

**Reading for Information  
Grade 2  
Correlations to Missouri State Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Plants Live and Grow</li> <li>• Plants: Alive and Growing</li> <li>• Plants: Living and Growing</li> </ul>	<p><b>Grade 3 Standard</b>  <b>Strand 3: Characteristics and Interactions of Living Organisms</b>            1. There is a fundamental unity underlying the diversity of all living organisms.            A. Organisms have basic needs for survival.                a. Describe the basic needs of most plants (i.e., air, water, light, nutrients, temperature).            B. Organisms progress through life cycles unique to different types of organisms.                a. Recognize plants progress through life cycles of seed germination, growth and development, reproduction, and death.                b. Sequence and describe the stages in the life cycle of a flowering plant.            D. Plants and animals have different structures that serve similar functions necessary for the survival of the organism.                a. Identify the major organs (roots, stems, flowers, leaves) and their functions in vascular plants (e.g., absorption, transport, reproduction).</p>
Earth Science	<ul style="list-style-type: none"> <li>• All about Soil</li> <li>• What Is Soil?</li> <li>• Facts about Soil</li> </ul>	<p><b>Strand 5: Processes and Interactions of the Earth’s Systems (Geosphere, Atmosphere, and hydrosphere)</b>            1. Earth’s systems (geosphere, atmosphere, and hydrosphere) have common components and unique structures.            A. Observe and describe the physical properties (e.g., odor, color, appearance, relative grain size, texture, absorption of water) and different components (i.e., sand, clay, humus) of soils.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• It Takes Force</li> <li>• Making Things Move</li> <li>• Facts about Force</li> </ul>	<p>Strand 2: Properties and Principles of Force and Motion</p> <p>2. Forces affect motion.</p> <p>D. Newton’s Laws of Motion explain the interaction of mass and forces, and are used to predict changes in motion.</p> <ul style="list-style-type: none"> <li>a. Describe the direction and amount for force (i.e., direction of push or pull, strong/weak push or pull) needed to change an object’s motion (i.e., faster/slower, change in direction).</li> <li>b. Describe and compare the distances traveled by heavier/lighter objects after applying the same amount fo force (i.e., push or pull) in the same direction.</li> <li>c. Describe and compare the distances traveled by objects with the same mass after applying different amounts of force (i.e., push or pull) in the same direction.</li> </ul>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>Missouri Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• We Need Rules and Laws</li> <li>• Rules and Laws</li> <li>• Following Laws and Rules</li> </ul>	<p>Principles of Constitutional Democracy</p> <p>1. Knowledge of the principles expresses in documents shaping constitutional democracy in the United States.</p> <p style="padding-left: 40px;">A. (1) Knowledge of the Constitution as the fundamental law of our nation</p> <ul style="list-style-type: none"> <li>• Explain and apply the concept of majority rules.</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Why Do We Need Money?</li> <li>• Money and Work</li> <li>• Making Money</li> </ul>	<p>Economic Concepts and Principles</p> <p>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).</p> <p style="padding-left: 40px;">A. (1) Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events.</p> <ul style="list-style-type: none"> <li>• Show how people trade using money and bartering.</li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Environments in Action</li> <li>• Ecosystems Everywhere!</li> <li>• Ecosystems</li> </ul>	<p><b>Grade 4 Standard</b>            Strand 4: Changes in Ecosystems and Interactions of Organisms with their Environments            1. Organisms are interdependent with one another and with their environment.            A. All populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem.</p> <ul style="list-style-type: none"> <li>a. Identify the ways a specific organism may interact with other organisms or with the environment (e.g., pollination, shelter, seed dispersal, camouflage, migration, hibernation, defensive mechanism).</li> <li>b. Recognize different environments (i.e., pond, forest, prairie) support the life of different types of plants and animals.</li> </ul>

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Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Missouri Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> <li>• Objects in the Sky</li> <li>• Looking at Outer Space</li> <li>• Exploring Outer Space</li> </ul>	<p>Strand 6: Composition and Structure of the Universe and the Motion of Objects Within It.</p> <p>1. The universe has observable properties and structure.</p> <p>A. The Earth, Sun, and moon are part of a larger system that includes other planets and smaller celestial bodies.</p> <ul style="list-style-type: none"> <li>a. Describe our Sun as a star because it provides light energy to the solar system.</li> <li>b. Recognize the moon is a reflector of light.</li> </ul> <p>2. Regular and predictable motions of objects in the universe can be described and explained as the result of gravitational forces.</p> <p>A. The apparent position of the Sun and other stars, as seen from Earth, change in observable patterns.</p> <ul style="list-style-type: none"> <li>a. Illustrate and describe how the Sun appears to move slowly across the sky from east to west during the day.</li> </ul> <p>B. The apparent position of the moon, as seen from Earth, and its actual position relative to Earth change in observable patterns.</p> <ul style="list-style-type: none"> <li>a. Illustrate and describe how the moon appears to move slowly across the sky from east to west during the day and/or night.</li> <li>b. Observe the change in the moon's appearance relative to time of day and month over several months and note the pattern in this change.</li> </ul>

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<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	<p>Strand 1: Properties and Principles of Matter and Energy</p> <p>1. Changes in properties and states of matter provide evidence of the atomic theory of matter.</p> <p>D. Physical changes in the state of matter that result from thermal changes can be explained by the Kinetic Theory of Matter.</p> <ul style="list-style-type: none"> <li>a. Compare the observable properties of solids, liquids, or gases (air) (i.e., visible vs. invisible, changes in shape, changes in the amount of space occupied).</li> <li>b. Identify everyday objects/substances as solid, liquid, or gas (i.e., air, water).</li> <li>c. Recognize water evaporates (liquid water changes into a gas as it moved into the air).</li> <li>e. Investigate and recognize water can change from a liquid to a solid (freeze), and back again to a liquid (melt), as the result of temperature changes.</li> <li>f. Describe the changes in the physical properties of water (i.e., shape, volume) when frozen or melted.</li> </ul>

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Missouri Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> <li>• Your Rights and Duties</li> <li>• Good Citizens</li> <li>• Rights and Responsibilities</li> </ul>	<p>Principles of Constitutional Democracy</p> <p>1. Knowledge of the principles expresses in documents shaping constitutional democracy in the United States.</p> <p style="padding-left: 40px;">B. (2) Citizens have both rights and responsibilities.</p> <ul style="list-style-type: none"> <li>• Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice).</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• What We Need, What We Want</li> <li>• Needs and Wants</li> <li>• Making Choices</li> </ul>	<p>Economic Concepts and Principles</p> <p>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).</p> <p style="padding-left: 40px;">B. (2) Economic decision-making.</p> <ul style="list-style-type: none"> <li>• Conduct a cost-benefit analysis.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	<p>Elements of Geographical Study and Analysis</p> <p>5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.</p> <p style="padding-left: 40px;">D. (4) Relationships within places. (Human-Environment Interactions) (Movement)</p> <ul style="list-style-type: none"> <li>• Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are.</li> </ul> <p style="padding-left: 40px;">F. (6) Regions</p> <ul style="list-style-type: none"> <li>• Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district).</li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Linking Living Things</li> <li>• Food Chains in Action</li> <li>• Food Chains and Food Webs</li> </ul>	<p>Strand 4: Changes in Ecosystems and Interactions of Organisms with their Environments 2. Matter and energy flow through an ecosystem. A. As energy flows through the ecosystem, all organisms capture a portion of that energy and transform it to a form they can use.</p> <ul style="list-style-type: none"> <li>a. Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem.</li> <li>b. Differentiate between the three types of consumers (herbivore, carnivore, omnivore).</li> <li>c. Categorize organisms as predator or prey in a given ecosystem.</li> </ul> <p><b>Grade 3 Standard</b></p> <p>Strand 4: Changes in Ecosystems and Interactions of Organisms with their Environments 2. Matter and energy flow through an ecosystem. A. As energy flows through the ecosystem, all organisms capture a portion of that energy and transform it to a form they can use.</p> <ul style="list-style-type: none"> <li>a. Identify sunlight as the primary source of energy plants use to produce their own food.</li> <li>b. Classify populations as producers or consumers by the role they serve in the ecosystem.</li> <li>c. Sequence the flow of energy through a food chain beginning with the Sun.</li> <li>d. Predict the possible effects of removing an organism from a food chain.</li> </ul>

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Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Missouri Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> <li>• The Earth Beneath Your Feet</li> <li>• Our Changing Planet</li> <li>• Earth's Changing Surface</li> </ul>	<p>Strand 5: Processes and Interactions of the Earth's Systems (Geosphere, Atmosphere, and hydrosphere)</p> <p>1. Earth's systems (geosphere, atmosphere, and hydrosphere) have common components and unique structures.</p> <p>A. The Earth's materials and surface features are changed through a variety of external processes.</p> <p style="padding-left: 40px;">c. Describe how weathering agents (e.g., water, chemicals, temperature, wind, plants) cause surface changes that create and/or change Earth's surface materials and/or landforms.</p> <p style="padding-left: 40px;">d. Describe how erosional processes (i.e., action of gravity, waves, wind, rivers, glaciers) cause surface changes that create and/or change Earth's surface materials and/or landforms.</p>
Physical Science	<ul style="list-style-type: none"> <li>• It's Shocking!</li> <li>• Power It Up!</li> <li>• What Is Electricity?</li> </ul>	<p>Strand 1: Properties and Principles of Matter and Energy</p> <p>2. Energy has a source, can be transferred, and can be transformed into various forms but is conserved between and within systems.</p> <p>A. Forms of energy have a source, a means of transfer (work and heat), and a receiver.</p> <p style="padding-left: 40px;">a. Construct and diagram a complete electric circuit by using a source (e.g., battery), means of transfer (e.g., wires), and a receiver (resistance bulb, motors, fans).</p> <p style="padding-left: 40px;">b. Observe and describe the evidence of energy transfer in a closed series circuit (e.g., lit bulb, moving motor, fan).</p> <p style="padding-left: 40px;">c. Classify materials as conductors or insulators of electricity within placed within a circuit (e.g., wood, pencil lead, plastic, glass, aluminum foil, lemon juice, air, water).</p>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Missouri Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• What's Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	Missouri, United States and World History 2a. Knowledge of continuity and change in the history of Missouri, the United States and the world. A. (1) Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times. <ul style="list-style-type: none"> <li>• Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a jumping-off point to the West.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Regions of the United States</li> <li>• Land in the United States</li> <li>• Living in the United States</li> </ul>	Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment. F. (6) Regions <ul style="list-style-type: none"> <li>• Compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).</li> </ul>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Missouri Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> <li>• Our Government</li> <li>• By the People, For the People</li> <li>• Our Democracy</li> </ul>	<p>Principles of Constitutional Democracy</p> <p>1. Knowledge of the principles expresses in documents shaping constitutional democracy in the United States.</p> <p style="padding-left: 20px;">B. (2) Citizens have both rights and responsibilities.</p> <ul style="list-style-type: none"> <li>• Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government.</li> </ul> <p style="padding-left: 20px;">C. (3) Understanding of the main purposes of United States documents.</p> <ul style="list-style-type: none"> <li>• Explain the major purposes of the Constitution and the Bill of Rights.</li> </ul> <p>Principles and Process of Governance Systems</p> <p>3. Knowledge of principles and processes of governance systems.</p> <p style="padding-left: 20px;">C. (3) Knowledge of the functions of the three branches of government.</p> <ul style="list-style-type: none"> <li>• Identify and explain the functions of the three branches of government in the state government.</li> </ul>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Missouri Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> <li>• Where We Live, Where We Work</li> <li>• Working in America</li> <li>• The World’s Economy</li> </ul>	<p>Economic Concepts and Principles</p> <p>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).</p> <p>A. (1) Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events.</p> <ul style="list-style-type: none"> <li>• Compare saving and financial investment.</li> <li>• Explain supply and demand.</li> </ul> <p>B. (2) Economic decision-making.</p> <ul style="list-style-type: none"> <li>• Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment.</li> </ul> <p>D. (4) Interdependence of households, businesses and governments.</p> <ul style="list-style-type: none"> <li>• Explain how decisions of households, businesses and governments affect one another.</li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Your Body at Work</li> <li>• The Human Body</li> <li>• Your Body: A Complex Machine</li> </ul>	<p>Strand 3: Characteristics and Interactions of Living Organisms</p> <p>2. Living organism carry out life processes in order to survive.</p> <p>C. Complex multicellular organisms have systems that interact to carry out life processes through physical and chemical means.</p> <p style="padding-left: 20px;">a. Recognize the major life processes carried out by the major systems of plants and animals (e.g., support, reproduction, digestive, transport/circulatory, excretory, response).</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Earth Science	<ul style="list-style-type: none"> <li>• Earth and Its Neighbors</li> <li>• Our Solar System</li> <li>• Exploring Our Solar System</li> </ul>	<p>Strand 6: Composition and Structure of the Universe and the Motion of Objects Within It.</p> <p>1. The universe has observable properties and structure.</p> <p>A. The Earth, Sun, and moon are part of a larger system that includes other planets and smaller celestial bodies.</p> <ul style="list-style-type: none"> <li>a. Recognize that Earth is one of several planets within a solar system that orbits the Sun.</li> <li>b. Recognize the moon orbits the Earth.</li> <li>c. Recognize planets look like stars and appear to move across the sky among the stars.</li> </ul> <p>B. The Earth has a composition and location suitable to sustain life.</p> <ul style="list-style-type: none"> <li>a. Describe physical features of the planet Earth that allows life to exist (e.g., air, water, temperature) and compare these to the physical features of the Sun, the moon, and other planets.</li> </ul> <p>2. Regular and predictable motions of objects in the universe can be described and explained as the result of gravitational forces.</p> <p>B. The apparent motion of the moon, as seen from Earth, and its actual position relative to Earth change in observable patterns.</p> <ul style="list-style-type: none"> <li>a. Sequence images of the lit portion of the moon seen from Earth as it cycles day-to-day in about a month in order of occurrence.</li> </ul> <p>C. The regular and predictable motions of the Earth and moon relative to the Sun explain natural phenomena on Earth, such as day, month, year, shadows, moon phases, eclipses, tides, and seasons.</p> <ul style="list-style-type: none"> <li>a. Recognize the Earth rotates once every 24 hours.</li> </ul>

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<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	<p>Strand 1: Properties and Principles of Matter and Energy</p> <p>1. Changes in properties and states of matter provide evidence of the atomic theory of matter.</p> <p>D. Physical changes in the state of matter that result from thermal changes can be explained by the Kinetic Theory of Matter.</p> <p style="padding-left: 40px;">b. Predict the effect of heat energy on the physical properties of water as it changes to and from a solid, liquid, or gas (i.e., freezing/melting, evaporation/condensation).</p> <p><b>Grade 4 Standard</b></p> <p>Strand 1: Properties and Principles of Matter and Energy</p> <p>1. Changes in properties and states of matter provide evidence of the atomic theory of matter.</p> <p>B. Properties of mixtures depend on the concentrations, properties, and interactions of particles.</p> <p style="padding-left: 40px;">a. Identify water as a solvent that dissolves materials.</p> <p style="padding-left: 40px;">b. Observe and describe how mixtures are made by combining solids or liquids, or a combination of these.</p> <p style="padding-left: 40px;">c. Distinguish between the components in a mixture (e.g., trail mix, conglomerate rock, salad).</p> <p style="padding-left: 40px;">d. Describe ways to separate the components of a mixture by their properties (i.e., sorting, filtration, magnets, screening).</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Missouri Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• The Plantation System</li> <li>• Slavery in Early America</li> <li>• From Plantations to Abolition</li> </ul>	<p>United States History</p> <p>2a. Knowledge of continuity and change in the history of Missouri, the United States and the world.</p> <p>F. (6) Cultural Interactions among ethnic groups.</p> <ul style="list-style-type: none"> <li>• Examine cultural interactions among these groups: <ul style="list-style-type: none"> <li>▪ Native Americans</li> <li>▪ Immigrants from Europe</li> <li>▪ Africans brought to America.</li> </ul> </li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Geography and the Colonies</li> <li>• Settlement in Early America</li> <li>• People and the Environment</li> </ul>	<p>Elements of Geographical Study and Analysis</p> <p>5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment.</p> <p>E. (5) Human systems</p> <ul style="list-style-type: none"> <li>• Identify major patterns of population distribution, demographics and migrations in the United States.</li> </ul> <p>I. (9) Uses of geography</p> <ul style="list-style-type: none"> <li>• Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth).</li> </ul>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Missouri Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• Your American Government</li> <li>• Crafting the Constitution</li> <li>• How a Bill Becomes a Law</li> </ul>	<p>Principles of Constitutional Democracy</p> <p>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.</p> <p>A. (1) Principles expressed in documents shaping constitutional democracy in the United States.</p> <ul style="list-style-type: none"> <li>• Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed.</li> <li>• Identify important principles in the Constitution including:               <ul style="list-style-type: none"> <li>▪ Limited government</li> <li>▪ Rule of law</li> <li>▪ Majority rules</li> <li>▪ Minority rights</li> <li>▪ Separation of powers</li> <li>▪ Checks and balances.</li> </ul> </li> <li>• Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9).</li> </ul> <p>United States History</p> <p>2a. Knowledge of continuity and change in the history of Missouri, the United States and the world.</p> <p>D. (4) Writing the United States Constitution</p> <ul style="list-style-type: none"> <li>• Relate the drafting of the Constitution and the formation of a new nation.</li> </ul>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Missouri Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> <li>• Colonial American Trade</li> <li>• Colonial American Economics</li> <li>• Economic Choices in Early America</li> </ul>	<p>Economic Concepts and Principles</p> <p>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).</p> <p style="padding-left: 20px;">A. (1) Economic Concepts</p> <ul style="list-style-type: none"> <li>• Apply the following economic concepts:               <ul style="list-style-type: none"> <li>▪ Scarcity</li> <li>▪ Supply and demand</li> <li>▪ Trade-offs (opportunity costs).</li> </ul> </li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Missouri Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Organizing Living Things</li> <li>• The Classification System</li> <li>• Classifying Living Things</li> </ul>	<p><b>Grade 5 Standard</b>            Strand 3: Characteristics and Interactions of Living Organisms            1. There is a fundamental unity underlying the diversity of all living organisms.            E. Biological classification are based on how organisms are related.</p> <ul style="list-style-type: none"> <li>a. Explain how similarities are the basis for classification.</li> <li>b. Distinguish between plants (which use sunlight to make their own food) and animals (which must consume energy-rich food).</li> <li>c. Classify animals as vertebrates or invertebrates.</li> <li>d. Classify vertebrate animals into classes (amphibians, birds, reptiles, mammals, fish) based on their characteristics.</li> <li>e. Identify plants or animals using simple dichotomous keys.</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• Earth's Resources</li> <li>• Understanding Natural Resources</li> <li>• Using Natural Resources</li> </ul>	<p>Strand 5: Processes and Interactions of the Earth's Systems (Geosphere, Atmosphere, and hydrosphere)            3. Human activity is dependent upon and affects Earth's resources and systems.            A. Earth's materials are limited natural resources affected by human activity.</p> <ul style="list-style-type: none"> <li>a. Relate the comparative amounts of fresh water and salt water on the Earth to the availability of water as a resource for living organisms and human activity.</li> <li>b. Describe the affect of human activities (e.g., landfills, sue of fertilizers and herbicides, farming, septic systems) on the quality of water.</li> </ul>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Missouri Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• Egypt Long Ago</li> <li>• Ancient China</li> <li>• Ancient Greece</li> </ul>	<p>World History</p> <p>2b. Knowledge of continuity and change in the history of the world (World History).</p> <p>A. (1) Culture of early river valley civilizations.</p> <ul style="list-style-type: none"> <li>• Examine river civilizations including:               <ul style="list-style-type: none"> <li>▪ Ancient Egypt in North Africa (pyramids and mathematics)</li> <li>▪ India (religions and culture)</li> <li>▪ Mesopotamia (beginnings of civilization)</li> <li>▪ China (technological advances).</li> </ul> </li> </ul> <p>B. (2) Contributions of Greek and Roman civilizations</p> <ul style="list-style-type: none"> <li>• Distinguish between Greek civilization and the Roman Empire regarding:               <ul style="list-style-type: none"> <li>▪ Origins of democracy</li> <li>▪ Rule of law</li> <li>▪ Governmental structures.</li> </ul> </li> </ul>
Geography	<ul style="list-style-type: none"> <li>• The Life-Giving Nile</li> <li>• Life in Africa and Arabia</li> <li>• Empires of the Americas</li> </ul>	<p>World History</p> <p>2b. Knowledge of continuity and change in the history of the world (World History).</p> <p>E. (5) Native Latin American cultures</p> <ul style="list-style-type: none"> <li>• Examine and compare the Mayan, Aztec and Incan cultures.</li> </ul> <p>F. (6) Cultural features of the historic African empires.</p> <ul style="list-style-type: none"> <li>• Investigate African Empires, including:               <ul style="list-style-type: none"> <li>▪ Agriculture, arts, gold production and the trans-Saharan caravan trade</li> <li>▪ Spread of Islam into Africa.</li> </ul> </li> </ul>

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Missouri Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p>Principles and Process of Governance Systems</p> <p>3. Knowledge of principles and processes of governance systems.</p> <p style="padding-left: 20px;">A. (1) Principles and processes of government</p> <ul style="list-style-type: none"> <li>• Define limited and unlimited governments (i.e., democratic and authoritarian governments) and how people’s lives vary under these systems.</li> </ul> <p>Relationships of Individual and Groups to Institutions and Traditions</p> <p>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions.</p> <p style="padding-left: 20px;">A. (1) Knowledge of how needs of individuals are met.</p> <ul style="list-style-type: none"> <li>• Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in other cultures.</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Changing Economies</li> <li>• Economies Around the World</li> <li>• Many Economies, One World</li> </ul>	<p>Economic Concepts and Principles</p> <p>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).</p> <p style="padding-left: 20px;">A. (1) Economic Concepts</p> <ul style="list-style-type: none"> <li>• Apply the following economic concepts: <ul style="list-style-type: none"> <li>▪ Scarcity</li> <li>▪ Supply and demand</li> <li>▪ Specialization of regions, nations and individuals (trade)</li> <li>▪ Trade-offs (opportunity costs).</li> </ul> </li> </ul>