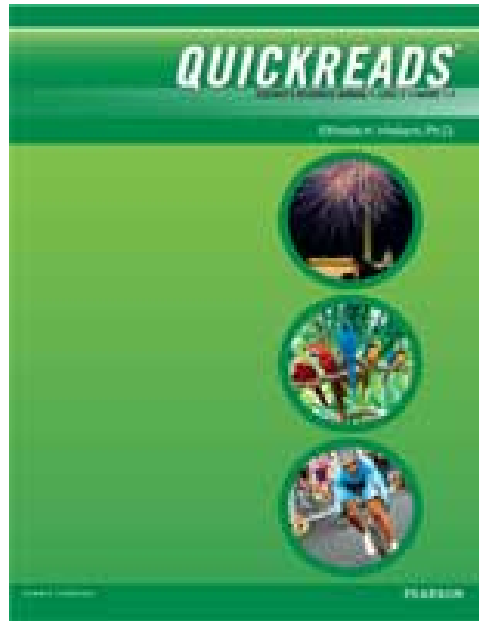


A Correlation of  
**QuickReads**  
©2012



to the

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

**Grade 3**

## INTRODUCTION

This document demonstrates how **QuickReads** ©2012, **Grade 3** 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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**QuickReads ©2012  
to the  
Common Core State Standards for English Language Arts  
Grade Three**

Common Core State Standards for English Language Arts, Grade Three	QuickReads ©2012
<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<b>Informational Text 1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Level C:</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
<b>Informational Text 2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>Level C:</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> 13, 14, 37-42
<b>Informational Text 3.</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>Level C:</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
<b>Craft and Structure</b>	
<b>Informational Text 4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<b>Level C:</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

Common Core State Standards for English Language Arts, Grade Three	QuickReads ©2012
<p><b>Informational Text 5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>Level C:</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>Informational Text 6.</b> Distinguish their own point of view from that of the author of a text.</p>	<p><b>Level C:</b>  Teacher can use Comprehension Questions at the end of each topic.  <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> 14, 15, 37-42</p>
<b>Integration of Knowledge and Ideas</b>	
<p><b>Informational Text 7.</b> Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>Level C:</b>  <b>Student Edition: Book 1</b>, pgs. 11-19, 20-23, 24-33, 34-37, 38-47, 48-51, 52-61, 62-65, 66-75, 76-79, 80-89, 90-93; <b>Book 2</b>, pgs. 11-19, 20-23, 24-33, 34-37, 38-47, 48-51, 52-61, 62-65, 66-75, 76-79, 80-89, 90-93; <b>Book 3</b>, pgs. 11-19, 20-23, 24-33, 34-37, 38-47, 48-51, 52-61, 62-65, 66-75, 76-79, 80-89, 90-93  <b>Teacher's Resource Manual:</b> 37-42</p>
<p><b>Informational Text 8.</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second/third in a sequence).</p>	<p><b>Level C:</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> Activity 3, pgs. 19-36, 44-48</p>
<p><b>Informational Text 9.</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>Level C:</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>

Common Core State Standards for English Language Arts, Grade Three	QuickReads © 2012
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>Informational Text 10.</b> By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>Level C:</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>
<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> (Not applicable to Grade 3)	Not applicable according to the Common Core State Standards for English Language Arts
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> (Not applicable to Grade 3)	Not applicable according to the Common Core State Standards for English Language Arts
<b>Phonics and Word Recognition</b>	
<b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>Foundational Skills 3.a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 21, 23
<b>Foundational Skills 3.b.</b> Decode words with common Latin suffixes.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 23
<b>Foundational Skills 3.c.</b> Decode multi-syllable words.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 19

Common Core State Standards for English Language Arts, Grade Three	QuickReads ©2012
<p><b>Foundational Skills 3.d.</b> Read grade appropriate irregularly spelled words.</p>	<p><b>Level C:</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</p>
<b>Fluency</b>	
<p><b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>Level C:</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>Foundational Skills 4.a.</b> Read on-level text with purpose and understanding.</p>	<p><b>Level C:</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>

Common Core State Standards for English Language Arts, Grade Three	QuickReads ©2012
<p><b>Foundational Skills 4.b.</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Level C:</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>Foundational Skills 4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Level C:</b>  <b>Teacher's Resource Manual:</b> 21, 25</p>
<p><b>Language Standards</b></p>	
<p><b>Conventions in Writing and Speaking</b></p>	
<p><b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Level C:</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>Language 1.a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p><b>Level C:</b>  <b>Teacher's Resource Manual:</b> 27, 34</p>
<p><b>Language 1.b.</b> Form and use regular and irregular plural nouns.</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><b>Language 1.c.</b> Use abstract nouns (e.g., <i>childhood</i>).</p>	
<p><b>Language 1.d.</b> Form and use regular and irregular verbs.</p>	



Common Core State Standards for English Language Arts, Grade Three	QuickReads © 2012
<b>Language 1.e.</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	
<b>Language 1.f.</b> Ensure subject-verb and pronoun-antecedent agreement.*	
<b>Language 1.g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
<b>Language 1.h.</b> Use coordinating and subordinating conjunctions.	
<b>Language 1.i.</b> Produce simple, compound, and complex sentences.	<p><b>Level C:</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> Summary, p. 32, 36; Activity 3, pgs. 19, 20, 21, 23, 25, 26, 29, 30, 31, 32, 34</p>
<b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>Language 2.a.</b> Capitalize appropriate words in titles.	
<b>Language 2.b.</b> Use commas in addresses.	
<b>Language 2.c.</b> Use commas and quotation marks in dialogue.	
<b>Language 2.d.</b> Form and use possessives.	
<b>Language 2.e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	<p><b>Level C:</b>  <b>Teacher's Resource Manual:</b> 23</p>
<b>Language 2.f.</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules meaningful word parts) in writing words.	<p><b>Level C:</b>  <b>Teacher's Resource Manual:</b> 23</p>
<b>Language 2.g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p><b>Level C:</b>  <b>Teacher's Resource Manual:</b> 35</p>

Common Core State Standards for English Language Arts, Grade Three	QuickReads © 2012
<b>Knowledge of Language</b>	
<b>Language 3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>Language 3.a.</b> Choose words and phrases for effect.*	
<b>Language 3.b.</b> Recognize and observe differences between the conventions of spoken and written standard English.	
<b>Vocabulary Acquisition and Use</b>	
<b>Language 4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	<b>Level C:</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, 29
<b>Language 4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 21, 25
<b>Language 4.b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/ careless</i> , <i>heat/preheat</i> ).	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 23
<b>Language 4.c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i> ).	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 23, 35
<b>Language 4.d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>Level C:</b> <b>Teacher's Resource Manual:</b> 35

Common Core State Standards for English Language Arts, Grade Three	QuickReads © 2012
<b>Language 5.</b> Demonstrate understanding of word relationships and nuances in word meanings.	
<b>Language 5.a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	
<b>Language 5.b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	<b>Level C:</b> <b>Teacher's Resource Manual:</b> Activity 3, pgs. 19-36; Antonyms, p. 28
<b>Language 5.c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).	
<b>Language 6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	<b>Level C:</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