	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Quick60 Grade 2 Reading Standards		Level 10	Level 11	Level 12	Level 13	Level 14	Level 15	Level 16	Level 17	Level 18	Level 19	Level 20	Level 21	Level 22	Level 23	Level 24
1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)	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-	×	×	×	×	×	×	×	×	×	×	×	×	×	×	x
2	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.	2.12.1 Fun in the Trees 2.13.3 A Week with Paul 2.14.4 I Though I'd Get a Hippo 2.17.1 Riding for the Disabled 2.21.3 The Best Race of My Ife	х	×	×	×	×	×	×	×	×	×	×	×	×	×	x
A	decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: (i) single letters (consonants and vowels); (ii) consonant blends (e.g., thr, spl); (iii) consonant digraphs (e.g., ng, ck, ph); and (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou)	2.21.3 THE BEST RUCE OF MY TIE	×	×	x	x	x	×	x	×	×	×	x	×	×	x	×
В	use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., pic-nic, mon-ster); (ii) open syllable (CV) (e.g., ti-ger); (iii) final stable syllable (e.g., sta-tion, tum-ble); (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape); (v) r-controlled vowels (e.g., per-fect, cor-ner); and (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);		×	x	x	x	×	×	×	×	×	x	×	×	×	x	×
С	decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
D	read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);		×	×	×	×	×	×	×	×	×	×	×	×	×	х	×
Е	identify and read abbreviations		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
F	identify and read contractions (e.g., haven't, it's		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
G	identify and read at least 300 high-frequency words from a commonly used list		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
Н	monitor accuracy of decoding		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
3	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.																

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Α	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	Each Quick60 book comes with its own home-school connection booklet.	×	×	x	×	×	×	×	×	×	×	×	×	×	×	×		
В	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Skills that are not directly presented in the book are present in the home-school connection booklet. These can be	x	×	×	x	x	x	×	x	x	×	×	×	x	×	×		
С	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)	explicitly taught before the booklet is taken home.	×	x	x	×	×	×	×	×	×	×	×	×	×	×	х		
4	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency		×	×	×	x	×	×	×	×	×	×	×	×	×	×	×		
5	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		×	×	×	×	×	×	×	×	х	×	×	×	×	×	×		
Α	use prefixes and suffixes to determine the meaning of words		×	×	×	x	×	×	×	×	×	×	×	×	×	×	×		
В	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		
С	identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;		×	×	×	×	×	x	×	x	x	×	×	×	×	×	×		
10	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary Non fiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction				x	x	×	x	х	x	×	х	×	×	x	×	х	x	×
14	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding.		×	x	x	x	×	×	×	×	×	×	×	×	×	×	×		
Α	identify the main idea in a text and distinguish it from the topic		×	×	×	×	×	×	×	×	×	×	×	×	×	×	X		
В	locate the facts that are clearly stated in a text		х	x	×	×	×	×	×	×	×	×	×	×	×	×	X		
C	describe the order of events or ideas in a text;		×	×	×	×	×	×	×	×	×	×	×	×	×	×	X		

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D	use text features (e.g., table of contents, index, headings) to locate specific information in text.	All Quick60 books at this level have	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
15	Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents.	opportunities within the text for learning the required standard skills. Some books however target the specific skill. See for example -	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
Α	follow written multi-step directions.	Levels 14 and 15 books for sound spelling	S	×	×	×	×	×	×	×	×	×	×	×	×	×	×
В	use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)	patterns	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
21	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.	Level 16 books for suffixes Level 17 books for prefixes Levels 18 and 19 books for syllables. 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	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: old, wonderful; articles: a, an, the); (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., he, him); and (vii) time-order transition words;		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
23	Oral and Written Conventions/Spelling. Students spell correctly		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
Α	use phonological knowledge to match sounds to letters to construct unknown words		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
B <i>C</i>	spell words with common orthographic patterns and rules: (i) complex consonants (e.g., hard and soft c and g, ck); (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope); and (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow- cow, oi-coil, oy-toy); spell high-frequency words from a commonly used list		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
C	-F			_ ^		_ ^	_ ^	_ ^	_ ^_	_ ^	_ ^	_ ^	_ ^_	_ ^	_ ^	_ ^	^_

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D	spell base words with inflectional endings (e.g., -ing and -ed)	x	×	x	×	х	x	×	×	×	х	×	×	×	×	×
Ε	spell simple contractions (e.g., isn't, aren't, can't);	х	×	×	×	×	x	×	×	×	×	×	×	×	×	×
	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.															
Α	establish purposes for reading selected texts based upon content to enhance comprehension	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
В	ask literal questions of text	×	×	×	×	×	x	×	×	×	×	×	×	×	×	×
С	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions)	x	×	×	×	×	×	×	×	×	×	×	×	×	×	×
D	make inferences about text using textual evidence to support understanding	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
Е	retell 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.	×	x	×	×	x	×	×	×	×	×	×	×	×	×	×