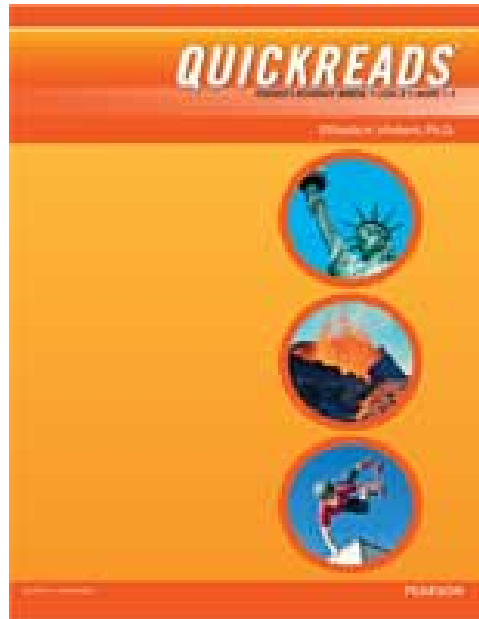


A Correlation of
QuickReads
©2012



to the

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

Grade 4

INTRODUCTION

This document demonstrates how **QuickReads ©2012, Grade 4** 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 Four**

Common Core State Standards for English Language Arts, Grade Four	QuickReads ©2012
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Level D: 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
Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Level D: 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: pg. 13, 14, 20, 28, 32, 37-42
Informational Text 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Level D: 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
Craft and Structure	
Informational Text 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Level D: 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. 34

Common Core State Standards for English Language Arts, Grade Four	QuickReads © 2012
Informational Text 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Level D: Teacher's Resource Manual: Activity 3, pgs. 19-36
Informational Text 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<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.
Integration of Knowledge and Ideas	
Informational Text 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Level D: Student Edition: Book 1, pg. 84; Book 2, pgs. 38, 54, 68, 82, 84; Book 3, pgs. 56, 82 Teacher's Resource Manual: 37-42
Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text.	Level D: 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
Informational Text 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Level D: 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

Common Core State Standards for English Language Arts, Grade Four	QuickReads © 2012
Range of Reading and Level of Text Complexity	
<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 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Level D: 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>
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 4)	Not applicable according to the Common Core State Standards for English Language Arts.
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 4)	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. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>Level D: Teacher's Resource Manual: 23, 26, 32, 36 Multi-syllable words with inflectional endings are used throughout Level D of <i>QuickReads</i></p>

Common Core State Standards for English Language Arts, Grade Four	QuickReads ©2012
Fluency	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Level D: 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 D: 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>Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Level D: 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>Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Level D: Teacher's Resource Manual: 22, 25</p>

Common Core State Standards for English Language Arts, Grade Four	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 D: 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 relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</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 the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	
<p>Language 1.c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	
<p>Language 1.d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>	
<p>Language 1.e. Form and use prepositional phrases.</p>	
<p>Language 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p>Level D: 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: Summary, p. 28; Activity 3, pgs. 19-36</p>
<p>Language 1.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	

Common Core State Standards for English Language Arts, Grade Four	QuickReads © 2012
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Language 2.a. Use correct capitalization.	Level D: Teacher's Resource Manual: 33
Language 2.b. Use commas and quotation marks to mark direct speech and quotations from a text.	
Language 2.c. Use a comma before a coordinating conjunction in a compound sentence.	
Language 2.d. Spell grade-appropriate words correctly, consulting references as needed.	Level D: Teacher's Resource Manual: 32
Knowledge of Language	
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Level D: 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: Summary, p. 28; Activity 3, pgs. 19-36
Language 3.a. Choose words and phrases to convey ideas precisely.	
Language 3.b. Choose punctuation for effect.*	
Language 3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Level D: Teacher's Resource Manual: 19-36
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	Level D: 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. 33, 34

Common Core State Standards for English Language Arts, Grade Four	QuickReads © 2012
Language 4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Level D: Teacher's Resource Manual: 22, 25
Language 4.b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	Level D: Teacher's Resource Manual: 23, 26, 32, 36
Language 4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Level D: Teacher's Resource Manual: 32
Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Level D: Teacher's Resource Manual: Synonyms, p. 29; Antonyms, p. 29
Language 5.a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	
Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
Language 5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Level D: Teacher's Resource Manual: 29
Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Level D: 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