



# QUICK SMART™ Geography Series

## Common Core Correlations

The **QUICK SMART™ Geography Series** addresses the Language Arts Science and Technical Standards in a variety of ways:

### Reading

- Challenging informational text
- Knowledge of subject matter words and their definitions through vocabulary development
- Interpreting symbols, maps, charts, and illustrations
- Ability to cross-reference related subject matter
- Reading between the lines to form conclusions and/or making inferences
- Drawing conclusions from text and expressing one's point of view

### Writing

- Short, focused research assignments on relevant topics
- Long-term research required multiple references
- Writing clear and lucid responses to questions
- Opinion writing
- Developing charts and diagrams to explain existing text
- Comparing and contrasting geographic phenomena

### Listening and Speaking

- Sharing ideas in group investigations (reaching agreements)
- Working to understand opposing viewpoints and methods to defend one's own point of view
- Selecting pertinent information (not extraneous) in effective speaking

### Common Core Standards QUICK SMART™ Geography Series Emphasize:

- A real-world approach to teaching and learning
- Consistent learning expectations for all students
- Focus on understanding, not memorization
- Investigating critical topics to solve current issues
- A focused assessment system

Standard	English Language Arts Science and Technical Subjects	Topic	Grade 3 Pages
<b>Key Ideas and Details</b>			
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	<i>Review Activities</i> <i>Independent Research and Investigation</i>	45, 49-50, 54-55, 59 63, 74-77
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<i>Illustrations, Charts, and Diagram</i> <i>Review Activities</i> <i>Independent Research</i>	Throughout 45, 49-50, 54-55, 59 63, 74-77
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertain to time, sequence, and cause/effect	<i>Illustrations, Charts, and Diagram</i> <i>Review Activities</i> <i>Independent Research and Investigation</i>	Throughout 45, 49-50, 54-55, 59 63, 74-77
<b>Craft and Structure</b>			
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<i>Glossary of Geography Terms</i>	7-28
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks).	Cross-referencing within Glossary Interpreting Symbols and Text Features	7-28 7-28; 50-55
RI.3.6	Distinguish their own point of view from that of the author of a text.	<i>Independent Research and Investigation</i>	63, 74-77
<b>Integration of Knowledge and Ideas</b>			
RI.3.7	Use information gained from illustration (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>Illustrations, Charts and, Diagrams</i> <i>National Parks of the United States</i> <i>Major Mountain Ranges</i> <i>Maps of the United States and North America</i>	Throughout 50-53 57-59 64-73
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<i>Independent Research and Investigation</i>	63, 74-77
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Research and investigation portions encourage use of several references	64-73 63, 74-77
<b>Range of Reading and Level of Text Complexity</b>			
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	<b>QUICK SMART Geography, Level 1</b> supports building of comprehension through context and extended definitions; written in part at grade level 3 and slightly above at grade levels 4 and 5	7-77

Standard	English Language Arts Science and Technical Subjects	Topics	Grade 4 Pages
	<b>Key Ideas and Details</b>		
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Illustrations, Charts, and Diagram</i> <i>Review Activities</i> <i>Independent Research and Investigation</i>	Throughout 45, 49-50, 54-55, 59 63, 74-77
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<i>Illustrations, Charts, and Diagram</i> <i>Review Activities</i> <i>Independent Research and Investigation</i>	Throughout 45, 49-50, 54-55, 59 63, 74-77
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<i>Illustrations, Charts, and Diagram</i> <i>Review Activities</i> <i>Independent Research and Investigation</i>	Throughout 45, 49-50, 54-55, 59 63, 74-77
	<b>Craft and Structure</b>		
RI.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	<i>Glossary of Geography Terms</i>	7-28
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Cross-referencing within the <i>Glossary</i> Interpreting Symbols and Text Features	7-28 7-28; 50-55
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<i>Independent Research and Investigation</i> <i>(following Geographic Method [pg. 4] and explaining results)</i>	63, 74-77
	<b>Integration of Knowledge and Ideas</b>		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagram, time lines, animations, or interest elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears	<i>Illustrations, Charts and, Diagrams</i> <i>National Parks of the United States</i> <i>Major Mountain Ranges</i> <i>Maps of the United States and North America</i>	Throughout 50-53 57-59 64-73
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<i>Independent Research and Investigation</i>	63, 74-77
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Research and investigation portions encourage use of several references	64-73 63, 74-77
	<b>Range of Reading and Level of Text Complexity</b>		
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>QUICK SMART Geography, Level 1</b> supports building of comprehension through context and extended definitions; written in part at grade level 4, in part slightly below grade level 3, and in part slightly above grade level 5	7-77

Standard	English Language Arts Science and Technical Subjects	Topics	Grade 5 Pages
	<b>Key Ideas and Details</b>		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Illustrations, Charts, and Diagram</i> <i>Review Activities</i> <i>Independent Research and Investigation</i>	Throughout 45, 49-50, 54-55, 59 63, 74-77
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by the key details; summarize the text.	<i>Illustrations, Charts, and Diagram</i> <i>Review Activities</i> <i>Independent Research and Investigation</i>	Throughout 45, 49-50, 54-55, 59 63, 74-77
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<i>Illustrations, Charts, and Diagram</i> <i>Review Activities</i> <i>Independent Research and Investigation</i>	Throughout 45, 49-50, 54-55, 59 63, 74-77
	<b>Craft and Structure</b>		
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<i>Glossary of Geography Terms</i>	7-28
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Cross-referencing within the <i>Glossary</i> Interpreting Symbols and Text Features	7-28 7-28; 50-55
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<i>Independent Research and Investigation</i> (following <i>Geographic Method [pg. 4]</i> and explaining results)	63, 74-77
	<b>Integration of Knowledge and Ideas</b>		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<i>Illustrations, Charts and, Diagrams</i> <i>National Parks of the United States</i> <i>Major Mountain Ranges</i> <i>Maps of the United States and North America</i>	Throughout 50-53 57-59 64-73
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<i>Independent Research and Investigation</i>	63, 74-77
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Research and investigation portions encourage use of several references	64-73 63, 74-77
	<b>Range of Reading and Level of Text Complexity</b>		
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	<b>QUICK SMART Geography, Level 1</b> supports building of comprehension through context and extended definitions; written in part at grade level 4, in part slightly below grade level 3, and in part slightly above grade level 5	7-77

