

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Kansas 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 Benchmark 1: The student will develop an understanding of the characteristics of living things. 2. The student observes life cycles of different living things. 4. The student examines the structure/parts of living things.</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 Benchmark 1: The student will describe properties of earth materials. 1. The student observes, compares, and sorts earth materials.</p> <p>Grade 3-4 Standard Standard 4: Earth and Space Science Benchmark 1: The student will develop an understanding of the properties of earth materials. 2. The student experiments with a variety of soil types (clay, silt, sand, and loam).</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Standard 2: Physical Science Benchmark 1: All students will develop skills to describe objects. 4. The student describes the position of an object in relation to other objects.</p>

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Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Kansas Science Standards Covered in Program
Health	<ul style="list-style-type: none"> • What Should I Eat? • Choosing the Right Foods • Healthful Food Choices 	<p>Standard 6: Science in Personal and Environmental Perspectives Benchmark 1: The student will demonstrate responsibility for their own health. 2. The student discusses healthy foods.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Kansas Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>Kansas, United States, and World History</p> <p>Benchmark 1: The student understands the significance of important individuals and major developments in history.</p> <p>4. The student recognizes the impact of contributions made by leaders past and present.</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Geography</p> <p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p> <p>1. The student identifies physical and human changes that have taken place over time in the local region (e.g., physical: tornadoes, drought, Kansas as an inland sea; human: new shopping centers, highways, houses).</p> <p>Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Civics-Government</p> <p>Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.</p> <p>1. The student recognizes that rules provide order and safety and benefit all school and community members.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Kansas 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>Benchmark 2: The student understands how the market economy works in the United States.</p> <p>1. The student understands the concepts of exchange and the use of money to purchase goods and services (e.g., trade with barter or money).</p> <p>Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.</p> <p>1. The student explains the advantage of choosing to save or spend money that is earned or received.</p> <p>Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.</p> <p>1. The student understands that people earn an income and sometimes benefits for the work they do and gives examples of different types of work within a community both today and in the past.</p>

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Kansas Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Standard 3: Life Science</p> <p>Benchmark 1: The student will develop knowledge of organisms in their environment.</p> <p>2. The student compares basic needs of different organisms in their environment.</p> <p>3. The student discusses ways organisms use their senses to survive in their environments.</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</p> <p>Benchmark 2: The student will observe and describe objects in the sky.</p> <p>1. The student observes the moon and stars.</p> <p>3. The student discusses that the sun provides light and heat (electro-magnetic radiation) to maintain the temperature of the earth.</p>
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Grade 2 Standard</p> <p>Standard 2: Physical Science</p> <p>Benchmark 1: All students will develop skills to describe objects.</p> <p>1. The student observes properties of objects and measures or describes those properties using age-appropriate tools and materials.</p> <p>2. The student separate or sorts a group of objects or materials by properties.</p> <p>3. The student compares the properties of solids and liquids.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Kansas Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Civics-Government</p> <p>Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.</p> <p>1. The student recognizes that citizenship has rights, privileges, and civic responsibilities (e.g., community service, voting, treating others with respect).</p>
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Economics</p> <p>Benchmark 1: The student understands how limited resources require choices.</p> <p>1. The student knows that there are not enough available resources to satisfy all the wants for goods and services.</p> <p>Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.</p> <p>1. The student analyzes how needs and wants are met through spending and saving decisions.</p>
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Geography</p> <p>Benchmark 2: Places and Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the Earth’s surface.</p> <p>1. The student identifies the physical characteristics of the local community (e.g., landforms, bodies of water, natural resources, weather, seasons).</p> <p>Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.</p> <p>2. The student identifies ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel consumption, clothing, recreation, jobs, resource availability).</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Kansas Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>Kansas, United States, and World History</p> <p>Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States, and World History.</p> <p>3. The student describes various cultures by studying dance, music, folklore, and arts of ethnic groups within his/her community or region of Kansas.</p>

**Reading for Information
Grade 4
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Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Kansas 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>Grade 3 Standard Standard 3: Life Science Benchmark 4: The student will identify and relate interactions of populations of organisms within an ecosystem. 3. The student traces the energy flow from the sun (source of radiant energy) to producers (via photosynthesis-chemical energy) to consumers and decomposers in food webs,,</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 Benchmark 3: The student will develop skills necessary to describe changes in the earth and weather. 1. The student describes changes in the surface of the earth.</p>
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Standard 2: Physical Science Benchmark 4: The student will experiment with electricity and magnetism. 3. The student constructs a simple circuit.</p>
Health	<ul style="list-style-type: none"> • Help Your Health • Healthful Habits • Good Health and You 	<p>Standard 6: Science in Personal and Environmental Perspectives Benchmark 1: The student will develop an understanding of personal habits. 3. The student assumes some responsibility for his/her own health, and the health and well being of others.</p>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Kansas Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What’s Out West? • Go West! • Westward Expansion 	<p>Kansas, United States, and World History</p> <p>Benchmark 1: The student understands the significance of important individuals and major developments in history.</p> <p>4. The student describes how communication and transportation systems connect Kansas to other regions, past and present (e.g., trails, Pony Express, telegraph, steamboats, railroad lines, highway systems, air transportation, Internet).</p> <p>5. The student compares and contrast the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. migration).</p> <p>6. The student describes life on the Santa Fe and Oregon-California Trails (e.g., interactions between cultural groups, hardships such as lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).</p>
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>Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.</p> <p>3. The student identifies and gives examples of the difference between political and physical features within a region.</p> <p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p> <p>1. The student identifies and compares the physical characteristics of eastern to western Kansa and regions of the United States (e.g., rainfall, location, land and water features, climate, vegetation, natural resources).</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Kansas 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-Government</p> <p>Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.</p> <p>1. The student recognizes the United States Constitution as the document that defines the rights and responsibilities of citizens in the United States.</p>
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World’s Economy 	<p>Economics</p> <p>Benchmark 1: The student understands how limited resources require choices.</p> <p>3. The student traces the production, distribution, and consumption of a particular good in the state or region.</p> <p>4. The student gives an example of economic specialization that leads to trade between regions of the United States (e.g., Kansas produces wheat and beef and trades with other regions, Michigan produces automobiles, the Southeast produces rice, the Northwest produces paper).</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Kansas 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</p> <p>Benchmark 1: The student will model structures of organisms and relate functions to the structures.</p> <p>2. The student relates the structure of cells, organs, tissues, organ systems, and whole organisms to their functions.</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</p> <p>Benchmark 3: The student will identify and classify stars, planets, and other solar system components.</p> <p>1. The student compares and contrasts the characteristics of stars, planets, moons, comets, and asteroids.</p> <p>2. The student models spatial relationships of the earth/moon/planets/sun system to scale.</p> <p>3. The student identifies past and present methods used to explore space.</p> <p>Benchmark 4: The student will model motions and identify forces that explain earth phenomena.</p> <p>1. The student demonstrates and models objects/space/time relationships that explain phenomena such as the day, the year, seasons, phases of the moon, eclipses, and tides.</p> <p>2. The student describe how the angle o f incidence of solar energy striking earth’s surface affects the amount of heat energy absorbed at earth’s surface.</p>

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Kansas 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</p> <p>Benchmark 1: The student will observe, compare, and classify properties of matter.</p> <ol style="list-style-type: none"> 1. The student compares and classifies the states of matter: solids, liquids, gases, and plasma. 2. The student compares and contrasts the classes of matter: elements, compounds, and mixtures. 3. The student identifies and communicates properties of matter including but not limited to, boiling point, solubility, and density.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Kansas Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Plantation System • Slavery in Early America • From Plantations to Abolition 	Kansas, United States, and World History Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763). 5. The student analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life).
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	Geography Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character. 1. The student identifies and compares the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., location, climate, and resources). 2. The student identifies and compares the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., national origins, religion, customs, government, agriculture, industry, and architecture).
Civics	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	Civics-Government Benchmark 2: The student understands the shared ideals and diversity of American society and political culture. 1. The student describes the principles contained in the Declaration of Independence and the Constitution of the United States including the Bill of Rights (e.g., right to question the government, having a voice in government through representation). 3. The student explains the basic ideals of the American republican system (e.g., liberty, justice, equality of opportunity, human dignity).

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Kansas 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>Economics</p> <p>Benchmark 1: The student understands how limited resources require choices.</p> <p>1. The student explains how scarcity requires individuals, communities, states and nations to make choices about goods and services (e.g., what food to eat, type of housing to live in, how to use land).</p> <p>3. The student describes how specialization results in increased productivity (e.g., when each person in a city specializes in producing one product and then sells or trades with each other, there is more produced than if everyone tried to make everything they need for themselves).</p> <p>4. The student gives examples of economic interdependence at either the local, state, regional, or national level (e.g., Western settlers depended on Easterners for textiles; Easterners depended on Westerners for furs and hides).</p> <p>Kansas, United States, and World History</p> <p>Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).</p> <p>3. The student describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics; agriculture, trade).</p>

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Kansas 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 Benchmark 5: The student will observe the diversity of living things and relate their adaptations to their survival or extinction.</p> <p>1. The student concludes that species of animals, plants, and microorganisms may look dissimilar on the outside but have similarities in internal structures, developmental characteristics, chemical processes, and genomes.</p>
Earth Science	<ul style="list-style-type: none"> • Earth's Resources • Understanding Natural Resources • Using Natural Resources 	<p>Standard 6: Science in Personal and Environmental Perspectives Benchmark 2: The student will understand the impact of human activity on resources and environment.</p> <p>1. The student investigates the effects of human activities on the environment and analyzes decisions based on the knowledge of benefits and risks.</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Standard 2: Physical Science Benchmark 4: The student will understand and demonstrate the transfer of energy.</p> <p>2. The student understands that when work is done energy transforms from one form to another, including mechanical, heat, light, sound, electrical, chemical, and nuclear energy, yet is conserved.</p> <p>4. The student understands that heat energy can be transferred from hot to cold by radiation, convection, and conduction.</p>

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Kansas Science Standards Covered in Program
Health	<ul style="list-style-type: none"> • Drugs: Know the Facts • Facts about Drugs • Drug Abuse and Prevention 	<p>Standard 6: Science in Personal and Environmental Perspectives Benchmark 1: The student will understand scientific knowledge relative to personal health. 1. The student identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Kansas Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>Geography</p> <p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p> <p>3. The student identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., Mesopotamia, Egypt, India, China, Greece, Rome, Middle/South America, Western Europe, West Africa, Japan).</p> <p>4. The student compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education).</p> <p>Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p> <p>2. The student describes the forces and processes of conflict and cooperation that divide or unite people (e.g., uneven distribution of resources, water use in ancient Mesopotamia, building projects in ancient Egypt and Middle/South America, the Greek city-states, empire building, movements for independence or rights).</p> <p>Kansas, United States, and World History</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from the emergence of human communities to 500BC.</p> <p>2. The student compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia); city-states, Hammurabi’s code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty).</p> <p>Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 500 BC to 700 AD.</p> <p>2. The student describes the significant contributions of ancient Greece to western culture (e.g., philosophy: Socrates, Plato, Aristotle; literature/drama: Homer, Greek plays, architecture, sculpture).</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Kansas 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>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p> <p>3. The student identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., Mesopotamia, Egypt, India, China, Greece, Rome, Middle/South America, Western Europe, West Africa, Japan).</p> <p>4. The student compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education).</p> <p>Benchmark 5: Human-Environmental Interactions: The student understands the effects of interactions between human and physical systems.</p> <p>1. The student explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and in the Mesopotamia raising the level of the river, terracing in Middle America and Asia).</p> <p>2. The student describes the impact of natural hazards on people and their activities (e.g., floods: Egypt-Nile, Mesopotamia-Tigris/Euphrates; volcanic eruptions: Mt. Vesuvius).</p> <p>Kansas, United States, and World History</p> <p>Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 700-1400.</p> <p>1. The student describes the governmental/political, social, and economic institutions and innovations of the Maya, Aztec, and Inca civilizations.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Kansas Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Civics-Government</p> <p>Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.</p> <ol style="list-style-type: none"> 1. The student identifies the basic features of systems of government (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy). 2. The student describes the ways political systems meet or fail to meet the needs and wants of their citizens (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy). 3. The student defines the characteristics of nations (territory, population, government, sovereignty).
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Economics</p> <p>Benchmark 1: The student understands how limited resources require choices.</p> <ol style="list-style-type: none"> 1. The student explains how scarcity of resources requires communities and nations to make choices about goods and services (e.g., what foods to eat, where to settle, how to use land). 2. The student gives examples of international economic interdependence (e.g., Europe depended on the Far East for spices and tea; Far East received silver and gem stones in exchange). <p>Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.</p> <ol style="list-style-type: none"> 1. The student recognizes the economic conditions under which trade takes place among nations (e.g., students recognize that trade takes place when nations have wants and needs they cannot fulfill on their own).