

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Minnesota 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>IV. Life Science</p> <p>B. Diversity of Organisms: The student will recognize that plants and animals have life cycles.</p> <p>1. The student will describe life cycles of plants and animals.</p> <p>C. Interdependence of Life: The student will understand that organisms live in different environments.</p> <p>1. The student will observe and describe some features of plants and animals that allow them to survive in specific environments.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>III. Earth and Space Science</p> <p>A. Earth Structure and Processes: The student will recognize basic Earth materials.</p> <p>B. 1. The student will observe and describe rocks, soils, water and air.</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>II. Physical Science</p> <p>D. Motion” The student will know that objects move in various ways.</p> <p>1. The student will observe and describe how objects move in a variety of ways, including, but not limited to, a straight line, a curve, a circle, back and forth and at different speeds.</p> <p>2. The student will observe that push and pull forces can make objects move.</p>

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>I. U.S. History</p> <p>B. Famous People and Events in U.S. History: The student will recognize people and events that made significant contributions to U.S. History.</p> <p>1. Students will know individuals and groups associated with key turning points in U.S. History.</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>V. Geography</p> <p>C. Physical Features and Processes: The student will distinguish between physical and human-made features of places on the Earth's surface.</p> <p>1. The student will name and local physical features of the United States, including places about which they have read.</p> <p>2. The student will name and locate major human-made features of the United States, including features about which they have read.</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>VII. Government and Citizenship</p> <p>A. Civic Values, Skills, Rights and Responsibilities: The student will understand the importance of participation in civic life and demonstrate effective civic skills.</p> <p>2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority.</p> <p>B. Beliefs and Principles of United States Democracy: The student will understand the role of government, rules, and laws and why we have them.</p> <p>1. Students will give examples of rules in the classroom/school and community, provide reasons for specific rules, and know the characteristics of good rules.</p> <p>2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws.</p>

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>VI. Economics</p> <p>A. Economic Choices: The student will understand that economic choices are necessary in life.</p> <p>2. Students will explain that money can be used to buy goods and services.</p> <p>5. The student will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.</p>

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Minnesota Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>IV. Life Science</p> <p>C. Interdependence of Life: The student will understand that an organism’s patterns of behavior are related to the nature of its environment.</p> <ol style="list-style-type: none"> 1. The student will know that organisms interact with one another in various ways besides providing food. 2. The student will know that changes in a habitat can be beneficial or harmful to an organism.
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>III. Earth and Space Science</p> <p>C. The Universe: The student will understand the characteristics and relationships of objects in the solar system.</p> <ol style="list-style-type: none"> 1. The student will recognize the difference between rotation and revolution and their connection to day, night, seasons and the year. 2. The student will identify the planets in the solar system and their relative sizes, distances, and basic characteristics. 3. The student will observe that the sun supplies the heat and light to the Earth. 4. The student will know that planets look like stars, but over time they move differently than stars.

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Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Minnesota Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Grade 2 Standard II. Physical Science A. Structure of Matter: The student will understand that objects can be sorted and classified based on their properties.</p> <ol style="list-style-type: none"> 1. The student will sort and classify objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets. 2. The student will classify a substance as a solid, liquid, or gas. 3. The student will know that solids have a definite shape and that liquids take the shape of their container. 4. The student will observe that water can be a solid or liquid and can change from one state to the other.

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>VII. Government and Citizenship</p> <p>A. Civic Values, Skills, Rights and Responsibilities: Students will describe civic values, rights and responsibilities in a republic.</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge of values that facilitate thoughtful and effective participation in civic life. 2. Students will explain the rights and responsibilities of people living in a democracy, including the principles of majority rule and minority rights.
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>VI. Economics</p> <p>A. Economic Choices: The student will understand that economic choices are necessary in life.</p> <ol style="list-style-type: none"> 1. Students will identify the difference between basic needs (food), clothing, and shelter) and wants (things people would like to have). 3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants. 4. Students will give examples of tradeoffs (opportunity costs).

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>V. Geography</p> <p>C. Physical Features and Processes: The student will distinguish between physical and human-made features of places on the Earth’s surface.</p> <ol style="list-style-type: none"> 1. The student will name and local physical features of the United States, including places about which they have read. 2. The student will name and locate major human-made features of the United States, including features about which they have read. <p>C. Physical Features and Processes: The student will identify specific landforms and waterways on a map using geographical terms.</p> <ol style="list-style-type: none"> 1. Students will locate major river systems and mountain ranges on continents studied. 2. Students will explain and use introductory geographical terms.
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi’ipuu 	<p>I. U.S. History</p> <p>C. Many peoples and cultures meet in the making of North America: The student will demonstrate knowledge of the people who settled in North America.</p> <ol style="list-style-type: none"> 1. Students will understand that large and diverse Indian nations were the original inhabitants of North America.

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Minnesota 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>Grade 5 Standard IV. Life Science F. Flow of Matter and Energy: The student will know that matter and energy flow into, out of, and within a biological system.</p> <ol style="list-style-type: none"> 1. The student will recognize that organisms need energy to stay alive and grow, and that this energy originates from the sun. 2. The student will use food webs to describe the relationships among producers, consumers, and decomposers in an ecosystem in Minnesota. 3. The student will recognize that organisms are growing, dying, and decaying, and that their matter is recycled.
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>III. Earth Science A. Earth Structure and Processes: The student will explore the structures and functions of Earth systems.</p> <ol style="list-style-type: none"> 1. The student will recognize the natural processes that cause rocks to break down into smaller pieces and eventually into soil. 3. The student will describe how waves, wind, water, and ice shape and reshape the Earth's surface. 4. The student will describe the impact of floods, tornadoes, earthquakes and volcanoes on the Earth.

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Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Minnesota Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>II. Physical Science</p> <p>C. Energy Transformations: The student will understand basic electricity and its application in everyday life.</p> <ol style="list-style-type: none"> 1. The student will explore simple electrical circuits using components such as wires, batteries, and bulbs. 2. The student will investigate static electricity. 3. The student will identify objects and materials that conduct electricity and those that are insulators.
Health	<ul style="list-style-type: none"> • Help Your Health • Healthful Habits • Good Health and You 	<p>IV. Life Science</p> <p>G. Human Organism: The student will know the structures that serve various functions in the human body, including protection from disease.</p> <ol style="list-style-type: none"> 2. The student will know that germs entering the body can cause disease, and that the body has defenses against these germs. 3. The student will know that there are many diseases that can be prevented by vaccination.

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>I. U.S. History</p> <p>E. Growth and Westward Expansion, 1801-1861: The student will demonstrate knowledge of western expansion, conflict, and reform in America.</p> <p>1. Students will examine the process that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations.</p>
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>V. Geography</p> <p>C. Physical Features and Processes: The student will identify and locate geographic features associated with the development of the United States.</p> <p>1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.</p> <p>C. Physical Features and Processes: Students will identify and locate geographic features associated with the development of Minnesota.</p> <p>1. Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.</p> <p>D. Interconnections: The student will give examples that demonstrate how people are connected to each other and the environment.</p> <p>2. Students will analyze how the physical environment influences human activities.</p> <p>D. Interconnections: The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.</p> <p>4. Students will interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.</p>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>I. U.S. History</p> <p>D. Political Unrest and the American Revolution 1763-mid-1791: The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.</p> <ol style="list-style-type: none"> 1. Students will know and understand basic principles of the new government established by the Constitution of the United States. 2. Students will know reasons why the United States developed the Constitution, including debates that lead to the final document. <p>VII. Government and Citizenship</p> <p>A. Civic Values, Skills, Rights and Responsibilities: The student will articulate the range of rights and responsibilities in a republic.</p> <ol style="list-style-type: none"> 1. Students will explain protections the Bill of Rights provides to individuals. <p>D. Governmental Institutions and Processes of the United States: The student will know the functions of the United States government and ways in which power is delegated and controlled.</p> <ol style="list-style-type: none"> 1. Students will describe the three branches of the U.S. government established by the Constitution, their primary functions, and their relationships. 2. Students will describe separation of powers and checks and balances and analyze historical and contemporary examples of how they are applied among the branches of government.
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World’s Economy 	<p>VI. Economics</p> <p>A. Producers and Consumers: The student will understand the concept of interdependence in relation to producers and consumers.</p> <ol style="list-style-type: none"> 1. Students will compare and contrast the roles of producers and consumers. 2. Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Minnesota Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Your Body at Work • The Human Body • Your Body: A Complex Machine 	<p>Grade 4 Standard IV. Life Science G. Human Organism: The student will know the structures that serve various functions in the human body, including protection from disease.</p> <ol style="list-style-type: none"> 1. The student will understand that humans have structures that serve functions in growth, survival and reproduction.
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Grade 3 Standard III. Earth and Space Science C. The Universe: The student will understand the characteristics and relationships of objects in the solar system.</p> <ol style="list-style-type: none"> 1. The student will recognize the difference between rotation and revolution and their connection to day, night, seasons and the year. 2. The student will identify the planets in the solar system and their relative sizes, distances, and basic characteristics. 3. The student will observe that the sun supplies the heat and light to the Earth. 4. The student will know that planets look like stars, but over time they move differently than stars.

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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Minnesota 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 II. Physical Science A. Structure of Matter: The student will know that heating and cooling may cause changes to the properties of a substance.</p> <ol style="list-style-type: none"> 1. The student will observe that heating and cooling can cause changes in state. 2. The student will describe the changes in the properties of a substance when it is heated or cooled. 3. The student will compare and contrast the mass, shape, and volume of solids, liquids, and gases. <p>Grade 6 Standard II. Physical Science B. Chemical Reactions: The student will differentiate between chemical and physical changes.</p> <ol style="list-style-type: none"> 1. The student will define chemical and physical changes. 2. The student will observe that substances react chemically with other substances to form new substances with different characteristic properties. 3. The student will give examples and classify substances as mixtures or pure substances.

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Minnesota 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>I. U.S. History</p> <p>C. Colonization and Conflict, 1607-1780s: The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p> <p>4. Students will understand the significance of enslaved Africans and their descendants in the economic and social life of the colonies.</p> <p>F. Civil War and Reconstruction, 1850s-1870s: The student will demonstrate knowledge of the causes of the Civil War.</p> <p>1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises.</p> <p>III. World History</p> <p>F. World Civilizations, toward a global culture, 1500-1770 AD: The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa, and the Americas.</p> <p>4. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Minnesota 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>I. U.S. History</p> <p>C. Colonization and Conflict, 1607-1780s: The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p> <ol style="list-style-type: none"> 1. Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America. 2. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact. <p>V. Geography</p> <p>C. Physical Features and Processes: The student will identify and locate geographic features associated with the development of the United States.</p> <ol style="list-style-type: none"> 1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States. <p>D. Interconnections: The student will give examples that demonstrate how people are connected to each other and the environment.</p> <ol style="list-style-type: none"> 2. Students will analyze how the physical environment influences human activities.

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Minnesota 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>I. U.S. History</p> <p>D. Political Unrest and the American Revolution, 1763-mid-1791: The student will demonstrate understanding of the causes and course of the American Revolution.</p> <p>2. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths.</p> <p>D. Political Unrest and the American Revolution, 1763-mid-1791: The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.</p> <p>2. Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.</p> <p>VII. Government and Citizenship</p> <p>B. Beliefs and Principles of United States Democracy: The student will know the purpose, function, and limits of our republic.</p> <p>4. Students will understand how governmental power is limited through federalism and a system of checks and balances.</p> <p>C. Roots of the Republic: The student will demonstrate knowledge of influential and foundational documents of American constitutional government.</p> <p>3. Students will describe the principles expressed in the Declaration of Independence, including inalienable rights and self-evident truths, and how these principles influence the development of United States constitutional government.</p> <p>4. Students will describe the principles expressed in the Preamble to the Constitution and how these principles influence the United States constitutional government.</p> <p>5. Students will describe how the Constitution and Bill of Rights protect individual rights and support the principle of majority rule but also protect the rights of the minority.</p> <p>D. Governmental Institutions and Processes of the United States: The student will know the functions of the United States government and ways in which power is delegated and controlled.</p> <p>3. Students will describe the process by which a bill becomes a law.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	VI. Economics B. Economic Choices: The student will understand basic principles of economic decision making. 1. Students will understand the concept of scarcity and its role in decision-making.

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Minnesota 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 IV. Life Science B. Diversity of Organisms: The student will know that living things can be sorted into groups in many ways according to their varied characteristics, structures and behaviors.</p> <ol style="list-style-type: none"> 1. The student will classify plants and animals according to their physical characteristics. 2. The student will learn that the characteristics used for grouping depend on the purpose of the grouping.
Earth Science	<ul style="list-style-type: none"> • Earth's Resources • Understanding Natural Resources • Using Natural Resources 	<p>Grade 4 Standard III. Earth and Space Science A. Earth Structure and Processes: The student will investigate the impact humans have on the environment.</p> <ol style="list-style-type: none"> 1. The student will identify and investigate environmental issues and potential solutions.
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>II. Physical Science C. Energy Transformations: The student will understand that energy exists in many forms and can be transferred in many ways.</p> <ol style="list-style-type: none"> 1. The student will compare and contrast heat, chemical, mechanical, and electrical energy and identify transformations of energy from one form to another in everyday situations. 2. The student will recognize that heat is transferred by convection, conduction and radiation from warmer objects to cooler one until both reach the same temperature.

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>III. World History</p> <p>B. Civilizations in World History: The student will demonstrate knowledge of the historical development of past cultures around the world.</p> <p>1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p> <p>B. Classical Civilizations and World Religions 1000BC – 600 AD: The student will describe classical civilizations in Europe and the West.</p> <p>1. Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy.</p>
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>III. World History</p> <p>B. Civilizations in World History: The student will demonstrate knowledge of the historical development of past cultures around the world.</p> <p>1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p> <p>B. Classical Civilizations and World Religions 1000BC – 600 AD: The student will describe classical civilizations in Africa, Asia, and Mesoamerica.</p> <p>3. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica.</p> <p>V. Geography</p> <p>C. Physical Features and Processes: The student will use basic terminology describing basic physical and cultural features of continents studied.</p> <p>1. Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied.</p> <p>D. Interconnections: The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.</p> <p>4. Students will interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.</p>

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Minnesota Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>VII. Government and Citizenship</p> <p>D. Governmental Institutions and Processes of the United States: The student will describe the relationships the U.S. has with other nations in the world.</p> <p>1. Students will define foreign policy and identify ways in which U.S. foreign policy affects their lives.</p> <p>D. Governmental Institutions and Processes of the United States: The student will understand other government systems in the world.</p> <p>1. Students will compare governmental structure and individual rights in the United States to those in other forms of government.</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>VI. Economics</p> <p>A. Producers and Consumers: The student will understand the concept of interdependence in relation to producers and consumers.</p> <p>3. Students will explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it, and how it differs from other economic systems.</p> <p>4. Students will explain that a market exists when consumers buy and producers sell goods and services.</p> <p>5. Students will explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).</p>