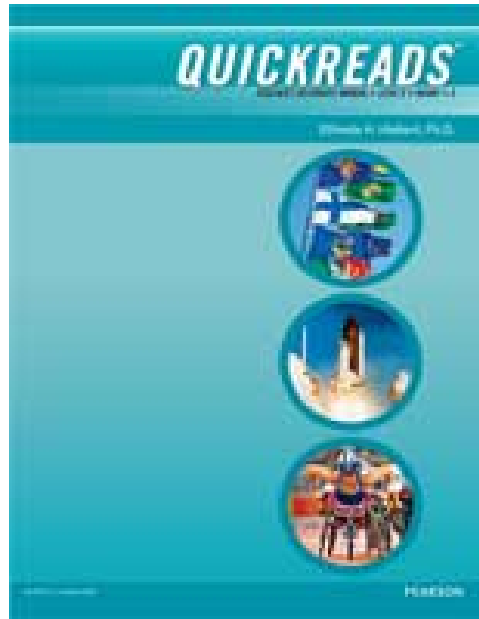


A Correlation of
QuickReads
©2012



to the

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

Grade 5

INTRODUCTION

This document demonstrates how **QuickReads** ©2012, **Grade 5** 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 TE_XT 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 Five**

Common Core State Standards for English Language Arts, Grade Five	QuickReads ©2012
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Level E: 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 two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Level E: 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, 22, 23, 24, 31
Informational Text 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Level E: 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 and phrases in a text relevant to a grade 5 topic or subject area.	Level E: 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. 22, 25, 31

Common Core State Standards for English Language Arts, Grade Five	QuickReads ©2012
<p>Informational Text 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>Level E: 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: Activity 3, pgs. 19-36</p>
<p>Informational Text 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</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>Integration of Knowledge and Ideas</p>	
<p>Informational Text 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Level E: 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, 19, 25, 26, 27, 29, 31, 35, 37-42</p>
<p>Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Level E: 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. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Level E: 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 the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Level E: 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,</p>

Common Core State Standards for English Language Arts, Grade Five	QuickReads ©2012
Continued	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
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 5)	Not applicable according to the Common Core State Standards for English Language Arts
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 5)	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.	Level E: Teacher's Resource Manual: 20, 26, 29, Multi-syllable words with inflectional endings are used throughout Level E of <i>QuickReads</i>
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	Level E: 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

Common Core State Standards for English Language Arts, Grade Five	QuickReads © 2012
Foundational Skills 4.a. Read on-level text with purpose and understanding.	Level E: 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.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Level E: 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 E: Teacher's Resource Manual: 20
Language Standards	
Conventions of Standard English	
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Level E: 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

Common Core State Standards for English Language Arts, Grade Five	QuickReads © 2012
Language 1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<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.
Language 1.b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	
Language 1.c. Use verb tense to convey various times, sequences, states, and conditions.	
Language 1.d. Recognize and correct inappropriate shifts in verb tense.*	
Language 1.e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Level E: Teacher's Resource Manual: 24, 35
Language 2.a. Use punctuation to separate items in a series.*	
Language 2.b. Use a comma to separate an introductory element from the rest of the sentence.	
Language 2.c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	
Language 2.d. Use underlining, quotation marks, or italics to indicate titles of works.	
Language 2.e. Spell grade-appropriate words correctly, consulting references as needed.	Level E: Teacher's Resource Manual: 27

Common Core State Standards for English Language Arts, Grade Five	QuickReads © 2012
Knowledge of Language	
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Level E: 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
Language 3.a. Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style.	Level E: 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: <i>Summary</i> , pgs. 24, 27, 32, 34, 36; <i>Informational</i> , pgs. 27, 31; <i>Diary</i> , p. 35
Language 3.b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.	
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	Level E: 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. 22, 25, 31
Language 4.a. Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Level E: Teacher's Resource Manual: 20
Language 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	Level E: Teacher's Resource Manual: 20, 26
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 E: Teacher's Resource Manual: 27

Common Core State Standards for English Language Arts, Grade Five	QuickReads © 2012
Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Level E: Teacher's Resource Manual: Related Words, p. 32
Language 5.a. Interpret figurative language, including similes and metaphors, in context.	
Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
Language 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Level E: Teacher's Resource Manual: 33
Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Level E: 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