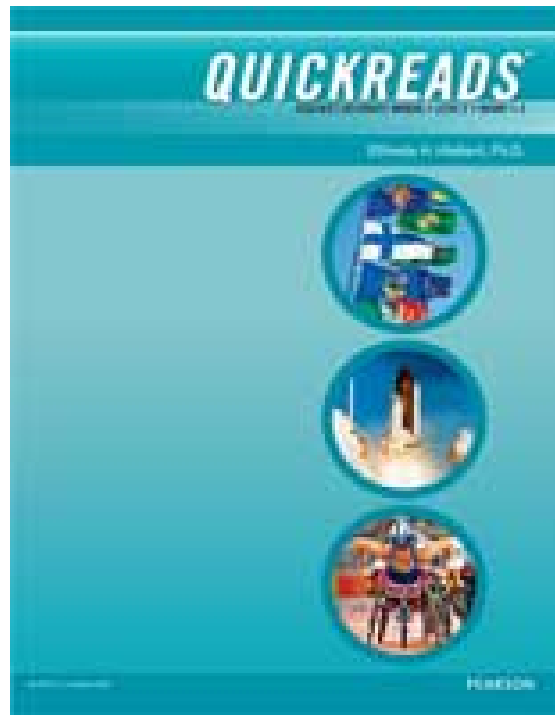


**A Correlation of**  
**QuickReads**



**To the**

**Next Generation Science Standards  
and C3 Social Studies Standards  
Grade 5**

**QuickReads, Grade 5 (Level E)**  
**To the NextGEN Science Standards and the C3 Social Studies Standards**

**INTRODUCTION**

This document demonstrates how **QuickReads, Grade 5** meets the objectives of the *NextGEN Science Standards and C3 Social Studies Standards*. Correlation references are to the QuickReads Science and Social Studies topics.

*QuickReads*® is a reading fluency program, based on research that develops fluency and comprehension in students who struggle to make the leap from merely reading words to reading and comprehending meaning. *QuickReads*® develops fluency by increasing automaticity. By repeatedly using high-frequency words and words with common phonics/syllabic patterns, students automatically recognize these “high leverage” words and begin to read at a faster rate enabling them to focus on meaning and mastering content-area vocabulary.

*QuickReads*® offers a quick and effective teacher-led instructional routine that develops consistent comprehension strategies within the context of short reading passages. It also supports building background knowledge by clustering multiple passages around high-interest topics students will encounter in science and social studies curricula, allowing the student to explore a subject in depth through a series of short focused readings.

**QuickReads** includes full color student editions and additional vocabulary activities. With its proven text model and research-based instructional routine, QuickReads will provide teachers with the means to address building students’ capacity to comprehend complex text

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<b>Grade 5</b>	
Level E Science Topics	Next Generation Science Standards
<p><b>Air and the Atmosphere</b></p> <ul style="list-style-type: none"> <li>○ Earth's Atmosphere</li> <li>○ Air Pressure</li> <li>○ Sports and Air</li> <li>○ Air and Elevation</li> <li>○ Clean Air</li> </ul>	<p><b>Earth's Systems</b></p> <p><b>Performance Expectation 5-ESS2-1</b>            Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>-----</p> <p><b>Disciplinary Core Ideas</b></p> <p><b>ESS2.A: Earth Materials and Systems</b>            Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.</p> <p>-----</p> <p><b>Crosscutting Concepts</b></p> <p><b>Systems and System Models</b>            A system can be described in terms of its components and their interactions.</p> <p>-----</p> <p><b>Earth and Human Activity</b></p> <p><b>Performance Expectation 5-ESS3-1</b>            Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p>-----</p> <p><b>Disciplinary Core Ideas</b></p> <p><b>ESS3.C: Human Impacts on Earth Systems</b>            Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<p><b>Earth's Moon</b></p> <ul style="list-style-type: none"> <li>○ Earth's Satellite</li> <li>○ The Moon and Tides</li> <li>○ A Moon Month</li> <li>○ Humans on the Moon</li> <li>○ The Moons of Other Planets</li> </ul>	<p><b>Earth's Place in the Universe</b></p> <p><b>Performance Expectation 5-ESS1-2</b>            Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p> <p>-----</p> <p><b>Disciplinary Core Ideas</b></p> <p><b>ESS1.B: Earth and the Solar System</b> The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.</p> <p>-----</p> <p><b>Crosscutting Concepts</b></p> <p><b>Patterns</b>            Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.</p> <p>-----</p> <p><b>Engineering Design</b></p> <p><b>Performance Expectation 3-5-ETS1-1</b>            Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>-----</p> <p><b>Crosscutting Concepts</b></p> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b>            People's needs and wants change over time, as do their demands for new and improved technologies.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>○ Eating Right</li> <li>○ The Food Pyramid</li> <li>○ Nutrition Labels</li> <li>○ Water Supply</li> <li>○ Bugs for Dinner?</li> </ul>	<p><b>Ecosystems: Interactions, Energy, and Dynamics</b>  <b>Performance Expectation 5-LS2-1</b>            Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>-----</p> <p><b>Earth and Human Activity</b>  <b>Performance Expectation 5-ESS3-1</b>            Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p> <p>-----</p> <p><b>Disciplinary Core Ideas</b>  <b>ESS3.C: Human Impacts on Earth Systems</b>            Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments.</p>

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<b>QuickReads Topics</b>	<b>Next Generation Science Standards and C3 Social Studies Standards</b>
<p><b>Heat and Energy</b></p> <ul style="list-style-type: none"> <li>○ Generating Heat</li> <li>○ Temperature</li> <li>○ Growing Larger and Smaller</li> <li>○ Heat in Black and White</li> <li>○ How heat Moves</li> </ul>	<p><b>Matter and Its Interactions</b></p> <p><b>Performance Expectation 5-PS1-2</b>            Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>-----</p> <p><b>Connecting to Nature of Science:</b>  <b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b>            Science assumes consistent patterns in natural systems.</p> <p>-----</p> <p><b>Energy</b></p> <p><b>Performance Expectation 5-PS3-1</b>            Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>-----</p> <p><b>Crosscutting Concepts</b>  <b>Energy and Matter</b>            Energy can be transferred in various ways between objects.</p>

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<b>QuickReads Topics</b>	<b>Next Generation Science Standards and C3 Social Studies Standards</b>
<p><b>How Light Works</b></p> <ul style="list-style-type: none"> <li>○ The Colors of Light</li> <li>○ The Speed of Light</li> <li>○ Light and Shadows</li> <li>○ Laser Beams</li> <li>○ Light Tricks</li> </ul>	<p><b>Matter and Its Interactions</b>  <b>Performance Expectation 5-PS1-3</b>            Make observations and measurements to identify materials based on their properties.            -----</p> <p><b>Science and Engineering Practices</b>  <b>Planning and Carrying Out Investigations</b>            Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.            -----</p> <p><b>Earth’s Place in the Universe</b>  <b>Performance Expectation 5-ESS1-2</b>            Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.            -----</p> <p><b>Performance Expectation 3-5-ETS1-1</b>            Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.            -----</p> <p><b>Crosscutting Concepts</b>  <b>Influence of Engineering, Technology, and Science on Society and the Natural World</b>            People’s needs and wants change over time, as do their demands for new and improved technologies.</p>



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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<p><b>The Laws of Motion</b></p> <ul style="list-style-type: none"> <li>○ Force and Motion</li> <li>○ The First Law: Inertia</li> <li>○ The Second Law: Acceleration</li> <li>○ The Third Law: Action and Reaction</li> <li>○ Friction</li> </ul>	<p><b>Motion and Stability: Forces and Interaction</b>  <b>Performance Expectation 5-PS2-1</b>            Support an argument that the gravitational force exerted by Earth on an object is directed down.            -----</p> <p><b>Disciplinary Core Ideas</b>  <b>PS2.B: Types of Interactions</b>            The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center.            -----</p> <p><b>Crosscutting Concepts</b>  <b>Cause and Effect</b>            Cause and effect relationships are routinely identified and used to explain change.</p>
<p><b>Marine Animals Without Backbones</b></p> <ul style="list-style-type: none"> <li>○ Marine Invertebrates</li> <li>○ Stingers</li> <li>○ Mollusks</li> <li>○ Outer Skeletons</li> <li>○ Sea Stars</li> </ul>	<p><b>Ecosystems: Interactions, Energy, and Dynamics</b>  <b>Performance Expectation 5-LS2-1</b>            Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.            -----</p> <p><b>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</b>            Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.            -----</p> <p><b>Crosscutting Concepts</b>  <b>Systems and System Models</b>            A system can be described in terms of its components and their interactions.</p>

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<b>QuickReads Topics</b>	<b>Next Generation Science Standards and C3 Social Studies Standards</b>
<p><b>Minerals</b></p> <ul style="list-style-type: none"> <li>○ What Are Minerals?</li> <li>○ Properties of Minerals</li> <li>○ Crystals</li> <li>○ Metals</li> <li>○ Gemstones</li> </ul>	<p><b>Matter and Its Interactions</b></p> <p><b>Performance Expectation 5-PS1-3</b>            Make observations and measurements to identify materials based on their properties.</p> <p>-----</p> <p><b>Disciplinary Core Ideas</b>  <b>PS1.A: Structure and Properties of Matter</b>            Measurements of a variety of properties can be used to identify materials.</p> <p>-----</p> <p><b>Science and Engineering Practices</b>  <b>Planning and Carrying Out Investigations</b>            Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.</p> <p>-----</p> <p><b>Performance Expectation 5-PS1-4</b>            Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>-----</p> <p><b>Disciplinary Core Ideas</b>  <b>PS1.B: Chemical Reactions</b>            When two or more different substances are mixed, a new substance with different properties may be formed.</p>

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<b>QuickReads Topics</b>	<b>Next Generation Science Standards and C3 Social Studies Standards</b>
<p><b>Plants and People</b></p> <ul style="list-style-type: none"> <li>○ Plants and Life on Earth</li> <li>○ The Biggest and the Best</li> <li>○ Pluots and Apriums</li> <li>○ Special Ways to Grow Plants</li> <li>○ What's Next for People and Plants?</li> </ul>	<p><b>From Molecules to Organisms: Structures and Processes</b></p> <p><b>Performance Expectation 5-LS1-1</b>            Support an argument that plants get the materials they need for growth chiefly from air and water.            -----</p> <p><b>Disciplinary Core Ideas</b></p> <p><b>LS1.C: Organization for Matter and Energy Flow in Organisms</b>            Plants acquire their material for growth chiefly from air and water.            -----</p> <p><b>Engineering Design</b></p> <p><b>Performance Expectation 3-5-ETS1-1</b>            Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.            -----</p> <p><b>Crosscutting Concepts</b></p> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b>            People's needs and wants change over time, as do their demands for new and improved technologies.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
Level E Social Studies Topics	C3 Social Studies Standards
<p><b>The American Civil War</b></p> <ul style="list-style-type: none"> <li>○ The Civil War Begins</li> <li>○ The Battle of Gettysburg</li> <li>○ Civil War Soldiers</li> <li>○ Children in the Civil War</li> <li>○ After the War</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b>  <b>HISTORY</b>  <b>Change, Continuity, and Context</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.His.3.3-5.</b> Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>-----</p> <p><b>Perspectives</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.His.4.3-5.</b> Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>-----</p> <p><b>D2.His.6.3-5.</b> Describe how people’s perspectives shaped the historical sources they created.</p> <p>-----</p> <p><b>Causation and Argumentation</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.His.14.3-5.</b> Explain probable causes and effects of events and developments.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<p><b>Ancient Civilizations of the Americas</b></p> <ul style="list-style-type: none"> <li>○ Three Ancient Civilizations</li> <li>○ The Anasazi</li> <li>○ The Mayas</li> <li>○ The Incas</li> <li>○ Where Are They Now?</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>Geographic Representations</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.Geo.2.3-5.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>-----</p> <p><b>Human-Environment Interaction</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.Geo.4.3-5.</b> Explain how culture influences the way people modify and adapt to their environments.</p> <p>-----</p> <p><b>D2.Geo.5.3-5.</b> Explain how the cultural and environmental characteristics of places change over time.</p> <p>-----</p> <p><b>Human Population: Spatial Patterns and Movements</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.Geo.8.3-5.</b> Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>-----</p> <p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>HISTORY</b></p> <p><b>Change, Continuity, and Context</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.His.2.3-5.</b> Compare life in specific historical time periods to life today.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<p><b>Civil Rights Leaders</b></p> <ul style="list-style-type: none"> <li>○ Civil Rights</li> <li>○ Equal Rights</li> <li>○ Equal Education</li> <li>○ Equal Treatment</li> <li>○ Children’s Rights</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>CIVICS</b></p> <p><b>Civic and Political Institutions</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Civ.2.3-5.</b> Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p> <p>-----</p> <p><b>D2.Civ.6.3-5.</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>-----</p> <p><b>HISTORY</b></p> <p><b>Change, Continuity, and Context</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.His.3.3-5.</b> Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>-----</p> <p><b>Causation and Argumentation</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.His.14.3-5.</b> Explain probable causes and effects of events and developments.</p> <p>-----</p> <p><b>DIMENSION 4, Communicating Conclusions</b></p> <p><b>Taking Informed Action</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D4.6.3-5.</b> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<p><b>The 50 American States</b></p> <ul style="list-style-type: none"> <li>○ American States</li> <li>○ State Governments</li> <li>○ Learning and Playing in States</li> <li>○ State Symbols</li> <li>○ Local Governments</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>CIVICS</b></p> <p><b>Civic and Political Institutions</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Civ.1.3-5.</b> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>-----</p> <p><b>D2.Civ.4.3-5.</b> Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>-----</p> <p><b>ECONOMICS</b></p> <p><b>D2.Eco.12.3-5.</b> Explain the ways in which the government pays for the goods and services it provides.</p> <p>-----</p> <p><b>GEOGRAPHY</b></p> <p><b>Geographic Representations</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Geo.2.3-5.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p>

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<b>QuickReads Topics</b>	<b>Next Generation Science Standards and C3 Social Studies Standards</b>
<p><b>Managing Money</b></p> <ul style="list-style-type: none"> <li>○ Budgets</li> <li>○ Making a Budget</li> <li>○ Money Choices</li> <li>○ Investing Money</li> <li>○ Government Budgets</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>ECONOMICS</b></p> <p><b>Economic Decision Making</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Eco.1.3-5.</b> Compare the benefits and costs of individual choices.</p> <p>-----</p> <p><b>Exchange and Markets</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Eco.5.3-5.</b> Explain the role of money in making exchange easier.</p> <p>-----</p> <p><b>D2.Eco.9.3-5.</b> Describe the role of other financial institutions in an economy.</p> <p>-----</p> <p><b>The National Economy</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Eco.12.3-5.</b> Explain the ways in which the government pays for the goods and services it provides.</p>



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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<p><b>The Middle Ages</b></p> <ul style="list-style-type: none"> <li>○ The Feudal System</li> <li>○ Life on a Manor</li> <li>○ Warfare</li> <li>○ Festivals</li> <li>○ The End of the Middle Ages</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>HISTORY</b></p> <p><b>Change, Continuity, and Context</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.His.1.3-5.</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>-----</p> <p><b>D2.His.2.3-5.</b> Compare life in specific historical time periods to life today.</p> <p>-----</p> <p><b>Perspectives</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.His.4.3-5.</b> Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>-----</p> <p><b>D2.His.5.3-5.</b> Explain connections among historical contexts and people’s perspectives at the time.</p> <p>-----</p> <p><b>Causation and Argumentation</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.His.14.3-5.</b> Explain probable causes and effects of events and developments.</p>

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<b>QuickReads Topics</b>	<b>Next Generation Science Standards and C3 Social Studies Standards</b>
<p><b>Rivers of the United States</b></p> <ul style="list-style-type: none"> <li>○ What Is a River?</li> <li>○ Rivers and People</li> <li>○ Rivers and Landscape</li> <li>○ Dams on Rivers</li> <li>○ The Mighty Mississippi</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>Geographic Representations</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.Geo.2.3-5.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>-----</p> <p><b>Human-Environment Interaction</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.Geo.4.3-5.</b> Explain how culture influences the way people modify and adapt to their environments.</p> <p>-----</p> <p><b>D2.Geo.5.3-5.</b> Explain how the cultural and environmental characteristics of places change over time.</p> <p>-----</p> <p><b>Human Population: Spatial Patterns and Movements</b>  INDIVIDUALLY AND WITH OTHERS, STUDENTS...  <b>D2.Geo.9.3-5.</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>

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**To the NextGEN Science Standards and the C3 Social Studies Standards**

QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards
<p><b>The United States and the World Community</b></p> <ul style="list-style-type: none"> <li>○ The World Community</li> <li>○ The United Nations</li> <li>○ The Peace Corps</li> <li>○ The Olympic Games</li> <li>○ The International Space Station</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>CIVICS</b></p> <p><b>Processes, Rules, and Laws</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Civ.14.3-5.</b> Illustrate historical and contemporary means of changing society.</p> <p>-----</p> <p><b>GEOGRAPHY</b></p> <p><b>Human Population: Spatial Patterns and Movements</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Geo.7.3-5.</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>-----</p> <p><b>ECONOMICS</b></p> <p><b>Economic Decision Making</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Eco.14.3-5.</b> Explain how trade leads to increasing economic interdependence among nations.</p> <p>-----</p> <p><b>D2.Eco.15.3-5.</b> Explain the effects of increasing economic interdependence on different groups within participating nations.</p> <p>-----</p> <p><b>HISTORY</b></p> <p><b>Change, Continuity, and Context</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>DIMENSION 4, Communicating Conclusions</b></p> <p><b>Taking Informed Action</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D4.6.3-5.</b> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

**QuickReads, Grade 5 (Level E)**  
**To the NextGEN Science Standards and the C3 Social Studies Standards**

<b>QuickReads Topics</b>	<b>Next Generation Science Standards and C3 Social Studies Standards</b>
<p><b>The World's Population</b></p> <ul style="list-style-type: none"> <li>○ Why Is Population Important?</li> <li>○ Populations Then and Now</li> <li>○ Where in the World Do People Live?</li> <li>○ Where in the United States Do People Live?</li> <li>○ A Generation of American Children</li> </ul>	<p><b>DIMENSION 2, Applying Disciplinary Concepts &amp; TOOLS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>Geographic Representations</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Geo.2.3-5.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>-----</p> <p><b>D2.Geo.3.3-5.</b> Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>-----</p> <p><b>Human-Environment Interaction</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Geo.5.3-5.</b> Explain how the cultural and environmental characteristics of places change over time.</p> <p>-----</p> <p><b>Human Population: Spatial Patterns and Movements</b></p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p><b>D2.Geo.8.3-5.</b> Explain how human settlements and movements relate to the locations and use of various natural resources.</p>