

A Correlation of
QuickReads
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to the

**Common Core State Standards
for English Language Arts
Grade 2**

INTRODUCTION

This document demonstrates how **QuickReads** ©2012, **Grade 2** meets the objectives of the *Common Core State Standards for English Language Arts*. Correlation page references are to the Student Edition and Teacher's Resource Manual.

QuickReads® is a reading fluency program based on research that develops fluency and comprehension in students who struggle to make the leap from merely reading words to reading and comprehending meaning. *QuickReads*® develops fluency by increasing automaticity. By repeatedly using high-frequency words and words with common phonics/syllabic patterns, students automatically recognize these "high leverage" words and begin to read at a faster rate enabling them to focus on meaning and mastering content-area vocabulary.

QuickReads® offers a quick and effective teacher-led instructional routine that develops consistent comprehension strategies within the context of short reading passages. It also supports building background knowledge by clustering multiple passages around high-interest topics students will encounter in science and social studies curricula, allowing the student to explore a subject in depth through a series of short focused readings.

QuickReads ©2012 includes full color student editions and additional vocabulary activities designed specifically to address the Common Core State Standards. With its proven TExT model and research-based instructional routine, QuickReads will provide teachers with the means to address building students' capacity to comprehend complex text.

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to the
Common Core State Standards for English Language Arts
Grade Two**

Common Core State Standards for English Language Arts, Grade Two	QuickReads ©2012
Reading Standards for Informational Texts	
Key Ideas and Details	
<p>Informational Text 1. Ask and answer such questions as <i>who, what, where, when, why</i>, and how to demonstrate understanding of key details in a text.</p>	<p>Level A: Student Edition: Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 2, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 3, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 Teacher's Resource Manual: 15, 37-42</p> <p>Level B: Student Edition: Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 2, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 3, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 Teacher's Resource Manual: 15, 37-42</p>
<p>Informational Text 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Continued</p>	<p>Level A: Student Edition: Book 1, pgs. 20, 22, 23, 34, 35, 48, 50, 62, 64, 65, 90, 91; Book 2, pgs. 20, 21, 23, 34, 35, 48, 49, 62, 65, 76, 77, 78, 90, 92, 93; Book 3, pgs. 20, 21, 34, 48, 49, 62, 63, 76, 79, 90, 91, 93 Teacher's Resource Manual: First Read - pg. 13, 14, 37-42</p> <p>Level B: Student Edition: Book 1, pgs. 20, 22, 23, 34, 35, 48, 50, 62, 64, 65, 90, 91; Book 2, pgs. 20, 21, 23, 34, 35, 48, 49, 62, 65, 76, 77, 78, 90, 92, 93; Book 3, pgs. 20, 21, 34, 48, 49, 62, 63, 76, 79, 90, 91, 93 Teacher's Resource Manual: First Read - pg. 13, 14, 37-42</p>

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<p>Informational Text 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Level A: Student Edition: Book 1, pgs. 23, 37, 51, 65, 79, 93; Book 2, pgs. 23, 37, 51, 65, 79, 93; Book 3, pgs. 23, 37, 51, 65, 79, 93 Teacher's Resource Manual: Third Read - Connecting Ideas, pg. 15, 37-42</p> <p>Level B: Student Edition: Book 1, pgs. 23, 37, 51, 65, 79, 93; Book 2, pgs. 23, 37, 51, 65, 79, 93; Book 3, pgs. 23, 37, 51, 65, 79, 93 Teacher's Resource Manual: Third Read - Connecting Ideas, pg. 15, 37-42</p>
Craft and Structure	
<p>Informational Text 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>Level A: Student Edition: (All Levels) pgs. 20, 34, 48, 62, 76, 90 Teacher's Resource Manual: First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, Book 1 -pgs. 19, 20, 21, 22, 23, 24; Book 2 - pgs. 25, 27, 28, 29, 30; Book 3 - 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 32</p> <p>Level B: Student Edition: First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, Book 1 -pgs. 19, 20, 21, 22, 23, 24; Book 2 - pgs. 25, 27, 28, 29, 30; Book 3 - 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 20, 24 Teacher's Resource Manual: (All Levels) pgs. 20, 34, 48, 62, 76, 90</p>

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<p>Informational Text 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>	<p>Level A: Student Edition: Book 1, 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; Book 2, 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; Book 3, 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>Level B: Student Edition: Book 1, 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; Book 2, 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; Book 3, 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>Informational Text 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Level A: Student Edition: Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 2, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 3, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 Teacher's Resource Manual: 14, 15, 37-42</p> <p>Level B: Student Edition: Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 2, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 3, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 Teacher's Resource Manual: 14, 15, 37-42</p>
<p>Integration of Knowledge and Ideas</p>	
<p>Informational Text 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Level A: Student Edition: Book 2, pg. 44</p> <p>Level B: Student Edition: Book 1, pg. 80; Book 2, pgs. 10, 12, 14, 16, 18, 72, 80 Teacher's Resource Manual: 23, 24, 29</p>

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<p>Informational Text 8. Describe how reasons support specific points the author makes in a text.</p>	<p>Level A: Student Edition: Book 1, pgs. 20-23, 34-37, 48-51, 62-65, 76-79; Book 2, pgs. 20-23, 34-37, 48-51, 62-65, 76-79; Book 3, pgs. 20-23, 34-37, 48-51, 62-65, 76-79 Teacher's Resource Manual: 15, 37-42 Level B: Student Edition: Book 1, pgs. 20-23, 34-37, 48-51, 62-65, 76-79; Book 2, pgs. 20-23, 34-37, 48-51, 62-65, 76-79; Book 3, pgs. 20-23, 34-37, 48-51, 62-65, 76-79 Teacher's Resource Manual: 15, 37-42</p>
<p>Informational Text 9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Level A: Student Edition: Book 1, pgs. 23, 37, 51, 65, 79; Book 2, pgs. 23, 37, 52, 65, 79; Book 3, pgs. 23, 37, 52, 65, 79 Teacher's Resource Manual: 15, 37-42 Level B: Student Edition: Book 1, pgs. 23, 37, 51, 65, 79; Book 2, pgs. 23, 37, 52, 65, 79; Book 3, pgs. 23, 37, 52, 65, 79 Teacher's Resource Manual: 15, 37-42</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>Informational Text 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>	<p>Level A: Student Edition: Book 1, 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; Book 2, 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; Book 3, 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 Teacher's Resource Manual: First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42 Level B: Student Edition: Book 1, 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; Book 2, 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; Book 3, pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39,</p>

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Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 2)	Not applicable according to the Common Core State Standards for English Language Arts
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 2)	Not applicable according to the Common Core State Standards for English Language Arts
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Foundational Skills 3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Single-syllable words with regular short and long vowel patterns and consistent spelling patterns are used throughout Level A of <i>QuickReads</i> . 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> .
Foundational Skills 3.b. Know spelling sound correspondences for additional common vowel teams.	Level A: Teacher's Resource Manual: 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36 Level B: Student Edition: 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36
Foundational Skills 3.c. Decode regularly spelled two-syllable words with long vowels.	Level A: Teacher's Resource Manual: 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36 Level B: Student Edition: 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36

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<p>Foundational Skills 3.d. Decode words with common prefixes and suffixes.</p>	<p>Level A: Teacher's Resource Manual: 29 Level B: Teacher's Resource Manual: 22, 29, 36</p>
<p>Foundational Skills 3.e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Level A: Teacher's Resource Manual: 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36 Level B: Student Edition: 13, Activity 1, pgs. 19-36; Activity 3, pgs. 19-36</p>
<p>Foundational Skills 3.f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Level A: Student Edition: Book 1, 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; Book 2, 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; Book 3, 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; Teacher's Resource Manual: First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42 Level B: Student Edition: Book 1, 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; Book 2, 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; Book 3, 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 Teacher's Resource Manual: First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42</p>

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Fluency	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level A: Student Edition: Book 1, 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; Book 2, 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; Book 3, 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 Teacher's Resource Manual: 13-15, 37-42</p> <p>Level B: Student Edition: Book 1, 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; Book 2, 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; Book 3, 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 Teacher's Resource Manual: 13-15, 37-42</p>
<p>Foundational Skills 4.a. Read on-level text with purpose and understanding.</p>	<p>Level A: Student Edition: Book 1, 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; Book 2, 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; Book 3, 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 Teacher's Resource Manual: 13-15</p> <p>Level B: Student Edition: Book 1, pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43,</p>

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Foundational Skills 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Level A: Student Edition: Book 1 , 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; Book 2 , 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; Book 3 , 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 Teacher's Resource Manual: 13-15 Level B: Student Edition: Book 1 , 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; Book 2 , 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; Book 3 , 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 Teacher's Resource Manual: 13-15
Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Level A: Teacher's Resource Manual: 27, 28 Level B: Teacher's Resource Manual: 25, 28

Common Core State Standards for English Language Arts, Grade Two	QuickReads © 2012
Language Standards	
Conventions in Writing and Speaking	
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Level A: Student Edition: Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 2, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 3, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 Teacher's Resource Manual: 19-36, 37-42</p> <p>Level B: Student Edition: Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 2, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 3, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 Teacher's Resource Manual: 19-36, 37-42</p>
<p>Language 1.a. Use collective nouns (e.g., <i>group</i>).</p>	<p><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.</p>
<p>Language 1.b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>Level A: Teacher's Resource Manual: 19</p>
<p>Language 1.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	
<p>Language 1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	
<p>Language 1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Level A: Teacher's Resource Manual: 29</p>

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<p>Language 1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>Level A: Student Edition: Connect Your Ideas, Book 1, pgs. 23, 37, 51, 65, 79, 93; Book 2, pgs. 23, 37, 51, 65, 79, 93; Book 3, pgs. 23, 37, 51, 65, 79, 93 Teacher's Resource Manual: Summary, p. 27; Postcard, p. 22 Level B: Student Edition: Connect Your Ideas, Book 1, pgs. 23, 37, 51, 65, 79, 93; Book 2, pgs. 23, 37, 51, 65, 79, 93; Book 3, pgs. 23, 37, 51, 65, 79, 93 Teacher's Resource Manual: Directions, p. 25</p>
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Level A: Teacher's Resource Manual: 35</p>
<p>Language 2.a. Capitalize holidays, product names, and geographic names.</p>	<p>Level A: Teacher's Resource Manual: 35</p>
<p>Language 2.b. Use commas in greetings and closings of letters.</p>	
<p>Language 2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	
<p>Language 2.d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	
<p>Language 2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p>Knowledge of Language</p>	
<p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>Language 3.a. Compare formal and informal uses of English.</p>	

Common Core State Standards for English Language Arts, Grade Two	QuickReads © 2012
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>	<p>Level A: Student Edition: (All Levels) pgs. 20, 34, 48, 62, 76, 90 Teacher's Resource Manual: First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, Book 1, pgs. 19, 20, 21, 22, 23, 24; Book 2, pgs. 25, 27, 28, 29, 30; Book 3, pgs. 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 32</p> <p>Level B: Student Edition: (All Levels) pgs. 20, 34, 48, 62, 76, 90 Teacher's Resource Manual: First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, Book 1, pgs. 19, 20, 21, 22, 23, 24; Book 2, pgs. 25, 27, 28, 29, 30; Book 3, pgs. 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 20, 24</p>
<p>Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level A: Teacher's Resource Manual: 27, 28, 28 Level B: Teacher's Resource Manual: 25, 28</p>
<p>Language 4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>Level A: Teacher's Resource Manual: 29 Level B: Teacher's Resource Manual: 36</p>
<p>Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>Level A: Teacher's Resource Manual: 23 Level B: Teacher's Resource Manual: 29, 32, 33</p>
<p>Language 4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>Level A: Teacher's Resource Manual: 24, 31 Level B: Teacher's Resource Manual: 23</p>
<p>Language 4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	

Common Core State Standards for English Language Arts, Grade Two	QuickReads © 2012
Language 5. Demonstrate understanding of word relationships and nuances in word meanings.	
Language 5.a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	<p>Level A: Student Edition: Book 1, pgs. 21-23, 49-51; Book 2, pgs. 35-37 Teacher's Resource Manual: 19, 21, 26</p> <p>Level B: Student Edition: Book 2, pgs. 63-65, 93-95; Book 3, pgs. 21-23, 35-37 Teacher's Resource Manual: 28, 30, 31, 32, 36</p>
Language 5.b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	<p>Level A: Teacher's Resource Manual: 20</p>
Language 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., <i>When other kids are happy that makes me happy</i>).	<p>Level A: Student Edition: Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 2, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 3, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 Teacher's Resource Manual: 29</p> <p>Level B: Student Edition: Book 1, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 2, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; Book 3, pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 Teacher's Resource Manual: 30</p>