

**Reading for Information
Grade 2
Correlations to Georgia State Curriculum**

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Georgia Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>S2L1. Students will investigate the life cycles of different living organisms.</p> <p style="padding-left: 20px;">a. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.</p> <p>Grade 3 Standard</p> <p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <p style="padding-left: 20px;">b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Grade 3 Standard</p> <p>S3E1. Students will investigate the physical attributes of rocks and soils.</p> <p style="padding-left: 20px;">c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand).</p> <p style="padding-left: 20px;">d. Determine how water and wind can change rocks and soil over time using observation and research.</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>S2P2. Students will identify sources of energy and how the energy is used.</p> <p style="padding-left: 20px;">a. Identify sources of light energy, heat energy, and energy of motion.</p> <p style="padding-left: 20px;">b. Describe how light, heat, and motion energy are used.</p> <p>S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.</p> <p style="padding-left: 20px;">a. Demonstrate how pushing and pulling an object affects the motion of the object.</p> <p style="padding-left: 20px;">b. Demonstrate the effects of changes of speed on an object.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Georgia Social Studies Standards
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>Grade 3 Standard SS3H2. The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.</p> <ol style="list-style-type: none"> a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers’ rights). b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>SS2G2. The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.</p> <ol style="list-style-type: none"> c. Describe how each historical figure adapted to and was influenced by his/her environment. e. Describe how the region in which these historical figures lived affected their lives and compare these regions to the region in which the students live.
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>SS2CG1. The student will define the concept of government and the need for rules and laws.</p>
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>SS2E3. The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.</p>

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Georgia Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, march/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. <p>Grade 4 Standard</p> <p>S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.</p> <ul style="list-style-type: none"> c. Predict how changes in the environment would affect a community (ecosystem) of organisms. d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Georgia Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Grade 2 Standard S2E2. Students will investigate the position of sun and moon to show patterns throughout the year.</p> <ul style="list-style-type: none"> a. Investigate the position of the sun in relation to a fixed object on earth at various time of the day. c. Relate the length of the day and night to the change in seasons (for example: Days are longer than the night in the summer.). d. Use observations and charts to record the shape of the moon for a period of time. <p>Grade 4 Standard S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets.</p> <ul style="list-style-type: none"> b. Compare the similarities and differences of planets to the stars in appearance, position, and the number in the night sky. d. Identify how technology is used to observe distant objects in the sky. <p>S4E2. Students will model the position and motion of the earth in the solar system and will explain the role off relative position and motion in determining sequence of the phases of the moon.</p> <ul style="list-style-type: none"> a. Explain the day/night cycle of the earth using a model. b. Explain the sequence of the phases of the moon. c. Demonstrate the revolution of the earth around the sun and the earth’s tilt to explain the seasonal changes. d. Demonstrate the relative size and order from the sun of the planets in the solar system.

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Georgia Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Grade 2 Standard S2P1. Students will investigate the properties of matter and changes that occur in objects.</p> <ul style="list-style-type: none"> a. Identify the three common states of matter as solid, liquid, or gas. b. Investigate changes in objects by tearing, dissolving, melting, squeezing, etc. <p>Grade 4 Standard S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.</p> <ul style="list-style-type: none"> a. Demonstrate how water changes states from solids (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Georgia Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	SS3CG2. The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	SS3E3. The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. <ul style="list-style-type: none"> b. Describe how goods and services are allocated by price in the marketplace. SS3E4. The student will describe the costs and benefits of personal spending and saving choices.
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	SS3G1. The student will locate major topographical features of the United States of America. <ul style="list-style-type: none"> a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson. b. Identify major mountain ranges of the United States of America: Appalachian, Rocky.
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	Grade 4 Standard SS4H1. The student will describe how early Native American cultures developed in North America. <ul style="list-style-type: none"> a. Locate where the American Indians settle with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole). b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

**Reading for Information
Grade 4
Correlations to Georgia Standards**

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Georgia 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>S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem</p> <ul style="list-style-type: none"> a. Identify the roles of producers, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Georgia Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • The Earth beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Grade 3 Standard S3E1. Students will investigate the physical attributes of rocks and soil. d. Determine how water and wind can change rocks and soil over time using observation and research.</p> <p>Grade 5 Standard S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.</p> <ul style="list-style-type: none"> a. Identify surface features caused by constructive processes. <ul style="list-style-type: none"> • Deposition (Deltas, sand dunes, etc.) • Earthquakes • Volcanoes • Faults b. Identify and find examples of surface features caused by destructive processes. <ul style="list-style-type: none"> • Erosion (water-in rivers and oceans, wind) • Weathering • Impact of organisms • Earthquake • Volcanoes. c. Relate the role of technology and human intervention in the control of constructive and destructive processes. <ul style="list-style-type: none"> • Seismological studies • Flood control (dams, levees, storm drain management, etc.) • Beach reclamation (Georgia coastal islands).

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Georgia Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Grade 5 Standard S5P3. Students will investigate the electricity, magnetism, and their relationship.</p> <ul style="list-style-type: none"> b. Determine the necessary components for completing an electric circuit. c. Investigate common materials to determine If they are insulators of conductors of electricity.

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Georgia Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>SS4H6. The student will explain westward expansion of America between 1801 and 1861.</p> <ul style="list-style-type: none"> a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns). b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>SS4G1. The student will be able to locate important physical and man-made features in the United States.</p> <ul style="list-style-type: none"> a. Locate major physical features of the United States: include the Atlantic Coastal Plain, Great Plains, Continental Divide, the Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes. b. Locate major man-made features: include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal. <p>SS4G2. The student will describe how physical systems affect human systems.</p> <ul style="list-style-type: none"> e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Georgia Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>SS4CG1. The student will describe the meaning of:</p> <ol style="list-style-type: none"> a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness). b. “We the people” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty. c. C. The federal system of government in the U.S. <p>SS4CG3. The student will describe the functions of government.</p> <ol style="list-style-type: none"> a. Explain the process for making and enforcing laws. b. Explain managing conflicts and protecting rights. c. Describe providing for the defense of the nation. d. Explain limiting the power of people in authority. e. Explain the fiscal responsibility of government.
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World’s Economy 	<p>SS4E1. The student will use the basic economy concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <ol style="list-style-type: none"> c. Describe how specialization improves standards of living (such as how specific economies in the three colonial regions developed). d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America). e. Describe how trade promotes economic activity (such as how trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution). f. Give an example of technological advancements and their impact on business productivity during the development of the United States.

**Reading for Information
Grade 5
Correlations to Georgia Standards**

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Georgia Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Grade 4 Standard</p> <p>S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets.</p> <ul style="list-style-type: none"> b. Compare the similarities and differences of planets to the stars in appearance, position, and the number in the night sky. c. Explain why the pattern of stars in a constellation stays the same in appearance, position, and number in the sky. d. Identify how technology is used to observe distant objects in the sky. <p>S4E2. Students will model the position and motion of the earth in the solar system and will explain the role off relative position and motion in determining sequence of the phases of the moon.</p> <ul style="list-style-type: none"> a. Explain the day/night cycle of the earth using a model. b. Explain the sequence of the phases of the moon. c. Demonstrate the revolution of the earth around the sun and the earth’s tilt to explain the seasonal changes. d. Demonstrate the relative size and order from the sun of the planets in the solar system.

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Georgia Science Standards Covered in Program
<p>Earth Science (CONT.)</p>	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Grade 6 Standard</p> <p>S6E1. Students will explore current scientific views of the universe and how those views evolved.</p> <ul style="list-style-type: none"> b. Describe the position of the solar system in the Milky Way galaxy and the universe. c. Compare and contrast the planets in terms of: <ul style="list-style-type: none"> • Size relative to the earth • Surface and atmospheric features • Relative distance from the sun • Ability to support life. d. Explain the motion of objects in the day/night sky in terms of relative position. f. Describe the characteristics of comets, asteroids, and meteors. <p>S6E2. Students will understand the effects of the relative positions of the earth, moon and sun.</p> <ul style="list-style-type: none"> a. Demonstrate the phases of the moon by showing the alignment of the earth, moon, and sun. b. Explain the alignment of the earth, moon, and sun during solar and lunar eclipses. c. Relate the tilt of the earth to the distribution of sunlight throughout the year and its effect on climate.

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Georgia Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none">• Making Matter Change• Changing Matter• Compounds and Mixtures	<p>S5P2. Students will explain the difference between a physical change and a chemical change.</p> <ol style="list-style-type: none">a. Investigate physical changes by separating mixtures and manipulating (cutting, tearing, folding) paper to demonstrate examples of physical change.b. Recognize that the changes in the state of water (water vapor/steam, liquid, ice) are due to temperature differences and are examples of physical change.c. Investigate the properties of a substance before, during, and after a chemical reaction to find evidence of change.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Georgia 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>SS5H1. The student will explain the causes, major events, and consequences of the Civil War.</p> <ul style="list-style-type: none"> b. Discuss how the issues of states' rights and slavery increased tensions between the North and South. <p>SS5H2. The student will analyze the effects of Reconstruction on American life.</p> <ul style="list-style-type: none"> c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Grade 4 Standard</p> <p>SS4H3. The student will explain the factors that shaped the British colonial America.</p> <ul style="list-style-type: none"> a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies. b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves and Native Americans. <p>SS4G1. The student will be able to locate important physical and man-made features in the United States.</p> <ul style="list-style-type: none"> b. Locate major man-made features: include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal. <p>SS4G2. The student will describe how physical systems affect human systems.</p> <ul style="list-style-type: none"> b. Describe how the early explorers (SS4H1a) adapted, or failed to adapt, to the various physical environments in which they traveled. c. Explain how the physical geography of each colony helped determine economic activities practiced therein.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Georgia 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>SS5CG1. The student will explain how a citizen’s rights are protected under the U.S. Constitution.</p> <ul style="list-style-type: none"> b. Explain the freedoms granted by the Bill of Rights. c. Explain the concept of due process pf law. d. Describe how the Constitution protects a citizen’s rights by due process.
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Grade 4 Standard</p> <p>SS4H4. The student will explain the causes, events, and results of the American Revolution.</p> <ul style="list-style-type: none"> a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party. <p>SS4E1. The student will use the basic economy concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <ul style="list-style-type: none"> a. Describe how specialization improves standards of living (such as how specific economies in the three colonial regions developed). b. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).

**Reading for Information
Grade 6
Correlations to Georgia Standards**

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Georgia Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Grade 5 Standard S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.</p> <ul style="list-style-type: none"> a. Demonstrate how animals are sorted into groups (vertebrates and invertebrates and how vertebrates are sorted into groups (fish, amphibians, reptile, bird, and mammal). b. B. Demonstrate how plants are sorted into groups.
Earth Science	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>S6E6. Students will describe various sources of energy and with their uses and conservation.</p> <ul style="list-style-type: none"> a. Explain the role of the sun as the major source of energy and its relationship to wind and water energy. b. Identify renewable and nonrenewable resources.
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Grade 5 Standard S5P2. Students will explain the difference between a physical change and a chemical change.</p> <ul style="list-style-type: none"> b. Recognize that the changes in the state of water (water vapor/steam, liquid, ice) are due to temperature differences and are examples of physical change.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Georgia 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>SS6H1. The student will describe the civilizations at the time of the Columbian Exchange and the impact of European exploration on those civilizations.</p> <ol style="list-style-type: none"> a. Describe Aztec and Incan societies prior to the Columbian Exchange: include religious beliefs, origins of their empires, the astronomic and calendar developments of the Aztecs, and the roads and aqueducts of the Incas. b. Describe the encounter and consequences between the Spanish and the Aztec and Incan civilizations: include how small Spanish forces defeated large empires, and the roles of Cortes, Pizarro, Montezuma, and Atahualpa. <p>SS6G1. The student will be able to describe and locate the important physical and human characteristics of Latin American and the Caribbean and Canada.</p> <ol style="list-style-type: none"> a. Describe and locate major physical features: include the Pacific Ocean, Gulf of Alaska, Hudson Bay, Caribbean Sea, Gulf of Mexico, The Great Lakes, Panama Canal, Amazon River, Andes Mountains, Rocky Mountains, Sierra Madre Mountains, St. Lawrence River, Patagonia, Atacama Desert, and Rio de la Plata. b. Describe and locate Canada and the nations of Latin America: include Cuba, Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Colombia, Venezuela, Brazil, Chile, Ecuador, Argentina, Bolivia, Uruguay, Paraguay, Peru, Haiti, and Jamaica.
<p>Civics</p>	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>SS6CG1. The student will explain the structure of national governments in Latin American and the Caribbean and Canada.</p> <ol style="list-style-type: none"> a. Explain the basic structure of the national governments of Brazil, Cuba, Jamaica, and Mexico; include the type of government, form of leadership, type of legislature, and role of the citizen.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Georgia Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>SS6E2. The student will give examples of how voluntary trade benefits buyers and sellers in Latin American and the Caribbean and Canada.</p> <ul style="list-style-type: none"> a. Analyze how Canada, Mexico, Venezuela, and Brazil benefit from trade. d. Describe why international trade requires a system for exchanging currency between and among nations and name currencies fro nations such as Canada, Mexico, Brazil, Chile; and explain why Ecuador, E Salvador, and Panama chose to adopt the U.S. dollar as their currency. <p>SS6E3. The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina.</p> <ul style="list-style-type: none"> b. Describe investment in capital goods; include factories, machinery, and new technology. c. Describe the role of entrepreneurs who take the risks of organizing productive resources.