

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Colorado Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.</p> <p>1. An organism (plant, animal) is a living thing that has physical characteristics that help it to survive.</p> <p>4. There are similarities and differences in growth and development of organisms (for example: insect, plant, mammal).</p> <p>Grade 3-5 Standard</p> <p>1. Each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.</p> <p>1. There are different types of Earth's materials that come in different shapes and sizes (for example: rocks and soil).</p> <p>3. The Earth's materials (rocks, soil, water) provide many of the resources that humans use and reuse.</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.</p> <p>3. The only way to change the motion of an object is by pushing or pulling on it (force).</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>History</p> <p>4.1 Students understand the impact of scientific and technological developments on individuals and societies.</p> <ul style="list-style-type: none"> • Identifying individual achievements of scientists and inventors from many cultures and describing their achievements (for example, the Persian scientist and mathematician who invented equations and coined the term “algebra”; Johann Gutenberg and the printing press; Galileo and the telescope; Isaac Newton and the theory of gravity; Eli Whitney and the cotton gin; Marie Curie and radiation).
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Geography</p> <p>4.2 Students know the nature and spatial distribution of cultural patterns.</p> <ul style="list-style-type: none"> • Identifying how the elements of culture affect the ways in which people live. • Describing how patterns of culture vary across Earth’s surface, for example, using thematic maps to show patterns of language, religion, and housing types in a community). <p>5.1 Students know how human actions modify the physical environment.</p> <ul style="list-style-type: none"> • Identify how people depend upon, adapt to, and modify the physical environment.
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Civics</p> <p>2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.</p> <ul style="list-style-type: none"> • Identifying people and groups who apply and enforce rules and laws as government (for example, police, judges, legislatures, mayors, principals). • Explaining why we have classroom and school rules. • Identifying what makes a good rule or law.

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Economics</p> <p>3.2 Students understand how a country’s monetary system facilitates the exchange of resources.</p> <ul style="list-style-type: none"> • Giving examples of barter as a simple form of exchange. • Explaining concepts of money. • Giving examples of the mediums of exchange in the U.S. • Recognizing that different countries use different currencies.

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Colorado Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.</p> <p>4. There is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination).</p>
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.</p> <p>7. There are basic components of the solar system (for example: Sun, planets, moons).</p> <p>9. The rotation of the Earth on its axis, in relation to the Sun, produces the day-and-night cycle and the orbit of the Earth around the Sun completes one year.</p>
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.</p> <p>2. Measurable physical properties can be compared before and after effecting a change to verify a change has occurred and used to predict its outcome in similar circumstances.</p> <p>3. Matter is made up of parts that are too small to be seen.</p> <p>4. Matter exists in physical states (solid, liquid, gas) and can change from one state to another.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Civics</p> <p>4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic.</p> <ul style="list-style-type: none"> • Giving examples of civic responsibilities that are important to themselves, their families, community, and state. • Identifying important characteristics of an effective citizen that help preserve and strengthen the United States constitutional republic (for example, being involved, informed). <p>4.3 Students know how citizens can exercise their rights.</p> <ul style="list-style-type: none"> • Identifying important individual economic, personal, and political rights (for example, freedom of religion, freedom of speech, right to own property). <p>4.4 Students know how citizens can participate in civic life.</p> <ul style="list-style-type: none"> • Identifying ways in which they can take an active part in improving their school and community.

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Economics</p> <p>1.1 Students know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.</p> <ul style="list-style-type: none"> • Showing what happens when there are limited resources and unlimited wants and needs. • Giving an example of the opportunity cost for an individual decision (for example, choosing to use money to go to the movies may result in not having enough money to eat at a restaurant). <p>1.3 Student understand that resources can be used in many ways and understand the costs of alternative uses.</p> <ul style="list-style-type: none"> • Describing how consequences of economic choices may affect the future (for example, using allowance money today for ice cream and candy will not generate savings for a bike in the future).
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Geography</p> <p>1.2 Students develop knowledge of Earth to locate people, places, and environments.</p> <ul style="list-style-type: none"> • Identifying major geographic features. <p>2.2 Students know how and why people define regions.</p> <ul style="list-style-type: none"> • Identifying a region as an area with unifying geographic characteristics. • Describing similarities, differences, and patterns of change in regions. <p>3.1 Students know the physical process that shape Earth’s surface patterns.</p> <ul style="list-style-type: none"> • Describing how features on Earth’s surface are shaped by physical processes (for example, wet regions have many rivers).

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	History 3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples. <ul style="list-style-type: none"> • Recognizing how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state. 3.2 Students understand the history of social organization in various societies. <ul style="list-style-type: none"> • Describing important components of the cultural heritage of the United States. 6.1 Students know the historical development of religions and philosophies. <ul style="list-style-type: none"> • Recognizing that people develop traditions that transmit their beliefs and ideas (for example, marriage ceremonies, feasts, naming of infants).

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Colorado Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Linking Living Things • Food Chains in Action • Food Chains and Food Webs 	<p>Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.</p> <p>2. Green plants need energy from sunlight and various raw materials to live, and animal consume plants and other organisms to live.</p> <p>4. There is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination).</p>
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.</p> <p>2. Natural processes change Earth's surface (for example: weathering, erosion, mountain building, volcanic activity, earthquakes and floods).</p>
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.</p> <p>6. Electricity in circuits can produce light, heat, sound, and magnetic effects.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>History</p> <p>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.</p> <ul style="list-style-type: none"> • Describing the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the area that is now Colorado (for example, African-Americans, Asian Americans, European Americans, Latino Americans, and Native Americans). <p>4.2 Students understand how economic factors have influenced historical events.</p> <ul style="list-style-type: none"> • Describing the economic reasons why people move to or from a location (for example, explorers, nomadic people, miners, traders).

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Geography</p> <p>1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.</p> <ul style="list-style-type: none"> • Defining basic geographic vocabulary such as the concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams. <p>2.2 Students know how and why people define regions.</p> <ul style="list-style-type: none"> • Identifying a region as an area with unifying geographic characteristics. • Describing similarities, differences, and patterns of change in regions. <p>4.4 Students know the processes, patterns, and functions of human settlements.</p> <ul style="list-style-type: none"> • Identifying the factors that affect where people settle (for example, the availability of transportation and resources). <p>5.2 Students know how physical systems affect human systems.</p> <ul style="list-style-type: none"> • Describing how the physical environment provides opportunities for and places constraints on human activities.

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Civics</p> <p>1.1 Students know and understand what government is and what purpose it serves.</p> <ul style="list-style-type: none"> • Identifying a constitution as a framework for a government. <p>1.3 Students understand the principles of the United States constitutional government.</p> <ul style="list-style-type: none"> • Identifying the function of the United States Constitution (for example, establishes the rules of the United States government). • Giving examples of rights protected by a constitution (for example, U.S. Bill of Rights, the state constitution).
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World’s Economy 	<p>Economics</p> <p>3.1 Students understand that the exchange of goods and services creates economic interdependence and change.</p> <ul style="list-style-type: none"> • Describing how voluntary exchange of goods and services affects all parties involved in the exchange (for example, by exchanging clothing for food both parties in the exchange have benefited). • Describing the interdependence between households and businesses. • Describing how the exchange of goods and services around the world creates interdependence among people in different places (for example, the production of a candy bar requires ingredients from around the world).

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Colorado Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Your Body at Work • The Human Body • Your Body: A Complex Machine 	<p>Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.</p> <p>3. Human body systems have basic structures, functions, and needs (for example: digestive, respiratory, circulatory, skeletal, muscular).</p>
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space.</p> <p>7. There are basic components of the solar system (for example: Sun, planets, moons).</p> <p>9. The rotation of the Earth on its axis, in relation to the Sun, produces the day-and-night cycle and the orbit of the Earth around the Sun completes one year.</p>

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Colorado Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.</p> <ol style="list-style-type: none"> 1. Physical properties of solids, liquids, gases and the plasma state and their changes can be explained using the particulate nature of matter model. 2. Measurable physical properties can be compared before and after effecting a change to verify a change has occurred and used to predict its outcome in similar circumstances. 3. Matter is made up of parts that are too small to be seen. 4. Matter exists in physical states (solid, liquid, gas) and can change from one state to another. <p>Grade 6-8 Standard</p> <ol style="list-style-type: none"> 2. Mixtures of substances can be separated based on their properties (for example: solubilities, boiling points, magnetic properties, densities and specific heat). 6. When two or more elements are combined a compound is formed which is made up of molecules.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Plantation System • Slavery in Early America • From Plantations to Abolition 	<p>History</p> <p>4.2 Students understand how economic factors have influenced historical events.</p> <ul style="list-style-type: none"> • Explaining how economic factors influenced historical events in the United States and in various regions of the world (for example, the history of Colorado’s “boom and bust” economy). <p>5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.</p> <ul style="list-style-type: none"> • Describing how attributes of various people have affected their individual political rights (for example, gender, racial identity, national origin, property ownership, religion, legal status). • Describing how forms of involuntary servitude have been used to maintain and expand political power through history (for example, slavery, serfdom, impressments).
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Geography</p> <p>4.1 Students know the characteristics, location, distribution, and migration of human populations.</p> <ul style="list-style-type: none"> • Analyzing the causes and types of human migration and its effect on places. <p>4.3. Students know the patterns and networks of economic interdependence.</p> <ul style="list-style-type: none"> • Identifying the factors that influence the location and distribution of economic activities.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	<p>Civics</p> <p>1.3 Students understand the principles of the United States constitutional government.</p> <ul style="list-style-type: none"> • Explaining the essential principles of government states in the United States Constitution (for example, the purposes of government as stated in the Preamble, limited government, separation of powers, checks and balances of legislative, executive, and judicial branches, federalism, and rule of law). • Identifying individual rights protected by the Bill of Rights. <p>2.2 Students know how power, authority, and responsibility are distributed, shared, and limited through federalism as established by the United States Constitution.</p> <ul style="list-style-type: none"> • Explaining how the Constitution divides the powers of government among the executive, legislative, and judicial branches, and how each branch can check the powers of another.
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Economics</p> <p>3.1 Students understand that the exchange of foods and services creates economic interdependence and change.</p> <ul style="list-style-type: none"> • Describing the relationship among trade, specialization, and interdependence. • Describing how economic interdependence between countries around the world affects the standard of living.

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Colorado Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.</p> <p>1. Classification schemes can be used to understand the structure of organisms.</p>
Earth Science	<ul style="list-style-type: none"> • Earth's Resources • Understanding Natural Resources • Using Natural Resources 	<p>Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.</p> <p>2. Humans use renewable and nonrenewable resources (for example: forests and fossil fuels).</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.</p> <p>8. There are different forms of energy and those forms of energy can be transferred and stored (for example: kinetic, potential) but total energy is conserved.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>History</p> <p>3.1 Students know the physical processes that shape Earth’s surface patterns.</p> <ul style="list-style-type: none"> • Describing how physical processes shape environmental patterns of air, land, water, plants, and animals. <p>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.</p> <ul style="list-style-type: none"> • Describing how societies have used various forms of visual arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history. • Explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies. • Explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
<p>Geography</p>	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Geography</p> <p>2.1 Students know the physical and human characteristics of places.</p> <ul style="list-style-type: none"> • Explaining how places change due to human activity (for example, center-pivot technology produces a distinctive pattern of irrigation on the High Plains). <p>3.1 Students know the physical processes that shape Earth’s surface patterns.</p> <ul style="list-style-type: none"> • Describing how physical processes shape environmental patterns of air, land, water, plants, and animals. <p>4.4 Students know the processes, patterns, and functions of human settlement.</p> <ul style="list-style-type: none"> • Describing, locating, and comparing different settlement patterns throughout the world. <p>5.1 Students know how human actions modify the physical environment.</p> <ul style="list-style-type: none"> • Describing ways that human depend upon, adapt to, and effect the physical environment.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Civics</p> <p>1.2 Students know the essential characteristics of limited and unlimited government.</p> <ul style="list-style-type: none"> • Comparing limited and unlimited government. • Describing different types of government, limited, unlimited, and absence of government (for example, anarchy, oligarchy, constitutional republic, authoritarian, democratic and totalitarian). <p>3.1 Students know how and why governments and nongovernmental agencies around the world interact politically.</p> <ul style="list-style-type: none"> • Defining foreign policy and describing ways that nations interact with one another diplomatically (for example, trade, treaties, humanitarian aid, military force). <p>3.3 Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics and society of the United States.</p> <ul style="list-style-type: none"> • Describing ways in which nongovernmental agencies and organizations have sought to help with an international problem or concern (for example, the Red Cross helping victims of war or natural disasters, organizations of doctors or scientists helping with diseases of disasters like Chernobyl).

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Colorado Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Economics</p> <p>1.1 Students know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.</p> <ul style="list-style-type: none"> • Giving examples of situations where households, businesses, governments, and societies deal with scarcity just as individuals do. <p>2.1 Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services.</p> <ul style="list-style-type: none"> • Describing the characteristics of a traditional, command, market, and mixed economic system. • Explaining how different economic systems use different means to produce, distribute, and exchange goods and services. <p>2.3 Students understand that government actions and policies, including taxes, spending, and regulations influence the operation of economics.</p> <ul style="list-style-type: none"> • Identifying governmental activities that affect the local, state, or national economy. • Giving examples of the role of government in a market economic system (for example, the government enforces property rights, provisions of contracts and provides a standardized monetary system).