

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Maine 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>A. Classifying Life Forms: Students will understand that there are similarities within the diversity of all living things. Students will be able to:</p> <ol style="list-style-type: none"> 2. Describe characteristics of different living things. 3. Explain, draw, or otherwise demonstrate the life cycle of an organism. <p>C. Cells. Students will understand that cells are the basic units of life. Students will be able to:</p> <ol style="list-style-type: none"> 2. Demonstrate an understanding that plants and animals need food, water, and gases to survive.
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Grades 3-4 Standard</p> <p>F. The Earth: Students will gain knowledge about the earth and the processes that change it. Students will be able to:</p> <ol style="list-style-type: none"> 3. Describe differences among minerals, rocks, and soils.
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>I. Motion: Students will understand the motion of objects and how forces can change that motion. Students will be able to:</p> <ol style="list-style-type: none"> 1. Develop a variety of ways to describe the motion of an object. 2. Demonstrate that the motion of an object can be changed.

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Maine Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>Grades 3-4 Standard History</p> <p>A. Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Geography</p> <p>B. Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the human and physical characteristics of the immediate environment.
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Civics and Government</p> <p>A. Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and practice classroom rights and responsibilities.
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Grades 3-4 Standard Economics</p> <p>A. Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe barter and money and how each is used in the exchange of resources, goods, and services.

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Maine Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>A. Classifying Life Forms: Students will understand that there are similarities within the diversity of all living things. Students will be able to:</p> <ol style="list-style-type: none"> 3. Describe the different living things within a given habitat. <p>B. Ecology: Students will understand how living things depend on one another and on non-living aspects of the environment. Students will be able to:</p> <ol style="list-style-type: none"> 3. Compare and contrast physical and living components of different biomes-i.e., regions characterized by their climate and plant life-(e.g., tundra, rain forest, ocean, desert). 4. Investigate the connection between major living and non-living components of a local ecosystem.
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>G. The Universe: Students will gain knowledge about the universe and how humans have learned about it, and about the principles upon which it operates. Students will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate the relative positions of the sun, moon, and planets. 2. Trace the sources of earth's heat and light energy to the sun. 3. Describe earth's rotation on its axis and its revolution around the sun. 4. Explore the relationship between the earth and its moon.
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>E. Structure of Matter: Students will understand the structure of matter and the changes it can undergo. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe how the physical properties of objects sometimes change when one object chemically combines with another. 2. Explain how matter changes in both chemical and physical ways.

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Maine Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Civics and Government</p> <p>A. Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property). 2. Explain why certain responsibilities of democratic society are important.
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Economics</p> <p>A. Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:</p> <ol style="list-style-type: none"> 2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go to the movies instead of buying a gift for a family member).
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Geography</p> <p>A. Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:</p> <ol style="list-style-type: none"> 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>History</p> <p>A. Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Maine 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>B. Ecology: Students will understand how living things depend on one another and on non-living aspects of the environment. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe a food web and the relationships within a given ecosystem. 2. Explain the difference between producers (e.g., green plants), consumers (e.g., those that eat green plants), and decomposers (e.g., bacteria that break down the “consumers” when they die), and identify examples of each.
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth’s Changing Surface 	<p>F. The Earth: Students will gain knowledge about the earth and the processes that change it. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the change in position of the continents over time. 2. Demonstrate an understanding that many things about the earth (e.g., climate) occur in cycles that vary in length and frequency. 4. Illustrate how water and other substances go through a cyclic process of change in the environment.
Physical Science	<ul style="list-style-type: none"> • It’s Shocking! • Power It Up! • What Is Electricity? 	<p>H. Energy: Students will understand concepts of energy. Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify different forms of energy (e.g., light, sound, heat). 2. Explain ways different forms of energy can be produced.

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Maine Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What’s Out West? • Go West! • Westward Expansion 	<p>History</p> <p>B. Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:</p> <ol style="list-style-type: none"> 2. Demonstrate an awareness of major events and people in United States and Maine history: <ul style="list-style-type: none"> • Who lives here? And how did they get here? (immigrants, demographics, ethnic and religious groups)
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Geography</p> <p>A. Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:</p> <ol style="list-style-type: none"> 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. <p>B. Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment. Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of why certain areas of the world are more densely populated than others. 3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Maine 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>C. Fundamental Principles of Government and Constitutions: Students will understand the constitutional principles and the democratic foundation of the political institutions of the United States. Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how the Constitution protects individual rights (e.g., Bill of Rights).
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World’s Economy 	<p>Economics</p> <p>C. Comparative Systems: Students will analyze how different economic systems function and change over time. Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how selected cultures or countries meet basic human needs. <p>D. International Trade and Global Interdependence: Students will understand the patterns and results of international trade. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Maine 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>C. Cells. Students will understand that cells are the basic units of life. Students will be able to:</p> <ul style="list-style-type: none"> 3. Describe the structure and function of major organs in human systems. 5. Describe how body systems work together.
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>F. The Earth: Students will gain knowledge about the earth and the processes that change it. Students will be able to:</p> <ul style="list-style-type: none"> 1. Demonstrate how the earth's tilt on its axis results in the seasons. <p>G. The Universe: Students will gain knowledge about the universe and how humans have learned about it, and about the principles upon which it operates. Students will be able to:</p> <ul style="list-style-type: none"> 3. Compare and contrast distances and the time required to travel those distances on earth, in the solar system, in the galaxy, and between galaxies. 4. Describe scientists' exploration of space and the objects they have found (e.g., comets, asteroids, pulsars). 5. Describe the motions of moons, planets, stars, solar systems, and galaxies.
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>E. Structure of Matter: Students will understand the structure of matter and the changes it can undergo. Students will be able to:</p> <ul style="list-style-type: none"> 4. Describe how a substance can combine with different substances in different ways, depending on the conditions and the properties of each substance. 5. Describe how the motion of particles of matter determines the state of that matter (e.g., solid, liquid, gas, plasma) and vice versa. 7. Investigate the similarities and differences between elements, compounds, and mixtures.

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Maine 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>History</p> <p>B. Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to: <ul style="list-style-type: none"> • Declaration of Independence • The Constitution • Westward Expansion • Civil War • Industrialization
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Geography</p> <p>A. Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:</p> <ol style="list-style-type: none"> 1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns on the earth. 3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Maine 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>Civics and Government</p> <p>A. Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:</p> <ol style="list-style-type: none"> 3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences. <p>C. Fundamental Principles of Government and Constitutions: Students will understand the constitutional principles and the democratic foundation of the political institutions of the United States. Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning and importance of fundamental principles of American constitutional government (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state. 2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Economics</p> <p>C. Comparative Systems: Students will analyze how different economic systems function and change over time. Students will be able to:</p> <ol style="list-style-type: none"> 2. Compare how different economies meet basic wants and needs over time. . <p>D. International Trade and Global Interdependence: Students will understand the patterns and results of international trade. Students will be able to:</p> <ol style="list-style-type: none"> 2. Evaluate how world trade issues can affect a nation’s economy and how trade can influence and transform societies. 3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan’s focus on consumer electronics).

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Maine Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>A. Classifying Life Forms: Students will understand that there are similarities within the diversity of all living things. Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare systems of classifying organisms including systems used by scientists. 2. Decipher the system for assigning a scientific name to every living thing.
Earth Science	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>F. The Earth: Students will gain knowledge about the earth and the processes that change it. Students will be able to:</p> <ol style="list-style-type: none"> 2. Describe how soils are formed and why soils differ from one place to another. 5. Classify and identify rocks and minerals based on their physical and chemical properties, their composition, and the processes which formed them. 6. Describe the many products used by humans that are derived from materials in the earth’s crust. <p>H. Energy: Students will understand concepts of energy. Students will be able to:</p> <ol style="list-style-type: none"> 5. Categorize energy sources as renewable or non-renewable and compare how these sources are used by humans.
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>H. Energy: Students will understand concepts of energy. Students will be able to:</p> <ol style="list-style-type: none"> 3. Compare and contrast the ways energy travels (e.g., waves, conduction, convection, radiation).

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Maine Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>History</p> <p>A. Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:</p> <ol style="list-style-type: none"> 2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. <p>B. Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:</p> <ol style="list-style-type: none"> 3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Geography</p> <p>B. Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment. Students will be able to:</p> <ol style="list-style-type: none"> 3. Explain how cultures differ in their use of similar environments and resources.
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Civics and Government</p> <p>D. International Relations: Students will understand the political relationships among the United States and other nations. Students will be able to:</p> <ol style="list-style-type: none"> 3. Explain reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied powers in World War II, NATO).

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Maine Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Economics</p> <p>C. Comparative Systems: Students will analyze how different economic systems function and change over time. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the characteristics of traditional, command, market, and mixed economic systems. 2. Compare how different economies meet basic wants and needs over time. . <p>D. International Trade and Global Interdependence: Students will understand the patterns and results of international trade. Students will be able to:</p> <ol style="list-style-type: none"> 2. Evaluate how world trade issues can affect a nation’s economy and how trade can influence and transform societies.