	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Quick60 Grade 1 Reading Standards		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	Level 15
1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.	Even though Quick 60 is a series of factual books, there are many titles that lend themselves to the same analysis as fiction – see for example – 3.4 Get Fit 11.4 A Run to the Bay 15.4 Tandem Skydiving									`					
A	recognize that spoken words are represented in written English by specific sequences of letter		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
B	identify upper- and lower-case letters.		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
C	sequence the letters of the alphabet;		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
D	recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
E	read texts by moving from top to bottom of the page and tracking words from left to right with return sweep.		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
F	identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
2	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
A	orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
B	distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite).		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
C	recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/);		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
D	blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr)		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
E	isolate initial, medial, and final sounds in one-syllable spoken words;		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
F	segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/)		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

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3	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts	Each Quick60 book comes with its own home-school connection booklet. Skills that are not directly presented in the book, are present in the home-school connection booklet. These can be explicitly taught before the booklet is taken home.															
A	decode words in context and in isolation by applying common letter-sound correspondences, including: (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z; (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i; (iii) consonant blends (e.g., bl, st); (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph; (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay,ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; (vi) vowel diphthongs including oy, oi, ou, and ow;.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
B	combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
C	use common syllabication patterns to decode words, including: (i) closed syllable (CVC) (e.g., mat, rab-bit); (ii) open syllable (CV) (e.g., he, ba-by); (iii) final stable syllable (e.g., ap-ple, a-ble); (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide); (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

	(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);																
D	decode words with common spelling patterns (e.g., -ink, -onk, -ick);		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
E	read base words with inflectional endings (e.g., plurals, past tenses)		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
F	use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream)		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
G	identify and read contractions (e.g., isn't, can't)		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
H	identify and read at least 100 high-frequency words from a commonly used list				×	×	×	×	×	×	×	×	×	×	×	×	×
I	monitor accuracy of decoding.		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing onuseful strategies as needed.		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
A	confirm predictions about what will happen next in text by "reading the part that tells"		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts;		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
5	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
6	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.																
A	identify words that name actions (verbs) and words that name persons, places, or things (nouns)		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
B	determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)																×
C	determine what words mean from how they are used in a sentence, either heard or read;		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
D	identify and sort words into conceptual categories (e.g., opposites, living things)		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
10	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
14	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.																

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A	restate the main idea, heard or read	All Quick60 books at this level have opportunities within the text for learning the required standard skills. Some books however target the specific skill. See for example – Level 3 for short vowels Levels 6 and 7 for long vowels Vocabulary and Spelling Cards – for blending, isolating, and segmenting phonemes.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
B	identify important facts or details in text, heard or read		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
C	retell the order of events in a text by referring to the words and/or illustrations		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
D	use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
15	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
A	follow written multi-step directions with picture cues to assist with understanding;		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
B	explain the meaning of specific signs and symbols (e.g., map features)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
20	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
A	understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); (vii) time-order transition words			x	x	x	x	x	x	x	x	x	x	x	x	x	X
22	Oral and Written Conventions/Spelling. Students spell correctly																
A	use phonological knowledge to match sounds to letters to construct known words;																
B	use letter-sound patterns to spell: (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); (iii) one-syllable words with consonant blends (e.g., "drop")																
C	spell high-frequency words from a commonly used list																
D	spell base words with inflectional endings																

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	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	Quick60 books introduce high-frequency words and phonic skills explicitly and systematically. Each book targets a new phonic skill and high-frequency word. The high-frequency word is repeated at least four times in the book in which it is introduced. There are multiple examples of the targeted phonic skill in the book where it is introduced. Fluency is incorporated throughout Quick60 through multiple readings of the books on successive days. These multiple readings also reinforce the particular skills and vocabulary that are contained in the books. Students can also reinforce skills and become more fluent by using the audio e-books.															
A	establish purposes for reading selected texts based upon desired outcome to enhance comprehension		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
B	ask literal questions of text		×	×		×	×	×	×	×	×	×	×	×	×	×	×
C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
D	make inferences about text and use textual evidence to support understanding		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
E	retell or act out important events in stories in logical order		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×