

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

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>Indiana Science Standards</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>Standard 4: The Living Environment</p> <p>2.4.1 Observe and identify different external features of plants and animals and describe how these features help them survive in different environments.</p> <p>2.4.3 Observe and explain that plants and animal both need to take in water, animals need to take in food, and plants need light.</p>
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>Standard 3: The Physical Setting</p> <p>2.3.3 Investigate by observing and then describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller.</p>
Physical Science	<ul style="list-style-type: none"> <li>• It Takes Force</li> <li>• Making Things Move</li> <li>• Facts about Force</li> </ul>	<p>Standard 3: The Physical Setting</p> <p>2.3.7 Investigate and observe that the way to change how something is moving is to give it a push or a pull.</p>
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><b>Grade 3 Standard</b></p> <p>Standard 4: The Living Environment</p> <p>3.4.6 Explain that people need water, food, air, waste removal, and a particular range of temperatures, just as animals do.</p> <p>3.4.7 Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>Indiana Social Studies Standards</b>
History	<ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>	<p>Standard 1: History 2.1.3 Identify individuals who had an impact on the local and regional community.</p> <p>Standard 5: Individuals, Society, and Culture 2.5.5 Identify people of different ages, cultural backgrounds, traditions, and careers and explain how they contribute to the community.</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>Standard 3: Geography 2.3.4 Identify places that are nearby or related to the local community. 2.3.7 Use a variety of information resources to identify ways that the physical environment influences human activities in the community.</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>Standard 2: Civics and Government 2.2.2 Explain why it is necessary for the community to have government. 2.2.5 Explain the roles people in the community have in making and changing laws.</p>
Economics	<ul style="list-style-type: none"> <li>• Why Do We Need Money?</li> <li>• Money and Work</li> <li>• Making Money</li> </ul>	<p>Standard 4: Economics 2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service. 2.4.7 Explain why people trade for goods and services and explain how money makes trade easier.</p>

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

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Environments in Action</li> <li>• Ecosystems Everywhere!</li> <li>• Ecosystems</li> </ul>	<p><b>Grade 2 Standard</b> Standard 4: The Living environment 2.4.2 Observe that and describe how animals may use plants, or even other animals, for shelter and nesting. 2.4.4 Recognize and explain that living things are found almost everywhere in the world and that there are somewhat different kinds in different places.</p> <p><b>Grade 4 Standard</b> Standard 4: The Living Environment 4.4.3 Observe and describe that organisms interact with one another in various ways, such as providing food, pollination, and seed dispersal. 4.4.4 Observe and describe that some sources of energy is needed for all organisms to stay alive and grow. 4.4.6 Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
Earth Science	<ul style="list-style-type: none"> <li>• Objects in the Sky</li> <li>• Looking at Outer Space</li> <li>• Exploring Outer Space</li> </ul>	<p><b>Standard 3: The Physical Setting</b></p> <p>3.3.1 Observe and describe the apparent motion of the sun and moon over a time span of one day.</p> <p>3.3.3 Observe and describe that the sun can be seen only in the daytime.</p> <p>3.3.4 Observe and describe that the moon looks a little different every day, but looks the same again about every four weeks.</p> <p><b>Grade 4 Standard</b></p> <p><b>Standard 3: The Physical Setting</b></p> <p>4.3.1 Observe and report that the can be seen sometimes at night and sometimes during the day.</p> <p>4.3.8 Explain that the rotation of Earth in its axis every 24 hours produces the night-and-day cycle.</p>
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	<p><b>Grade 2 Standard</b></p> <p><b>Standard 3: The Physical Setting</b></p> <p>2.3.5 Investigate that things can be done to materials—such as freezing, mixing, cutting, heating or wetting—to change some of their properties. Observe that not all materials respond in the same way.</p>

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Indiana Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> <li>• Your Rights and Duties</li> <li>• Good Citizens</li> <li>• Rights and Responsibilities</li> </ul>	<p>Standard 2: Civics and Government</p> <p>3.2.1 Explain that people are citizens of their community, state, and nation and explain the importance of good citizenship.</p> <p>3.2.6 Discuss and explain the meaning of the Pledge of Allegiance. Explain other ways citizens can affirm their citizenship.</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>Standard 4: Economics</p> <p>3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.</p> <p>3.4.8 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p>
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	<p>Standard 3: Geography</p> <p>3.3.1 Distinguish between physical and political features on maps and globes and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.</p> <p>3.3.3 Explain that regions are areas that have similar physical and cultural characteristics and locate the local community in a specific region.</p> <p>3.3.5 Explain how climate affects the vegetation and animal life of a region and describe the physical characteristics that relate to form an ecosystem.</p>
History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>	<p>Standard 1: History</p> <p>3.1.1 Describe American Indian groups who lived in the region when European settlers arrived.</p>

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

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Linking Living Things</li> <li>• Food Chains in Action</li> <li>• Food Chains and Food Webs</li> </ul>	<p>Standard 4: The Living Environment            4.4.2 Investigate, observe, and describe that insects and various other organisms depend on dead plant and animal material for food.            4.4.3 Observe and describe that organisms interact with one another in various ways, such as providing food, pollination, and seed dispersal.</p> <p><b>Grade 3 Standard</b>            Standard 4: The Living Environment            3.4.4 Describe that almost all kinds of animals' food can be traced back to plants.</p>
Earth Science	<ul style="list-style-type: none"> <li>• The Earth Beneath Your Feet</li> <li>• Our Changing Planet</li> <li>• Earth's Changing Surface</li> </ul>	<p>Standard 3: The Physical Setting            4.3.5 Describe how waves, wind, water, and glacial ice shape and reshape Earth's land surface by the erosion of rock and soil in some areas and depositing them in other areas.</p>
Physical Science	<ul style="list-style-type: none"> <li>• It's Shocking!</li> <li>• Power It Up!</li> <li>• What Is Electricity?</li> </ul>	<p><b>Grade 6 Standard</b>            Standard 3: The Physical Setting            6.3.23 Explain that electrical circuits provide a means of transferring electrical energy from sources such as generators to devices in which heat, light, sound, and chemical changes are produced.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
Health	<ul style="list-style-type: none"> <li>• Help Your Health</li> <li>• Healthful Habits</li> <li>• Good Health and You</li> </ul>	<p>Standard 4: The Living Environment</p> <p>4.4.10 Explain that if germs are able to get inside the body, they may keep it from working properly. Understand that for defense against germs, the human body has tears, saliva, skin, some blood cells, and stomach secretions. Also note that a healthy body can fight most germs that invade it. Recognize, however, that there are some germs that interfere with the body's defenses.</p> <p>4.4.11 Explain that there are some diseases that human beings can only catch once. Explain that there are many diseases that can be prevented by vaccinations, so that people do not catch them even once.</p> <p><b>Grade 3 Standard</b></p> <p>Standard 4: The Living Environment</p> <p>3.4.7 Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy.</p> <p>3.4.8 Explain that some things people take into their bodies from the environment can hurt them and give examples of such things.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Indiana Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• What’s Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	<p>Standard 1: History</p> <p>4.1.13 Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.</p> <p>4.1.14 Distinguish fact from opinion and fact from fiction on local and state events and issues from documents, cartoons, television, and other media.</p>
Geography	<ul style="list-style-type: none"> <li>• Regions of the United States</li> <li>• Land in the United States</li> <li>• Living in the United States</li> </ul>	<p>Standard 3: Geography</p> <p>4.3.5 Map the physical regions of Indiana and identify major natural resources and crop regions.</p> <p>4.3.10 Read and interpret thematic maps—such as transportation, population, and products—to acquire information about Indiana in the present and the past.</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>Standard 2: Civics and Government</p> <p>4.2.2 Describe major rights, such as freedom of speech and freedom of religion, that people have under Indiana’s Bill of Rights (Article 1 of the Constitution).</p> <p>4.2.3 Identify and explain the major responsibilities of the legislative, executive, and judicial branches of state governments as written in the Indiana Constitution.</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>Standard 4: Economics</p> <p>4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p>



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

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Your Body at Work</li> <li>• The Human Body</li> <li>• Your Body: A Complex Machine</li> </ul>	<p>Standard 4: The Living Environment</p> <p>5.4.3 Observe and explain that some organisms are made of a collection of similar cells that benefit from cooperating. Explain that some organisms; cells, such as human nerve and muscle cells, vary greatly in appearance and perform very different roles in the organism.</p> <p>5.4.9 Explain that like other animals, human beings have body systems.</p> <p><b>Grade 6 Standard</b></p> <p>Standard 4: The Living Environment</p> <p>6.4.11 Describe that human being shave body systems for obtaining and providing energy, defense, reproduction, and the coordination of body functions.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
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>Standard 3: The Physical Setting</p> <p>4.3.1 Explain that telescopes are used to magnify distant objects in the sky, including the moon and the planets.</p> <p>4.3.2 Observe and describe that stars are like the sun, some being smaller and some being larger, but they are so far away that they look like points of light.</p> <p>4.3.7 Describe that, like all planets and stars, Earth is approximately spherical in shape.</p> <p><b>Grade 6 Standard</b></p> <p>Standard 3: The Physical Setting</p> <p>6.3.1 Compare and contrast the size, composition, and surface features of the planets that comprise the solar system, as well as the objects orbiting them. Explain that the planets, except Pluto, move around the sun in nearly circular orbits.</p> <p>6.3.2 Observe and describe that planets change their position relative to the background of stars.</p> <p>6.3.3 Explain that Earth is one of several planets that orbit the sun, and that the moon, as well as artificial satellites and debris, orbit around Earth.</p> <p>6.3.4 Explain that we live on a planet which appears at present to be the one body in the solar system capable of supporting life.</p> <p>6.3.5 Use models or drawings to explain that Earth had different seasons and weather patterns because it turns daily on an axis that is tilted relative to the plane of Earth’s yearly orbit around the sun. Know that because of this, sunlight falls more intensely on different parts of Earth during the year (the accompanying greater length of days also has an effect) and the difference in heating produces seasons and weather patterns.</p> <p>6.3.6 Use models or drawings to explain that the phases of the moon are caused by the moon’s orbit around Earth, once in about 28 days, changing what part of the moon is lighted by the sun and how much of that part can be seen from Earth, both during the day and night.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	<p>Standard 3: The Physical Setting                      5.3.8 Investigate, observe, and describe that heating and cooling cause changes in the properties of materials, such as water turning into steam by boiling and water turning into ice by freezing. Notice that many kinds of changes occur faster at higher temperatures.</p> <p><b>Grade 6 Standard</b>                      Standard 3: The Physical Setting                      6.3.18 Investigate and describe that when a new material, such as concrete, is made by combining two or more materials, it has properties that are different from the original materials.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Indiana Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• The Plantation System</li> <li>• Slavery in Early America</li> <li>• From Plantations to Abolition</li> </ul>	<p>Standard 1: History</p> <p>5.1.10 Examine the causes and consequences of the establishment of slavery and describe how slavery became an issue that began to divide the Northern and Southern colonies.</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>Standard 1: History</p> <p>5.1.8 Locate the 13 British colonies that became the United States and describe their political, social, and economic organization and structure.</p> <p>Standard 3: Geography</p> <p>5.3.3 Compare the locations of cities today with American Indian and colonial settlements and suggest reasons for the locations of these places, such as near bodies of water, on a lowland, along a transportation route, and near natural resources of power.</p> <p>5.3.6 Analyze how the location and natural environment of Spanish, French, and British colonies influenced their development.</p> <p>5.3.7 Describe major ways that land was used by American Indians and colonists in each region and explain how land use changed in the past and continues to change.</p> <p>5.3.8 Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing have changed in the past and continue to change.</p>

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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>Standard 1: History</p> <p>5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation with representations.</p> <p>5.1.16 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states. Identify people who were involved in its development.</p> <p>5.1.17 Describe the origins and drafting of the Bill of Rights, ratified in 1791.</p> <p>Standard 2: Civics and Government</p> <p>5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.</p> <p>5.2.6 Identify and give examples of individual rights in the Bill of Rights.</p>
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>Standard 1: History</p> <p>5.1.8 Locate the 13 British colonies that became the United States and describe their political, social, and economic organization and structure.</p> <p>Standard 4: Economics</p> <p>5.4.2 Summarize a market economy and five examples of how the colonial and early American economy exhibited these characteristics.</p>

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

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Organizing Living Things</li> <li>• The Classification System</li> <li>• Classifying Living Things</li> </ul>	<p>Standard 4: The Living Environment</p> <p>6.4.1 Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food, and animals, which consume energy-rich foods.</p> <p>6.4.2 Give examples of organisms that cannot be classified as either plants or animals, such as fungi and bacteria.</p> <p>6.4.3 Describe some of the great variety of body plans and internal structures animals and plants have that contribute to their being able to make or find food and reproduce.</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>Standard 3: The Physical Setting</p> <p>6.3.8 Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. Understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life.</p> <p>6.3.14 Give examples of some minerals that are very rare and some that exist in great quantities. Explain how recycling and the development of substitutes can reduce the rate of depletion of minerals.</p> <p>6.3.16 Explain that human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Indiana Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>	<p><b>Grade 5 Standard</b>  <b>Standard 3: The Physical Setting</b></p> <p>5.3.8 Investigate, observe, and describe that heating and cooling cause changes in the properties of materials, such as water turning into steam by boiling and water turning into ice by freezing. Notice that many kinds of changes occur faster at higher temperatures.</p> <p>5.3.9 Investigate, observe, and describe that when warmer things are put with cooler ones, the warm ones lost heat and the cool ones gain it until they are all at the same temperature. Demonstrate that a warmer object can warm a cooler one by contact or at a distance.</p> <p>5.3.10 investigate that some materials conduct heat much better than others, and poor conductors can reduce heat loss.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Indiana Social Studies 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>Standard 1: History 6.1.1 Describe the development of ancient Aegean civilizations and the Greek city-based republics, including the cultural achievements of Athens.</p> <p>Standard 2: Civics and Government 6.2.1 Compare the characteristics of different types of government developed by ancient European civilizations—such as Greek democracies, the Roman Republic, and the Roman Empire—and compare these to governments today.</p> <p>Standard 5: Individuals, Society, and Culture 6.5.4 Give examples of how religious beliefs and philosophical ideas have spread from one culture to another among societies of Europe and the Americas.</p>
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>Standard 1: History 6.1.13 Describe the development of Mesoamerican civilizations—such as the Mayas, Toltecs, and Aztecs in Mexico and the Incas in South America—prior to contact with Europeans.</p> <p>6.1.14 Examine the causes and outcomes of the defeat of the Aztec and Incan empires by the Spanish.</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>Standard 2: Civics and Government 6.2.4 Identify major forms of government in Europe and the Americas and compare them with that of the United States.</p> <p>6.2.7 Identify the functions of governmental international organizations in the world today.</p>



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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Indiana Social Studies 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>Standard 4: Economics</p> <p>6.4.3 Explain why international trade requires a system for exchanging currency between nations and provide examples of currencies from Europe and the Americas.</p> <p>6.4.5 Describe how different economic systems (traditional, command, market, mixed) in Europe and the Americas answer the basic economic questions of what to produce, how to produce, and for whom to produce.</p> <p>6.4.9 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p>