

**Reading for Information
Grade 2
Correlations to North Carolina State Curriculum**

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	North Carolina Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Grade 3 Standard</p> <p>Competency Goal 1: The learner will conduct investigations and build an understanding of plant growth and adaptations.</p> <p>1.02 Observe and describe how environmental conditions determine how well plants survive and grow in a particular environment.</p> <p>1.03 Investigate and describe how plants pass through distinct stages in their life cycle including:</p> <ul style="list-style-type: none"> • Growth • Survival • Reproduction. <p>1.05 Observe and discuss how bees pollinate flowers.</p> <p>1.06 Observe, describe, and record properties of germinating seeds.</p>

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	North Carolina Science Standards
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Grade 3 Standard</p> <p>Competency Goal 2: The learner will conduct investigations to build an understanding of soil properties.</p> <p>2.01 Observe and describe the properties of soil:</p> <ul style="list-style-type: none"> • Color • Texture • Capacity to hold water. <p>2.02 Investigate and observe that different soils absorb water at different rates.</p> <p>2.03 Determine the ability of soil to support the growth of many plants, including those important to our food supply.</p> <p>2.04 Identify the basic components of soil:</p> <ul style="list-style-type: none"> • Sand • Clay • Humus.

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	North Carolina Social Studies Standards
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>Competency Goal 3: The learner will analyze how individuals, families, and communities are alike and different.</p> <p>3.06 Identify individuals of diverse cultures and describe their contributions to society.</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Competency Goal 4: The learner will exhibit an understanding of change in communities over time.</p> <p>4.03 Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.</p> <p>Competency Goal 5: The learner will understand the relationship between people and geography in various communities.</p> <p>5.02 Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses, and photographs, in the understanding of locations and characteristics of places and regions.</p> <p>5.03 Compare and contrast the physical features of communities and regions.</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Competency Goal 2: The learner will evaluate relationships between people and their governments.</p> <p>2.04 Evaluate rules and laws and suggest appropriate consequences for noncompliance.</p>
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Competency Goal 7: The learner will apply basic economic concepts and evaluate the use of economic resources within communities.</p> <p>7.03 Describe different types of employment and ways people earn an income.</p> <p>7.04 Identify the sources and use of revenue in the community.</p>

**Reading for Information
Grade 3
Correlations to North Carolina Content Standards**

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	North Carolina Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Grade 4 Standard Competency Goal 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation. 1.01 Observe and describe how all living and nonliving things affect the life of a particular animal including:</p> <ul style="list-style-type: none"> • Other animals • Plants • Weather • Climate. <p>1.03 Observe and discuss how behaviors and body structures help animals survive in a particular habitat. 1.04 Explain and discuss how humans and other animals can adapt their behavior to live in changing habitats.</p>
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Competency Goal 3: The learner will make observations and use appropriate technology to build an understanding of the earth/moon/sun system. 3.02 Observe that objects in the sky have patterns of movement including:</p> <ul style="list-style-type: none"> • Sun • Moon • Stars. <p>3.04 Use appropriate tools to make observations of the moon. 3.05 Observe and record the change in the apparent shape of the moon from day to day over several months and describe the pattern of changes.</p>

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	North Carolina 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 Competency Goal 2: The learner will observe and conduct investigations to build an understanding of changes in properties.</p> <p>3.01 Identify three states of matter:</p> <ul style="list-style-type: none"> • Solid • Liquid • Gas. <p>3.02 Observe changes in state due to heating and cooling of common materials.</p> <p>3.04 Show that solids, liquids and gases can be characterized by their properties.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	North Carolina Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.</p> <p>1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.</p> <p>1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.</p>
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Competency Goal 5: The learner will apply basic economic principles to the study of communities.</p> <p>5.01 Define and identify examples of scarcity.</p> <p>5.02 Explain the impact of scarcity on the production, distribution, and consumption of goods and services.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	North Carolina Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Competency Goal 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.</p> <p>4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.</p> <p>4.04 Compare how people in different communities adapt to or modify the physical environment to meet their needs.</p>
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>Competency Goal 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.</p> <p>2.02 Analyze similarities and differences among families in different times and in different places.</p> <p>2.03 Describe similarities and differences among communities in different times and in different places.</p>

**Reading for Information
Grade 4
Correlations to North Carolina Standards**

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	North Carolina 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>Competency Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.</p> <p>4.01 Explain why organisms require energy to live and grow.</p> <p>Grade 5 Standard</p> <p>Competency Goal 1: The learner will conduct investigations to build an understanding of the interdependence of plants and animals.</p> <p>1.02 Identify and analyze the functions of organisms within the population of the ecosystem:</p> <ul style="list-style-type: none"> • Producers • Consumers • Decomposers. • 1.05 Determine the interaction of organisms within an ecosystem.

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	North Carolina Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Grade 5 Standard Competency Goal 2: The learner will make observations and conduct investigations to build an understanding of landforms.</p> <p>2.01 Identify and analyze forces that cause change in landforms over time including:</p> <ul style="list-style-type: none"> • water and ice • wind • gravity. <p>2.02 Investigate and discuss the role of the water cycle and how movement of water over and through the landscape helps shape land forms.</p> <p>2.03 Discuss and consider the wearing away and movement of rock and soil in erosion and its importance in forming:</p> <ul style="list-style-type: none"> • canyons • valleys • meanders • tributaries. <p>2.04 Describe the deposition of eroded materials and its importance in establishing landforms including:</p> <ul style="list-style-type: none"> • deltas • flood plains. <p>2.06 Identify and use models, maps, and aerial photographs as ways of representing landforms.</p>

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	North Carolina Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Competency Goal 3: The learner will make observations and conduct investigations to build an understanding of magnetism and electricity.</p> <p>3.03 Design and test an electric circuit as a closed pathway including an energy source, energy conductor, and an energy receiver.</p> <p>3.05 Describe and explain the parts of a light bulb.</p> <p>3.06 Describe and identify materials that are conductors and non-conductors of electricity.</p> <p>3.07 Observe and investigate that parallel and series circuits have different characteristics.</p> <p>3.08 Observe and investigate the ability of electric circuits to produce light, heat, sound, and magnetic effects.</p>
Health	<ul style="list-style-type: none"> • Help Your Health • Healthful Habits • Good Health and You 	<p>Competency Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.</p> <p>4.01 Explain why organisms require energy to live and grow.</p> <p>4.03 Discuss how foods provide both energy and nutrients for living organisms.</p> <p>4.04 Identify starches and sugars as carbohydrates.</p> <p>4.05 Determine that foods are made up of a variety of components.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	North Carolina Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What’s Out West? • Go West! • Westward Expansion 	<p>Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people. 1.05 Assess human movement as it relates to the physical environment.</p> <p>Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people’s ideas. 3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.</p>
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people. 1.02 Describe and compare physical and cultural characteristics of the regions.</p>
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs. 4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.</p> <p>Competency Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation. 6.06 Analyze the relationship between government services and taxes.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	North Carolina 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>Competency Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.</p> <p>6.01 Explain the relationship between unlimited wants and limited resources.</p> <p>6.03 Categorize the state's resources as natural, human, or capital.</p> <p>6.07 Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.</p>

**Reading for Information
Grade 5
Correlations to North Carolina Standards**

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	North Carolina 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>Grade 6 Standard Competency Goal 5: The learner will build an understanding of the Solar System.</p> <p>5.01 Analyze the components and cycles of the solar system including:</p> <ul style="list-style-type: none"> • Sun • Planets and moons • Asteroids and meteors • Phases • Seasons • Day/year • Eclipses. <p>5.02 Compare and contrast the Earth to the other planets in terms of:</p> <ul style="list-style-type: none"> • Size • Composition • Relative distance from the sun • Ability to support life. <p>5.04 Describe space explorations and the understandings gained from them including:</p> <ul style="list-style-type: none"> • N.A.S.A • Technologies used to explore space • Historical timeline • Apollo mission to the moon • Space Shuttle • International Space Station • Future goals.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	North Carolina 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>Competency Goal 3: The learner will examine the roles of various ethnic groups have played in the development of the United States and its neighboring countries.</p> <p>3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.</p>
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.</p> <p>1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.</p> <p>1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.</p> <p>Competency Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.</p> <p>4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	North Carolina 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>Competency Goal 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.</p> <p>2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.</p> <p>2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.</p> <p>Competency Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.</p> <p>4.04 Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights.</p>
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Competency Goal 3: The learner will examine the roles of various ethnic groups have played in the development of the United States and its neighboring countries.</p> <p>3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.</p> <p>3.03 Identify examples of cultural interaction within and among the regions of the United States.</p> <p>Competency Goal 5. The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.</p> <p>5.07 Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption.</p>

**Reading for Information
Grade 6
Correlations to North Carolina Standards**

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	North Carolina Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth's Resources • Understanding Natural Resources • Using Natural Resources 	<p>Competency Goal 3: The learner will build an understanding of the geological cycles, forces, processes, and agents which shape the lithosphere.</p> <p>3.06 Evaluate ways in which human activities have affected Earth's pedosphere and the measures taken to control the impact:</p> <ul style="list-style-type: none"> • Vegetative cover • Agriculture • Land use • Nutrient balance • Soil as a vector. <p>3.08 Conclude that the good health of environments and organisms requires:</p> <ul style="list-style-type: none"> • Monitoring of the pedosphere • Taking steps to maintain soil quality • Stewardship.
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Competency Goal 6: The learner will conduct investigations and examine models and devices to build an understanding of the characteristics of energy transfer and/or transformation.</p> <p>6.01 Determine how convection and radiation transfer energy.</p> <p>6.02 Analyze heat flow through materials or across space from warm objects to cooler objects until both objects are at equilibrium.</p> <p>6.06 Analyze response to heat to determine the suitability of materials for us in technological design:</p> <ul style="list-style-type: none"> • Conduction • Expansion • Contraction.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	North Carolina Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>Competency Goal 4: The learner will identify significant patterns in the movement of people, goods and ideas over time and place in South America and Europe.</p> <p>4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in South America and Europe.</p> <p>Competency Goal 7: The learner will assess connections between historical events and contemporary issues.</p> <p>7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p> <p>7.02 Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	North Carolina 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>Competency Goal 1: The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.</p> <p>1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places, and regions in South America and Europe.</p> <p>Competency Goal 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of South American and Europe.</p> <p>2.01 Identify key characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected South American and European regions.</p> <p>2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of South America and Europe and evaluate their impact on the environment.</p> <p>Competency Goal 4: The learner will identify significant patterns in the movement of people, goods and ideas over time and place in South America and Europe.</p> <p>4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	North Carolina Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Competency Goal 9: The learner will analyze the different forms of government developed in South American and Europe.</p> <p>9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in selected areas of South American and Europe carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Competency Goal 5: The learner will evaluate the ways people of South America and Europe make decisions about the allocation and use of economic resources.</p> <p>5.02 Examine the different economic systems (traditional, command, and market), developed in selected societies in South America and Europe, and analyze their effectiveness in meeting basic needs.</p> <p>5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.</p>