

**Reading for Information
Grade 2
Correlations to Mississippi State Curriculum**

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Mississippi Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	1. Explore the functions and systems of living things. (L) b. Dissect and explain the function of the parts of a seed.
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	5. Recognize the diversity of the Earth’s composition. b. Discover and explore the characteristics of various earth materials such as clay, silt, sand, pebbles, and gravel. Grade 3 Standard 2. Explore the components of living systems. d. Show that plants grow from other parts and explain the germination of seeds. e. Label the parts and functions of a flower.

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Mississippi Social Studies Standards
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>2. Acquire the characteristics to be a responsible citizen.</p> <p style="padding-left: 20px;">b. Describe diversity in the United States and identify its benefits (e.g., cultural traditions and practices, variety of viewpoints, new ideas, etc.).</p> <p style="padding-left: 20px;">d. Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>1. Develop an understanding of school/neighborhoods in relationship to the expanding horizon theme.</p> <p style="padding-left: 20px;">c. Represent the relationship among people, places and environments (e.g., school and neighborhoods through time, etc.).</p> <p>3. Demonstrate the ability to use social studies tools (e.g., timelines, compass, maps, globes, graphs, etc.).</p> <p style="padding-left: 20px;">a. Identify time and space relevant to a student’s environment (e.g., school/neighborhood, etc.) by using social studies tools (e.g., maps, timelines, etc.).</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Mississippi Social Studies Standards
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>1. Develop an understanding of school/neighborhoods in relationship to the expanding horizon theme.</p> <p style="padding-left: 40px;">D. Identify student responsibilities at home, school, and in the neighborhood (e.g., homework, school supplies, following procedures, neighborhood awareness [neighborhood cleanup, home safety,} etc.).</p> <p>2. Acquire the characteristics to be a responsible citizen.</p> <p style="padding-left: 40px;">a. Explain the importance of Americans sharing history and supporting certain values, principles, and beliefs (e.g., holidays, democracy, historical figures, constitution, etc.).</p> <p style="padding-left: 40px;">c. Explain why certain civic responsibilities (for example: civic protocol, studying historical figures, etc.) are important to students in their school/neighborhood (e.g., littering, caring for the elderly, courteous public behavior, etc.).</p> <p style="padding-left: 40px;">d. Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).</p>
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>4. Identify the interdependence of economics (self/family).</p> <p style="padding-left: 40px;">e. Describe the opportunity cost of choices (e.g., keeping a job and staying in the neighborhood or relocating, etc.).</p>

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Mississippi Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>1. Investigate the interactions of objects and organisms. b. Distinguish between harmful and helpful human actions on the environment. actions</p> <p>Grade 2 Standard</p> <p>2. Research the diversity and interaction of living things. c. Analyze the suitability of different environments in meeting the needs of plants and animals.</p> <p>Grade 4 Standard</p> <p>1. Investigate the ability of living things to adapt to their environment. b. Compare and contrast adaptations necessary for animals and plants to survive in different habitats.</p>

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Mississippi Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>3. Identify and describe the appearance of stars in the night sky.</p> <ul style="list-style-type: none"> a. Locate and identify constellations as imaginary patterns of stars that remain fixed in shape from night to night. b. Describe the actual nature of stars as distant suns that appear small and faint only because of their great distance. <p>Grade 2 Standard</p> <p>3. Explore the structure of the Solar System.</p> <ul style="list-style-type: none"> a. List and describe the nine planets in order. b. Identify the sun as a star. <p>4. Identify and describe weekly and monthly changes in the sky.</p> <ul style="list-style-type: none"> a. Describe the apparent shapes of the moon from week to week. b. Identify the moon’s phases as parts of a cycle of regular change. <p>Grade 4 Standard</p> <p>3. Communicate an understanding of the interaction of bodies in the solar system.</p> <ul style="list-style-type: none"> b. Describe the interaction between the Earth, Sun, Earth’s moon, and planets of the solar system. <p>4. Identify and describe the visual and telescopic appearance of planets and moons.</p> <ul style="list-style-type: none"> a. Locate and identify planets as bright, shining bodies that move in front of the background of constellations. b. explain the nature of telescopes as devices that collect light and enlarge the apparent size of distant objects to reveal otherwise unseen features. c. Describe the physical features of the moon (craters, plains, mountains) and the planets.

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Mississippi Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>5. Examine changes in matter.</p> <ul style="list-style-type: none"> a. Identify and demonstrate chemical changes. b. Identify and demonstrate physical changes. <p>Grade 2 Standard</p> <p>8. Predict and explore the effects of forces and energy on matter.</p> <ul style="list-style-type: none"> a. Introduce and discuss the concept that matter takes up space. b. Classify solids, liquids, and gases as states of matter according to their characteristics. c. Determine the properties of the states of matter by experimenting. <p>Grade 4 Standard</p> <p>8. Investigate the changes in the states of matter.</p> <ul style="list-style-type: none"> a. Observe that matter occupies space and has mass and volume. b. Demonstrate transformations of the states of matter. c. Explore and classify physical and chemical changes.

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Mississippi Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<ol style="list-style-type: none"> 1. Develop an understanding of community/local government in relationship to the expanding horizon theme. <ol style="list-style-type: none"> f. Identify student responsibilities at home, school, and community (e.g., homework, school supplies, procedures, school/community drives). 2. Acquire the characteristics to be a responsible citizen of the United States. <ol style="list-style-type: none"> c. Explain the purpose of rules and laws and why they are important to a community (e.g., recycling, energy conservation, courteous public behavior, etc.). d. Identify some important beliefs commonly held by Americans about themselves and their government (e.g., individual rights and freedoms, common good, respect for law, importance of work, education, volunteerism, conflict resolution, etc.). f. Explain why certain civic responsibilities (e.g., civic protocol, and studying historical figures, etc.) are important to individuals and to the community. g. Recognize responsibilities of the individual as they relate to the student’s community (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<ol style="list-style-type: none"> 4. Identify the interdependence of economics (self/family, school/neighborhood, and local). <ol style="list-style-type: none"> a. Identify the ways in which a community depends upon other communities to provide for its wants and needs and goods and services (e.g., goods are objects [car, shampoo], services are actions [auto repair, haircut]). b. Identify resources and scarcity of resources within the community (e.g., water, waste disposal areas).

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Mississippi Social Studies Standards Covered in Program
<p>Geography</p>	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>1. Develop an understanding of community/local government in relationship to the expanding horizon theme.</p> <p style="padding-left: 40px;">a. Describe relationships among people, places, and environments (e.g., local communities and Kenya, etc.).</p> <p>3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, compasses, graphs, technological resources, grids, schedules, etc.).</p> <p style="padding-left: 40px;">c. Identify time and space relevant to a student’s community (e.g., school and community) by using social studies tools (timelines, maps, etc.).</p>
	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi’ipuu 	<p>1. Develop an understanding of community/local government in relationship to the expanding horizon theme.</p> <p style="padding-left: 40px;">a. Describe relationships among people, places, and environments (e.g., local communities and Kenya, etc.).</p> <p style="padding-left: 40px;">d. Describe local communities in North America and other areas.</p>

**Reading for Information
Grade 4
Correlations to Mississippi Standards**

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Mississippi 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>1. Investigate the ability of living things to adapt to their environment.</p> <ul style="list-style-type: none"> a. Compare food chains and food webs. b. Compare and contrast adaptations necessary for animals and plants to survive in different habitats. <p>Grade 5 Standard</p> <p>4. Examine the physical factors of populations as they relate to the formation of an ecosystem.</p> <ul style="list-style-type: none"> a. Identify, describe, and illustrate the roles among producers, consumers, and decomposers in a food web. b. Investigate resources and other factors (living and nonliving) that promote and limit growth of populations in an ecosystem.
Earth Science	<ul style="list-style-type: none"> • The Earth beneath Your Feet • Our Changing Planet • Earth’s Changing Surface 	<p>5. Discover the effects of external forces on the Earth’s surface.</p> <ul style="list-style-type: none"> a. Describe how external forces including heat, wind, and water affect the Earth’s surface. c. Group landform examples by the forces that may have created them. <p>Grade 5 Standard</p> <p>6. Investigate the structure of the Earth.</p> <ul style="list-style-type: none"> c. Analyze processes that cause changes on Earth.

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Mississippi Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>9. Examine the different forms of energy.</p> <p style="padding-left: 40px;">b. Identify and explore forms of energy such as heat, sound, light, or electricity.</p> <p>Grade 3 Standard</p> <p>4. Discover how internal and external forces affect the Earth's surface.</p> <p style="padding-left: 40px;">a. Describe the three major layers of the Earth.</p> <p style="padding-left: 40px;">d. Relate how internal forces affect the Earth's surface including earthquakes and volcanoes.</p> <p>Grade 5 Standard</p> <p>10. Examine the transformations of forms of energy.</p> <p style="padding-left: 40px;">b. Design and construct electrical circuits (open, closed, series, parallel).</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Mississippi Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, primary sources, globes, compasses, graphs, technological resources, grids, schedules, etc.). f. Recognize space relevant to a student's environment (e.g., home/school, by using social studies tools (e.g., cardinal directions, map legends, etc.)).
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	1. Develop an understanding of the state in relationship to the expanding horizon theme. e. Explain the connections between Mississippi and other states (e.g., economic, political borders, etc.). 3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, primary sources, globes, compasses, graphs, technological resources, grids, schedules, etc.). c. Local Mississippi in relation to other states.
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	2. Acquire the characteristics to be a responsible citizen at the local, state, national and international level. a. Explain the functions, responsibilities, and histories of governments. b. Explain the process of electing local and state officials.
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World's Economy 	4. Identify the interdependence of economic (self, family, local, and state). c. Describe the division of labor within the state (e.g., government, industry, agriculture).

**Reading for Information
Grade 5
Correlations to Mississippi Standards**

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Mississippi 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>1. Identify and describe structures and functions in living systems.</p> <p style="padding-left: 20px;">a. Investigate levels of organization in organisms including cells, tissues, organs, organ systems, whole organisms, and ecosystems.</p> <p>Grade 4 Standard</p> <p>2. Explore the interactions of components in living systems.</p> <p style="padding-left: 20px;">a. Identify parts and basic functions of various body systems (circulatory, respiratory, digestive, skeletal and nervous systems).</p> <p style="padding-left: 20px;">b. Analyze the circulatory system.</p> <p>Grade 6 Standard</p> <p>1. Investigate structure and functions in living systems.</p> <p style="padding-left: 20px;">a. Identify, compare, and contrast levels of organization including cells, tissues, organs, organ systems, and organisms.</p>

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Mississippi Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>7. Investigate the Earth as a part of the solar system.</p> <ul style="list-style-type: none"> a. Explore how the Earth’s motion defines the day and the year and influences the phases of the moon and eclipses. c. Explain and illustrate how the tilt of the Earth’s axis and Earth’s revolution around the sun create the seasons. <p>Grade 4 Standard</p> <p>3. Communicate an understanding of the interaction of bodies in the solar system.</p> <ul style="list-style-type: none"> a. Explain why the apparent size of an object depends on its distance from the observer. b. Describe the interaction between the Earth, Sun, Earth’s moon, and planets of the solar system. <p>4. Identify and describe the visual and telescopic appearance of planets and moons.</p> <ul style="list-style-type: none"> a. Locate and identify planets as bright, shining bodies that move in front of the background of constellations. b. explain the nature of telescopes as devices that collect light and enlarge the apparent size of distant objects to reveal otherwise unseen features. <p>Grade 6 Standard</p> <p>7. Investigate the Earth in relation to the solar system</p> <ul style="list-style-type: none"> a. Demonstrate how the Earth’s motion influences the day, year, phases of the moon, and eclipses. c. Demonstrate how the tilt of the Earth’s axis and Earth’ revolution around the sun create the seasons.

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Mississippi Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>8. Identify properties and changes in matter.</p> <ul style="list-style-type: none"> a. Observe and explore physical and chemical properties such as density, boiling/freezing point, and solubility of a substance. b. Explore, observe, discuss, and record physical and chemical changes using everyday substances. c. Recognize elements that combine chemically to produce compounds. <p>Grade 4 Standard</p> <p>8. Investigate the changes in the states of matter.</p> <ul style="list-style-type: none"> a. Observe that matter occupies space and has mass and volume. b. Demonstrate transformations of the states of matter. c. Explore and classify physical and chemical changes. <p>Grade 6 Standard</p> <p>8. Investigate structure, properties, and changes in matter.</p> <ul style="list-style-type: none"> b. Record and interpret physical and chemical changes using everyday substances. c. Differentiate between common elements that combine chemically to produce compounds.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Mississippi 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>1. Examine the historical development of the United States of America.</p> <ul style="list-style-type: none"> a. Identify the various groups who migrated to North America and the cause(s) of this migration. b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native Americans, Europeans, Africans, Asians, etc.).
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools (e.g., timelines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations).</p> <ul style="list-style-type: none"> a. Analyze how “national” and “state” boundaries developed and have changed over time (e.g., Native American, Colonial, Louisiana Purchase, etc.).
Civics	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	<p>2. Discover how democratic values were established and have been exemplified by people, events, and symbols.</p> <ul style="list-style-type: none"> b. Compare our democratic principles to those of non-democratic nations. <p>4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy.</p> <ul style="list-style-type: none"> a. Explain how the powers of the national government were distributed, shared, and limited. b. Identify people, places, documents, and events that led to the establishment of a democratic system (e.g., the Founding Fathers, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, etc.).

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Mississippi 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>6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy.</p> <p style="padding-left: 40px;">c. Explain the triangular trade route of 16th and 17th century that linked North America, Africa, and Europe and explain how the trade influenced the history of those continents.</p> <p style="padding-left: 40px;">d. Draw conclusions about how regional differences or similarities in religion, resources, etc. may lead to cooperation or conflict.</p>

**Reading for Information
Grade 6
Correlations to Mississippi Standards**

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Mississippi Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>1. Investigate structure and functions in living systems. a. Identify, compare, and contrast levels of organization including cells, tissues, organs, organ systems, and organisms.</p> <p>5. Explore the unique characteristics and adaptations of organisms. a. Evaluate and chart the similarities of organisms.</p> <p>Grade 5 Standard</p> <p>5. Explore the diversity and adaptations of organisms. a. Classify organisms by their similarities.</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>10. Examine the transfer of energy in many different forms. b. Investigate forms of energy such as heat, sound, light, or electricity.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Mississippi 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>2. Apply spatial and ecological perspectives to people, places, and environments using social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, primary and secondary sources, charts, etc.).</p> <ul style="list-style-type: none"> d. Analyze the physical characteristics of places in the Western Hemisphere (e.g., climate, resources, etc.) h. Analyze information using social studies tools (e.g., graphs, maps, charts, tables, political cartoons, etc.).
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>3. Analyze civic life, politics, and government in the Western Hemisphere.</p> <ul style="list-style-type: none"> b. Trace the evolution of political organizations in the Western Hemisphere (e.g., Organization of American States, etc.). c. Assess the interactions of nations over time in the Western Hemisphere (e.g., political conflicts, commerce, transportation, immigration, etc.).
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>4. Examine the economic interactions of individuals, families, communities, businesses, and governments in the Western Hemisphere.</p> <ul style="list-style-type: none"> a. Determine the factors associated with the production of goods and services in the Western Hemisphere (e.g., trade, interdependence, supply, demand). b. Determine the factors associated with the consumption of goods and services in the Western Hemisphere (e.g., trade, interdependence, supply, demand).