

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Montana 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>Content Standard 3: Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.</p> <p>1. Students will identify that plants and animals have structures and systems that serve different functions for growth, survival, and reproduction.</p> <p>3. Students will describe and use models that trace the life cycles of different plants and animals and discuss how they differ from species to species.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Content Standard 4: Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.</p> <p>2. Students will describe and measure the physical properties of earth's basic materials (including soil, rocks, water and gases) and the resources they provide.</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Content Standard 2: Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.</p> <p>5. Students will identify that the position of an object can be described by its location relative to another object and its motion described, and measured by external forces acting upon it.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Montana Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>3. Students will examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.</p> <p>4. Students will identify and describe famous people, important democratic values (e.g., democracy, freedom, justice), symbols (e.g., Montana and U.S. flags, state flower) and holidays in the history of Montana, American Indian tribes, and the United States.</p> <p>Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p> <p>5. Students will identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks).</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p> <p>3. Students will describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of constructions, design of shelters).</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</p> <p>4. Students will explain how governments provide for the needs and wants of people by establishing order and security and managing conflict.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Montana Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>5. Students will explain the role of money, banking, and savings in everyday life.</p>

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Montana Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Content Standard 3: Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.</p> <p>4. Students will explain cause and effect relationships between nonliving and living components within ecosystems; and explain individual response to the changes in the environment including identifying differences between inherited, instinctual, and learned behaviors.</p>
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Content Standard 4: Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.</p> <p>6. Students will identify objects (e.g., moon, stars, meteors) in the sky and their patterns of movement and explain that light and heat comes from a star called the sun.</p>
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Content Standard 2: Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.</p> <p>1. Students will create mixtures and separate them based on different physical properties (e.g., salt and sand, iron filings and soil, oil and water).</p> <p>2. Students will examine, measure, describe, compare and classify objects in terms of common physical properties.</p> <p>4. Students will model and explain that matter exists as solids, liquids, and gases and can change from one form to another.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Montana Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</p> <p>5. Students will identify and explain the individual’s responsibilities to families, peers and the community, including the need for civility, respect for diversity and the rights of others.</p>
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>1. Students will give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).</p>
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p> <p>7. Students will describe and compare the ways in which people in different regions of the world interact with their physical environments.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Montana Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>7. Students will explain the history, culture, and current status of the American Indian tribes in Montana and the United States.</p> <p>Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p> <p>2. Students will describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).</p> <p>3. Students will identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices.</p> <p>4. Students will identify characteristics of American Indian tribes and other cultural groups in Montana.</p>

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Montana 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>Content Standard 3: Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.</p> <p>2. Students will identify, measure, and describe basic requirements of energy and nutritional needs for an organism.</p>
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Content Standard 4: Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.</p> <p>1. Students will describe and give examples of earth's changing features.</p>
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Content Standard 2: Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.</p> <p>3. Students will identify the basic characteristics of light, heat, motion, magnetism, electricity and sound.</p> <p>7. Students will observe, measure, and manipulate forms of energy: sound, light, heat, electrical, magnetic.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Montana Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>1. Students will identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.</p> <p>3. Students will examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.</p>
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p> <p>3. Students will describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).</p> <p>6. Students will identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes.</p> <p>7. Students will describe and compare the ways in which people in different regions of the world interact with their physical environments.</p>
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</p> <p>4. Students will explain how governments provide for the needs and wants of people by establishing order and security and managing conflict.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Montana Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World’s Economy 	<p>Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>2. Students will identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.</p> <p>4. Students describe how personal economic decisions (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Montana 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>Content Standard 3: Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.</p> <p>1. Students will compare the structure and function of prokaryotic cells (bacteria) and eukaryotic cells (plant, animal, etc.) including the levels of organization of the structure and function, particularly in humans.</p>
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Content Standard 4: Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.</p> <p>5. Students will describe and model the motion and tilt of earth in relation to the sun, and explain the concepts of day, night, seasons, year, and climatic changes.</p> <p>6. Students will describe the earth, moon, planets and other objects in space in terms of size, force of gravity, structure, and movement in relation to the sun.</p>
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Content Standard 2: Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.</p> <p>1. Students will classify, describe, and manipulate the physical models of matter in terms of: elements, compounds, pure substances, and mixtures, atoms, and molecules.</p> <p>2. Students will examine, describe, compare and classify objects and substances based on common physical properties and simple chemical properties.</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Montana 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>Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>4. Students will identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.</p> <p>6. Students will explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women’s Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</p>
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p> <p>3. Students will analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</p> <p>5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distances, calculate scale, identify dominant patterns of climate and land use, compute population density).</p>
Civics	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	<p>Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</p> <p>5. Students will identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rules).</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Montana 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>Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>2. Students will apply economic concepts to explain historical events, current situations, and social issues on local, Montana, tribal, national, or global concerns.</p>

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Montana Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Content Standard 3: Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.</p> <p>5. Students will create and use a basic classification scheme to identify plants and animals.</p>
Earth Science	<ul style="list-style-type: none"> • Earth's Resources • Understanding Natural Resources • Using Natural Resources 	<p>Content Standard 4: Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.</p> <p>2. Students will differentiate between rock types and mineral types and classify both by how they are formed and the utilization by humans.</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Content Standard 2: Students, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems.</p> <p>3. Students will describe energy and compare and contrast the energy transformations and the characteristics of light, heat, motion, magnetism, electricity, sound and mechanical waves.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Montana Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>5. Students will identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p>
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p> <p>4. Students will explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p> <p>5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distances, calculate scale, identify dominant patterns of climate and land use, compute population density).</p> <p>6. Students will describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation).</p>
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</p> <p>6. Students will explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>1. Students will identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).</p> <p>4. Students will analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).</p>

