

A Correlation of

# QuickReads

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To the

## Common Core State Standards for English Language Arts

Grade 2

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
INSTRUCTIONAL MATERIALS CORRELATION  
COURSE STANDARDS/BENCHMARKS**

**SUBJECT:** Reading, Writing, Listening, Speaking, and Language

**GRADE LEVEL:** Grade 2, Level A and Level B

**COURSE TITLE:** Reading Program - 2-5 Grade Series

**COURSE CODE:** 501023S

**SUBMISSION TITLE:** QuickReads

**BID ID:** 2037

**PUBLISHER:** Pearson Education, Inc., publishing as Scott Foresman

**PUBLISHER ID:** 22-1603684

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
	Reading Literature	
LACC.2.RL.1	Key Ideas and Details	
LACC.2.RL.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	The <i>QuickReads</i> program consists of short, nonfiction selections designed to be read quickly and meaningfully. The nonfiction reading material helps students become knowledgeable about critical topics in science and social studies, while building capacity for reading complex texts.
LACC.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	

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LACC.2.RL.1.3	Describe how characters in a story respond to major events and challenges.	
LACC.2.RL.2	Craft and Structure	
LACC.2.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
LACC.2.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
LACC.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
LACC.2.RL.3	Integration of Knowledge and Ideas	
LACC.2.RL.3.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	

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LACC.2.RL.3.8	(Not applicable to literature, according to Common Core State Standards.)	
LACC.2.RL.3.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
LACC.2.RL.4	Range of Reading and Level of Text Complexity	
LACC.2.RL.4.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	Reading Informational Text	
LACC.2.RI.1	Key Ideas and Details	
LACC.2.RI.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p><b>Level A:</b>  <b>Student Edition: Book 1</b>, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b>, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b>, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 15, 37-42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1</b>, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b>, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b>, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 15, 37-42</p>

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LACC.2.RI.1.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 20, 22, 23, 34, 35, 48, 50, 62, 64, 65, 90, 91; <b>Book 2,</b> pgs. 20, 21, 23, 34, 35, 48, 49, 62, 65, 76, 77, 78, 90, 92, 93; <b>Book 3,</b> pgs. 20, 21, 34, 48, 49, 62, 63, 76, 79, 90, 91,93  <b>Teacher's Resource Manual:</b> First Read - pg. 13, 14, 37-42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 20, 22, 23, 34, 35, 48, 50, 62, 64, 65, 90, 91; <b>Book 2,</b> pgs. 20, 21, 23, 34, 35, 48, 49, 62, 65, 76, 77, 78, 90, 92, 93; <b>Book 3,</b> pgs. 20, 21, 34, 48, 49, 62, 63, 76, 79, 90, 91,93  <b>Teacher's Resource Manual:</b> First Read - pg. 13, 14, 37-42</p>
LACC.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79, 93; <b>Book 2,</b> pgs. 23, 37, 51, 65, 79, 93; <b>Book 3,</b> pgs. 23, 37, 51, 65, 79, 93  <b>Teacher's Resource Manual:</b> Third Read - Connecting Ideas, pg. 15, 37-42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79, 93; <b>Book 2,</b> pgs. 23, 37, 51, 65, 79, 93; <b>Book 3,</b> pgs. 23, 37, 51, 65, 79, 93  <b>Teacher's Resource Manual:</b> Third Read - Connecting Ideas, pg. 15, 37-42</p>
LACC.2.RI.2	Craft and Structure	

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LACC.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p><b>Level A:</b>  <b>Student Edition: (All Levels)</b> pgs. 20, 34, 48, 62, 76, 90  <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, <b>Book 1</b> - pgs. 19, 20, 21, 22, 23, 24; <b>Book 2</b> - pgs. 25, 27, 28, 29, 30; <b>Book 3</b> - 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 32</p> <p><b>Level B:</b>  <b>Student Edition:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, <b>Book 1</b> - pgs. 19, 20, 21, 22, 23, 24; <b>Book 2</b> - pgs. 25, 27, 28, 29, 30; <b>Book 3</b> - 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 20, 24  <b>Teacher's Resource Manual:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90</p>
LACC.2.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74; <b>Book 2,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74; <b>Book 3,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74; <b>Book 2,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74; <b>Book 3,</b> pgs. 3-8, 10, 12, 14, 16, 18, 24, 26, 28, 30, 32, 38, 40, 42, 44, 46, 52, 54, 56, 58, 60, 66, 68, 70, 72, 74</p>

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LACC.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p><b>Level A:</b>  <b>Student Edition:</b> Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 14, 15, 37-42</p> <p><b>Level B:</b>  <b>Student Edition:</b> <b>Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 14, 15, 37-42</p>
LACC.2.RI.3	Integration of Knowledge and Ideas	
LACC.2.RI.3.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p><b>Level A:</b>  <b>Student Edition:</b> <b>Book 2,</b> pg. 44  <b>Level B:</b>  <b>Student Edition:</b> <b>Book 1,</b> pg. 80; <b>Book 2,</b> pgs. 10, 12, 14, 16, 18, 72, 80  <b>Teacher's Resource Manual:</b> 23, 24, 29</p>
LACC.2.RI.3.8	Describe how reasons support specific points the author makes in a text.	<p><b>Level A:</b>  <b>Student Edition:</b> <b>Book 1,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 2,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 3,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79  <b>Teacher's Resource Manual:</b> 15, 37-42</p> <p><b>Level B:</b>  <b>Student Edition:</b> <b>Book 1,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 2,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 3,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79  <b>Teacher's Resource Manual:</b> 15, 37-42</p>

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LACC.2.RI.3.9	Compare and contrast the most important points presented by two texts on the same topic.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79; <b>Book 2,</b> pgs. 23, 37, 52, 65, 79; <b>Book 3,</b> pgs. 23, 37, 52, 65, 79  <b>Teacher's Resource Manual:</b> 15, 37-42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79; <b>Book 2,</b> pgs. 23, 37, 52, 65, 79; <b>Book 3,</b> pgs. 23, 37, 52, 65, 79  <b>Teacher's Resource Manual:</b> 15, 37-42</p>
LACC.2.RI.4	Range of Reading and Level of Text Complexity	
LACC.2.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89  <b>Teacher's Resource Manual:</b> First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 11, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89;  <b>Teacher's Resource Manual:</b> First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42</p>



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SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b>pgs. 53, 55, 57, 59, 61, 62-65  <b>Teacher's Resource Manual:</b> 23, 38</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b>25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51; <b>Book 2,</b> pgs. 38, 41, 43, 45, 46, 48-51  <b>Teacher's Resource Manual:</b> 20, 21, 27, 37, 39</p>
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b>pgs. 61, 85, 89, 92, 93  <b>Teacher's Resource Manual:</b> 24, 38</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b>pgs. 39, 41, 43, 45, 47, 48-51  <b>Teacher's Resource Manual:</b> 21, 37</p>
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.	<p><b>Level A:</b>  <b>Student Edition: Book 3,</b>pgs. 69, 71, 73, 75, 76-79  <b>Teacher's Resource Manual:</b> 35, 42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b>pgs. 11, 13, 15, 17, 19, 20-23  <b>Teacher's Resource Manual:</b> 19, 37</p>
SC.2.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs.48-51; <b>Book 2,</b> pgs. 48-51; <b>Book 3,</b> pgs. 48-51  <b>Teacher's Resource Manual:</b> 20, 21, 26, 27, 32-33, 37, 39, 41</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b>pgs. 62-65, 76-79, 90-93; <b>Book 2,</b> pgs. 62-65, 76-79, 90-93;  <b>Book 3,</b> pgs. 62-65, 76-79  <b>Teacher's Resource Manual:</b> 22, 23, 24, 28, 29, 34, 35, 38, 40, 42</p>

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SC.2.N.1.3	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 48-51 ; <b>Book 2,</b> pgs. 48-51; <b>Book 3,</b> pgs. 48-51  <b>Teacher's Resource Manual:</b> 20, 21, 26, 27, 32-33, 37, 39, 41</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 62-65, 76-79, 90-93; <b>Book 2,</b> pgs. 62-65, 76-79, 90-93;  <b>Book 3,</b> pgs. 62-65, 76-79  <b>Teacher's Resource Manual:</b> 22, 23, 24, 28, 29, 34, 35, 38, 40, 42</p>
SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 25, 27, 29, 31, 33, 35-37  <b>Teacher's Resource Manual:</b> 20, 37</p> <p><b>Level B:</b>  <b>Student Edition: Book 3,</b> pg. 91  <b>Teacher's Resource Manual:</b> 36</p>
Reading Foundational Skills: Grade 2		
LACC.2.RF.3	Phonics and Word Recognition	
LACC.2.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
LACC.2.RF.3.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>Single-syllable words with regular short and long vowel patterns and consistent spelling patterns are used throughout Level A of <i>QuickReads</i> .</p> <p>Single-syllable words with regular short and long vowel patterns, r-controlled vowels, and consistent spelling patterns are used throughout Level B of <i>QuickReads</i> .</p>
LACC.2.RF.3.3.b	Know spelling-sound correspondences for additional common vowel teams.	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36</p> <p><b>Level B:</b>  <b>Student Edition:</b> 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36</p>

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LACC.2.RF.3.3.c	Decode regularly spelled two-syllable words with long vowels.	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36  <b>Level B:</b>  <b>Student Edition:</b> 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36</p>
LACC.2.RF.3.3.d	Decode words with common prefixes and suffixes.	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 29  <b>Level B:</b>  <b>Teacher's Resource Manual:</b> 22, 29, 36</p>
LACC.2.RF.3.3.e	Identify words with inconsistent but common spelling-sound correspondences.	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36  <b>Level B:</b>  <b>Student Edition:</b> 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36</p>
LACC.2.RF.3.3.f	Recognize and read grade-appropriate irregularly spelled words.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 11, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89;  <b>Teacher's Resource Manual:</b> First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42  <b>Level B:</b>  <b>Student Edition: Book 1</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89  <b>Teacher's Resource Manual:</b> First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42</p>

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LACC.2.RF.4	Fluency	
LACC.2.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93  <b>Teacher's Resource Manual:</b> 13-15, 37-42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93  <b>Teacher's Resource Manual:</b> 13-15, 37-42</p>

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LACC.2.RF.4.4.a	Read on-level text with purpose and understanding.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89  <b>Teacher's Resource Manual:</b> 13-15</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89  <b>Teacher's Resource Manual:</b> 13-15</p>
LACC.2.RF.4.4.b	Read on-level text orally with accuracy, appropriate rate, and expression.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89  <b>Teacher's Resource Manual:</b> 13-15</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89  <b>Teacher's Resource Manual:</b> 13-15</p>

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LACC.2.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Level A:</b> <b>Teacher's Resource Manual:</b> 27, 28 <b>Level B:</b> <b>Teacher's Resource Manual:</b> 25, 28
	Writing	
LACC.2.W.1	Text Types and Purpose:	
LACC.2.W.1.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.2.W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>Level A:</b> <b>Student Edition:</b> Connect Your Ideas, <b>Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Summary, p. 27; Postcard, p. 22 <b>Level B:</b> <b>Student Edition:</b> Connect Your Ideas <b>Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Directions, p. 25

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LACC.2.W.1.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
LACC.2.W.2	Production and Distribution of Writing	
LACC.2.W.2.4	(Begins in grade 3)	Not applicable, according to Common Core State Standards
LACC.2.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
LACC.2.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
LACC.2.W.3	Research to Build and Present Knowledge	
LACC.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>Level A:</b> <b>Teacher's Resource Manual:</b> 24, 30, 36

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LACC.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 23, 24, 27, 30, 37-42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 37-42</p>
LACC.2.W.3.9	(Begins in grade 4)	Not applicable, according to Common Core State Standards
LACC.2.W.4	Range of Writing	
LACC.2.W.4.10	(Begins in grade 3.)	Not applicable, according to Common Core State Standards
	Speaking and Listening	
LACC.2.SL.1	Comprehension and Collaboration	
LACC.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> ESL/ELL Strategy and Activity 3 - Access Vocabulary in Complex Texts, pgs. 19-36</p> <p><b>Level B:</b>  <b>Teacher's Resource Manual:</b> ESL/ELL Strategy and Activity 3 - Access Vocabulary in Complex Texts, pgs. 19-36</p>
LACC.2.SL.1.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.



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LACC.2.SL.1.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.	
LACC.2.SL.1.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
LACC.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>Level A:</b> <b>Teacher's Resource Manual: 27</b> <b>Level B:</b> <b>Teacher's Resource Manual: 21, 26, 35</b>
LACC.2.SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>Level A:</b> <b>Teacher's Resource Manual: 14, 15</b> <b>Level B:</b> <b>Teacher's Resource Manual: 14, 15</b>
LACC.2.SL.2	Presentation of Knowledge and Ideas	
LACC.2.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>Level A:</b> <b>Teacher's Resource Manual: 24, 27, 28</b> <b>Level B:</b> <b>Teacher's Resource Manual: 26, 27</b>

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LACC.2.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
LACC.2.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 23, 24, 25, 27, 33, 36</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 19, 23, 24, 25, 29, 30</p>
	Language	
LACC.2.L.1	Conventions of Standard English	
LACC.2.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 19-36, 37-42</p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual:</b> 19-36, 37-42</p>

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LACC.2.L.1.1.a	Use collective nouns (e.g., group).	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.2.L.1.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<b>Level A:</b> <b>Teacher's Resource Manual: 19</b>
LACC.2.L.1.1.c	Use reflexive pronouns (e.g., myself, ourselves).	
LACC.2.L.1.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	
LACC.2.L.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Level A:</b> <b>Teacher's Resource Manual: 29</b>

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LACC.2.L.1.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<p><b>Level A:</b>  <b>Student Edition:</b> Connect Your Ideas, <b>Book 1</b>, pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b>, pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b>, pgs. 23, 37, 51, 65, 79, 93  <b>Teacher's Resource Manual:</b> Summary, p. 27; Postcard, p. 22</p> <p><b>Level B:</b>  <b>Student Edition:</b> <b>Connect Your Ideas Book 1</b>, pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b>, pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b>, pgs. 23, 37, 51, 65, 79, 93  <b>Teacher's Resource Manual:</b> Directions, p. 25</p>
LACC.2.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 35</p>
LACC.2.L.1.2.a	Capitalize holidays, product names, and geographic names.	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 35</p>
LACC.2.L.1.2.b	Use commas in greetings and closings of letters.	
LACC.2.L.1.2.c	Use an apostrophe to form contractions and frequently occurring possessives.	

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LACC.2.L.1.2.d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy→boil.)	
LACC.2.L.1.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
LACC.2.L.2	Knowledge of Language	
LACC.2.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
LACC.2.L.2.3.a	Compare formal and informal uses of English.	
LACC.2.L.3	Vocabulary Acquisition and Use	

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LACC.2.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	<p><b>Level A:</b>  <b>Student Edition:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90  <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, <b>Book 1</b>, pgs. 19, 20, 21, 22, 23, 24; <b>Book 2</b>, pgs. 25, 27, 28, 29, 30; <b>Book 3</b>, pgs. 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 32</p> <p><b>Level B:</b>  <b>Student Edition:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90  <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, <b>Book 1</b>, pgs. 19, 20, 21, 22, 23, 24; <b>Book 2</b>, pgs. 25, 27, 28, 29, 30; <b>Book 3</b>, pgs. 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 20, 24</p>
LACC.2.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 27, 28, 28</p> <p><b>Level B:</b>  <b>Teacher's Resource Manual:</b> 25, 28</p>
LACC.2.L.3.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 29</p> <p><b>Level B:</b>  <b>Teacher's Resource Manual:</b> 36</p>
LACC.2.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<p><b>Level A:</b>  <b>Teacher's Resource Manual:</b> 23</p> <p><b>Level B:</b>  <b>Teacher's Resource Manual:</b> 29, 32, 33</p>

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LACC.2.L.3.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<b>Level A:</b> <b>Teacher's Resource Manual:</b> 24, 31 <b>Level B:</b> <b>Teacher's Resource Manual:</b> 23
LACC.2.L.3.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
LACC.2.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
LACC.2.L.3.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<b>Level A:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 49-51; <b>Book 2,</b> pgs. 35-37 <b>Teacher's Resource Manual:</b> 19, 21, 26 <b>Level B:</b> <b>Student Edition: Book 2,</b> pgs. 63-65, 93-95; <b>Book 3,</b> pgs. 21-23, 35-37 <b>Teacher's Resource Manual:</b> 28, 30, 31, 32, 36
LACC.2.L.3.5.b	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<b>Level A:</b> <b>Teacher's Resource Manual:</b> 20

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LACC.2.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<p><b>Level A:</b>  <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual: 29</b></p> <p><b>Level B:</b>  <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93  <b>Teacher's Resource Manual: 30</b></p>
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