

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Michigan Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Cells (LC) III.1 All students will compare and contrast differences in the life cycles of living things.</p> <p style="padding-left: 40px;">3. Describe life cycles of familiar organisms.</p> <p>All students will investigate and explain how living things obtain and use energy.</p> <p style="padding-left: 40px;">4. Compare and contrast food, energy, and environmental needs of selected organisms.</p> <p>All students will analyze how parts of living things are adapted to carry out specific functions.</p> <p style="padding-left: 40px;">5. Explain functions of selected seed plant parts.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Geosphere (EG) V.1 All students will describe the earth’s surface.</p> <p style="padding-left: 40px;">2. Recognize and describe different types of earth materials.</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Motion of Objects (PMO) IV.3 All students will describe how things around us move, explain why things move as they do, and demonstrate how we control the motions of objects.</p> <p style="padding-left: 40px;">1. Describe or compare motions of common objects in terms of speed and direction.</p> <p style="padding-left: 40px;">2. Explain how forces (pushes or pulls) are needed to speed up, slow down, stop, or change the direction of a moving object.</p>

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Michigan Social Studies Standards
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>Historical Perspectives 2H2 Students will describe key people, places, and events from the history of a community.</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Places and Regions 2G5 Students will describe the physical features found on Earth (e.g., landforms—plains, plateaus, hills, and mountains; bodies of water—rivers, lakes, and oceans). 2G6 Students will compare and contrast their community with other communities, using physical and human characteristics of place.</p> <p>Human Systems 2G8 Students will explain how the physical and human characteristics of places in the neighborhood or community make them useful to the people who live there.</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Values and Principles of American Democracy 2C3 Students will define the core democratic values of rule of law, truth, common good, and justice.</p> <p>Roles of the Citizen in American Democracy 2C8 Students will identify rules and ordinances in their local community.</p>
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Economic Systems 2E7 Students will explain that because of scarcity and opportunity costs, people must make choices when producing or consuming goods and services.</p>

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Michigan Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Organization of Living Things (LO) III.2 All students will investigate and explain how living things obtain and use energy. 4. Compare and contrast food, energy, and environmental needs of selected organisms.</p> <p>Evolution (LE) III.4 All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time. 2. Explain how physical and behavioral characteristics of animals help them survive in their environments.</p>
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Solar System, Galaxy and Universe (ES) V.4 All students will compare and contrast our planet and sun to other planets and star systems. 1. Compare and contrast characteristics of the sun, moon and earth.</p> <p>All students will describe and explain how objects in the solar system move. 2. Describe the motion of the earth around the sun and the moon around the earth.</p>

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Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Michigan Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Matter and Energy (PME) IV.1 All students will measure and describe the things around us.</p> <ol style="list-style-type: none"> 1. Classify common objects and substances according to observable attributes/properties. 2. Identify properties of materials which make them useful. <p>Changes in Matter (PCM) IV.2 All students will investigate, describe and analyze ways in which matter changes.</p> <ol style="list-style-type: none"> 1. Describe common physical changes in matter—size, shape; melting, freezing; dissolving, evaporating).

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Michigan Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Role and Functions of Government 3C2 Students will describe the purposes of government in the United States (e.g., to protect individual rights, to promote order, and to manage conflict). 3C3 Students will distinguish between civic and private life.</p> <p>Roles of the Citizen in American Democracy 3C8 Students will identify and explain some of the responsibilities of citizenship (e.g., voting, paying taxes, obeying the law).</p>
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Individual and Household Choices 3E1 Students will use a decision-making model to explain a personal or community economic decision (e.g., moving to another region within the United States).</p> <p>Economic Systems 3E2 Students will explain that because people specialize in their jobs (division of labor), we are interdependent on each other.</p>
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Places and Regions 3G4 Students will understand the concept of regions. 3G6 Students will compare and contrast the Great Lakes region with other United States regions using physical and human characteristics of the regions.</p> <p>Environment and Society 3G11 Students will locate and describe the physical and human characteristics of diverse types of regions (e.g., physical—climate, vegetation, landforms; human—political, economic, ethnic, and urban/rural).</p>
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>Places and Regions 3G7 Students will explain how individuals or groups have adapted to or modified the environment in various regions (e.g., ecosystem use, natural hazards, and erosion).</p>

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Michigan 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>Evolution (LE) III.4 All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.</p> <p style="padding-left: 40px;">2. Explain how physical and behavioral characteristics of animals help them survive in their environments.</p> <p>Ecosystems (LEC) III.5 All students will explain how parts of an ecosystem are related and how they interact.</p> <p style="padding-left: 40px;">1. Identify familiar organisms as part of a food chain or food web and describe their feeding relationships within the web.</p> <p>All students will explain how energy is distributed to living things in an ecosystem.</p> <p style="padding-left: 40px;">2. Describe the basic requirements for all living things to maintain their existence.</p>
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Geosphere (EG) V.1 All students will describe and explain how the earth's features change over time.</p> <p style="padding-left: 40px;">3. Describe natural changes in the earth's surface.</p>
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Matter and Energy (PME) IV.1 All students will explain how electricity (and magnetism; see PMO) interact with matter.</p> <p style="padding-left: 40px;">4. Construct simple, useful electrical circuits.</p> <p style="padding-left: 40px;">5. Describe possible electrical hazards to be avoided at home and at school.</p>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Michigan Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Places and Regions</p> <p>4G4 Students will use thematic maps (e.g., weather/climate, relief, waterways, transportation, political, economic development, land use, population, and resource) to analyze the physical and human characteristics of Michigan.</p> <p>4G6 Students will understand the concept of regions.</p> <p>4G7 Students will identify the characteristics of the Great Lakes Region.</p>
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Values and Principles of American Democracy</p> <p>4C3 Students will define the core democratic values of individual rights, justice, and popular sovereignty.</p> <p>Government, the Constitution, and American Democracy</p> <p>4C6 Students will identify and describe the three branches of state government in Michigan and describe their roles in making, enforcing, and interpreting laws.</p> <p>4C7 Students will distinguish between the purposes of state and local government.</p>
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World's Economy 	<p>Individual and Household Choices</p> <p>4E1 Students will describe how the concepts of scarcity and opportunity costs affect personal decisions.</p> <p>Trade</p> <p>4E4 Students will describe trade as two people or businesses voluntarily exchanging goods or services for their benefit.</p> <p>4E5 Students will recognize how Michigan businesses are involved in trade as producers, consumers, distributors, importers, and exporters.</p> <p>Role of Government</p> <p>4E8 Students will identify goods and services provided by the state government.</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Michigan 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>Middle School Standard</p> <p>Cells (LC) III.1 All students will apply an understanding of cells to the functioning of multicellular organisms, including how cells grow, develop and reproduce.</p> <ol style="list-style-type: none"> 1. Demonstrate evidence that all parts of living things are made of cells. 2. Explain why and how selected specialized cells are needed by plants and animals. <p>Organization of Living Things (LO) III.2 All students will analyze how parts of living things are adapted to carry out specific functions.</p> <ol style="list-style-type: none"> 4. Explain how selected systems and processes work together in animals.
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Solar System, Galaxy and Universe (ES) V.4 All students will compare and contrast out planet and sun to other planets and star systems.</p> <ol style="list-style-type: none"> 1. Compare and contrast characteristics of the sun, moon and earth. <p>All students will describe and explain how objects in the solar system move.</p> <ol style="list-style-type: none"> 2. Describe the motion of the earth around the sun and the moon around the earth.
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Changes in Matter (PCM) IV.2 All students will investigate, describe and analyze ways in which matter changes.</p> <ol style="list-style-type: none"> 1. Describe common physical changes in matter—size, shape; melting, freezing; dissolving, evaporating). 2. Prepare mixtures and separate them into their component parts.

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Michigan 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>2.1 European Struggle for Control of North America 2.1.1 Describe Southern patterns of settlement and control including the impact of geography (landforms and climate) on settlement, development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia), relationships with American Indians (such as Powhatan), development of the colonial government (such as House of Burgesses), Bacon’s Rebellion, and the development of slavery, including growth of African population.</p> <p>2.2 Atlantic Slave Trade and Origins of Black America 2.2.1 Using historical and modern day maps and charts, explain the development of the Atlantic Trade System (Triangle of Trade) including the trade routes, the people and goods that were traded, the impact of trade routes on the geographic diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage.</p> <p>2.3 Comparative Life in Colonial America 2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (such as wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Michigan Social Studies Standards Covered in Program
<p>Geography</p>	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>1.2 European Exploration and Conquest 1.2.2 Explain the aims, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, religious, social, and global).</p> <p>1.3 Three World Interactions 1.3.3 Discuss the impact of European contact with American Indian tribal identities and cultures by comparing the different approaches used by the various European powers (e.g., British, French, and Dutch) in their interactions with American Indians.</p> <p>2.1 European Struggle for Control of North America 2.1.1 Describe Southern patterns of settlement and control including the impact of geography (landforms and climate) on settlement, development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia), relationships with American Indians (such as Powhatan), development of the colonial government (such as House of Burgesses), Bacon’s Rebellion, and the development of slavery, including growth of African population. 2.1.2 Describe New England’s patterns of settlement and control including the impact of physical geography (e.g., landforms and climate) on settlement, relations with American Indians (e.g., Pequot or King Philip’s War), growth of agricultural and non-agricultural economies, the development of government including establishment of town meetings, development of legislative and growth of royal government, and religious tensions that led to the establishment of other colonies. 2.1.3 Describe Mid-Atlantic patterns of settlement and control including the impact of physical geography on settlement, the growth of Middle Colonies economies (e.g., breadbasket), Dutch settlement of New Amsterdam, Quaker settlement in Pennsylvania, subsequent English take-over of middle colonies, and immigration patterns leading to ethnic diversity in middle colonies. 2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the</p>

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		<p>Mid-Atlantic colonies. Make general comparisons to settlements in Canada and Central and South America.</p> <p>2.3 Comparative Life in Colonial America</p> <p>2.3.1 Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies, focusing on similarities and differences in political, economic, religious, and social institutions and human-environment interactions.</p> <p>2.3.2 Locate the New England, Mid-Atlantic, and Southern colonies on a map and compare the physical characteristics of each region (e.g., landforms, climates, bodies of water, vegetation).</p> <p>2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (such as wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).</p>
<p>Civics</p>	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	<p>3.1 Causes of the American Revolution</p> <p>3.1.5 Describe the main principles and the significance of the Declaration of Independence.</p> <p>3.2 American Revolution and Its Consequences</p> <p>3.2.2 Analyze the role of women, African Americans, American Indians, international powers, and individuals in helping shape the outcome of the war (Abigail Adams, Mercy Otis Warren, Phyllis Wheatley, Six Nations of the Iroquois, and Lafayette).</p> <p>3.2.3 Evaluate the political, economic, intellectual, and social impact of the American Revolution in North America, in the western hemisphere, and throughout the world.</p> <p>3.3 Creating New Government(s) and a New Constitution</p> <p>3.3.6 Describe the core democratic values found in the Declaration of Independence, the Constitution, and the Bill of Rights (common good, justice, liberty, sovereignty, life, equality, diversity, pursuit of happiness, truth, patriotism, and rule of law).</p> <p>3.3.9 Explain the reasons for the passage of the Bill of Rights and how it reflected the concept of limited government and protection of basic freedoms; describe the main principles guaranteed in the Bill of Rights.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Michigan 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>1.2 European Exploration and Conquest 1.2.2 Explain the aims, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, religious, social, and global).</p> <p>2.2 Atlantic Slave Trade and Origins of Black America 2.2.1 Using historical and modern day maps and charts, explain the development of the Atlantic Trade System (Triangle of Trade) including the trade routes, the people and goods that were traded, the impact of trade routes on the geographic diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage.</p>

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Michigan Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Organization of Living Things (LO) III.2 All students will use classification systems to describe groups of living things.</p> <p style="padding-left: 40px;">1. Compare and classify organisms into major groups on the basis of their structure.</p>
Earth Science	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>Elementary Standard Geosphere (EG) V.1 All students will analyze effects of technology on the earth’s surface and resources.</p> <p style="padding-left: 40px;">5. Describe uses of materials taken from the earth. 6. Demonstrate ways to conserve natural resources and reduce pollution through reduction, reuse, and recycling of manufactured materials.</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Changes in Matter (PCM) IV.2 All students explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.</p> <p style="padding-left: 40px;">4. Describe common transformations in everyday situations.</p>

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Michigan 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>Mexico 4.2 Human Migration 4.2.1 Describe the significance of the Aztec civilization on the development of agriculture, religion, and cultural developments in Mexico.</p> <p>Central America 5.4 Early Civilizations 5.4.1 Describe the significance of the Mayan civilization on the development of agriculture, religion, and cultural developments in Mexico, Belize, Guatemala, and Honduras.</p> <p>South America 6.2 Early Civilizations 6.2.1 Use historical and modern maps and other sources to locate and describe the territorial extent and defining characteristics of the Inca Civilization in South America.</p>
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>3.3 Purposes of Government 3.3.1 Describe how people organize government, accomplish purposes, and assess effectiveness (local, state, and national government; public policy and services).</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>3.4 Economic Systems 3.4.1 Explain how the market economy answers three basic questions: What should be produced? How will it be produced? How will it be distributed?</p>