

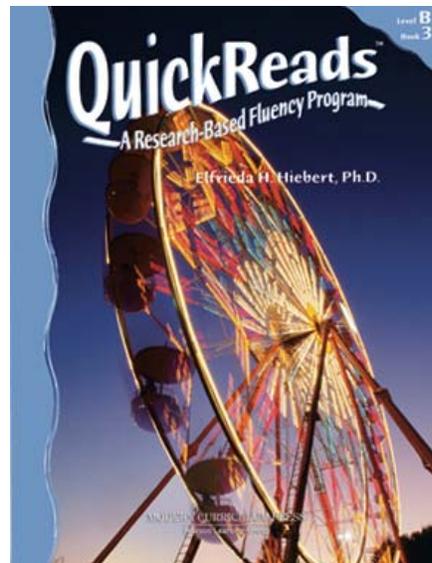
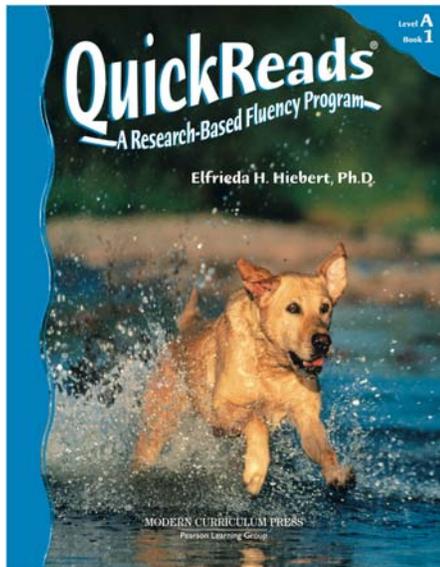
QuickReads Levels A&B



correlated to

Indiana Academic Standards for
English/Language Arts: Reading

Grade 2



QuickReads Levels A & B

Published by Modern Curriculum Press, Pearson Learning Group

CORRELATED TO THE

INDIANA GR. 2 ACADEMIC STANDARDS FOR ENGLISH / LANGUAGE ARTS: READING

STANDARD 1: READING: Word Recognition, Fluency, and Vocabulary Development

Phonemic Awareness

2.1.1 Demonstrate an awareness of the sounds that are made by different letters by:

- distinguishing beginning, middle, and ending sounds in words.
- rhyming words.
- clearly pronouncing blends and vowel sounds.

- **QuickReads Levels A & B**

Grade-level phonemic awareness skills are practiced and, at the teacher's discretion, may be emphasized or re-taught. However, direct instruction of these skills is not a primary objective of the program.

Decoding and Word Recognition

2.1.2 Recognize and use knowledge of spelling patterns (such as *cut/cutting*, *slide/sliding*) when reading.

Example: Compare similar stories from different cultures, such as *Little Red Riding Hood* and *Lon Po Po* (Chinese version). Read an informational text about pets to decide what kind of animal would make the best pet.

- **QuickReads Levels A & B**

The program provides some activities on recognizing spelling patterns when reading.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

American Places: Point out these words are related, and underline the base word, *nation*. (Level A, p. 19).

2.1.3 Decode (sound out) regular words with more than one syllable (*dinosaur*, *vacation*).

- **QuickReads Levels A & B**

Decodable words selected for passages in Level A reflect the following phonics patterns: single-syllable words with regular short and long vowel patterns and consistent spelling patterns. The same phonics patterns are followed for Level B passages, with the addition of r-controlled vowels (phonics patterns for multi-syllabic words begin at Level D). Decoding skills may, at the teacher's discretion, may be applied to unfamiliar multi-syllabic curriculum words (see Additional Teaching Options below).

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

FIRST READ (p. 12)

Additional Teaching Options

Working With Challenging Words

- List the challenging words that students identify on the board.
- Ask students to suggest definitions, or supply them yourself. Write these definitions on the board. Tell students that they can refer to this list as they read.
- Have a volunteer pronounce a word, or pronounce the word clearly yourself. Then, ask the class to pronounce the word once or twice.

The program also provides some activities on dividing words into syllables.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support: Discuss the words students identified when they scanned the text.

Being a Citizen: To help students pronounce the word, divide it into syllables... (Level B, p. 17).

2.1.4 Recognize common abbreviations (*Jan.*, *Fri.*).

- **QuickReads Levels A & B**

Student Books 1, 2 & 3

The United States of America: Our Country: U.S. (Level A, Book 1, p. 53)

Magnets: Everyday Uses of Magnets: VCR (Level B, Book 3, p. 61)

Thinking Like a Scientist: Doing Tests: CD (Level B, Book 3, p. 87).

2.1.5 Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children*, *mouse/mice*).

- **QuickReads Levels A & B**

The program provides some activities on plurals.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Pets: ... most plurals end in -s but ... some plurals are formed in other ways. (Level A, p. 17)

2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.

• **QuickReads Levels A & B**

QuickReads, a research-based fluency program, provides a systematic approach to increasing **reading fluency**. The program guides students through multiple readings of short, high-interest nonfiction texts that are designed to be read quickly and meaningfully. Passages in Level A features the 300 most frequently used words in school texts, while Level B features the 400 most frequently used words (from *Word Frequency Book*, Carroll et al., Houghton Mifflin, Boston 1971); 98 percent of the words in the reading passages are a combination of high-frequency words and decodable words (with a grade-appropriate set of phonic/syllabic patterns). The remaining two percent of the words in *QuickReads* are new grade-appropriate, curriculum based words that are defined in context and repeated.

Learning to read faster while comprehending more occurs over time. The *QuickReads* programs supports this development by gradually increasing the length of text passages across a reading level. In any classroom, students will read at varying rates. The aim is to slowly but consistently increase reading speed while building comprehension. With *QuickReads*, speed is not assessed until students have read a text at least twice. The goal is for students to increase their reading rate over time.

The *QuickReads Technology Edition* helps students model correct pronunciation and phrasing. It provides second language support in Spanish for ELL/ESL students. And it allows teachers to quickly and easily track each student's progress on measures such as accuracy, comprehension, and reading rate.

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

SECOND READ (p. 12)

Additional Teaching Options

Following a Model of a Fluent Reading

Using the Audio CD to Model Fluent Reading

Involving the Family in Modeling Fluent Reading

THIRD READ (p. 13)

Additional Teaching Options

Assessing and Recording Reading Speed

Student Edition: Books 1, 2, and 3

Self-Check Graph (p. 96)

Read-Along CDs

***QuickReads* Technology Edition**

Read to Me

Vocabulary and Concept Development

2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).

• **QuickReads Levels A & B**

The program provides some activities on antonyms.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Floating and Sinking: ... tell students that antonyms are opposites (Level A, p. 24)

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime, lunchroom, daydream, raindrop*).

• **QuickReads Levels A & B**

The program provides some instruction on compound words.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Americans Who Dream: ...this is a compound word, or a word made up of two smaller words that work together (Level A, p. 10)

Science on the Playground: ... compound words are words that are made up of two smaller words (Level A, p. 23)

Insects: ... point out that many insect names in the topic are compound words (Level B, p. 19)

2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).

• **QuickReads Levels A & B**

The program provides some activities on suffixes.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Do Animals Talk?: ... look for the smaller word in *talking* (talk) (Level B, p. 18)

2.1.10 Identify simple multiple-meaning words (*change, duck*).

• **QuickReads Levels A & B**

The program provides some activities on multiple-meaning words.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Stars: ... ask students to suggest other words that have more than one meaning (Level A, p. 21)

Trees: ... list words from the topic that have multiple meanings, including *trunk, cones* (Level B, p. 19)

STANDARD 2: READING: Comprehension

Structural Features of Informational and Technical Materials

2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.

• **QuickReads Levels A & B**

Each of the three Student Books at each level includes the following structural features characteristic of informational materials: title, table of contents, section/topic running heads, two-page spreads with an illustration, chart, or photograph (and descriptive caption) on the left and the passage title and passage on the right; and a four-page review follows each section/topic.

Teacher's Resource Manual

The QuickReads Instructional Routine

FIRST READ (p. 11)

Additional Teaching Options

Building on Prior Knowledge

- Discuss what they see in the photograph or illustration opposite the passage.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2.2 State the purpose for reading.

Example: Compare similar stories from different cultures, such as *Little Red Riding Hood* and *Lon Po Po* (Chinese version). Read an informational text about pets to decide what kind of animal would make the best pet.

• **QuickReads Levels A & B**

Each level in *QuickRead* contains 18 topics—nine science topics and nine social studies topics. Each topic is developed through five connected reading passages. After multiple readings of all five passages, students should be able to summarize the content, as well as compare and contrast and form opinions or conclusions regarding the issues presented.

2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.

Example: Read an informational text that compares different people, animals, or plants, such as *Gator or Croc* by Allan Fowler.

• **QuickReads Levels A & B**

In *QuickReads*, the author's purpose is reflected in the topic title, which appears on the top of the left-hand page (see "The United States of America," Level A, Book 1, p. 60, or "Jobs Around Us," Level B, Book 2, p. 44), and the passage title, located at the beginning of the passage (see "Freedom for All," Level A, Book 1, p. 61, or "Keeping Track of Money," Level B, Book 2, p. 45). Additional clues to the author's purpose are given in the photograph or illustration provided on the left-hand page.

Teacher's Resource Manual

The QuickReads Instructional Routine

FIRST READ (p. 11)

Additional Teaching Options

Building on Prior Knowledge

- Discuss what they see in the photograph or illustration opposite the passage.

2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts.

Example: After reading a short account about the first man on the moon, ask and answer *why*, *what if*, and *how* questions to understand the lunar landing.

• **QuickReads Levels A & B**

Comprehension questions covering each reading passage appear in the Review section at the end of each topic in the Student Edition. In addition, the Teacher's Resource Manual offers several strategies for helping students recall and connect important ideas.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Writing Summaries: ... The graphic organizers on which students note the key ideas of a topic are an excellent basis for learning to write coherent and succinct summaries of texts.

Connecting Topics: ... [Lead] discussions with such questions as, "What does it mean to be a citizen?"
Partner Reading: ... Encourage students to explain to one another why they chose particular details as important and which sentences helped them answer the questions.

The QuickReads Instructional Routine

FIRST READ (p. 11)

Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.

Goals: Note words and ideas to help [students] remember key points.

Additional Teaching Options

Noting New Words and Key Ideas

- Use different graphic organizers to vary students' ways of organizing information.
- Ask students to share with the class the information they remember about the topic.

SECOND READ (p. 12)

Step #3: Ask students, "What is one thing the author wants you to remember?"

Goals: Identify the key ideas of the passage.

Additional Teaching Options

Identifying the Key Ideas

- Vary the comprehension check by asking, "What is the main idea of this reading?" or "What is the most important thing in this reading?"
- If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas.

THIRD READ (p. 13)

Step #4: Assign the comprehension questions in the Review section...

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Have students write a sentence that explains the main idea.

Connecting Ideas

- Assign and discuss the Connect Your Ideas questions after students have completed all of the passages in a topic.
- Reinforce students' interest by completing the Building Content Knowledge section or suggesting the Additional Reading titles [see pp. 17-25 of the Teacher's Resource Manual].

Extension Activities (pp. 17-25)

Building Content Knowledge

Answer Key (for each Review section in Student Books 1-3, pp. 26-31)

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

Topic Reviews: Multiple-choice and short answer comprehension questions for each of the five passages.

Topic Reviews: Connect Your Ideas

Reading Log (pp. 94-95): "New Facts I Learned"

- 2.2.5 Restate facts and details in the text to clarify and organize ideas.
Example: Summarize information learned from a text, such as detail about ant colonies stated in *Ant Cities* by Arthur Dorros or reported about spider webs in *Spider Magic* by Dorothy Hinshaw Patent

• **QuickReads Levels A & B**

Students in *QuickReads* restate facts and details from their reading in discussion with the teacher and other students and in short writing exercises; they also use graphic organizers to identify facts and details.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Writing Summaries

Connecting Topics

Prepare and Share

The QuickReads Instructional Routine

FIRST READ (p. 11)

Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.

SECOND READ (p. 12)

Step #3: Ask students, "What is one thing the author wants you to remember?"

Goals: Identify the key ideas of the passage.

Additional Teaching Options

Identifying the Key Ideas

- Vary the comprehension check by asking, "What is the main idea of this reading?" or "What is the most important thing in this reading?"
- If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas.

THIRD READ (p. 13)

Step #4: Assign the comprehension questions in the Review section...

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Suggest that students compare their answers to the Review questions with a classmate.
- Ask students to add facts or drawings to the Reading Log on pages 94-95.

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

Topic Reviews: Multiple-choice and short answer questions on facts and details from each of the five passages

2.2.6 Recognize cause-and-effect relationships in a text.

Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.

• **QuickReads Levels A & B**

Several *QuickRead* reading passages featuring cause-and-effect relationships are found in the Student Edition science topics. Activities demonstrating cause and effect are found in the Extension Activities section of the Teacher's Resource Manual (see sample activities below).

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Building Content Knowledge

From Seeds to Plants: Have students soak the beans and watch their beans grow (Level A, p. 18).

Floating and Sinking: ... ask students to guess why each object floats or sinks (Level A, p. 24).

Magnets: ... have them test [their magnets] on different objects (Level B, p. 24).

Forces Around Us: ... ask what force made the book harder to push over the rug (*friction*) (Level B, p. 25)

Student Books 1, 2 & 3

From Seeds to Plants (Level A, Book 1)

Seasons (Level A, Book 2)

Science on the Playground (Level A, Book 3)

Trees (Level B, Book 1)

Weather (Level B, Book 2)

Forces Around Us (Level B, Book 3)

2.2.7 Interpret information from diagrams, charts, and graphs.

Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.

• **QuickReads Levels A & B**

In addition to building and referencing their own diagrams and charts in the form of graphic organizers, students will use diagrams and charts appearing next to passages in Level B.

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

FIRST READ (p. 11)

Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.

Additional Teaching Options

Building on Prior Knowledge

- Create a word web with the topic in the center and what students know in the surrounding circles. (The same technique can be used as a post-reading activity.)
- Construct a K-W-L chart that lists what students know and want to know about the topic...

Noting New Words and Key Ideas

- Use different graphic organizers to vary students' ways of organizing information
- Invite students to share their graphic organizer with a classmate to see what information is the same and what is different.

THIRD READ (p. 13)

Additional Teaching Options

Checking Understanding

- Ask students to highlight or underline the sections of the reading they used to answer the questions.

- Ask students to add facts or drawings to the Reading Log on pages 94-95.
- Have students create a word web with the information they have learned.
- Complete the K-W-L chart that students began during the First Read.

Extension Activities (pp. 17-25)

Vocabulary Support: Discuss the words students identified when they scanned the text (pp. 17-25).

Building Content Knowledge: Have students draw a free-hand map... (p. 24).

ESL/ELL Strategy: Note-taking (pp. 17, 23, 25)

Student Books 1, 2 & 3

Trees: What Is a Tree? (Level B, Book 1, p. 80)

Maps (Level B, Book 2, pp. 10, 12, 14, 16)

Water and Us: The Water Cycle (Level B, Book 2, p. 72)

2.2.8 Follow two-step written instructions.

- **QuickReads Levels A & B**

Students follow a daily, step-by-step lesson outlined in the basic *QuickReads* Instructional Routine. However, teaching students to follow two-step written instructions is not a primary objective of the program.

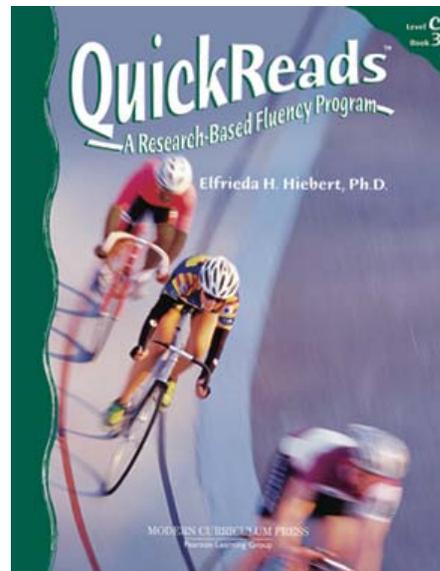
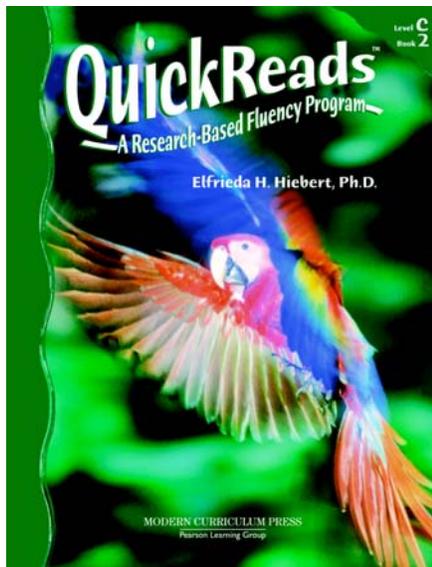
QuickReads Level C



correlated to

Indiana Academic Standards for
English/Language Arts: Reading

Grade 3



QuickReads Level C

Published by Modern Curriculum Press, Pearson Learning Group

CORRELATED TO THE

INDIANA GR. 3 ACADEMIC STANDARDS FOR ENGLISH / LANGUAGE ARTS: READING

STANDARD 1: READING: Word Recognition, Fluency, and Vocabulary Development

Decoding and Word Recognition

3.1.1 Know and use more difficult word families (-*ight*) when reading unfamiliar words.

- **QuickReads Level C**
Not featured.

3.1.2 Read words with several syllables.

- **QuickReads Level C**

Not featured at this level.

[Level C of *QuickReads* reinforces vowel patterns in single-syllable words; two-syllable words are featured in Level D, with three-syllable words in Levels E and F.]

3.1.3 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.

- **QuickReads Level C**

QuickReads, a research-based fluency program, provides a systematic approach to increasing **reading fluency**. The program guides students through multiple readings of short, high-interest nonfiction texts that are designed to be read quickly and meaningfully. Passages in Level C features the 1,000 most frequently used words in school texts for grades 3-9 (from *Word Frequency Book*, Carroll et al., Houghton Mifflin, Boston 1971); 98 percent of the words in the reading passages are a combination of high-frequency words and decodable words (with a grade-appropriate set of phonic/syllabic patterns). The remaining two percent of the words in *QuickReads* are taken from the vocabulary of social studies and science.

The *QuickReads Technology Edition* helps students model correct pronunciation and phrasing. It provides second language support in Spanish for ELL/ESL students. And it allows teachers to quickly and easily track each student's progress on measures such as accuracy, comprehension, and reading rate.

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

SECOND READ (p. 12)

Additional Teaching Options

Following a Model of a Fluent Reading

Using the Audio CD to Model Fluent Reading

Involving the Family in Modeling Fluent Reading

THIRD READ (p. 13)

Additional Teaching Options

Assessing and Recording Reading Speed

Student Edition: Books 1, 2, and 3

Self-Check Graph (p. 96)

Read-Along CDs

***QuickReads* Technology Edition**

Read to Me

Vocabulary and Concept Development

3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

Example: Understand that words, such as *fair* and *fare*, are said the same way but have different meanings. Know the difference between two meanings of the word *lead* when used in sentences, such as "The pencil has *lead* in it" and "I will *lead* the way."

- **QuickReads Level C**

The program provides some activities on antonyms.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Oceans: ... explain that antonyms are words that are opposites (p. 21)

3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.

- **QuickReads Level C**

At each level, the content of the *QuickReads* reading passages is organized around 9 science and 9 social studies topics. Correlated to national and state grade-level content standards, the issues featured in these topics are described in grade-level-appropriate vocabulary. At the end of each section/topic there is a Review that includes opportunities for students to list key vocabulary and write about the issues using grade-level and content-specific vocabulary.

Teacher's Resource Manual

The QuickReads Instructional Routine

FIRST READ (p. 11)

Instructional Routine Step #1: "... look for two words that might be new and challenging."

Additional Teaching Options

Working with Challenging Words

Noting New Words and Key Ideas

THIRD READ (p. 13)

Additional Teaching Options

Checking Understanding

- Have students create a word web

Connecting Ideas

- Use the Vocabulary Support ideas to increase students' working vocabulary and content knowledge. These appear in the Extension Activities section on pages 17-25 of this Teacher's Resource Manual.

Extension Activities (pp. 17-25)

Vocabulary Support

Student Books 1, 2 & 3

Topic Review (following each topic): Write words that will help you remember what you learned.

Topic Review (following each topic): Writing Prompts (for example see Student Book 2, p. 37: "2. Why did people tell stories about earthquakes?")

Reading Log: "New Words I Learned" (pp. 94-95)

3.1.6 Use sentence and word context to find the meaning of unknown words.

- **QuickReads Level C**

In *QuickReads*, content-area vocabulary words are introduced in the first reading passage, defined in context, and reinforced through repetition. For example, see the word *hurricane* in Student Book 2, pp. 11-19; see the word *earthquake* on pp. 25-33; see the word *planet* on pp. 39-47; and see the word *economics* on pp. 80-81, 83, 87.

Teacher's Resource Manual

The QuickReads Instructional Routine

FIRST READ (p. 11)

Instructional Routine Step #1: "... look for two words that might be new and challenging."

Working with Challenging Words

Noting New Words and Key Ideas

Extension Activities (pp. 17-25)

Vocabulary Support (for example, see p. 20: "... show students how to use context clues to define a new word.")

3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.

- **QuickReads Level C**

Not featured at this level.

[The primary focus of the *QuickReads* program is fluency. In order to help develop quick word recognition required for fluency, passages use high-leverage or decodable words that strengthen students' word-recognition strategies. Students learn the meaning of unknown words through teacher-led discussion. They learn pronunciation of unknown words through modeling by the teacher, other students, family members, *QuickReads* Read-Along CDs, and the Technology Edition software. Level C does not entail dictionary use.]

3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as *un-*, *pre-*) and suffixes (word parts added at the end of words such as *-er*, *-ful*, *-less*) to determine the meaning of words.

- **QuickReads Level C**

The program provides some activities using affixes and roots.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Plants: understanding related words: *pollen*, *pollinate*, and *pollinated* (p. 18)

Celebrations: subtract letters to make new words: *celebrate*, *celebrated*, and *celebrating* (p. 19)

STANDARD 2: READING: Comprehension

Structural Features of Informational and Technical Materials

3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.

• **QuickReads Level C**

Each of the three Student Books includes the following structural features: title, table of contents, section/topic running heads, two-page spreads with an illustration or photograph (and descriptive caption) on the left and the passage title and passage on the right; and a four-page review follows each section/topic. There is also a Reading Log and Self-Check Graph at the back of each book.

Teacher's Resource Manual

The QuickReads Instructional Routine

FIRST READ (p. 11)

Additional Teaching Options

Building on Prior Knowledge

- Discuss what they see in the photograph or illustration opposite the passage.

Comprehension and Analysis of Grade-Level-Appropriate Text

3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.

Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.

• **QuickReads Level C**

QuickReads presents multiple nonfiction passages clustered around a small number of topics, which reflect the content of grade-level science and social studies textbooks. Consequently, many of the themes will be familiar to students, who will be able to compare their personal background knowledge to new information in the five reading passages in each topic.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Connecting Topics: [Encourage] students to consolidate their background knowledge by making connections between topics.

The QuickReads Instructional Routine

FIRST READ (p. 11)

Step #1: Say to students, "Before you read, think about what you already know about the topic."

Goals: Build on [students'] prior knowledge

Additional Teaching Options

Building on Prior Knowledge

- Discuss students' experience with the topic.
- Create a word web with the topic in the center and what students know in the surrounding circles. (The same technique can be used as a post-reading activity.)
- Construct a K-W-L chart that lists what students know and want to know about the topic....

Noting New Words and Key Ideas

- Invite students to share their graphic organizer with a classmate to see what information is the same and what is different.

Student Books 1, 2 & 3

Topic Reviews: Multiple-choice and short answer comprehension questions for each of the five passages.

Topic Reviews: Connect Your Ideas

3.2.3 Show understanding by identifying answers in the text.

Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.

• **QuickReads Level C**

Teacher's Resource Manual

The QuickReads Instructional Routine

THIRD READ (p. 13)

Step #4: Assign the comprehension questions in the Review section...

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Ask students to highlight or underline the sections of the reading they used to answer the questions.

Student Books 1, 2 & 3

Topic Reviews: Multiple-choice and short answer comprehension questions for each of the five passages.

Topic Reviews: Connect Your Ideas

- 3.2.4 Recall major points in the text and make and revise predictions about what is read.
Example: Read a story, such as *Storm in the Night* by Mary Slattery Stolz or part of *Ramona Quimby* by Beverly Cleary, and predict what is going to happen next in the story. Confirm or revise the prediction based on further reading.

- **QuickReads Level C**

- Teacher's Resource Manual**

- The QuickReads Instructional Routine**

- SECOND READ (p. 12)**

- Step #3: Ask students, "What is one thing the author wants you to remember?"

- Goals: Identify the key ideas of the passage.

- Additional Teaching Options

- Identifying the Key Ideas**

- Vary the comprehension check by asking, "What is the main idea of this reading?" or "What is the most important thing in this reading?"
 - If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas.

- THIRD READ (p. 13)**

- Step #4: Assign the comprehension questions in the Review section...

- Goals: Check [students'] understanding of the passage.

- Additional Teaching Options

- Checking Understanding**

- Have students write a sentence that explains the main idea

- Connecting Ideas**

- Assign and discuss the Connect Your Ideas questions after students have completed all of the passages in a topic.
 - Reinforce students' interest by completing the Building Content Knowledge section or suggesting the Additional Reading titles [see pp. 17-25 of the Teacher's Resource Manual].

- Extension Activities (pp. 17-25)**

- Building Content Knowledge

- Additional Reading

- Student Books 1, 2 & 3**

- Topic Reviews: Multiple-choice and short answer comprehension questions for each of the five passages.

- Topic Reviews: Connect Your Ideas

- 3.2.5 Distinguish the main idea and supporting details in expository (informational) text.
Example: Read an informational text, such as *The Magic School Bus: Inside the Earth* by Joanna Cole or *Volcano* by Christopher Lampton, and make a chart listing the main ideas from the text and the details that support them

- **QuickReads Level C**

A major focus of the *QuickReads* program is teaching students to identify main ideas in the five related reading passages for each topic. The Topic Reviews in the Student Books contain activities and questions that help students recall main ideas and make connections.

- Teacher's Resource Manual**

- Teacher Guidance in *QuickReads***

- Variations in Lessons Over Time (p. 10)

- Writing Summaries: ... The graphic organizers on which students note the key ideas of a topic are an excellent basis for learning to write coherent and succinct summaries of texts.

- The QuickReads Instructional Routine**

- FIRST READ (p. 11)**

- Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.

- Goals: Note words and ideas to help [students] remember key points.

- Additional Teaching Options

- Noting New Words and Key Ideas**

- Use different graphic organizers to vary students' ways of organizing information.
 - Ask students to share with the class the information they remember about the topic.

- SECOND READ (p. 12)**

- Step #3: Ask students, "What is one thing the author wants you to remember?"

- Goals: Identify the key ideas of the passage.

- Additional Teaching Options

- Identifying the Key Ideas**

- Vary the comprehension check by asking, "What is the main idea of this reading?" or "What is the most important thing in this reading?"
 - If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas.

- THIRD READ (p. 13)**

Step #4: Assign the comprehension questions in the Review section...

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Have students write a sentence that explains the main idea.

Connecting Ideas

- Assign and discuss the Connect Your Ideas questions after students have completed all of the passages in a topic.
- Reinforce students' interest by completing the Building Content Knowledge section or suggesting the Additional Reading titles [see pp. 17-25 of the Teacher's Resource Manual].

Extension Activities (pp. 17-25)

Building Content Knowledge

Answer Key (for each Review section in Student Books 1-3, pp. 26-31)

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

Topic Reviews: Multiple-choice and short answer comprehension questions for each of the five passages.

Topic Reviews: Connect Your Ideas

Reading Log (pp. 94-95): "New Facts I Learned"

- 3.2.6 Locate appropriate and significant information from the text, including problems and solutions. Example: Identify the problem faced by a character in a book, such as *A Gift for Tia Rosa* by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.

- **QuickReads Level C**

Many comprehension questions and "Connect Your Ideas" activities located in the Review section at the end of each topic provide students an opportunity to express a personal attitude or opinion on problems or issues discussed in the preceding topic. Review questions may require students to return to the passage to locate appropriate and significant information.

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

THIRD READ (p. 13)

Step #4: Assign the comprehension questions in the Review section...

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Ask students to highlight or underline the sections of the reading they used to answer the questions.

Student Books 1, 2 & 3

Topic Reviews: Multiple-choice and short answer comprehension questions for each of the five passages.

Topic Reviews: Connect Your Ideas.

- 3.2.7 Follow simple multiple-step written instructions.

- **QuickReads Level C**

Not featured.

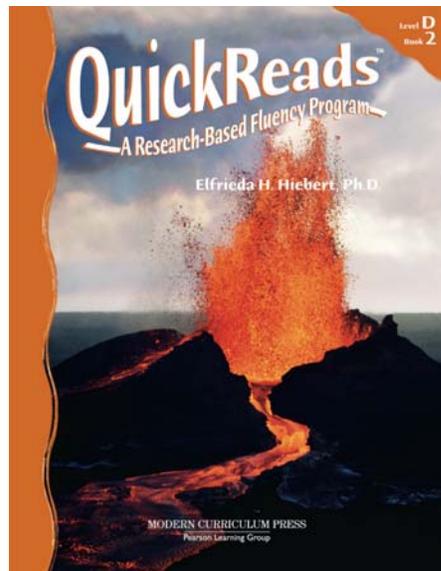
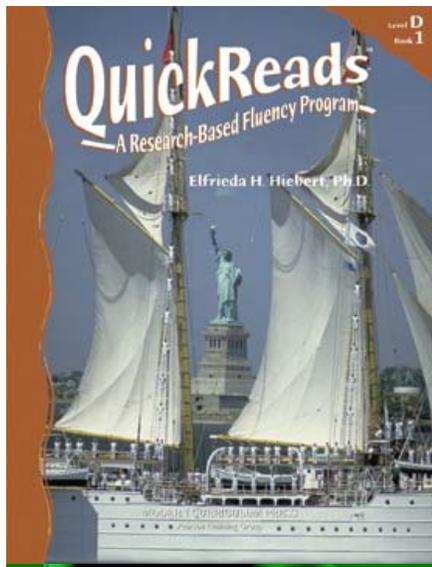
QuickReads Level D



correlated to

Indiana Academic Standards for
English/Language Arts: Reading

Grade 4



QuickReads Level D

Published by Modern Curriculum Press, Pearson Learning Group

CORRELATED TO THE

INDIANA GR. 4 ACADEMIC STANDARDS FOR ENGLISH / LANGUAGE ARTS: READING

STANDARD 1: READING: Word Recognition, Fluency, and Vocabulary Development

Decoding and Word Recognition

- 4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.

- **QuickReads Level D**

QuickReads, a research-based fluency program, provides a systematic approach to increasing **reading fluency**. The program guides students through multiple readings of short, high-interest nonfiction texts that are designed to be read quickly and meaningfully. Passages in Level D features the 1,000 most frequently used words in school texts for grades 3-9 (from *Word Frequency Book*, Carroll et al., Houghton Mifflin, Boston 1971); 98 percent of the words in the reading passages are a combination of high-frequency words and decodable words (with a grade-appropriate set of phonic/syllabic patterns). The remaining two percent of the words in *QuickReads* are taken from the vocabulary of social studies and science.

The *QuickReads Technology Edition* helps students model correct pronunciation and phrasing. It provides second language support in Spanish for ELL/ESL students. And it allows teachers to quickly and easily track each student's progress on measures such as accuracy, comprehension, and reading rate.

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

SECOND READ (p. 12)

Additional Teaching Options

Following a Model of a Fluent Reading

Using the Audio CD to Model Fluent Reading

Involving the Family in Modeling Fluent Reading

THIRD READ (p. 13)

Additional Teaching Options

Assessing and Recording Reading Speed

Student Edition: Books 1, 2, and 3

Self-Check Graph (p. 96)

Read-Along CDs

QuickReads Technology Edition

Read to Me

Vocabulary and Concept Development

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *couch potato*) to determine the meaning of words and phrases.

- **QuickReads Level D**

The program provides some activities on synonyms and antonyms.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Taking Care of Our Earth: Ask students to think of synonyms and antonyms (p. 22)

- 4.1.3 Use knowledge of root words (*nation, national, nationality*) to determine the meaning of unknown words within a passage.

- **QuickReads Level D**

The program provides some activities using root words, also compound words.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

American Pathfinders: ... understand ... compound words by taking them apart (p. 18).

Natural Resources and the Economy: ... analyze how word parts can [be used] to define a new word (p. 20).

The History of Sports: ... identify the word part this is common to both words (p. 23).

Ancient Rome: ... explore with students the many words in English that have Latin roots (p. 23).

Camera and Photography: ... understanding the base word *photo* (p. 25).

- 4.1.4 Use common roots (*meter = measure*) and word parts (*therm = heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).

- **QuickReads Level D**
The program provides some activities using Greek and Latin roots.
Teacher's Resource Manual
Extension Activities (pp. 17-25)
Vocabulary Support
Ancient Rome: ... explore with students the many words in English that have Latin roots (p. 23).
Camera and Photography: ... understanding the base word *photo* (p. 25).

4.1.5 Use a thesaurus to find related words and ideas.

- **QuickReads Level D**
Not featured.

[The primary focus of the *QuickReads* program is fluency. In order to help develop quick word recognition required for fluency, passages use high-leverage or decodable words that strengthen students' word-recognition strategies. See "Additional Reading" for additional information and ideas on program topics (Teacher's Resource Manual: Extension Activities, pp. 17-25). Also in Extension Activities, see ESL/ELL Strategy: Using Resources; for example, see "use an encyclopedia" (pp. 18, 21). However, the program does not entail use of a thesaurus.]

4.1.6 Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).

- **QuickReads Level D**
The program provides some activities identifying multiple-meaning words.
Teacher's Resource Manual
Extension Activities (pp. 17-25)
Vocabulary Support
Electricity: ... write ... multiple-meaning words ... on the board (p. 24).

STANDARD 2: READING: Comprehension
Structural Features of Informational and Technical Materials

4.2.1 Use the organization of informational text to strengthen comprehension.

- **QuickReads Level D**
Each of the three Student Books includes the following structural features: title, table of contents, section/topic running heads, two-page spreads with an illustration or photograph (and descriptive caption) on the left and the passage title and passage on the right; and a four-page review follows each section/topic. There is also a Reading Log and Self-Check Graph at the back of each book.
Teacher's Resource Manual
The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)
FIRST READ (p. 11)
Additional Teaching Options
Building on Prior Knowledge
 - Discuss what they see in the photograph or illustration opposite the passage.

Comprehension and Analysis of Grade-Level-Appropriate Text

4.2.2 Use appropriate strategies when reading for different purposes.
Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.

- **QuickReads Level D**
QuickReads fosters the use of several strategies for improving comprehension of informational text, including note-taking, summarizing, and using graphic organizers.
Teacher's Resource Manual
Teacher Guidance in QuickReads
Variations in Lessons Over Time (p. 10)
Writing Summaries
Connecting Topics
Prepare and Share
The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)
FIRST READ (p. 11)
Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.
Additional Teaching Options
Building on Prior Knowledge

- Create a word web with the topic in the center and what students know in the surrounding circles. (The same technique can be used as a post-reading activity.)
- Discuss what [students] see in the photograph or illustration opposite the passage.
- Construct a K-W-L chart that lists what students know and want to know about the topic....

Noting New Words and Key Ideas

- Use different graphic organizers to vary students' ways of organizing information
- Invite students to share their graphic organizer with a classmate to see what information is the same and what is different.

THIRD READ (p. 13)

Step #4: Assign the comprehension questions in the Review section...

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Ask students to highlight or underline the sections of the reading they used to answer the questions.
- Ask students to add facts or drawings to the Reading Log on pages 94-95.
- Have students create a word web with the information they have learned.
- Complete the K-W-L chart that students began during the First Read.

Extension Activities (pp. 17-25)

Vocabulary Support: Discuss the words students identified when they scanned the text (pp. 17-25).

Building Content Knowledge: Have students draw a free-hand map... (p. 24).

ESL/ELL Strategy: Note-taking (pp. 17, 23, 25)

ESL/ELL Strategy: Using Manipulatives (pp. 22, 24)

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

Example: While reading a mystery, such as *Encyclopedia Brown: Boy Detective* by Donald Sobol, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.

• **QuickReads Level D**

QuickReads presents multiple nonfiction passages clustered around a small number of topics, which reflect the content of grade-level science and social studies textbooks. Consequently, many of the themes will be familiar to students, who will be able to compare their personal background knowledge to new information in the five reading passages in each topic.

Each of the three Student Books includes the following text features: section/topic running heads; two-page spreads with an illustration, diagram, or photograph (and descriptive caption) on the left and the passage title and passage on the right; and a four-page review follows each section/topic

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Connecting Topics: [Encourage] students to consolidate their background knowledge by making connections between topics.

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

FIRST READ (p. 11)

Step #1: Say to students, "Before you read, think about what you already know about the topic."

Goals: Build on [students'] prior knowledge

Additional Teaching Options

Building on Prior Knowledge

- Discuss students' experience with the topic.
- Create a word web with the topic in the center and what students know in the surrounding circles. (The same technique can be used as a post-reading activity.)
- Discuss what [students] see in the photograph or illustration opposite the passage.
- Construct a K-W-L chart that lists what students know and want to know about the topic....

Noting New Words and Key Ideas

- Invite students to share their graphic organizer with a classmate to see what information is the same and what is different.

Extension Activities (pp. 17-25)

Vocabulary Support: Discuss the words students identified when they scanned the text (pp. 17-25).

Student Books 1, 2 & 3

Topic Reviews: Multiple-choice and short answer comprehension questions for each of the five passages.

Topic Reviews: Connect Your Ideas

4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.

Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book *Amazing Sea Creatures* by Andrew Brown.

- **QuickReads Level D**

Most passages in *QuickReads* feature widely held attitudes and opinions. However, some passages allow students to evaluate different views of an issue and form their own theories or opinions. For example, see *Wind and Solar Energy: Wind Farms* (Book 3, p. 71) and the Review questions (p. 78). See also the topics and sections listed below.

Student Books 1, 2 & 3

Immigration to America (Book 1, pp. 10-23).
Natural Resources and the Economy (Book 2, pp. 24-37).
Taking Care of the Earth (Book 2, pp. 66-79)
Wind and Solar Energy (Book 3, pp. 66-79).
Topic Reviews: Connect Your Ideas.

- 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.
Example: Read several fictional and informational texts about guide dogs, such as *A Guide Dog Puppy Grows Up* by Carolyn Arnold, *Buddy: The First Seeing Eye Dog* by Eva Moore, and *Follow My Leader* by James B. Garfield, and compare and contrast the information presented in each.

- **QuickReads Level D**

Passages in *QuickReads* feature grade-appropriate science and social studies topics. For each topic, students read five related passages that provide in-depth information as the basis for making connections, including compare and contrast activities

Student Books 1, 2 & 3

Animal Communities: "Two Kinds of Animal Communities" (Book 1, p. 53).
Our North American Neighbors: "Comparing Canada and the United States" (Book 2, p. 41)
Our North American Neighbors: "Mexico and Its North American Neighbors" (Book 2, p. 45)
Cameras and Photography: "Cameras Today and in the Past" (Book 3, p. 81).
Topic Reviews: Connect Your Ideas.

- 4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.
Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as *Snowshoe rabbits change color from brown to white in the winter*) from opinions (such as *Snowshoe rabbits are very pretty animals because they can change colors*).

- **QuickReads Level D**

Several passages in *QuickReads* feature real-life problem solving. Issues are often explained in terms of cause and effect relationships.

Student Books 1, 2 & 3

Animal Communities: "A Beaver Lodge" (Book 1, p. 57).
The Human Body: "The Body's Repair Kit" (Book 1, p. 87).
Natural Resources and the Economy: "Renewable Resources" (Book 2, p. 27)
Ancient Rome: "Roman Engineering" (Book 3, p. 31).
Topic Reviews: Connect Your Ideas.

- 4.2.7 Follow multiple-step instructions in a basic technical manual.
Example: Follow directions to learn how to use computer commands or play a video game.

- **QuickReads Level D**

Not featured.

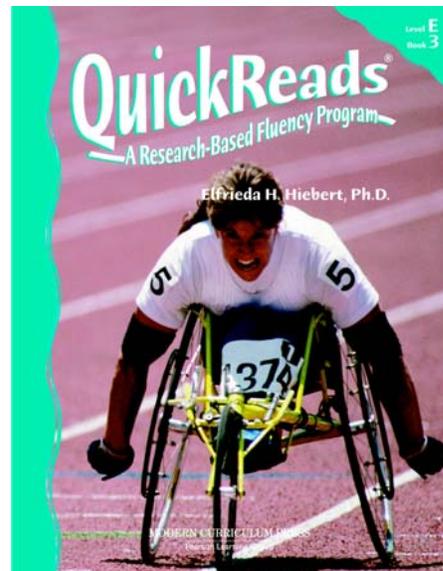
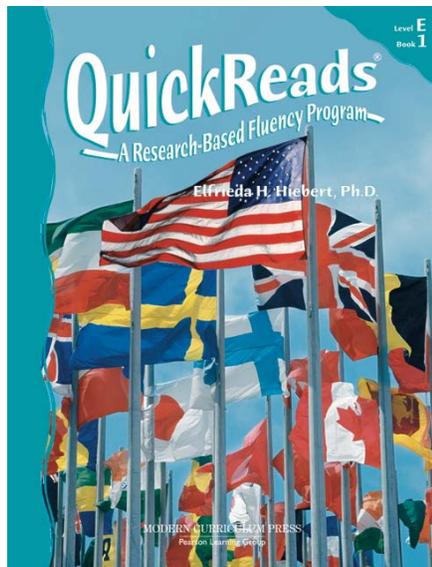
QuickReads Level E



correlated to

Indiana Academic Standards for English/Language Arts: Reading

Grade 5



QuickReads Level E

Published by Modern Curriculum Press, Pearson Learning Group

CORRELATED TO THE

INDIANA GR. 5 ACADEMIC STANDARDS FOR ENGLISH / LANGUAGE ARTS: READING

STANDARD 1: READING: Word Recognition, Fluency, and Vocabulary Development

Decoding and Word Recognition

5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

- **QuickReads Level E**

QuickReads, a research-based fluency program, provides a systematic approach to increasing **reading fluency**. The program guides students through multiple readings of short, high-interest nonfiction texts that are designed to be read quickly and meaningfully. Passages in Level E features the 2,500 most frequently used words in school texts for grades 3-9 (from *Word Frequency Book*, Carroll et al., Houghton Mifflin, Boston 1971); 98 percent of the words in the reading passages are a combination of high-frequency words and decodable words (with a grade-appropriate set of phonic/syllabic patterns). The remaining two percent of the words in *QuickReads* are taken from the vocabulary of social studies and science.

The *QuickReads Technology Edition* helps students model correct pronunciation and phrasing. It provides second language support in Spanish for ELL/ESL students. And it allows teachers to quickly and easily track each student's progress on measures such as accuracy, comprehension, and reading rate.

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

SECOND READ (p. 12)

Additional Teaching Options

Following a Model of a Fluent Reading

Using the Audio CD to Model Fluent Reading

Involving the Family in Modeling Fluent Reading

THIRD READ (p. 13)

Additional Teaching Options

Assessing and Recording Reading Speed

Student Edition: Books 1, 2, and 3

Self-Check Graph (p. 96)

Read-Along CDs

QuickReads Technology Edition

Read to Me

Vocabulary and Concept Development

5.1.2 Use word origins to determine the meaning of unknown words.

Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean task*.

- **QuickReads Level E**

The program provides some activities on understanding word origins.

Teacher's Resource Manual

EXTENSION ACTIVITIES (pp. 17-25)

Vocabulary Support

Rivers of the United States: ... the word *reservoir* has the same root as the word *reserve*—*reserver*, a French words meaning "to hold back" (p. 22).

5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

- **QuickReads Level E**

The program provides some activities on synonyms and antonyms.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

The Laws of Motion: Ask students to think of synonyms and antonyms (p. 24).

5.1.4 Know less common roots (*graph* = *writing*, *logos* = *the study of*) and word parts (*auto* = *self*, *bio* = *life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph*, *autobiography*, *biography*, *biology*).

- **QuickReads Level E**

| | |
|---|--|
| | Not featured. |
| 5.1.5 | Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i> : <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>). |
| | <ul style="list-style-type: none"> QuickReads Level E Not featured. |
| STANDARD 2: READING: Comprehension | |
| Structural Features of Informational and Technical Materials | |
| 5.2.1 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts. |
| | <ul style="list-style-type: none"> QuickReads Level E Each of the three Student Books includes the following text features: title, table of contents, section/topic running heads; two-page spreads with an illustration, diagram, labels, map, chart, or photograph (and descriptive caption) on the left and the passage title and passage on the right; and a four-page review follows each section/topic. There is also a Reading Log and Self-Check Graph at the back of each book. Teacher's Resource Manual The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM) FIRST READ (p. 11) <u>Additional Teaching Options</u> Building on Prior Knowledge <ul style="list-style-type: none"> Discuss what they see in the photograph or illustration opposite the passage. |
| 5.2.2 | Analyze text that is organized in sequential or chronological order. |
| | <ul style="list-style-type: none"> QuickReads Level E The program provides passages organized in sequential or chronological order. Student Books 1, 2 & 3 Civil Rights Leaders: "Equal Rights" (Book 1, p. 55). The World's Population: "Populations Then and Now" (Book 2, p. 54). The American Civil War: "The Civil War Begins" (Book 3, p. 66). |
| Comprehension and Analysis of Grade-Level-Appropriate Text | |
| 5.2.3 | Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. Example: After reading <i>The Life and Death of Crazy Horse</i> by Russell Freedman or <i>Eleanor Roosevelt: A Life of Discovery</i> by Russell Freedman, explain why each of these individuals is recognized as a great person in history. Identify details that support this idea. |
| | <ul style="list-style-type: none"> QuickReads Level E Activities throughout the <i>QuickReads</i> program teach recognition of main idea and supporting evidence. Teacher's Resource Manual Teacher Guidance in QuickReads <u>Variations in Lessons Over Time</u> (p. 10) Writing Summaries The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM) FIRST READ (p. 11) Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition. Goals: Note words and ideas to help [students] remember key points. <u>Additional Teaching Options</u> Noting New Words and Key Ideas SECOND READ (p. 12) Step #3: Ask students, "What is one thing the author wants you to remember?" Goals: Identify the key ideas of the passage. <u>Additional Teaching Options</u> Identifying the Key Ideas <ul style="list-style-type: none"> Vary the comprehension check by asking, "What is the main idea of this reading?" or "What is the most important thing in this reading?" If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas. |
| | THIRD READ (p. 13) |

Step #4: Assign the comprehension questions in the Review section to check that students have understood what they have read.

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Have students create a word web with the information they have learned.

Extension Activities (pp. 17-25)

ESL/ELL Strategy: Summarizing

- The United States and the World Community (p. 19).
- Air and the Atmosphere (p. 20).

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

Topic Reviews: Multiple-choice and short answer comprehension questions on main ideas of the five passages.

Topic Reviews: Connect Your Ideas

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Example: After reading *Rosa Parks: My Story* by Rosa Parks, compare life today with life during the time of Rosa Parks' story, supporting the comparison with ideas from the text and from experience or other outside sources.

• **QuickReads Level E**

The program provides several opportunities for students to analyze information in order to draw inferences, conclusions, or generalizations. See representative citations below.

Student Books 1, 2 & 3

Civil Rights Leaders: Review (Book 1, p. 65)

Children's Rights: 2. Why is Marian Wright Edelman called a civil rights leader?

Connecting Ideas: 2. What qualities do you think a person needs to have to be called a leader?

The World's Population: Review (Book 2, pp. 63, 65)

Why Is Population Important?: 2. Why is it important for governments to know when populations change?

Connecting Ideas: 2. Why might it be important to know how many people live in an area and where those people live?

Ancient Civilizations of the Americas: Review (Book 3, pp. 92-93)

The Mayas: 2. What are two ways the Mayas were like the ancient Egyptians?

Where Are They Now: 2. Where do archaeologists think the Anasazi, Mayan, and Incan people are today?

Expository (Informational) Critique

5.2.5 Distinguish among facts, supported inferences, and opinions in text.

Example: In reading an informational text, tell which is a fact and which is an opinion: *The color green can be made by mixing yellow and blue. Green is one of the most soothing colors, and makes one think of spring grass and new leaves.* Identify facts and opinions in a history book, such as the humorous *Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)* by Kathleen Krull.

• **QuickReads Level E**

Not featured.

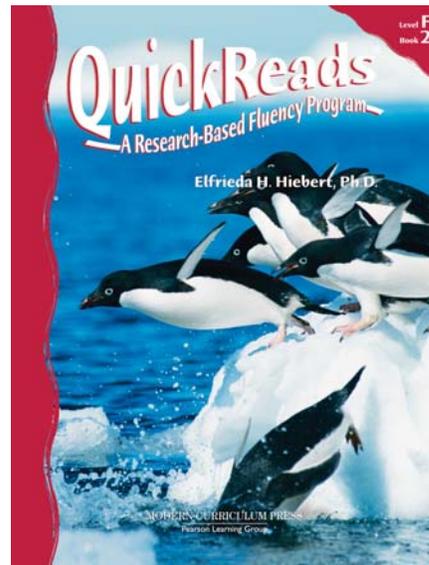
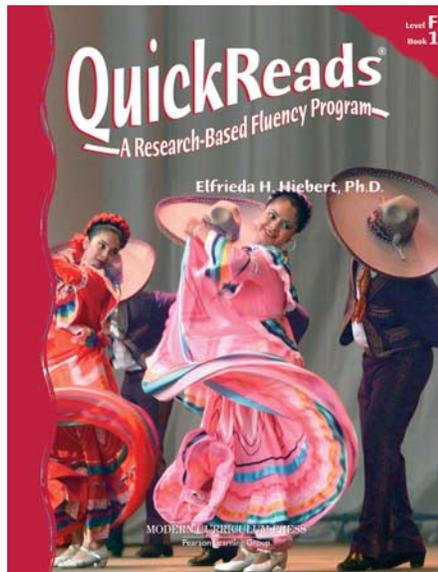
QuickReads Level F



correlated to

Indiana Academic Standards for English/Language Arts: Reading

Grade 6



QuickReads Level F

Published by Modern Curriculum Press, Pearson Learning Group

CORRELATED TO THE

INDIANA GR. 6 ACADEMIC STANDARDS FOR ENGLISH / LANGUAGE ARTS: READING

STANDARD 1: READING: Word Recognition, Fluency, and Vocabulary Development

Decoding and Word Recognition

6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

- **QuickReads Level F**

QuickReads, a research-based fluency program, provides a systematic approach to increasing **reading fluency**. The program guides students through multiple readings of short, high-interest nonfiction texts that are designed to be read quickly and meaningfully. Passages in Level F features the 5,000 most frequently used words in school texts for grades 3-9 (from *Word Frequency Book*, Carroll et al., Houghton Mifflin, Boston 1971); 98 percent of the words in the reading passages are a combination of high-frequency words and decodable words (with a grade-appropriate set of phonic/syllabic patterns). The remaining two percent of the words in *QuickReads* are taken from the vocabulary of social studies and science.

The *QuickReads Technology Edition* helps students model correct pronunciation and phrasing. It provides second language support in Spanish for ELL/ESL students. And it allows teachers to quickly and easily track each student's progress on measures such as accuracy, comprehension, and reading rate.

Teacher's Resource Manual

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

SECOND READ (p. 12)

Additional Teaching Options

Following a Model of a Fluent Reading

Using the Audio CD to Model Fluent Reading

Involving the Family in Modeling Fluent Reading

THIRD READ (p. 13)

Additional Teaching Options

Assessing and Recording Reading Speed

Student Edition: Books 1, 2, and 3

Self-Check Graph (p. 96)

Read-Along CDs

QuickReads Technology Edition

Read to Me

Vocabulary and Concept Development

6.1.2 Identify and interpret figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings.
Example: Understand the different meanings of the word *primary* when used in sentences, such as the following: *Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election.* Understand descriptive metaphors, such as *The city lay under a blanket of fog.*

- **QuickReads Level F**

The program provides some activities on multiple meanings of words.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Speeches That Inspire: ... explain that many words have more than one meaning (p. 17).

Constructing a Building: ... explain that some words have multiple meanings (p. 25).

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
Example: Understand foreign words that are often used in English, such as *enchilada* (Spanish), *lasagna* (Italian), and *delicatessen* (German).

- **QuickReads Level F**

The program provides some activities understanding words from other languages.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Symbiosis: ... these passages contain several words that have Greek or Latin roots (p. 19).

Purchasing Power: ... explain some of the ways words from other languages make their way into English (p. 21).

Ancient Greece: ... point out English words that have come from ancient languages (p. 23).

6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

- **QuickReads Level F**

In *QuickReads*, content-area vocabulary words are introduced in the first reading passage, defined in context, and reinforced through repetition. For example, see the word *bacteria* (in Student Book 1, pp. 58-59 & 61), *viruses* (pp. 60-61), and *symbiosis* (pp. 81-89).

Teacher's Resource Manual

The QuickReads Instructional Routine

FIRST READ (p. 11)

Instructional Routine Step #1: "... look for two words that might be new and challenging."

Working with Challenging Words

Noting New Words and Key Ideas

Extension Activities (pp. 17-25)

Vocabulary Support (for example, see p. 20: "... show students how to use context clues to define a new word.")

Student Books 1, 2 & 3

Review (following each topic): Write words that will help you remember what you learned.

Reading Log (pp. 94-95): "New Words I Learned"

6.1.5 Understand and explain slight differences in meaning in related words.
Example: Explain the difference when someone is described as speaking *softly* and when someone is described as speaking *quietly*.

- **QuickReads Level F**

The program provides some activities understanding differences in meaning in related words.

Teacher's Resource Manual

Extension Activities (pp. 17-25)

Vocabulary Support

Environmental Disasters: ... determine the difference between *affect* and *effect* (p. 22).

STANDARD 2: READING: Comprehension

Structural Features of Informational and Technical Materials

6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.

Example: Do a keyword search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.

- **QuickReads Level F**

Not featured.

6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.
Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.

- **QuickReads Level D**

Passages in *QuickReads* feature grade-appropriate science and social studies topics. For each topic, students read five related passages that provide in-depth information as the basis for making connections, including compare and contrast activities

Student Books 1, 2 & 3

Celebration Independence: Review (Book 1, p. 49)

Canada Day: 2. Compare how Canada and the United States gained their independence.

Managing Garbage: Review (Book 2, pp. 36-37)

Connecting Ideas: 1. How has the treatment of garbage changed from long ago to now?

The Depression Era: Review (Book 3, p. 37)

Connecting Ideas: 2. Describe two ways in which life in the Depression Era differs from today.

Comprehension and Analysis of Grade-Level-Appropriate Text

6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

Example: Read about another culture in a magazine such as *Crickets* or *National Geographic*. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.

- **QuickReads Level F**

A major focus of the *QuickReads* program is teaching students to identify and connect main ideas in the five related reading

passages for each topic.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Writing Summaries

Connecting Topics

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

FIRST READ (p. 11)

Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.

Goals: Note words and ideas to help [students] remember key points.

Additional Teaching Options

Noting New Words and Key Ideas

SECOND READ (p. 12)

Step #3: Ask students, "What is one thing the author wants you to remember?"

Goals: Identify the key ideas of the passage.

Additional Teaching Options

Identifying the Key Ideas

- Vary the comprehension check by asking, "What is the main idea of this reading?" or "What is the most important thing in this reading?"
- If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas.

THIRD READ (p. 13)

Step #4: Assign the comprehension questions in the Review section to check that students have understood what they have read.

Goals: Check [students'] understanding of the passage.

Additional Teaching Options

Checking Understanding

- Suggest that students compare their answers to the Review questions with a classmate.
- Ask students to highlight the sections of the reading they used to answer the questions.
- Ask students to add facts or drawings to the REading Log on pages 94-95 of the Student Editions.
- Have students create a word web with the information they have learned.
- Complete the K-W-L chart that students began during the First Read.

Extension Activities (pp. 17-25)

ESL/ELL Strategy: Summarizing

- American Pioneers (p. 17).
- Managing Garbage (p. 20).
- Beneath the Ocean's Surface (p. 21).
- World War II (p. 24)

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

Topic Reviews: Multiple-choice and short answer comprehension questions on main ideas of the five passages.

Topic Reviews: Connect Your Ideas

6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.

• **QuickReads Level F**

QuickReads fosters the use of several strategies for improving comprehension of informational text, including note-taking, summarizing, and using graphic organizers.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Writing Summaries

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

FIRST READ (p. 11)

Step #3: After they read, tell students to write on the graphic organizer a few words or phrases that will help them remember what is important about the topic. The graphic organizer is located at the beginning of each Review section in the Student Edition.

Additional Teaching Options

Building on Prior Knowledge

- Create a word web with the topic in the center and what students know in the surrounding circles. (The same technique can be used as a post-reading activity.)

- Discuss what [students] see in the photograph or illustration opposite the passage.
 - Construct a K-W-L chart that lists what students know and want to know about the topic...
- Noting New Words and Key Ideas
- Use different graphic organizers to vary students' ways of organizing information
 - Invite students to share their graphic organizer with a classmate to see what information is the same and what is different.

THIRD READ (p. 13)

Additional Teaching Options

Checking Understanding

- Ask students to highlight or underline the sections of the reading they used to answer the questions.
- Ask students to add facts or drawings to the Reading Log on pages 94-95.
- Have students create a word web with the information they have learned.
- Complete the K-W-L chart that students began during the First Read.

Extension Activities (pp. 17-25)

Vocabulary Support: Discuss the words students identified when they scanned the text (pp. 17-25).

Building Content Knowledge: Have students cut out or trace illustrations... (p. 18).

ESL/ELL Strategy: Organizing Information (pp. 18, 20, 23)

ESL/ELL Strategy: Note-taking (p. 22)

ESL/ELL Strategy: Using Manipulatives (pp. 19, 25)

Student Books 1, 2 & 3

Topic Reviews: Graphic Organizer

- 6.2.5 Follow multiple-step instructions for preparing applications.
Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization.

- **QuickReads Level F**
Not featured.

Expository (Informational) Critique

- 6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.
Example: In reading *Amelia Earhart: Courage in the Sky* by Mona Kerby, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that she presents.

- **QuickReads Level F**
Not featured.

- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.
Example: Read some of the 28 poems in Lee Bennett Hopkins' *Been to Yesterdays: Poems of Life*, and draw conclusions about what the poet is saying about his experiences in the middle school years. Describe Leonardo da Vinci's greatest achievements, after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.

- **QuickReads Level F**
The program provides several opportunities for students to analyze information in order to make reasonable statements and conclusions about a text. See representative citations below.

Teacher's Resource Manual

Teacher Guidance in *QuickReads*

Variations in Lessons Over Time (p. 10)

Connecting Topics

The QuickReads Instructional Routine (pp. 11-13; also pp. 22-24 in the Technology Edition TRM)

THIRD READ (p. 13)

Connecting Ideas

- Discuss the Connect Your Ideas questions after students have completed a topic.

Extension Activities (pp. 17-25)

Vocabulary Support: Discuss the words students identified when they scanned the text (pp. 17-25).

Building Content Knowledge: Have students cut out or trace illustrations... (p. 18).

ESL/ELL Strategy: Organizing Information (pp. 18, 20, 23)

ESL/ELL Strategy: Note-taking (p. 22)

ESL/ELL Strategy: Using Manipulatives (pp. 19, 25)

Student Books 1, 2 & 3

Speeches That Inspire: Review (Book 1, pp. 21-23)

The Power of Speech: 2. Why are some speeches powerful?

A Day of Infamy: 2. How did people respond to President Roosevelt's speech?

Connecting Ideas: 1. How did two of the speeches in this topic inspire people?
Connecting Ideas: 2. Why do you think the speakers in this topic wanted to give speeches that inspired people?
Managing Garbage: Review (Book 2, pp. 36-37)
Garbage and the Oceans: 2. How can toxic waste in the oceans harm humans?
Connecting Ideas: 2. Why is managing garbage a problem today?
The Depression Era: Review (Book 3, pp. 36-37)
Low-Cost Entertainment: 2. Why did people need low-cost entertainment during the Great Depression?
Connecting Ideas: 2. How did the Great Depression happen? What was one thing that helped end it?

6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.
Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.

- **QuickReads Level F**
Not featured.