | X    | X    |

|   | GR K | GR 1 | GR 2 | GR 3 |
|---|------|------|------|------|
| <b>Response to text</b>   |      |      |      |      |
| Relate characters and events to own life  | X    | X    | X    | X    |
| Read to perform a task or learn a new task  | X    | X    | X    | X    |
| Recollect, talk, and write about books read   |      |      |      |      |
| Describe the roles and contributions of authors and illustrators  |      |      |      |      |
| Generate alternative endings and identify the reason and impact of the alternatives   |      |      |      |      |
| Compare and contrast versions of the same stories that reflect different cultures   |      |      |      |      |
| Make connections between information in texts and stories and historical events   |      |      |      | X    |
| Form ideas about what had been read and use specific information from the text to support these ideas   |      |      |      | X    |
| Know that the attitudes and values that exist in a time period or culture affect stories and informational articles written during that time period |      |      |      |      |
| Explore origin and historical development of words and changes in sentence patterns over the years  |      |      |      |      |
| <b>Self-Selected Reading</b>  |      |      |      |      |
| Select material to read for pleasure  |      |      |      |      |
| Read a variety of self-selected and assigned literary and informational texts   |      |      |      |      |
| Use knowledge of authors' styles, themes, and genres to choose own reading  |      |      |      |      |
| Read literature by authors from various cultural and historical backgrounds   |      |      |      |      |
| <b>Cultural Awareness</b>   |      |      |      |      |
| Connect information and events in texts to life and life to text experiences  | X    | X    | X    | X    |
| Compare language, oral traditions, and literature that reflect customs, regions, and cultures   |      |      |      | X    |
| Identify how language reflects regions and cultures   |      |      |      |      |
| View concepts and issues from diverse perspectives  |      |      |      | X    |
| Recognize the universality of literary themes across cultures and language  |      |      |      |      |
| <b>Writing</b>  |      |      |      |      |
| <b>Writing Strategies</b>   |      |      |      |      |
| Writing process: prewriting, drafting, revising, proofreading, publishing   |      |      |      | X    |
| Collaborative, shared, timed writing, writing to prompts  |      |      |      | X    |
| Evaluate own and others' writing  |      |      |      | X    |
| Proofread writing to correct convention errors in mechanics, usage, punctuation, using handbooks and references as appropriate                      |      |      |      | X    |
| <b>Organization and Focus</b>   |      |      |      |      |
| Use models and traditional structures for writing   |      |      |      |      |
| Select a focus, structure, and viewpoint  |      |      |      |      |
| Address purpose, audience, length, and format requirements  |      |      |      |      |
| Write single- and multiple-paragraph compositions   |      |      |      |      |
| <b>Revision Skills</b>  |      |      |      |      |
| Correct sentence fragments and run-ons  |      |      |      | X    |
| Vary sentence structure, word order, and sentence length  |      |      |      | X    |
| Combine sentences   |      |      |      | X    |
| Improve coherence, unity, consistency, and progression of ideas   |      |      |      | X    |
| Add, delete, consolidate, clarify, rearrange text   |      |      |      |      |

|   | GR K | GR 1 | GR 2 | GR 3 |
|---|------|------|------|------|
| Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words  |      |      |      |      |
| Elaborate: details, examples, dialogue, quotations  |      |      |      | X    |
| Revise using a rubric   |      |      |      |      |
| <b>Penmanship/Handwriting</b>   |      |      |      |      |
| Write uppercase and lowercase letters   |      |      |      |      |
| Write legibly, using appropriate word and letter spacing  |      |      |      |      |
| Write legibly, using spacing, margins, and indentation  |      |      |      |      |
| <b>Writing Applications</b>   |      |      |      |      |
| Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)  |      |      |      | X    |
| Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)  |      |      |      | X    |
| Expository writing (comparison-contrast, explanation, directions, speech, how-to article, friendly/business letter news story, essay, report, invitation) |      |      |      | X    |
| Persuasive writing (paragraph, essay, letter, ad, poster)   |      |      |      | X    |
| Cross-curricular writing (paragraph, report, poster, list, chart)   |      |      |      | X    |
| Everyday writing (journal, message, forms, notes, summary, label, caption)  |      |      |      | X    |
| <b>Written and Oral English Language Conventions</b>  |      |      |      |      |
| <b>Sentence Structure</b>   |      |      |      |      |
| Types (declarative, interrogative, exclamatory, imperative, interjection)   |      |      |      |      |
| Structure (simple, compound, complex, compound-complex)   |      |      |      |      |
| Parts (subjects/predicates: complete, simple, compound; clauses; independent, dependent, subordinate; phrase)   |      |      |      |      |
| Direct/indirect object  |      |      |      |      |
| Word order  |      |      |      |      |
| <b>Grammar</b>  |      |      |      |      |
| Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)  | X    | X    | X    | X    |
| Verbs (action, helping, linking, transitive, intransitive, regular, irregular; subject-verb agreement)  | X    | X    | X    | X    |
| Verb tenses (present, past, future; present, past, and future perfect)  |      | X    | X    | X    |
| Participles; infinitives  |      |      |      |      |
| Adjectives (common, proper; articles; comparative, superlative)   |      |      | X    | X    |
| Adverbs (place, time, manner, degree)   |      |      |      | X    |
| Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)   |      |      | X    | X    |
| Prepositions; prepositional phrases   |      |      |      |      |
| Conjunctions  |      |      |      |      |
| Abbreviations, contractions   |      |      | X    | X    |
| <b>Punctuation</b>  |      |      |      |      |
| Period, exclamation point, or question mark at end of sentence  |      | X    | X    | X    |
| Comma   |      | X    |      | X    |
| Greeting and closure of a letter  |      | X    |      | X    |
| Dates, locations, and addresses   |      |      |      | X    |
| For items in a series   |      | X    |      | X    |
| Direct quotations   |      |      |      | X    |
| Link two clauses with a conjunction in compound sentences   |      |      |      |      |
| Quotation marks   |      |      |      | X    |
| Dialogue, exact words of a speaker  |      |      |      | X    |
| Titles of books, stories, poems, magazines  |      |      |      |      |
| Parentheses/dash/hyphen   |      |      |      |      |
| Apostrophes in possessive case of nouns and in contractions   |      | X    |      | X    |

|  | GR K | GR 1 | GR 2 | GR 3 |
|--|------|------|------|------|
| Underlining or italics to identify title of documents  |      |      |      |      |
| Colon  |      |      |      |      |
| Separate hours and minutes   |      |      |      |      |
| Introduce a list   |      |      |      |      |
| After the salutation in business letters   |      |      |      |      |
| Semicolons to connect independent clauses  |      |      |      |      |
| <b>Capitalization</b>  |      |      |      |      |
| First word of a sentence, names of people, and the pronoun <i>I</i>  | X    | X    | X    | X    |
| Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people      |      | X    | X    | X    |
| Geographical names, holidays, historical periods, and special events   |      | X    |      | X    |
| Names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate |      |      |      | X    |
| Use conventions of punctuation and capitalization  |      | X    | X    | X    |
| <b>Spelling</b>  |      |      |      |      |
| Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names                           | X    |      |      |      |
| Use spelling approximations and some conventional spelling   | X    |      |      |      |
| Common, phonetically regular words   |      |      |      |      |
| Frequently used, irregular words   |      |      |      |      |
| One-syllable words with consonant blends   |      |      |      |      |
| Contractions, compounds, orthographic patterns, and common homophones  |      |      |      | X    |
| Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions   |      |      |      |      |
| Use a variety of strategies and resources to spell words   |      |      |      |      |

### Key

Shaded area denotes where, within the Harcourt series, explicit instruction/modeling/practice and application occur.

**X** : Skill covered in Weekly Reader Student Edition, Reading Assessment, or as a suggested extension activity in the Teacher's Guide.