

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Kentucky Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>SC-EP-3.4.1 Students will explain the basic needs of organisms. Organisms have basic needs. For example, animals need air, water, and food; plants need air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met.</p> <p>SC-EP-3.4.3 Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival. Each plant or animal has observable structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking. These observable structures should be explored to sort classify, compare and describe organisms.</p> <p>SE-EP-3.4.4 Students will describe a variety of plant and animal life cycles to understand patterns of the growth, development, reproduction and death of an organism. Plants and animals have life cycles that include the beginning of life, growth and development, reproduction and death. The details of a life cycle are different for different organisms. Observations of different life cycles should be made in order to identify patterns and recognize similarities and differences.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>SC-EP-2.3.1 Students will describe earth materials (solid rocks, soils, water and gases of the atmosphere) using their properties. Earth materials include solid rocks and soils, water and the gases of the atmosphere. Minerals that make up rocks have properties of color, luster, and hardness. Soils have properties of color, texture, and the capacity to retain water and the ability to support plant growth. Water on Earth and in the atmosphere can be a solid, liquid or gas.</p>

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Kentucky Science Standards
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>-EP-1.2.2 Students will describe the change in position over time (motion) of an object. An object's motion can be observed, described, compared and graphed by measuring its change in position over time.</p> <p>SC-EP-1.2.3 Students will describe the position and motion of objects and predict changes in position and motion as related to the strength of pushes and pulls. The position and motion of objects can be explored in a variety of ways (such as rolling different objects down different ramps). The amount of change in position and motion is related to the strength of the push or pull (force). The force with which a ball is hit illustrates this principle. By examining cause and effect relationships related to forces and motions, consequences of change can be predicted.</p> <p>SS-EP-1.2.3 Students will understand that the position of an object can be described by locating it relative to another object or the background. The position can be described using phrases such as to the right, 50 cm to from the other object.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Kentucky Social Studies Standards
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community. SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Kentucky Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>SC-EP-4.7.1 Students will describe the cause and effect relationships existing between organisms and their environments. The world has many different environments. Organisms require an environment in which their needs can be met. When the environment changes some plants and animals survive and reproduce and other die or move to new locations.</p>
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>SC-EP-2.3.3 Students will describe the properties, locations, and real or apparent movements of objects in the sky (Sun, moon). Objects in the sky have properties, locations and real or apparent movements that can be observed and described. Observational data, patterns, and models should be used to describe real or apparent movements.</p> <p>SC-EP-2.3.4 Students will describe the movement of the sun in the sky using evidence of interactions of the sun with the earth (e.g., shadows, position of sun relative to horizon) to identify patterns of movement. Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun’s apparent path changes slowly over seasons. Recognizing relationships between movements of objects and resulting phenomena, such as shadows, provides information that can be used to make predictions and draw conclusions about those movements.</p> <p>SC-EP-2.3.5 Students will understand that the moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon can be described as it changes from day to day in a cycle that lasts about a month.</p>

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Kentucky Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>SC-EP-1.1.1 Students will classify material objects by their properties providing evidence to support their classifications. Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials.</p> <p>SC-EP-1.1.2 Students will understand that objects have many observable properties such as size, mass, shape, color, temperature, magnetism, and the ability to interact and/or react with other substances. Some properties can be measured using tools such as metric rulers, balances, and thermometers.</p> <p>SC-EP-1.1.3 Students will describe the properties of water as it occurs as a solid, liquid or gas. Matter (water) can exist in different states—solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Kentucky Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibilities) and explain why they are important today.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p>
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p>SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p>SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p>
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.</p> <p>SS-EP-4.1.2 Students will use geographic tools to locate major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location.</p> <p>SS-EP-4.1.3 Students will describe how factors (e.g., rivers, mountains) influence where human activities are located in the community.</p> <p>SS-EP-4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Kentucky Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).</p> <p>SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</p> <p>SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.</p>

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Kentucky 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 	SC-04-4.6.1 Students will analyze patterns and make generalizations about the basic relationships of plants and animals in an ecosystem (food chain). Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants. Basic relationships and connections between organisms in food chains, including the flow of energy, can be used to discover patterns within ecosystems.
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	SC-04-2.3.2 Students will describe and explain consequences of changes to the surface of the Earth, including some common fast changes (e.g., landslides, volcanic eruptions, earthquakes), and some common slow changes (e.g., erosion, weathering). The surface of the Earth changes. Some changes are due to slow processes such as erosion or weathering. Some changes are due to rapid changes such as landslides, volcanic eruptions and earthquakes. Analyzing the changes to identify cause and effect relationships helps to define and understand the consequences.
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	SC-04-4.6.3 Students will evaluate a variety of models/representations of electrical circuits (open, closed, series, and/or parallel to : <ul style="list-style-type: none"> • Make predictions related to changes in the system; • Compare the properties of conducting and non-conducting materials. Electricity in circuits can produce light, heat and sound. Electrical circuits require a complete conducting path through which an electrical circuit can pass. Analysis of a variety of circuit models creates an opportunity to make predictions about circuits, as well as to demonstrate an understanding of the concepts of open and closed circuits and basic conducting and non-conducting materials.

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Kentucky Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>SS-04-4.3.1 Students will describe patterns of human settlement in regions of Kentucky and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, bodies of water).</p> <p>SS-04-5.2.3 Students will compare change over time in communication, technology, transportation, and education in Kentucky.</p>
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>SS-04-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States.</p> <p>SS-04-4.2.1 Students will compare regions in Kentucky and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).</p>
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>SS-04-1.1.1 Students will describe the basic purposes of Kentucky government (to establish order, provide security and accomplish common goals); give examples of the services that state government provide (e.g., state police, state highways, state parks, public schools) and identify how the government of Kentucky pays for these services (e.g., sales taxes, state income taxes).</p> <p>SS-04-1.2.1 Students will identify the three branches of Kentucky government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial-interpret the laws) and identify important state offices/leaders (Governor, Lieutenant Governor, General Assembly, Senate, house, representatives, senators, Kentucky Supreme Court, judges) associated with each branch.</p> <p>SS-01-1.2.2 Students will explain how power is shared among the different branches (executive, legislative, judicial) of state government.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Kentucky Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World's Economy 	<p>SS-01-3.1.1 Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources-natural, human, capital) and incur opportunity costs.</p> <p>SS-04-3.4.2 Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between regions of Kentucky and the United States (e.g., Midwest-corn, South-citrus).</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Kentucky 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 	SC-05-3.4.1 Students will describe and compare living systems to understand the complementary nature of structure and function. Observations and comparisons of living systems at all levels or organization illustrate the complementary nature of structure and function. Important levels of organization include cells, tissues, organs, organ systems, organisms (e.g., bacteria, protists, fungi, plants, animals), and ecosystems. Examining the relationship between structure and function provides a basis for comparisons and classification schemes.
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	SC-05-2.3.5 Students will compare components of our solar system, including using models/representations that illustrate the system and resulting interactions. Earth is the third planet from the Sun in a system that includes the moon, the Sun, eight other planets and their moons, and smaller objects. The Sun, an average star, is the central and largest body in the solar system. Models/diagrams provide understanding of scale with in the solar system.
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	SC-05.1.1.1 Students will describe the physical properties of substances (e.g., boiling point, solubility, density). A substance has characteristic properties (e.g., boiling point, solubility) that are independent of the amount of the sample.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Kentucky 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>SS-05-2.1.1 Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences,</p> <p>SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p> <p>SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.</p>
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.</p> <p>SS-05-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities were/are located in the United States.</p> <p>SS-05-4.3.1 Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water).</p> <p>SS-05-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.</p> <p>SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Kentucky 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>SS-05-1.1.1 Students will describe the basic purposes of the U.S. government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U.S. government provides (e.g., armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today.</p> <p>SS-05-1.1.2 Students will explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p>SS-05-1.3.1 Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U.S., historical documents (Declaration of Independence, U.S., Constitution, Bill of Rights) and analyze why they are important to citizens today.</p>
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources-natural, human, capital) and incur opportunity costs.</p> <p>SS-05-3.3.1 Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.</p> <p>SS-05-3.4.1 Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p>

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Kentucky 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 SC-05-3.4.1 Students will describe and compare living systems to understand the complementary nature of structure and function. Observations and comparisons of living systems at all levels or organization illustrate the complementary nature of structure and function. Important levels of organization include cells, tissues, organs, organ systems, organisms (e.g., bacteria, protists, fungi, plants, animals), and ecosystems. Examining the relationship between structure and function provides a basis for comparisons and classification schemes.</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>SC-06-4.6.3 Students will understand that, on its own, heat travels only from higher temperature object/region to lower temperature object or region. Heat will continue to flow in this manner until the objects reach the same temperature. For example, a cup of hot water will continue to cool down until it comes to the same temperature as the surrounding area. Usually when heat is transferred to or from an object, the temperature changes. The temperature increases if heat is added and the temperature decreases if heat is removed.</p> <p>Grade 5 Standard SC-05-4.6.5 Students should understand that heat energy moves in predictable ways, flowing from warmer objects to cooler ones, until both objects reach the same temperature. By examining cause and effect relationships, consequences of heat movement and conduction can be predicted and inferred.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Kentucky Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives.</p> <p>SS-06-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in present day regions.</p>
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth’s surface in the present day.</p> <p>SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day.</p>
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting and enforcing appropriate rules and laws.</p> <p>SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Kentucky Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups, and governments in the present day to make decisions about how productive resources (natural resources, human resources, capital goods) are used.</p> <p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).</p>