

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Massachusetts 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>Life Science (Biology) Characteristics of Living Things</p> <ol style="list-style-type: none"> 1. Recognize that animals (including humans) and plants are living things that grow, reproduce, need food, air, and water. 3. Recognize that plants and animals have life cycles, and that life cycles vary for different living things.
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Earth and Space Science Earth’s Materials</p> <ol style="list-style-type: none"> 1. Recognize that water, rocks, soil, and living organisms are found on the earth’s surface. <p>Grade 3-5 Standard Earth and Space Science Soil</p> <ol style="list-style-type: none"> 4. Explain and give examples of the ways in which soil is formed (the weathering of rocks by water and wind and from the decomposition of plant and animal remains). 5. Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.

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Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Massachusetts Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Physical Sciences (Chemistry and Physics)</p> <p>Position and Motion of Objects</p> <p>3. Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.</p> <p>4. Demonstrate that the way to change the motion of an object is to apply a force (give it a push or a pull). The greater the force, the greater the change in the motion of the object.</p> <p>5. Understand that under some conditions, objects can be balanced.</p>

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Massachusetts Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, or artistic).
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	History and Geography 2. Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons).
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	Civics and Government 6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	Grade 3 Standard Economics 10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want.

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Massachusetts Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Life Science (Biology) Adaptations of Living Things</p> <p>6. Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.</p> <p>7. Give examples of how changes in environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).</p> <p>10. Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes affect the ecosystem.</p>
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Earth and Space Science The Earth in the Solar System</p> <p>13. Recognize that the earth is part of a system called the “solar system” that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.</p> <p>14. Recognize that the earth revolves around (orbits) the sun in a year’s time and that the earth rotates on its axis once approximately every 24 hours. Make connections between the rotation of the earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.</p> <p>15. Describe the changes that occur in the observable shape of the moon over a course of a month.</p>

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Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Massachusetts Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Physical Science (Chemistry and Physics)</p> <p>Properties of Objects and Materials</p> <ol style="list-style-type: none"> 1. Differentiate between properties of objects (e.g., size, shape, weight) and properties of materials (e.g., color, texture, hardness). 2. Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter. 3. Describe how water can be changed from one state to another by adding or taking away heat.

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Massachusetts Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	Civics and Government 7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings).
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	Grade 4 Standard Economics 7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	Cities and Towns of Massachusetts 3.8 On a map of Massachusetts, locate the class’s home town or city and its local geographic features and landmarks. Grade 4 Standard Regions of the United States 4.11 Describe the climate, major physical features, and major natural resources in each region.
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi’ipuu 	Grade 4 Standard Regions of the United States 4.15 Describe the diverse nature of the American people by identifying the distinct contributions to American cultures of: <ul style="list-style-type: none"> A. at least three indigenous people in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Massachusetts 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 	Life Science (Biology) Energy and Living Things 11. Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	Earth and Space Science Earth's History 12. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	Physical Sciences (Chemistry and Physics) Electrical Energy 6. Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat, and sound. 7. Identify and classify objects and materials that conduct electricity and objects and materials that are insulators of electricity.

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Massachusetts Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>Grade 5 Standard</p> <p>5.34 Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier.</p> <ul style="list-style-type: none"> A. wagon train journeys on the Oregon and Santa Fe Trails B. their settlements in the western territories.
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Economics</p> <p>6. Define and give examples of natural resources in the United States.</p> <p>Regions of the United States</p> <p>4.11 Describe the climate, major physical features, and major natural resources in each region.</p>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Massachusetts 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 and Government</p> <p>4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition).</p> <p>Grade 5 Standard</p> <p>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</p> <p>5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.</p> <p>The Principles and Institutions of American Constitutional Government</p> <p>5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.</p> <ul style="list-style-type: none"> A. individual rights and responsibilities B. equality C. the rule of law d. limited government E. representative democracy <p>5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.</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>6. Define and give examples of natural resources in the United States.</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Massachusetts 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>Grade 6 Standard Life Science (Biology) Systems in Living Things</p> <p>5. Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.</p> <p>6. Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.</p>
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Earth and Space Science The Earth in the Solar System</p> <p>13. Recognize that the earth is part of a system called the “solar system” that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.</p> <p>14. Recognize that the earth revolves around (orbits) the sun in a year’s time and that the earth rotates on its axis once approximately every 24 hours. Make connections between the rotation of the earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.</p> <p>15. Describe the changes that occur in the observable shape of the moon over a course of a month.</p>

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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Massachusetts Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Physical Science (Chemistry and Physics) Properties of Objects and Materials</p> <ol style="list-style-type: none"> 1. Differentiate between properties of objects (e.g., size, shape, weight) and properties of materials (e.g., color, texture, hardness). 2. Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter. 3. Describe how water can be changed from one state to another by adding or taking away heat. <p>Grade 6 Standard Physical Science (Chemistry and Physics) Elements, Compounds and Mixtures</p> <ol style="list-style-type: none"> 7. Give examples of elements and compounds. 8. Differentiate between mixtures and pure substances. 9. Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample. 10. Differentiate between physical changes and chemical changes.

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Massachusetts 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>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</p> <p>5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their conditions. Describe the life of free African Americans in the colonies.</p>
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</p> <p>5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California.</p> <p>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</p> <p>5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Massachusetts 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>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</p> <p>5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.\</p> <p>The Principles and Institutions of American Constitutional Government</p> <p>5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools).</p> <p>5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.</p> <ul style="list-style-type: none"> A. individual rights and responsibilities B. equality C. the rule of law d. limited government E. representative democracy <p>5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary).</p> <p>5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Massachusetts 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>14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat).</p> <p>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</p> <p>5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.</p> <p>5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical societies and museums as needed.</p> <ul style="list-style-type: none"> A. the fishing and shipbuilding industries B. trans-Atlantic trade C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston.

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Massachusetts Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Life Science (Biology) Classification of Organisms</p> <p style="padding-left: 40px;">1. Classify organisms into the currently recognize kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Physical Sciences (Chemistry and Physics) Heat Energy</p> <p style="padding-left: 40px;">14. Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.</p> <p style="padding-left: 40px;">15. Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase.</p> <p style="padding-left: 40px;">16. Give examples of how heat moves from warmer objects to cooler ones until they reach equilibrium.</p>

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Massachusetts Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>Africa</p> <p>A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries:</p> <ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size <p>North and East Asia</p> <p>NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian regions and countries:</p> <ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size <p>Europe</p> <p>E.3 Explain how the following five factors have influenced settlement and the economies of major European regions and countries:</p> <ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Massachusetts Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</p> <p>5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.</p> <p>5.4 Explain why the Aztec and Inca civilizations declined in the 16th century.</p> <ul style="list-style-type: none"> A. the encounters between Cortez and Montezuma B. the encounters between Pizarro and the Incas C. the goals of the Spanish conquistadors D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere.
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Civics and Government</p> <p>8. Define what a nation is and give examples of the different ways nations are formed.</p> <p>9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions.</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Economics</p> <p>11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.</p> <p>13. Identify the key elements of a market economy.</p> <p>14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce.</p>