

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Connecticut 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>Structure and Function-How are organisms structured to ensure efficiency and survival? 2.2-Plants change their forms as part of their life cycles. A 19. Describe the life cycles of flowering plants as they grow from seeds, proceed through maturation and produce new seeds. A 20. Explore and describe the effects of light and water on seed germination and plant growth.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>The Changing Earth-How do materials cycle through the Earth’s systems? 2.3-Earth materials have varied physical properties which make them useful in different ways. A 21. Sort different soils by properties, such as particle size, color and composition. A 22. Relate the properties of different soils to their capacity to retain water and support the growth of certain plants.</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Grade 1 Standard Forces and Motion-What makes objects move the way they do? 1.1-The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons. A 10. Describe how the motion of objects can be changed by pushing or pulling.</p>

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Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Connecticut Science Standards Covered in Program
Health	<ul style="list-style-type: none"> • What Should I Eat? • Choosing the Right Foods • Healthful Food Choices 	<p>Science and Technology in Society-How do science and technology affect the quality of our lives?</p> <p>2.4-Human beings, like all other living things, have special nutritional needs for survival.</p> <p style="padding-left: 40px;">A 23. Identify the sources of common foods and classify them by their basic food groups.</p> <p style="padding-left: 40px;">A 24. Describe how people in different cultures use different food sources to meet their nutritional needs.</p>

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Connecticut Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>Content Standard 2: Local, United States and World History</p> <ul style="list-style-type: none"> • Students demonstrate a familiarity with people, events and places from a broad spectrum of human experience through selected study from historical periods and from various regions (e.g., East Asia, Europe, the Americas, Africa, South Asia, West Asia). <p>Content Standard 3: Historical Themes</p> <ul style="list-style-type: none"> • Students identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements.
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Content Standard 9: Places and Regions</p> <ul style="list-style-type: none"> • Students define and identify natural and human characteristics of places. • Students locate places within their own and nearby communities in Connecticut. <p>Content Standard 11: Human Systems</p> <ul style="list-style-type: none"> • Students explain locations and characteristics of human settlements and how they have changed over time.
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Content Standard 4: Applying History</p> <ul style="list-style-type: none"> • Students explain the purposes of laws and ideas and principles that make just laws. <p>Content Standard 6: Rights and Responsibilities of Citizens</p> <ul style="list-style-type: none"> • Students establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people.

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Connecticut Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none">• Why Do We Need Money?• Money and Work• Making Money	Content Standard 15: Economic Interdependence <ul style="list-style-type: none">• Students recognize that money is a generally accepted medium of exchange and that different countries use different currencies.

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Connecticut Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Heredity and Evolution-What processes are responsible for life’s unity and diversity? 3.2-Organisms can survive and reproduce only in environments that meet their basic needs. B 3. Describe how different plants and animals are adapted to obtain air, water, food, and protection in specific land habitats. B 4. Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.</p> <p>Grade 4 Standard Matter and Energy in Ecosystems-How do matter and energy flow through ecosystems? 4.2-All organisms depend on the living and non-living features of the environment for survival. B 11. Describe how natural phenomena and some human activities may cause changes to habitats and their inhabitants.</p>
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Grade 5 Standard Earth in the Solar System-How does the position of Earth in the solar system affect conditions on our planet? 5.3 Most objects in the solar system are in a regular and predictable motion. B 22. Explain the cause of day and night based on the rotation of Earth on its axis. B 23. Describe the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth.</p>

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Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Connecticut Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Properties of Matter-How does the structure of matter affect the properties and uses of materials?</p> <p>3.1 Materials have properties that can be identified and described through the use of simple tests.</p> <p style="padding-left: 40px;">B 1. Sort and classify materials based on properties such as dissolving in water, sinking and floating, conducting heat, and attracting to magnets.</p> <p style="padding-left: 40px;">B 2. Describe the effect of heating on the melting, evaporation, condensation and freezing of water.</p>

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Connecticut Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Content Standard 5: United States Constitution and Government</p> <ul style="list-style-type: none"> • Students explain that individuals have rights and responsibilities to follow the law. <p>Content Standard 6: Rights and Responsibilities of Citizens</p> <ul style="list-style-type: none"> • Students explain the meaning and important characteristics of citizenship in the United States. • Students identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, their families, community, state and nation.
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Content Standard 13: Limited Resources</p> <ul style="list-style-type: none"> • Students define scarcity and abundance. • Students identify goods and services and give an example of each.
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Content Standard 9: Places and Regions</p> <ul style="list-style-type: none"> • Students define and identify natural and human characteristics of places. • Students observe and describe how places and regions are identified, defined, and bounded. <p>Content Standard 11: Human Systems</p> <ul style="list-style-type: none"> • Students locate Earth’s major physical and human features (including cities, countries, bodies of water, etc.).
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi’ipuu 	<p>Content Standard 3: Historical Themes</p> <ul style="list-style-type: none"> • Students recognize that people develop traditions that transmit their beliefs and ideals. • Students examine family life and cultures of different peoples at different times in history.

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Connecticut 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>Matter and Energy in Ecosystems-How do matter and energy flow through ecosystems? 4.2-All organisms depend on the living and non-living features of the environment for survival. B 10. Describe how animals, directly or indirectly, depend on plants to provide the food and energy they need in order to grow and survive.</p>
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Energy in the Earth's Systems—How do external and internal sources of energy affect the Earth's systems? B 13. Describe the role of water in erosion and river formation.</p>
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Energy Transfer and Transformations-What is the role of energy in our world? B 14. Describe how batteries and wires can transfer energy to light a light bulb. B 15. Explain how simple electrical circuits can be used to determine which materials conduct electricity.</p>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Connecticut Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>Content Standard 3: Historical Themes</p> <ul style="list-style-type: none"> • Students describe and explain some of the reasons people have moved and related these reasons to some historic movements of large groups of people.
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Content Standard 9: Places and Regions</p> <ul style="list-style-type: none"> • Students observe and describe how places and regions are identified, defined, and bounded. <p>Concept Standard 12: Human and Environment Interaction</p> <ul style="list-style-type: none"> • Students explain ways in which humans use and interact with environments. • Students identify locations of various economic activities and understand how physical and human factors influence them. • Students describe how and why physical and human systems function and interact and the consequences of these interactions.
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Content Standard 5: United States Constitution and Government</p> <ul style="list-style-type: none"> • Students recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government. • Students apply the concepts of liberty, tolerance and majority rules and how they relate to individual rights.
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World's Economy 	<p>Content Standard 15: Economic Interdependence</p> <ul style="list-style-type: none"> • Students describe how the exchange of goods and services around the world creates interdependence among people in different places.

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Connecticut 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>Structure and Function-How are organisms structured to ensure efficiency and survival? 5.2-Perceiving and responding to information about the environment is critical to the survival of organisms. B 21. Describe the structure and function of the human senses and the signals they perceive.</p>
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Earth in the Solar System-How does the position of Earth in the solar system affect conditions on our planet? 5.3 Most objects in the solar system are in a regular and predictable motion. B 22. Explain the cause of day and night based on the rotation of Earth on its axis. B 23. Describe the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.</p>
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Grade 6 Standard Properties of Matter-How does the structure of matter affect the properties and uses of materials? 6.1-Materials can be classified as pure substances or mixtures, depending on their chemical and physical properties. C 2. Describe how the properties of simple compounds, such as water and table salt, are different from the properties of the elements of which they are made. C 3. Explain how mixtures can be separated by using the properties of the substances from which they are made, such as particle size, density, solubility and boiling point.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Connecticut 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>Content Standard 3: Historical Themes</p> <ul style="list-style-type: none"> • Students explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position.
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Content Standard 11: Human Systems</p> <ul style="list-style-type: none"> • Students explain how patterns of international trade change technology, transportation, and communication, and affect economic activities and human migration. <p>Content Standard 12: Human and Environment Interaction</p> <ul style="list-style-type: none"> • Students describe human and natural characteristics of places and how they shape or place identity.
Civics	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	<p>Content Standard 5: United States Constitution and Government</p> <ul style="list-style-type: none"> • Students explain how the Constitution divides the power of government among the executive, legislative, and judicial branches,, and how each branch can check the power of another.

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Connecticut Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Content Standard 3: Historical Themes</p> <ul style="list-style-type: none"> • Students explain how economic factors influenced historical events in the United States and other regions of the world. <p>Content Standard 11: Human Systems</p> <ul style="list-style-type: none"> • Students explain how patterns of international trade change technology, transportation, and communication, and affect economic activities and human migration. <p>Content Standard 13: Limited Resources</p> <ul style="list-style-type: none"> • Students compare the resources used by various cultures, countries and/or regions throughout the world. <p>Content Standard 15: Economic Interdependence</p> <ul style="list-style-type: none"> • Students explain how specialization leads to more effective use of economic resources and economic growth.

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Connecticut Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>Science and Technology in Society-How do science and technology affect the quality of our lives?</p> <p>6.4-Water moving across and through earth materials carries with it the products of human activities.</p> <p style="padding-left: 40px;">C 11. Explain how human activity may impact water resources in Connecticut, such as ponds, rivers, and the Long Island Sound ecosystem.</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Energy in the Earth’s Systems-How do external and internal sources of energy affect the Earth’s systems?</p> <p>6.3[Variations in the amount of the sun’s energy hitting the Earth’s surface affect daily and seasonal weather patterns.</p> <p style="padding-left: 40px;">C 7. Describe the effect of heating on the movement of molecules in solids, liquids, and gases.</p>

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Connecticut Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>Content Standard 2: Local, United States and World History</p> <ul style="list-style-type: none"> • Students demonstrate an in-depth understanding of selected events representing major trends in world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II). <p>Content Standard 3: Historical Themes</p> <ul style="list-style-type: none"> • Students describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas.
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Content Standard 9: Places and Regions</p> <ul style="list-style-type: none"> • Students describe human and natural characteristics of places and how they shape or place identity. <p>Content Standard 10: Physical Systems</p> <ul style="list-style-type: none"> • Students use basic climatic and other physical data to understand how natural processes shape environmental patterns. <p>Content Standard 12: Human and Environment Interaction</p> <ul style="list-style-type: none"> • Students demonstrate and explain ways that humans depend on, adapt to, and alter the physical environment.

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Connecticut Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Content Standard 7: Political Systems</p> <ul style="list-style-type: none"> • Students describe and compare unlimited and limited government. • Students compare and evaluate forms of government found outside the United States. <p>Content Standard 8: International Relations</p> <ul style="list-style-type: none"> • Students describe the organization of the world into nation-states and describe some ways that nation-states interact with one another.
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Content Standard 13: Limited Resources</p> <ul style="list-style-type: none"> • Students explain that households, businesses, governments and societies face scarcity just as individuals do. <p>Content Standard 14: Economic Systems</p> <ul style="list-style-type: none"> • Students explain how different systems (traditional, market and command) use different means to produce, distribute and exchange goods and services. <p>Content Standard 15: Economic Interdependence</p> <ul style="list-style-type: none"> • Students explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living.