

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

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>CA Science Content 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>2. Plants and animals have predictable life cycles. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.</li> <li>f. Students know flowers and fruits are associated with reproduction in plants.</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• All about Soil</li> <li>• What Is Soil?</li> <li>• Facts about Soil</li> </ul>	<p>3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.</li> </ul>
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>1. The motion of objects can be observed and measured. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.</li> <li>e. Students know objects fall to the ground unless something holds them up.</li> </ul>
Health	<ul style="list-style-type: none"> <li>• What Should I Eat?</li> <li>• Choosing the Right Foods</li> <li>• Healthful Food Choices</li> </ul>	<p>Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p><u>Food Choices</u></p> <ul style="list-style-type: none"> <li>• Make healthy food choices.</li> <li>• Group foods in many different ways.</li> <li>• Analyze influences on food choices.</li> </ul>

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History	<ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>	<p>2.1 Students differentiate between things that happened long ago and things that happened yesterday.</p> <p>2.1.2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.</p> <p>2.1.3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).</p> <p>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</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>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</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>2.3 Students explain governmental institutions and practices in the United States and other countries.</p>

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Economics	<ul style="list-style-type: none"> <li>• Why Do We Need Money?</li> <li>• Money and Work</li> <li>• Making Money</li> </ul>	2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

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<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>CA Science Content 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>3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.</li> <li>b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</li> <li>c. Students know living things cause changes in the environment in which they live; some of these changes are detrimental to the organism or other organisms, and some are beneficial.</li> <li>d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</li> </ul>
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>4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.</li> <li>c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets.</li> <li>d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.</li> </ul>
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	<p>1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>e. Students know matter has three forms: solid, liquid, and gas.</li> <li>f. Students know evaporation and melting are changes that occur when the objects are heated.</li> </ul>

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<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>CA Health Content Standards Covered in Program</b>
Health	<ul style="list-style-type: none"> <li>• Talk It Out</li> <li>• It's Great to Communicate!</li> <li>• Communication Is Key</li> </ul>	<p>Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p><u>Mental and Emotional Health</u></p> <ul style="list-style-type: none"> <li>• Identify and share feelings in appropriate ways.</li> <li>• Avoid self-destructive behaviors and practice self-control.</li> <li>• Develop and use effective coping strategies.</li> <li>• Develop and use effective communication skills.</li> </ul>

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Civics	<ul style="list-style-type: none"> <li>• Your Rights and Duties</li> <li>• Good Citizens</li> <li>• Rights and Responsibilities</li> </ul>	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4 .1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>3.4 .2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p>
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>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p>3.5 .1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	<p>3.1. Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>

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History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>	<p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>3.2.1. Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>3.2.2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>3.2.4. Discuss the interaction of new settlers with the already established Indians of the region.</p> <p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>CA Science Content 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>2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know plants are the primary source of matter and energy entering most food chains.</li> <li>b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.</li> <li>c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.</li> </ul>
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>5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</li> <li>b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.</li> <li>c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).</li> </ul>



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<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>CA Health Content Standards Covered in Program</b>
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>1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.</li> <li>e. Students know that electrically charged objects attract or repel each other.</li> <li>f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Help Your Health</li> <li>• Healthful Habits</li> <li>• Good Health and You</li> </ul>	<p>Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p><u>The Human Body</u></p> <ul style="list-style-type: none"> <li>• Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents.</li> <li>• Use protective equipment or practice protective behaviors.</li> </ul> <p>Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p><u>Disease Prevention</u></p> <ul style="list-style-type: none"> <li>• Practice positive health behaviors to reduce the risk of disease.</li> <li>• Practice good personal hygiene.</li> </ul> <p><u>Treatment of Disease</u></p> <ul style="list-style-type: none"> <li>• Cooperate with parents and health care providers in the treatment or management of disease.</li> </ul>

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History	<ul style="list-style-type: none"> <li>• What's Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	<p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <p>4.3. 2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).</p> <p>4.3.3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).</p> <p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>4.4.1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>4.4.2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</p> <p>4.4.3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p>

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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>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>4.1.5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</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>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p> <p>4.5.1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).</p> <p>4.5.3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.</p> <p>4.5.4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.</p>
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>4.4.6 Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p>

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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>2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know many multicellular organisms have specialized structures to support the transport of materials.</li> <li>b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide and oxygen are exchanged in the lungs and tissues.</li> <li>c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.</li> </ul>
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>5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know the Sun, an average star, is the central and largest body in the solar system.</li> <li>b. Students know the solar system includes the planet Earth, the Moon, the Sun, [seven] other planets and their satellites, and smaller objects, such as asteroids and comets.</li> <li>c. Students know the path of a planet around the Sun is due to gravitational attraction between the Sun and the planet.</li> </ul>

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Physical Science	<ul style="list-style-type: none"><li>• Making Matter Change</li><li>• Changing Matter</li><li>• Compounds and Mixtures</li></ul>	<p>1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:</p> <ul style="list-style-type: none"><li>a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.</li><li>d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.</li><li>f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.</li></ul>

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Health	<ul style="list-style-type: none"> <li>• Building Self-Esteem</li> <li>• Self-Esteem and You</li> <li>• Developing Self-Esteem</li> </ul>	<p>Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p><u>Mental and Emotional Health</u></p> <ul style="list-style-type: none"> <li>• Demonstrate personal characteristics that contribute to self-confidence and self-esteem.</li> </ul> <p>Expectation 3: Students will behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</p> <p><u>Potentially Dangerous Situations</u></p> <ul style="list-style-type: none"> <li>• Develop and use skills to identify, avoid, and cope with potentially dangerous situations.</li> </ul> <p><u>Alcohol, Tobacco, and Other Drugs</u></p> <ul style="list-style-type: none"> <li>• Avoid, recognize, and respond to negative social influences and pressures to use alcohol, tobacco, or other drugs.</li> <li>• Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.</li> <li>• Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.</li> </ul>

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Health (cont.)		<p>Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.</p> <p><u>Friendship and Peer Relationships</u></p> <ul style="list-style-type: none"> <li>• Demonstrate how to resist negative peer pressure.</li> </ul> <p>Expectation 7: Students will understand and accept individual differences in growth and development.</p> <p><u>Growth and Development</u></p> <ul style="list-style-type: none"> <li>• Develop a realistic body image.</li> </ul> <p><u>Mental and Emotional Development</u></p> <ul style="list-style-type: none"> <li>• Develop and use strategies, including critical thinking, decision making, goal setting, and problem solving.</li> </ul> <p>Expectation 8: Students will identify information, products, and services that may be helpful or harmful to their health.</p> <p><u>Products and Services</u></p> <ul style="list-style-type: none"> <li>• Use critical-thinking skills to analyze marketing and advertising techniques and their influence.</li> </ul>

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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>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>5.4.6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p>
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>5.4.1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</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>5.7. Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.</p> <p>5.7. 2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.</p> <p>5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.</p> <p>5.7.4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.</p>



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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>5.5 Students explain the causes of the American Revolution.</p> <p>5.5.1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).</p>

**Reading for Information  
Grade 6  
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<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>CA Science Content 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><b>Grade 7 Standard</b></p> <p>3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:</p> <p>4. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics.</p>
Earth Science	<ul style="list-style-type: none"> <li>• Earth's Resources</li> <li>• Understanding Natural Resources</li> <li>• Using Natural Resources</li> </ul>	<p>6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:</p> <p>a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.</p> <p>b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.</p> <p>c. Students know the natural origin of the materials used to make common objects.</p>
Physical Science	<ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>	<p>3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:</p> <p>a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light, and sound waves, or by moving objects.</p> <p>c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by convection (which involves flow of matter).</p> <p>d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>CA Health Content Standards Covered in Program</b>
Physical Science (cont.)		<p>4. Many phenomena on Earth’s surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> <li>a. Students know the sun is the major source of energy for phenomena on Earth’s surface; it powers winds, ocean currents, and the water cycle.</li> <li>b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.</li> <li>d. Students know convection currents distribute heat in the atmosphere and oceans.</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Drugs: Know the Facts</li> <li>• Facts about Drugs</li> <li>• Drug Abuse and Prevention</li> </ul>	<p>Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p><u>Mental and Emotional Health</u></p> <ul style="list-style-type: none"> <li>• Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure.</li> </ul> <p>Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.</p> <p><u>Treatment of Disease</u></p> <ul style="list-style-type: none"> <li>• Take prescription and over-the-counter medicines properly.</li> <li>• Interpret correctly instructions for taking medicine.</li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>CA Health Content Standards Covered in Program</b>
Health (cont.)		<p>Expectation 3: Students will behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</p> <p><u>Potentially Dangerous Situations</u></p> <ul style="list-style-type: none"> <li>• Develop and use skills to identify, avoid, and cope with potentially dangerous situations.</li> </ul> <p><u>Alcohol, Tobacco, and Other Drugs</u></p> <ul style="list-style-type: none"> <li>• Distinguish between helpful and harmful substances.</li> <li>• Avoid, recognize, and respond to negative social influences and pressures to use alcohol, tobacco, or other drugs.</li> <li>• Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.</li> <li>• Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.</li> <li>• Differentiate between the use and misuse of prescription and nonprescription drugs.</li> </ul> <p>Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.</p> <p><u>Friendship and Peer Relationships</u></p> <ul style="list-style-type: none"> <li>• Demonstrate how to resist negative peer pressure.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>CA Social Studies Content Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• Egypt Long Ago</li> <li>• Ancient China</li> <li>• Ancient Greece</li> </ul>	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p> <p>6.2.2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.2.3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p> <p>6.2.5. Discuss the main features of Egyptian art and architecture.</p> <p>6.2.6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.</p> <p>6.2.7. Understand the significance of Queen Hatshepsut and Ramses the Great.</p> <p>6.2.8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.2.9. Trace the evolution of language and its written forms.</p> <p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>6.4.2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).</p> <p>6.4.3. State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.4.4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.</p> <p>6.4.8. Describe the enduring contributions of important Greek figures in the arts and</p>

	<p>sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).</p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>6.6.1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.6.2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p> <p>6.6.3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p> <p>6.6.4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p>6.6.5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</p> <p>6.6.6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p> <p>6.6.7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.</p>
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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>CA Social Studies Content Standards Covered in Program</b>
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>6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p> <p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p> <p>6.2.2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.2.6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.</p>
Civics	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p>6.4.2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).</p> <p>6.4.3. State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.5.4. Outline the social structure of the caste system.</p> <p>6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>CA Social Studies Content Standards Covered in Program</b>
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>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>6.1.1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.</p> <p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p> <p>6.2.2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p>