

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Maryland Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Standard 3.0: Life Science</p> <p style="padding-left: 40px;">C. Genetics</p> <p style="padding-left: 80px;">1. Explain that there are identifiable stages in the life cycles (growth, reproduction, and death) of plants and animals.</p> <p style="padding-left: 120px;">a. Investigate and describe that seeds change and grow into plants.</p> <p style="padding-left: 120px;">c. Given pictures of stages in the life cycle of a plant or an animal, determine the sequence of the stages in the life cycle.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Standard 2.0 Earth/Space Science</p> <p style="padding-left: 40px;">A. Materials and Processes That Shape a Planet</p> <p style="padding-left: 80px;">1. Describe and compare properties of a variety of Earth Materials.</p> <p style="padding-left: 120px;">b. Collect soil from different locations and compare the properties of the samples.</p> <ul style="list-style-type: none"> • Color • Texture • Reaction to water • Remains of living things.

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Maryland Science Standards
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Grade 3 Standard Standard 5.0 Physics A. Mechanics</p> <ol style="list-style-type: none"> 1. Cite evidence from observations to describe the motion of an object using position and speed. <ol style="list-style-type: none"> a. Describe the position of an object by locating it relative to another object or to its background. b. Using information from multiple trials, compare the speeds (faster or slower) of objects that travel the same distance in different amounts of time. c. Using information from multiple trials, compare the distances that objects moving at different speeds travel in the same amount of time. 2. Explain that changes in the way objects move are caused by forces. <ol style="list-style-type: none"> a. Observe and describe the way an object’s motion in a variety of situations (rolling a ball, bouncing a ball, dropping a yo-yo, winding up a toy, etc.) and identify what may have caused the change. b. Describe changes in the motion of objects as they move across different textured surfaces and suggest possible causes for the change.

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Maryland Social Studies Standards
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Standard 5.0 Geography</p> <p>A. Using Geographic Tools</p> <ol style="list-style-type: none"> 1. Use geographic tools to locate and describe places on Earth. <ol style="list-style-type: none"> a. Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases. b. Identify and use map elements, such as a title, compass rose, simple grid system, legend/key, date, and author to interpret a map. <p>B. Geographic Characteristics of Places and Regions</p> <ol style="list-style-type: none"> 1. Classify places and regions in an environment using geographic characteristics. <ol style="list-style-type: none"> d. Describe how geographic characteristics determine choices, such as climate guides decisions about food, clothing, and shelter.
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Standard 1.0 Political Science</p> <p>A. The Foundations and Function of Government</p> <ol style="list-style-type: none"> 1. Explain how rules and laws are made and necessary to maintain order and protect citizens. <ol style="list-style-type: none"> a. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety. b. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order.
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Standard 4.0 Economics</p> <p>B. Economic Systems and the Role of Government in the Economy</p> <ol style="list-style-type: none"> 2. Describe how consumers acquire goods and services. <ol style="list-style-type: none"> c. Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders.

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Maryland Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Grade 2 Standard Standard 3.0 Life Science F. Ecology</p> <ol style="list-style-type: none"> 1. Explain that organisms can grow and survive in many very different habitats. <ol style="list-style-type: none"> a. Investigate a variety of familiar and unfamiliar habitats and describe how animals and plants found there maintain their lives and survive to reproduce. b. Explain that organisms live in habitats that provide their basic needs. <ul style="list-style-type: none"> • Food • Water • Air shelter c. Explain that animals and plants sometimes cause changes in their environment. <p>Grade 4 Standard Standard 3.0 Life Science F. Ecology</p> <ol style="list-style-type: none"> 1. Explain ways that individuals and groups of organisms interact with each other and their environment. <ol style="list-style-type: none"> a. Identify and describe the interactions of organisms present in a habitat. <ul style="list-style-type: none"> • Competition for space, food, and water. • Beneficial interactions: nesting, pollination, seed dispersal, oysters filtering as in the Chesapeake Bay, etc. • Roles within food chains and webs; scavengers, decomposers, producers, consumers. b. Explain that changes in an organism’s habitat are sometimes beneficial to it and sometimes harmful.

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Maryland Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Grade 2 Standard Standard 2.0 Earth/Space Science D. Astronomy</p> <ol style="list-style-type: none"> 1. Observe and describe changes over time in the properties, location, and motion of celestial objects. <ol style="list-style-type: none"> a. Identify and record observable properties of the sun, moon, and stars. b. Identify and record the apparent visible changes in the shape of the moon over two months of observations. c. Observe and record changes in the location of the sun and moon in the sky over time. d. Describe and compare the patterns of change that occur in the sun and the moon. <p>Grade 4 Standard Standard 2.0 Earth/Space Science D. Astronomy</p> <ol style="list-style-type: none"> 1. Identify and describe the variety of objects in the universe through first-hand observations using the unaided eye, binoculars or telescopes or videos and/or pictures from reliable sources. <ol style="list-style-type: none"> a. Observe and describe the stars and the planets as seen through a telescope, graphically in pictures or in video clips from reliable sources. b. Identify the sun as the Earth’s closest star. c. Recognize that stars are like the sun, some are smaller and some larger.

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Maryland Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Standard 4.0 Chemistry</p> <p>A. Structure of Matter</p> <p>1. Identify ways to classify objects using supporting evidence from investigations of observable properties.</p> <ul style="list-style-type: none"> a. Classify objects based on their observable properties. b. Provide reasons for placing the objects into groups. c. Compare classifications with those of others. <p>C. States of Matter</p> <p>1. Provide evidence from investigations to describe the effect that changes in temperature have on the properties of materials.</p> <ul style="list-style-type: none"> a. Based on data gathered from investigations, identify and describe the changes that occur to the observable properties of materials when different degrees of heat is applied to them, such as melting chocolate pieces, boiling an egg. b. Observe and describe the changes cooling causes to the observable properties of materials when they are cooled, such as freezing water in a straw, milk in an ice cream maker. c. Cite examples of similar changes when heating and cooling have on the observable properties of various other materials. <p>Grade 2 Standard</p> <p>Standard 4.0 Chemistry</p> <p>A. Structure of Matter</p> <p>1. Cite evidence from investigations that most things are made of parts.</p> <ul style="list-style-type: none"> a. Examine a variety of objects, such as toys, objects made from Legos or Tinker Toys to identify and describe the parts from which they are made. b. Take objects apart and rearrange the parts to identify and describe the ways the parts work together.

		<p>B. Conservation of Matter</p> <p>1. Provide evidence from investigations to identify processes that can be used to change physical properties of materials.</p> <p>a. Based on evidence from investigations describe what materials, such as clay are not changed by certain actions, such as reshaping or breaking into pieces.</p> <p>b. Ask and see answers to questions about what happened to the materials if other things were done to them, such as being placed in a freezer, heated, etc.</p> <p>D. Physical and Chemical Changes</p> <p>a. Based on investigations, describe what changes occur to the observable properties of various materials when they are subjected to the processes of wetting, cutting, bending, and mixing.</p> <p>b. Ask and seek answers to “What if” questions about what might happen to the materials if different processes, such as heating, freezing, and dissolving were used to change them.</p> <p>Grade 4 Standard</p> <p>Standard 4.0 Chemistry</p> <p>A. Structure of Matter</p> <p>1. Provide evidence to support the fact that matter has observable and measurable properties.</p> <p>a. Identify examples of matter.</p> <p>b. Describe and compare the physical properties of samples of matter.</p> <ul style="list-style-type: none">• Strength• Hardness• Flexibility• Ability to conduct heat• Ability to conduct electricity• Ability to be attracted by magnets. <p>d. Cite evidence that supports the statement, “All matter takes up space and contains a certain amount of material.”</p>
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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Maryland Social Studies Standards Covered in Program
<p>Civics</p>	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Standard 1.0 Political Science</p> <p>A. The Foundations and Function of Government</p> <p>2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen.</p> <ul style="list-style-type: none"> a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality. b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles. <p>B. Individual and Group Participation in the Political System</p> <p>2. Analyze the role of individual and group participation in creating a supportive community.</p> <ul style="list-style-type: none"> a. Explain the decision making process used to accomplish a community goal or solve a community problem. b. Explain the roles and responsibilities of effective citizens in a political process. c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations. <p>C. Protecting Rights and Maintaining Order</p> <p>1. Explain the rights and responsibilities of being a member of the school and the community.</p> <ul style="list-style-type: none"> a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class discussions, and volunteering.

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Maryland Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	Standard 4.0 Economics A. Scarcity and Economic Decision-making 1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services. <ul style="list-style-type: none"> a. Explain why people must make economic choices. b. Identify and apply the steps in the decision-making process. c. Identify the opportunity cost of a choice or decision.
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	Standard 3.0 Geography B. Geographic Characteristics of Places and Regions 1. Compare places and regions around the world using geographic characteristics. <ul style="list-style-type: none"> a. Compare places and regions using geographic features. b. Identify natural/physical and human-made features of places and regions. d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work.
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	Standard 5.0 History A. Individuals and Societies Change Over Time 2. Investigate how people lived in the past using a variety of primary and secondary sources. <ul style="list-style-type: none"> a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and/or documents. b. Compare family life in the local community by considering jobs, communication, and transportation.

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Maryland 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>Standard 3.0 Life Science F. Ecology</p> <ol style="list-style-type: none"> 1. Explain ways that individuals and groups of organisms interact with each other and their environment. <ol style="list-style-type: none"> a. Identify and describe the interactions of organisms present in a habitat. <ul style="list-style-type: none"> • Competition for space, food, and water. • Beneficial interactions: nesting, pollination, seed dispersal, oysters filtering as in the Chesapeake Bay, etc. • Roles within food chains and webs; scavengers, decomposers, producers, consumers. <p>Grade 5 Standard Standard 3.0 Life Science E. Flow of Matter and Energy</p> <ol style="list-style-type: none"> 1. Recognize that some source of energy is needed for all organisms to grow and survive. <ol style="list-style-type: none"> a. Identify the sun as the primary source of energy for all living organisms. <ul style="list-style-type: none"> • Plants use sunlight to make food. • Plants and animals use food for energy and growth. b. Cite evidence from observations and research that some insects and various other organisms depend on dead plant and animal material for food. c. Provide examples that justify the statement, “Most animals’ food can be traced back to plants.”

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Maryland Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Standard 2.0 Earth/Space Science</p> <p>A. Materials and Processes That Shape a Planet</p> <p>2. Recognize and explain how physical weathering and erosion cause changes to the earth's surface.</p> <p>a. Investigate and describe how weathering wears down Earth's surface.</p> <ul style="list-style-type: none"> • Water • Ice • Wind. <p>b. Cite evidence to show that erosion shapes and reshapes the earth's surface as it moves from one location to another.</p> <ul style="list-style-type: none"> • Water • Ice • Wind. <p>Grade 5 Standard</p> <p>Standard 2.0 Earth/Space Science</p> <p>B. Materials and Processes That Shape a Planet</p> <p>2. Cite and describe the processes that cause rapid or slow changes in Earth's surface.</p> <p>a. Identify and describe events such as tornadoes, hurricanes, volcanic eruptions, earthquakes, and flooding which change surface features rapidly.</p> <p>b. Recognize that the natural force of gravity causes changes in the Earth's surface features as it pulls things towards Earth, as in mud and rock slides, avalanches, etc.</p> <p>c. Cite examples that demonstrate how the natural agents of surface such as carving out deep canyons and building up sand dunes.</p>

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Maryland Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Standard 5.0 Physics</p> <p>C. Electricity and Magnetism</p> <p>2. Investigate and provide evidence that electricity requires a closed loop in order to produce measurable effects.</p> <p>a. Identify the source of electricity needed to produce various effects:</p> <ul style="list-style-type: none"> • Light-flashlight (battery) • Heat-hot plate, hairdryer (outlet, battery) • Sound- Ipod (battery), doorbell (electrical wiring) • Movement-mechanical toys (battery, outlet). <p>b. Investigate and describe (orally or with diagrams) how to light a light bulb or sound a buzzer given a battery, wires, and light bulb or buzzer.</p> <p>c. Describe and compare the path of electricity (circuit) within this system that caused the light to light or the buzzer to sounds to those that do not affect the light or buzzer.</p> <p>d. Observe, describe and compare materials that readily conduct electricity and those that do not conduct electricity.</p> <p>e. Provide evidence from observations and investigations that electrical circuits require a complete loop through which electricity can pass.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Maryland Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What’s Out West? • Go West! • Westward Expansion 	<p>Standard 3.0 Geography</p> <p>C. Movement of People, Goods and Ideas</p> <p>1. Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the United States.</p> <p style="padding-left: 20px;">a. A. Explain how geographic characteristics influenced settlement patterns in Maryland and the United States.</p> <p style="padding-left: 20px;">b. Explain how changes in transportation and communication led to the growth and development of towns and cities in Maryland and United States.</p> <p style="padding-left: 20px;">e. Identify the reasons for the movement of people to, from, and within Maryland and the United States.</p>
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Standard 3.0 Geography</p> <p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate places and describe the human and physical characteristics of those places.</p> <p style="padding-left: 20px;">a. Construct and interpret a variety of maps using map elements.</p> <p style="padding-left: 20px;">d. Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain.</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe similarities and differences of regions by using geographic characteristics</p> <p style="padding-left: 20px;">a. Compare physical characteristics of places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life.</p> <p style="padding-left: 20px;">b. Compare human characteristics of different places and regions of Maryland and the United States, including human-made features, language, religions, political systems, economic activity, and population distribution.</p> <p style="padding-left: 20px;">c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Maryland Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Grade 5 Standard Standard 1.0 Political Science A. The Foundations and Function of Government 2. Analyze the historic events, documents, and practices that are the foundations of our political systems. c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, U.S. Constitution and the Bill of Rights. d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances. C. Protecting Rights and Maintaining Order 1. Describe individual rights and responsibilities in the United States. a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important. b. Describe the power and responsibility of the Supreme Court including the power of judicial review.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Maryland 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>Standard 4.0 Economics</p> <p>A. Scarcity and Economic Decision-making</p> <ol style="list-style-type: none"> 1. Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present. <ol style="list-style-type: none"> a. Identify opportunity cost of economic decisions made by individuals, businesses, and governments. 2. Explain how limited economic resources are used to produce goods and services to satisfy economic wants in Maryland. <ol style="list-style-type: none"> a. Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers. 3. Explain how technological changes have affected production and consumption in Maryland. <ol style="list-style-type: none"> a. Describe how changes in technology, such as refrigeration, impacted the lives of consumers. 4. Describe regional economic specialization in Maryland and the ways people live and work. <ol style="list-style-type: none"> a. Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore. b. Describe how specialization results in the interdependence of people.

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Maryland 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>3.0 Life Science B. Cells</p> <p>2. Investigate and provide evidence that living things are made mostly of cells that can be seen and studied only through a microscope.</p> <ul style="list-style-type: none"> a. Use microscopes and/or other video technology to investigate and describe that some organisms are composed of a collection of similar cells working together to meet basic needs of a “colony” of cells. b. Use microscopes and pictures to investigate, describe with drawings, and compare the cells in a variety of multicellular organisms, such as cells in elodea and onions; muscle cells, nerve cells, skin cells, etc. in animals. c. Select information gathered from readings that supports the need for specialized (different types) cells in multicellular organisms.

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Maryland Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>2.0 Earth/Space Science</p> <p>D. Astronomy</p> <ol style="list-style-type: none"> 1. Identify and compare properties, location, and movement of celestial objects in our solar system. <ol style="list-style-type: none"> a. Recognize that like all planets and stars, the Earth is spherical in shape. b. Identify the properties of the planet Earth that make it possible for the survival of life as we know it. <ul style="list-style-type: none"> • Temperature • Location • Presence of an atmosphere • Presence of water (solid, liquid, and gas). c. Compare the properties of at least one other planet in our solar system to those of Earth to determine if it could support life, as we know it. d. Identify and describe physical properties of comets, asteroids, and meteors. e. Provide evidence that supports the idea that our solar system is sun-centered. 2. Recognize and describe the causes of the repeating patterns of celestial events. <ol style="list-style-type: none"> a. Describe the rotation of the planet Earth on its axis. b. Recognize and describe that the rotation of planet Earth produces observable effects <ul style="list-style-type: none"> • The day and night cycle • The apparent movement of the sun, moon, planets, and star. c. Describe the revolution of the planet Earth around the sun. d. Recognize and describe that the revolution of the planet Earth produces effects. e. Verify with models and cite evidence that the moon’s apparent shape and position change.

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Maryland Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Grade 4 Standard Standard 2.0 Earth/Space Science D. Astronomy</p> <ol style="list-style-type: none"> 1. Identify and describe the variety of objects in the universe through first-hand observations using the unaided eye, binoculars or telescopes or videos and/or pictures from reliable sources. <ol style="list-style-type: none"> a. Observe and describe the stars and the planets as seen through a telescope, graphically in pictures or in video clips from reliable sources. b. Identify the sun as the Earth’s closest star. c. Recognize that stars are like the sun, some are smaller and some larger.

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Maryland Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Standard 4.0 Chemistry</p> <p>C. States of Matter</p> <p>1. Provide evidence from investigations to identify the processes that can be used to change materials from one state of matter to another.</p> <p>a. Observe and describe the changes heating and cooling cause to the different states in which water exists.</p> <ul style="list-style-type: none"> • Heating causes: ice (solid) to melt forming liquid water; liquid water to evaporate forming water vapor (gas). • Cooling causes: liquid water to freeze forming ice (solid); water vapor (gas) to form liquid water. <p>b. Based on data explain the importance of water’s ability to exist in all states within the temperatures normally found on Earth.</p> <p>D. Physical and Chemical Changes</p> <p>1. Provide evidence to illustrate that when a new material is made by combining two or more materials, its properties are different from the original materials.</p> <p>a. Investigate and describe what happens to the properties of materials when several materials are combined to make a mixture, such as table salt and pepper; various kinds of nuts, chocolate pieces, and coconut; sugar dissolved in milk.</p> <p>b. Based on observations from investigations and video technology, describe what happens to the observable properties of materials when several materials are combined to make a new material, such as:</p> <ul style="list-style-type: none"> • Baking soda combined with vinegar. <p>c. Share data gathered and construct a reasonable explanation of the results.</p>

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Maryland Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Grade 4 Standard Standard 4.0 Chemistry A. Structure of Matter 1. Provide evidence to support the fact that matter has observable and measurable properties.</p> <ul style="list-style-type: none"> a. Identify examples of matter. b. Describe and compare the physical properties of samples of matter. <ul style="list-style-type: none"> • Strength • Hardness • Flexibility • Ability to conduct heat • Ability to conduct electricity • Ability to be attracted by magnets. d. Cite evidence that supports the statement, “All matter takes up space and contains a certain amount of material.”

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Maryland 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>Standard 5.0 History B. Emergence, Expansion and Changes in Nations and Empires 2. Analyze the growth and development of colonial America. c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period.</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Maryland Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Standard 2.0 Peoples of the Nation and World</p> <p>A. Elements of Culture</p> <ol style="list-style-type: none"> 1. Describe the various cultures of colonial societies and how the environment influenced them. <ol style="list-style-type: none"> a. Describe how environment and location influenced the cultures and lifestyles. c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements. <p>B. Cultural Diffusion</p> <ol style="list-style-type: none"> 2. Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development. <ol style="list-style-type: none"> b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology. <p>Standard 3.0 Geography</p> <p>A. Using Geographic Tools</p> <ol style="list-style-type: none"> 1. Use geographic tools to locate places and describe human and physical characteristics in Colonial America. <ol style="list-style-type: none"> b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements. <p>B. Geographic Characteristics of Places and Regions</p> <ol style="list-style-type: none"> 1. Examine similarities and differences of regions in Colonial America. <ol style="list-style-type: none"> a. Compare the natural/physical and human characteristics of the three colonial regions: <ul style="list-style-type: none"> • New England • Middle • Southern

		<ul style="list-style-type: none">b. Describe how geographic characteristics of a place or region changed from early settlements through the colonial period.c. Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region. <p>C. Movement of People, Goods, and Ideas</p> <ul style="list-style-type: none">1. Describe and analyze population growth, migration and settlement patterns in Colonial America.<ul style="list-style-type: none">a. Explain how geographic characteristics influenced settlement patterns in Colonial America. <p>D. Modifying and Adapting to the Environment</p> <ul style="list-style-type: none">1. Explain why and how people adapt to and modify the natural environment and the impact of those modifications.<ul style="list-style-type: none">b. Describe ways that colonists in the New England, Middle, and Southern regions adapted to and modified the environment, such as the use of the grist mill, water wheels and plantation farming.
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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Maryland 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>Standard 1.0 Political Science</p> <p>A. The Foundations and Function of Government</p> <ol style="list-style-type: none"> 1. Examine the early foundations, functions, and purposes of government. <ol style="list-style-type: none"> c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents. d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings. 2. Analyze the historic events, documents, and practices that are the foundations of our political systems. <ol style="list-style-type: none"> c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, U.S. Constitution and the Bill of Rights. d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances. <p>B. Individual and Group Participation in the Political System</p> <ol style="list-style-type: none"> 1. Analyze how individuals’ roles and perspectives shape the American political system. <ol style="list-style-type: none"> a. Examine the contributions of people associated with the drafting of the Declaration of Independence, such as James Madison, Thomas Jefferson, John Jay, and George Washington.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Maryland 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>Standard 2.0 Peoples of the Nation and World</p> <p>B. Cultural Diffusion</p> <p>2. Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development.</p> <p style="padding-left: 20px;">a. Analyze how the influx of immigrants led to economic growth and cultural diversity.</p> <p style="padding-left: 20px;">b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology.</p> <p>Standard 3.0 Geography</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Examine similarities and differences of regions in Colonial America.</p> <p style="padding-left: 20px;">c. Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region.</p> <p>C. Movement of People, Goods, and Ideas</p> <p>1. Describe and analyze population growth, migration and settlement patterns in Colonial America.</p> <p style="padding-left: 20px;">c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade.</p> <p>D. Modifying and Adapting to the Environment</p> <p>1. Explain why and how people adapt to and modify the natural environment and the impact of those modifications.</p> <p style="padding-left: 20px;">b. Describe ways that colonists in the New England, Middle, and Southern regions adapted to and modified the environment, such as the use of the grist mill, water wheels and plantation farming.</p>

		<p>Standard 4.0 Economics</p> <p>A. Scarcity and Economic Decision-Making</p> <ol style="list-style-type: none">1. Explain that people make choices because resources were limited relative to economic wants for goods and services in Colonial America.<ol style="list-style-type: none">a. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed.2. Analyze how limited economic resources were used to satisfy economic wants in Colonial America.<ol style="list-style-type: none">a. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services.b. Describe how available resources affected specialization and trade.4. Analyze the consequences of specialized work on interdependence, trade, and economic growth.<ol style="list-style-type: none">a. Analyze examples of regional specialization and how it contributed to economic growth through the colonies.b. Explain specialization and interdependence using the triangular trade routes.
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**Reading for Information
Grade 6
Correlations to Maryland Content Standards**

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Maryland Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Grade 4 Standard Standard 3.0 Life Science</p> <p style="padding-left: 20px;">A. Diversity of Life</p> <p style="padding-left: 40px;">1. Explain how animals and plants can be grouped according to observable features.</p> <p style="padding-left: 60px;">b. Classify a variety of animals and plants according to their observable features and provide reasons for placing them into different groups.</p> <p style="padding-left: 60px;">c. Given a list of additional animals or plants, decide whether or not they could be placed within the established groups or does a new group have to be added.</p> <p style="padding-left: 60px;">d. Describe what classifying tells us about the relatedness among the animals or plants placed within any group.</p>

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Maryland Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>Standard 6.0 Environmental Science</p> <p>A. Natural Resources and Human Needs</p> <p>1. Recognize and compare how different parts of the world have varying amounts and types of natural resources and how the use of those resources impacts environmental quality.</p> <p>a. Identify and describe natural resources as</p> <ul style="list-style-type: none"> • Land • Fossil fuels • Forests • Water • Wind • Minerals • Wildlife. <p>b. Identify and describe the distribution of natural resources around the Earth.</p> <p>c. Identify and describe how the natural change processes may be affected by human activities.</p> <ul style="list-style-type: none"> • Agriculture • Beach preservation • Mining • Development/construction • Stream/river alteration. <p>d. Identify and describe problems associated with obtaining, using, and distributing natural resources.</p> <p>e. Identify possible solutions to problems associated with obtaining, using, and distributing natural resources.</p>

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Maryland Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>Grade 5 Standard</p> <p>Standard 6.0 Environmental Science</p> <p style="padding-left: 20px;">A. Natural Resources and Human Needs</p> <p style="padding-left: 40px;">1. Recognize and explain how renewable and nonrenewable natural resources found in Maryland are used by humans to meet basic needs.</p> <p style="padding-left: 60px;">a. Identify and compare Maryland’s renewable resources and nonrenewable resources.</p> <p style="padding-left: 60px;">b. Describe how humans use renewable natural resources, such as plants, soil, water, animals.</p> <p style="padding-left: 60px;">c. Describe how humans use nonrenewable natural resources, such as oil, coal, natural gas, minerals, including metals.</p> <p style="padding-left: 20px;">B. Environmental Issues</p> <p style="padding-left: 40px;">1. Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.</p> <p style="padding-left: 60px;">a. Identify and describe personal and community behaviors that waste natural resources and/or cause environmental harm and those behaviors that maintain or improve the environment.</p> <p style="padding-left: 60px;">b. Identify and describe that individuals and groups assess and manage risk to the environment differently.</p>

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Maryland Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Grade 4 Standard Standard 5.0 Physics B. Thermodynamics</p> <ol style="list-style-type: none"> 1. Provide evidence that heat can be transferred in different ways. <ol style="list-style-type: none"> a. Recognize and explain that heat can be transferred either by direct contact between objects at different temperatures or without direct contact. <ul style="list-style-type: none"> • A spoon in hot water • Heat from a flame. b. Observe, describe, and compare materials that readily conduct heat and those that do not conduct heat very well. c. Classify materials as conductors or insulators based on how easily heat flows through them.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Maryland Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>Standard 1.0 Political Science</p> <p>A. The Foundations and Function of Government</p> <p>2. Analyze the historic events, documents, and practices in early world history that are the foundations of political systems.</p> <p style="padding-left: 40px;">a. Examine and report on the roots of democratic principles in World History, such as Sumerian written law, Hammurabi’s Code, Greek city-states, Roman republicanism, and the British Constitution (Magna Carta, English Bill of Rights).</p> <p>C. Protecting Rights and Maintaining Order</p> <p>1. Analyze the individual rights and responsibilities in an ancient world civilization.</p> <p style="padding-left: 40px;">a. Describe the importance of citizenship in ancient Rome and Greece.</p> <p>2. Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups.</p> <p style="padding-left: 40px;">b. Compare power and authority of rulers in Ancient Egypt, India, Persia, and China v. the protection of citizens in Greek city-states.</p> <p>Standard 2.0 People of the Nation and World</p> <p>A. Elements of Culture</p>

		<p>1. Describe characteristics that historians use to organize people into cultures.</p> <ul style="list-style-type: none">a. Describe how location and environment influenced early world cultures.b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs from civilizations in early world history.c. Describe the social, political, and religious character of societies in early world history. <p>Standard 5.0 History</p> <p>B. Emergence, Expansion and Changes in Nations and Empires</p> <p>1. Analyze how civilizations emerged in the river valley areas.</p> <ul style="list-style-type: none">a. Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities.b. Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley and the Nile River Valley including Egypt, Nubia and Kush. <p>2. Analyze the emergence and enduring influences of Aegean civilizations.</p> <ul style="list-style-type: none">a. Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time.
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<p>Geography</p>	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Standard 2.0 People of the Nation and World</p> <p>A. Elements of Culture</p> <p>1. Describe characteristics that historians use to organize people into cultures.</p> <p style="padding-left: 40px;">a. Describe how location and environment influenced early world cultures.</p> <p style="padding-left: 40px;">b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs from civilizations in early world history.</p> <p style="padding-left: 40px;">c. Describe the social, political, and religious character of societies in early world history.</p> <p>Standard 3.0 Geography</p> <p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate places and describe the human and physical characteristics in early world history.</p> <p style="padding-left: 40px;">a. Use maps to compare geographic locations of civilizations from world history to:</p> <ul style="list-style-type: none"> • Mesopotamia • Africa including Egypt, Nubia/Kush and sub-Saharan Africa • Indus River Valley • Northern China • Greeks and Romans • Mesoamerican, such as the Incas, Mayans and Aztecs <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Examine how physical and human characteristics shape the identity of places and</p>
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		<p>regions and influence the development of civilizations in world history.</p> <ul style="list-style-type: none">a. Identify and describe physical characteristics that influenced human settlement.b. Explain how physical characteristics of a place influenced human activities, such as agriculture and economic activity, transportation, art and architecture and economic activity in the ancient world.c. Explain how human perceptions of and interactions with the environment changed over time due to technologies, such as road building, dam construction, and agricultural improvements. <p>D. Modifying and Adapting to the Environment</p> <ul style="list-style-type: none">1. Analyze why and how people modify their natural environment and the impact of those modifications.<ul style="list-style-type: none">a. Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts.b. Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding drought, and depletion of natural resources and evaluate the consequences of those actions. <p>Standard 5.0 History</p> <p>A. Individuals and Societies Change Over Time</p> <ul style="list-style-type: none">2. Examine the emergence, growth and decline of empires in the Americas.<ul style="list-style-type: none">A. Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs.
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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Maryland Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Standard 1.0 Political Science</p> <p>A. The Foundations and Function of Government</p> <ol style="list-style-type: none"> 1. Examine the necessity and purpose of government in early world history. <ol style="list-style-type: none"> a. Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies. 2. Analyze the historic events, documents, and practices in early world history that are the foundations of political systems. <ol style="list-style-type: none"> b. Examine the decline of feudalism and the emergence of monarchies.
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Standard 2.0 People of the Nation and World</p> <p>C. Conflict and Compromise</p> <ol style="list-style-type: none"> 1. Analyze factors that affected relationships in early world history. <ol style="list-style-type: none"> b. Describe the impact of trade and migration on the exchange of ideas and beliefs. <p>Standard 4.0 Economics</p> <p>A. Scarcity and Economic Decision-making</p> <ol style="list-style-type: none"> 2. Analyze how scarce economic resources were used to satisfy economic wants in early world history. <ol style="list-style-type: none"> a. Identify ways people have used resources to meet economic wants such as

		<p>domesticating agriculture.</p> <p>b. Describe how available resources affected specialization and trade.</p> <p>4. Examine how specialization, interdependence and trade affected the production of goods and services in early world history.</p> <p>a. Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming.</p> <p>b. Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world.</p> <p>c. Identify African and Eurasian trade routes to explain how surplus goods and regional specialization resulted in economic interdependence.</p>
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