	Iversen Publishing Ltd Correlation to Common Core State Standards Quick60 Grade K Reading Standards		Alphabet Books	Alphabet Cards	Vocabulary and Spelling Cards	Level 1 Books	Level 2 Books	Level 3 Books	Level 4 Books	Level 5 Books	Level 6 Books	Level 7 Books
	Reading Standards for Literature	Even though Quick 60 is a series of										
1	With prompting and support, ask and answer questions about key details in text.	factual books, there are many titles that lend themselves to the same	×	×		×	×	×	×	×	×	×
2	With prompting and support, retell familiar stories, including key details.	analysis as fiction - see for example - •Alphabet Poem Cards		×		×	×	×	×	×	×	×
3	With prompting and support, identify characters, setting and major event in a story.	·1.3 Pip and Kip ·3.4 Get Fit		×		×	×	×	×	×	×	×
	Craft and Structure											
4	Ask and answer questions about unknown words in a text.		X	×	×	X	×	×	×	X	×	×
5	Recognize common types of text.											
6	With prompting and support, name the author, illustrator and define the role of each in telling the story.											
	Integration of Knowledge and Ideas											
7	With prompting and support, describe the relationship between illustrations and the story in which they appear			.,		,	,	,	.,	.,	,,	
	(e.g. What moment in the story an illustration depicts).		×	×	×	×	×	×	×	×	×	×
8	Not applicable to literature											
9	With prompting and support, compare and contrast the											
	adventures and experiences of characters in familiar stories.											
	Range of Reading and Level of Text Complexity											
10	Actively engage in group-reading activities with purpose and understanding.		×	×		×	×	×	×	×	×	×

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K	ey Ideas and Details - Informational Text										
	With prompting and support, ask and answer questions about key details in text.	×	×	×	×	×	×	×	×	×	×
	With prompting and support, identify the main topic and retell key details of a text.	×	×		×	×	×	×	×	×	×
	With prompting and support, identify the connection between two individuals, events, ideas or pieces of information in a text.	×			×	×	×	×	×	×	×
	Craft and Structure										
	Ask and answer questions about unknown words in a text.	×	×	×	×	×	×	×	×	×	×
	Identify the front cover, back cover, and title page of a book.	×			×	×	×	×	×	×	×
	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	×			×	×	×	×	×	×	×
	Integration of Knowledge and Ideas										
	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. What person, place thing, or idea the text illustration depicts).	×	×	x	×	×	×	×	x	×	×
3	With prompting and support, identify the reasons an author gives to support points in a text.	×			×	×	×	×	×	×	×
9	With prompting and support, identify basic similarities in, and differences between two texts on the same topic (e.g. illustrations, descriptions, or procedures).	×	×		×	×	×	×	×	×	×

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	Print Concepts	All Quick60 books at this level have										
1	Demonstrate understanding of the organization and basic features of print.	opportunities within the text for learning the required standard skills.	×	×	X	X	×	×	×	×	×	×
а	Follow words from left to right, top to bottom, and page by page.	Some books however target the specific skill. See for example -	×	×		×	×		×	×	×	×
b	Recognize that spoken words are represented in written language by specific sequences of letters.	•Alphabet poems and books - letter recognition and naming.	×	×	х	х	х	×	х	х	×	×
С	Understand that words are separated by spaces in print.	•Alphabet Poems and Vocabulary and - Spelling Cards – recognizing and	×	×		×	×		х	×	×	×
d	Recognize and name all upper- and lowercase letters of the alphabet.	producing rhyme • Vocabulary and Spelling Cards -	×	×								
	Phonological Awareness	blending and segmenting onsets and										
2	Demonstrate understanding of spoken words, syllables and sounds (phonemes).	rimes, adding and substituting phonemes	×	×	×	×	×	×	×	×	×	×
а	Recognize and produce rhyming words	·Level 1 - 3 books for CVC words		×	×							
b	Count, pronounce blend and segment syllables into spoken words.											
С	Blend and segment onsets and rimes of single syllable spoken words.				х	х	х	x	х	×	×	×
d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three phoneme (consonant-vowel-consonant CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.					×	×	×	×	×	×	×
е	Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.				х	х	х	×	х	×	×	×

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	Phonics and Word Recognition	Quick60 books introduce high-										
3	Know and apply grade-level phonics and word analysis in decoding words.	frequency words and phonic skills explicitly and systematically. Each	×	×	×	×	×	×	×	×	х	×
а	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sounds for each consonant.	book targets a new phonic skill and high-frequency word. The high- frequency word is repeated at least	×	×	×	×	×	×	×	×	×	×
b	Associate the long and short vowel sounds with common spellings (graphemes) for the five major vowels.	four times in the book in which it is introduced. There are multiple					×				×	×
С	Read common high frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).	examples of the targeted phonic skill in the book where it is introduced.	×	×		×	×	×	×	×	×	×
d	Distinguish between similarly spelled words by identifying the sounds and letters that differ.	Fluency is incorporated throughout			×	×	×	×	×	×	х	×
	Fluency	Quick60 through multiple readings of										
4	Read emergent-reader text with purpose and understanding.	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.										