

**Reading for Information  
Grade 2  
Correlations to Alaska Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>Alaska Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Plants Live and Grow</li> <li>• Plants: Alive and Growing</li> <li>• Plants: Living and Growing</li> </ul>	<p><b>Grade 3 Standard</b> C1-Concepts of Life Science</p> <p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <p style="padding-left: 40px;">[3] SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves beaks).</p> <p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <p style="padding-left: 40px;">[3] SC2/2 observing and comparing external features of plants and animals that may help them grow, survive, and reproduce.</p>
Physical Science	<ul style="list-style-type: none"> <li>• It Takes Force</li> <li>• Making Things Move</li> <li>• Facts about Force</li> </ul>	<p><b>Grade 3 Standard</b> B1-Concepts of Physical Science</p> <p>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</p> <p style="padding-left: 40px;">[3] SB4.2 recognizing that objects can be moved without being touched (e.g., using magnets, falling objects, static electricity).</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Alaska Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>	<p>History</p> <p>B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <p>2. A student who meets the content standard should understand that people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world.</p>
Geography	<ul style="list-style-type: none"> <li>• Where We Live</li> <li>• Where Do You Live?</li> <li>• Your Land, Your Home</li> </ul>	<p>Geography</p> <p>B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.</p> <p>6. A student who meets the content standard should make informed decisions about where to live, work, travel, and see opportunities.</p> <p>E. A student should understand and be able to evaluate how humans and physical environments interact.</p> <p>5. A student who meets the content standard should analyze the consequences of human modification of the environment and evaluate the changing landscape.</p>
Civics	<ul style="list-style-type: none"> <li>• We Need Rules and Laws</li> <li>• Rules and Laws</li> <li>• Following Laws and Rules</li> </ul>	<p>Government and Citizenship</p> <p>E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</p> <p>4. A student who meets the content standard should establish, explain, and apply criteria useful in evaluating rules and laws.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Alaska Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> <li>• Why Do We Need Money?</li> <li>• Money and Work</li> <li>• Making Money</li> </ul>	<p>Government and Citizenship</p> <p>G. A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</p> <p style="padding-left: 40px;">5. A student who meets the content standard should understand how jobs are created and their role in the economy.</p> <p style="padding-left: 40px;">6. A student who meets the content standard should understand that wages and productivity depend on investment in physical and human capital.</p>

**Reading for Information  
Grade 3  
Correlations to Alaska Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Alaska Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Environments in Action</li> <li>• Ecosystems Everywhere!</li> <li>• Ecosystems</li> </ul>	<p>C1-Concepts of Life Science The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by [3] SC3.1 identifying and sorting examples of living and non-living things in the local environment.</p>
Earth Science	<ul style="list-style-type: none"> <li>• Objects in the Sky</li> <li>• Looking at Outer Space</li> <li>• Exploring Outer Space</li> </ul>	<p><b>Grade 4 Standard</b> D1-Concepts of Earth Science The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by [4] SD4.2 recognizing that objects have properties, locations, and movements that can be observed and described.</p>
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	<p>B1-Concepts of Physical Science The student demonstrates an understanding of the structure and properties of matter by [3] SB1.1 classifying matter according to physical properties (i.e., color, size, shape, weight, texture, flexibility).</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Alaska Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> <li>• Your Rights and Duties</li> <li>• Good Citizens</li> <li>• Rights and Responsibilities</li> </ul>	<p>Government and Citizenship</p> <p>E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.</p> <ol style="list-style-type: none"> <li>1. A student who meets the content standard should know the important characteristics of citizenship.</li> <li>2. A student who meets the content standard should recognize that it is important for citizens to fulfill their public responsibilities.</li> <li>7. A student who meets the content standard should implement ways of solving problems and resolving conflict.</li> </ol>
Economics	<ul style="list-style-type: none"> <li>• What We Need, What We Want</li> <li>• Needs and Wants</li> <li>• Making Choices</li> </ul>	<p>Government and Citizenship</p> <p>G. A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.</p> <ol style="list-style-type: none"> <li>2. A student who meets the content standard should understand that choices are made because resources are scarce.</li> <li>3. A student who meets the content standard should identify and compare the costs and benefits when making choices.</li> </ol>
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	<p>Geography</p> <p>B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.</p> <ol style="list-style-type: none"> <li>7. A student who meets the content standard should understand that a region is a distinct area defined by one or more cultural or physical features.</li> </ol>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Alaska Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>	<p>History. A. A student should understand that history is a record of human experiences that links the past to the present and the future.</p> <p style="padding-left: 40px;">6. A student who meets the content standard should know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction.</p>

**Reading for Information  
Grade 4  
Correlations to Alaska Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Alaska Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Linking Living Things</li> <li>• Food Chains in Action</li> <li>• Food Chains and Food Webs</li> </ul>	<p>C1-Concepts of Life Science</p> <p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</p> <p>[4] SC3.2 identifying a simple food chain of familiar plants and animals, diagramming how energy flows through it; describing the effects of removing one link.</p>
Earth Science	<ul style="list-style-type: none"> <li>• The Earth Beneath Your Feet</li> <li>• Our Changing Planet</li> <li>• Earth's Changing Surface</li> </ul>	<p>D1-Concepts of Earth Science</p> <p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[4] SD2.1 observing models of how waves, wind, water, and ice shape and reshape the Earth's surface by eroding rock and soil.</p> <p>[4] SD2.2 identifying causes (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, and avalanches) of rapid changes in the surface.</p>
Physical Science	<ul style="list-style-type: none"> <li>• It's Shocking!</li> <li>• Power It Up!</li> <li>• What Is Electricity?</li> </ul>	<p><b>Grade 5 Standard</b></p> <p>B1-Concepts of Physical Science</p> <p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[5] classifying the changes (i.e., heat, light, sound, and motion) that electrical energy undergoes in common household appliances (i.e., toaster, blender, radio, light bulb, heater).</p>

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Alaska Science Standards Covered in Program</b>
Health	<ul style="list-style-type: none"> <li>• Help Your Health</li> <li>• Healthful Habits</li> <li>• Good Health and You</li> </ul>	<p><b>Grade 5 Standard</b>                      E1-Science and Technology                      The student demonstrates an understanding of how scientific discoveries and technological innovations affect out lives and society by                      [5] SE3.1 describing the various effects of an innovation (e.g., snow machines, airplanes, immunizations) on the safety, health, and environment of the local community.</p>



Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Alaska Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• What's Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	<p>History</p> <p>B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <p style="padding-left: 40px;">2. A student who meets the content standard should understand that people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world.</p>
Geography	<ul style="list-style-type: none"> <li>• Regions of the United States</li> <li>• Land in the United States</li> <li>• Living in the United States</li> </ul>	<p>Geography</p> <p>B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.</p> <p style="padding-left: 40px;">1. A student who meets the content standard should know that places have distinctive geographic characteristics.</p> <p style="padding-left: 40px;">7. A student who meets the content standard should understand that a region is a distinct area defined by one or more cultural or physical features.</p> <p>C. A student should understand the dynamic and interactive natural forces that shape the Earth's environments.</p> <p style="padding-left: 40px;">2. A student who meets the content standard should distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions.</p>
Civics	<ul style="list-style-type: none"> <li>• Our Government</li> <li>• By the People, For the People</li> <li>• Our Democracy</li> </ul>	<p>Government and Citizenship</p> <p>B. A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.</p> <p style="padding-left: 40px;">1. A student who meets the content standard should understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Alaska Social Studies Standards Covered in Program</b>
Economics	<ul style="list-style-type: none"> <li>• Where We Live, Where We Work</li> <li>• Working in America</li> <li>• The World’s Economy</li> </ul>	<p>Government and Citizenship</p> <p>F. A student should understand the economics of the United States and the state and their relationships to the global economy.</p> <p style="padding-left: 40px;">2. A student who meets the content standard should be aware that economic systems determine how resources are used to produce and distribute goods and services.</p>

**Reading for Information  
Grade 5  
Correlations to Alaska Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Alaska Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Your Body at Work</li> <li>• The Human Body</li> <li>• Your Body: A Complex Machine</li> </ul>	<p>C1-Concepts of Life Science The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by [5] SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grown, survive, and reproduce.</p>
Earth Science	<ul style="list-style-type: none"> <li>• Earth and Its Neighbors</li> <li>• Our Solar System</li> <li>• Exploring Our Solar System</li> </ul>	<p>D1-Concepts of Earth Science The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by [5] SD3.1 observing a model that shows how the regular and predictable motion of the Earth and moon determine the apparent shape (phases) of the moon over time.</p> <p>The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by [5] SD4.1 distinguishing among stars, planets, moons, comets, and meteors. [5]SD4.2 recognizing that the Earth is in regular and predictable motion and this motion explains the length of a day and a year. [5] SD4.3 recognizing and using appropriate instruments of magnification (e.g., binoculars and telescopes).</p>

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Alaska Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	<p><b>B1-Concepts of Physical Science</b>                      The student demonstrates understanding of the interactions between matter and energy and the effects of these interactions on systems by                      [5] SB3.1 identifying physical and chemical changes based on observable characteristics (e.g., tearing paper vs. burning paper).</p> <p><b>Grade 4 Standard</b>  <b>B1-Concepts of Physical Science</b>                      The student demonstrates understanding of the interactions between matter and energy and the effects of these interactions on systems by                      [4] SB3.1 explaining that temperature changes cause changes in phases of substances (e.g., ice changing to liquid water and liquid water to water vapor).</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Alaska Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• The Plantation System</li> <li>• Slavery in Early America</li> <li>• From Plantations to Abolition</li> </ul>	<p>History</p> <p>B. A students should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <p>1. A student who meets the content standard should comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:</p> <ul style="list-style-type: none"> <li>b. human communities and their relationships with climate, subsistence base, resources, geography, and technology</li> <li>e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Geography and the Colonies</li> <li>• Settlement in Early America</li> <li>• People and the Environment</li> </ul>	<p>Geography</p> <p>F. A students should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.</p> <p>1. A student who meets the content standard should analyze and evaluate the impact of physical and human geographical factors on major historical events.</p>
Civics	<ul style="list-style-type: none"> <li>• Your American Government</li> <li>• Crafting the Constitution</li> <li>• How a Bill Becomes a Law</li> </ul>	<p>Government and Citizenship</p> <p>B. A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.</p> <p>3. A student who meets the content standard should understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rules, and minority rights.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Alaska Social Studies Standards Covered in Program</b>
Economics	<ul style="list-style-type: none"> <li>• Colonial American Trade</li> <li>• Colonial American Economics</li> <li>• Economic Choices in Early America</li> </ul>	<p>Geography</p> <p>D. A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.</p> <p style="padding-left: 40px;">2. A student who meets the content standard should explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally.</p>

**Reading for Information  
Grade 6  
Correlations to Alaska Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Alaska Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Organizing Living Things</li> <li>• The Classification System</li> <li>• Classifying Living Things</li> </ul>	<p>C1-Concepts of Life Science</p> <p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by [6] SC2.1 using a dichotomous key to classify animals and plants into groups using external or internal features.</p>
Physical Science	<ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>	<p>B1-Concepts of Physical Science</p> <p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by [6] SB2.1 recognizing that energy can exist in many forms (i.e., heat, light, chemical, electrical, mechanical).</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Alaska Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• Egypt Long Ago</li> <li>• Ancient China</li> <li>• Ancient Greece</li> </ul>	<p>History</p> <p>B. A students should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <ol style="list-style-type: none"> <li>1. A student who meets the content standard should comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:               <ol style="list-style-type: none"> <li>a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations.</li> </ol> </li> <li>2. A student who meets the content standard should understand the people and the political, geographic, economic, cultural, social, and environmental issues that have shaped the history of the state, the United States, and the world.</li> </ol>
Geography	<ul style="list-style-type: none"> <li>• The Life-Giving Nile</li> <li>• Life in Africa and Arabia</li> <li>• Empires of the Americas</li> </ul>	<p>Geography</p> <p>B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.</p> <ol style="list-style-type: none"> <li>1. A student who meets the content standard should know that places have distinctive geographic characteristics.</li> </ol> <p>C. A student should understand the dynamic and interactive natural forces that shape the Earth’s environments.</p> <ol style="list-style-type: none"> <li>1. A student who meets the content standard should analyze the operation of the Earth’s physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.</li> </ol>



Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Alaska Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p>Government and Citizenship</p> <p>D. A student should understand the role of the United States in international affairs.</p> <ol style="list-style-type: none"> <li>1. A student who meets the content standard should analyze how domestic policies, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries.</li> <li>4. A student who meets the content standard should understand the purpose and function of international government and non-governmental organizations in the world today.</li> </ol>
Economics	<ul style="list-style-type: none"> <li>• Changing Economies</li> <li>• Economies Around the World</li> <li>• Many Economies, One World</li> </ul>	<p>Geography</p> <p>E. A student should understand and be able to evaluate how humans and physical environments interact.</p> <ol style="list-style-type: none"> <li>2. A student who meets the content standard should recognize and access local, regional, and global patterns of resource use.</li> </ol> <p>Government and Citizenship</p> <p>F. A student should understand the economies of the United States and the state and their relationships to the global economy.</p> <ol style="list-style-type: none"> <li>3. A student who meets the content standard should compare alternative economic systems.</li> <li>10. A student who meets the content standard should understand how international trade works.</li> </ol>