

**Reading for Information  
Grade 2  
Correlations to North Dakota Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>North Dakota 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>Standard 4: Life Science Standard 4: Students understand the basic concepts and principles of life science. Characteristics of Organisms 2.4.1 Identify how plants and animals are alike and different (e.g., in the way they look, in their behaviors).</p> <p><b>Grade 3 Standard</b> Standard 4: Life Science Standard 4: Students understand the basic concepts and principles of life science. Structure and Function 3.4.1 Identify parts of an organism that have specific functions (e.g., roots absorb water, heart pumps blood). Life Cycles 3.4.2 Describe the life cycles of plants and animals (e.g., birds, mammals, grasses, trees, insects, flowers).</p>

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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>Standard 5: Earth and Space Science            Standard 5: Students understand the basic concepts and principles of earth and space science.            Earth’s Surface            2.5.2 Identify different physical properties (e.g., size, shape, texture) of earth materials (e.g., rocks, sand, water).</p> <p><b>Grade 3 Standard</b>            Standard 5: Earth and Space Science            Standard 5: Students understand the basic concepts and principles of earth and space science.            Earth’s Surface            3.5.4 Identify the properties of soil (e.g., color, texture, ability to support plant growth, capacity to retain water).</p>
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>Standard 3: Physical Science            Standard 3: Students understand the basic concepts and principles of physical science.            Force and Motion            2.3.4 Describe an object’s location (e.g., further than, beside, under, over) relative to another object.            2.3.5 Describe how objects fall unless something holds them up (e.g., apple on a tree, coat on a hook, pencil rolling off a desk).</p>
Health	<ul style="list-style-type: none"> <li>• What Should I Eat?</li> <li>• Choosing the Right Foods</li> <li>• Healthful Food Choices</li> </ul>	<p>Standard 7: Science and Other Areas            Standard 7: Students understand relations between science and personal, social, and environmental issues.            Science and Personal Health            2.7.1 Identify personal choices (e.g., personal hygiene, nutrition, fitness, safety) that contribute to individual wellness.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>North Dakota Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>	<p>Standard 2: Important Historical Events            Standard 2: Students understand important historical events.            People and Events            2.2.3 Identify historic United States figures (e.g., George Washington, Benjamin Franklin, Susan B. Anthony, Abraham Lincoln, Harriet Tubman, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Sacagawea).</p>
Geography	<ul style="list-style-type: none"> <li>• Where We Live</li> <li>• Where Do You Live?</li> <li>• Your Land, Your Home</li> </ul>	<p>Standard 6: Human Development and Behavior            Standard 6: Students understand the importance of culture, individual identity, and group identity.            Culture            2.6.2 Identify the basic elements (e.g., language, food, dress) that make up a culture.</p>
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>Standard 4: Government and Citizenship            Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.            Citizenship            2.4.2 Compare the relationship between rules and laws in home, school, and community (e.g., hitting/assault, stealing/larceny).</p> <p><b>Grade 3 Standard</b>            Standard 4: Government and Citizenship            Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.            Government System            3.4.3 Explain the rule-making process and its purpose in the school.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>North Dakota Social Studies Standards Covered in Program</b>
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>Standard 3: Economic Concepts            Standard 3: Students understand economic concepts and the characteristics of various economic systems.            2.3.1 Differentiate between goods and services, consumers and producers.</p>

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

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>North Dakota 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>Standard 4: Life Science Standard 4: Students understand the basic concepts and principles of life science. Organisms and Their Environments 3.4.3 Identify the needs of living things (e.g., food, shelter, soil, space, water).</p> <p><b>Grade 2 Standard</b> Standard 4: Life Science Standard 4: Students understand the basic concepts and principles of life science. Organisms and Their Environments 2.4.2 Identify various things that are found in different environments (e.g., cactus, lizard-desert; shark, coral-ocean).</p> <p><b>Grade 4 Standard</b> Standard 4: Life Science Standard 4: Students understand the basic concepts and principles of life science. Organisms and Their Environments 4.4.4 Identify ways that an organism’s patterns of behavior is related to the nature of the organism’s environment (e.g., the availability of food, space, and resources).</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>North Dakota Science Standards Covered in Program</b>
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><b>Grade 2 Standard</b>            Standard 5: Earth and Space Science            Standard 5: Students understand the basic concepts and principles of earth and space science.            Objects in the Sky            2.5.5 Explain how the moon appears slightly different every day, but looks nearly the same every four weeks.</p> <p><b>Grade 4 Standard</b>            Standard 5: Earth and Space Science            Standard 5: Students understand the basic concepts and principles of earth and space science.            Solar System            4.5.5 Identify components of our solar system (e.g., planets, moons, Sun).</p>
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	<p>Standard 3: Physical Science            Standard 3: Students understand the basic concepts and principles of physical science.            Properties of Matter            3.3.1 Identify the physical properties of solids and liquids.</p> <p><b>Grade 2 Standard</b>            Standard 3: Physical Science            Standard 3: Students understand the basic concepts and principles of physical science.            Properties of Matter            2.3.1 Identify ways (e.g., mixing, heating, cooling, cutting) to make changes in matter.            2.3.2 Explain why water left in an open container disappears, but water in a closed container does not disappear.            2.3.3 Sort matter by observable properties (e.g., size, shape, texture, color).</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>North Dakota Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• Your Rights and Duties</li> <li>• Good Citizens</li> <li>• Rights and Responsibilities</li> </ul>	<p>Standard 4: Government and Citizenship            Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.</p> <p>Citizenship            3.4.1 Identify the roles, rights, and responsibilities of a citizen in a community (e.g., obedience to laws, the right to vote, service to the common good).</p>
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>Standard 3: Economic Concepts            Standard 3: Students understand economic concepts and the characteristics of various economic systems.</p> <p>Personal Finances            3.3.1 Identify ways families and communities cooperate and compromise (e.g., fundraisers, food pantries, living within your means) to meet needs and wants.            3.3.2 Explain how supply and demand affect personal economic choices (e.g., how scarcity forces people to decide which goods and services to obtain, what is given up in economic choices).</p>
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	<p>Standard 5: Concepts of Geography            Standard 5: Students understand and apply concepts of geography.</p> <p>Physical Geography            3.5.1 Identify the physical characteristics (e.g., landforms, bodies of water, vegetation, wildlife and climate) of the local community.</p>
History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>	<p>Standard 2: Important Historical Events            Standard 2: Students understand important historical events.</p> <p>People and Events            3.2.2 Describe how community life has changed from past (i.e., pioneer and tribal) to the present.</p>

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Grade 4  
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<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>North Dakota 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>Standard 4: Life Science Standard 4: Students understand the basic concepts and principles of life science. Organisms and Their Environments 5.4.3 Identify the producers, consumers, and decomposers in a food web.</p>
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>Standard 5: Earth and Space Science Standard 5: Students understand the basic concepts and principles of earth and space science. Earth's Surface 4.5.2 Identify slow and rapid processes (e.g., wind, water, waves, ice, volcano, earthquake) that are constantly changing Earth's surface.</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>Standard 3: Physical Science Standard 3: Students understand the basic concepts and principles of physical science. Forms of Energy 5.3.6 Demonstrate a simple electrical circuit by completing a continuous loop (i.e., battery, light, wire).</p>
Health	<ul style="list-style-type: none"> <li>• Help Your Health</li> <li>• Healthful Habits</li> <li>• Good Health and You</li> </ul>	<p>Standard 7: Science and Other Areas Standard 7: Students understand relations between science and personal, social, and environmental issues. Science and Social Issues 4.7.2 Identify ways in which science and technology have greatly improved human lives (e.g., food quality and quantity, transportation, health, sanitation, communication).</p>

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History	<ul style="list-style-type: none"> <li>• What's Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	<p>Standard 2: Important Historical Events                      Standard 2: Students understand important historical events.</p> <p>Concepts of Time                      4.2.4 Use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota (e.g., how the railroads led to settlement in the state).</p> <p><b>Grade 5 Standard</b>                      Standard 2: Important Historical Events                      Standard 2: Students understand important historical events.</p> <p>Exploration and Migration                      5.2.6 Identify reasons for exploration (e.g., economics, Louisiana Purchase, westward expansion).                      Expansion                      5.2.13 Explain reasons for westward migration (e.g., Louisiana Purchase, Manifest Destiny, railroads, stagecoaches).</p> <p>Standard 5: Concepts of Geography                      Standard 5: Students understand and apply concepts o geography.\</p> <p>Human Geography                      5.5.2 Explain the impact of geography on western exploration and westward migration of the early nineteenth century.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>North Dakota Social Studies Standards Covered in Program</b>
<p>Geography</p>	<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>	<p>Standard 3: Economic Concepts            Standard 3: Students understand economic concepts and the characteristics of various economic systems.            State Economics            4.3.2 Identify ways that natural resources (e.g., soil, minerals, trees, fish, people) contribute to the economy of the local community and North Dakota.</p> <p>Standard 5: Concepts of Geography            Standard 5: Students understand and apply concepts of geography.            Physical Geography            4.5.1 Identify the physical features and relative locations of the major land forms (i.e., Rocky Mountains, Appalachian Mountains, Great Lakes, Gulf of Mexico, Mississippi River, Grand Canyon) of the regions of the United States.            4.5.2 Identify the political regions of the United States (e.g., Midwest, Northeast) and their relative locations.</p>
<p>Civics</p>	<ul style="list-style-type: none"> <li>• Our Government</li> <li>• By the People, For the People</li> <li>• Our Democracy</li> </ul>	<p>Standard 4: Government and Citizenship            Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.            Government Systems            5.4.3 Explain the purpose and importance behind the writing of the United States Constitution, Declaration of Independence, and the Bill of Rights.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>North Dakota Social Studies Standards Covered in Program</b>
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>Standard 3: Economic Concepts            Standard 3: Students understand economic concepts and the characteristics of various economic systems.</p> <p>State Economics            4.3.2 Identify ways that natural resources (e.g., soil, minerals, trees, fish, people) contribute to the economy of the local community and North Dakota.            4.3.4 Identify principal exports of North Dakota (e.g., crops, energy, livestock).</p>

**Reading for Information  
Grade 5  
Correlations to North Dakota Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>North Dakota 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>Standard 4: Life Science Standard 4: Students understand the basic concepts and principles of life science.</p> <p>Structure and Function</p> <p>5.4.1 Identify components of a human organ system (e.g., digestive system, respiratory system, circulatory system, muscular system, skeletal system).</p> <p>5.4.2 Explain the function of a human organ system (e.g., digestive system, respiratory system, circulatory system, muscular system, skeletal system).</p>
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>Standard 5: Earth and Space Science Standard 5: Students understand the basic concepts and principles of earth and space science.</p> <p>The Universe</p> <p>5.5.4 Identify the characteristics of the Earth (i.e., spherical in shape, orbits the Sun, rotates on tilted axis).</p> <p>5.5.5 Identify the objects in the sky that have predictable patterns of movement (e.g., sun, planets, moons, stars).</p>
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	<p>Standard 3: Physical Science Standard 3: Students understand the basic concepts and principles of physical science.</p> <p>Properties of Matter</p> <p>5.3.1 Identify physical properties of substances before and after they are combined.</p> <p>5.3.2 Identify new substances formed in a chemical change (i.e., rusting, burning).</p> <p>5.3.3 Compare and contrast properties of solids, liquids, and gases.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	North Dakota 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>Standard 2: Important Historical Events            Standard 2: Students understand important historical events.</p> <p>People and Events            5.2.4 Explain the significance of scientists, inventors, and historical figures (e.g., George Washington Carver, Thomas Edison, Benjamin Franklin, George Washington, Harriet Beecher Stowe, Paul Revere, Harriet Tubman, Thomas Paine).</p> <p>Colonization            5.2.10 Describe the daily lives of people from difference social groups (e.g., large landowners, farmers, artisans, women, slaves) in colonial America.</p> <p>Standard 6: Human Development and Behavior            Standard 6: Students understand the importance of culture, individual identity, and group identity.</p> <p>Culture            5.6.1 Identify conflict (e.g., slavery, Indian Wars, role of women) and cooperation (e.g., settlements) that occurred among cultures (e.g., gender, Native Americans, religious groups, immigrant groups, socio-economic status) within the colonial United States.</p>

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<p>Geography</p>	<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>Standard 2: Important Historical Events            Standard 2: Students understand important historical events.            Colonization            5.2.7 Explain reasons for early colonization (e.g., religious freedom and economic opportunity).</p> <p>Standard 5: Concepts of Geography            Standard 5: Students understand and apply concepts of geography.            Human Geography            5.5.3 Explain how human activity (e.g., settlement patters, migration) affects the physical environment (e.g., soil uses, economy, pollution, use of energy sources).</p>
<p>Civics</p>	<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>Standard 2: Important Historical Events            Standard 2: Students understand important historical events.            Colonization            5.2.11 Identify reasons (e.g., Boston Tea Party, the Stamp Act, English Laws) for conflict between England and the American colonies and the key people (e.g., George Washington, King George III, John Adams, Paul Revere) involved.</p> <p>Standard 4: Government and Citizenship            Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.            Government Systems            5.4.2 Identify the duties of the executive, judicial, and legislative branches of the Federal government (e.g., checks and balances).            5.4.3 Explain the purpose and importance behind the writing of the United States Constitution, Declaration of Independence, and the Bill of Rights.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	North Dakota 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>Standard 2: Important Historical Events            Standard 2: Students understand important historical events.</p> <p>Colonization            5.2.7 Explain reasons for early colonization (e.g., religious freedom and economic opportunity).</p> <p>Standard 3: Economic Concepts            Standard 3: Students understand economic concepts and the characteristics of various economic systems.</p> <p>Early U.S. Economics            5.3.2 Explain the relationships between scarcity and resources (e.g., home building materials, food, clothing, hunting).            5.3.4 Describe the basic concepts of imports, exports, and international trade.</p>

**Reading for Information  
Grade 6  
Correlations to North Dakota Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>North Dakota 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 4 Standard</b> Standard 4: Life Science Standard 4: Students understand the basic concepts and principles of life science. Structure and Function 4.4.1 Classify plants and animals according to common physical characteristics.</p>
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>Standard 3: Physical Science Standard 3: Students understand the basic concepts and principles of physical science. Forms of Energy 6.3.4 Identify sources of energy (e.g., sun, wind, moving water, nuclear, fossil fuels, food). <b>Grade 5 Standard</b> Standard 7: Science and Other Areas Standard 7: Students understand relations between science and personal, social, and environmental issues. Science and Environmental Issues 5.7.2 Explain ways humans benefit from Earth’s resources (e.g., air, water, soil, food, fuel, building materials).</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>North Dakota Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>	<p>Standard 3: Physical Science            Standard 3: Students understand the basic concepts and principles of physical science.            Forms of Energy            6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound).</p> <p><b>Grade 5 Standard</b>            Standard 3: Physical Science            Standard 3: Students understand the basic concepts and principles of physical science.            Forms of Energy            5.3.7 Identify materials that are good conductors of heat.</p>
Health	<ul style="list-style-type: none"> <li>• Drugs: Know the Facts</li> <li>• Facts about Drugs</li> <li>• Drug Abuse and Prevention</li> </ul>	<p><b>Grade 5 Standard</b>            Standard 7: Science and Other Areas            Standard 7: Students understand relations between science and personal, social, and environmental issues.            Science and Personal Health            5.7.1 Identify risks or benefits of personal health choices (e.g., tobacco, alcohol, prescription and illegal drugs, fast foods).</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>North Dakota 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>Standard 2: Important Historical Events            Standard 2: Students understand important historical events.            World History: Prehistory to Renaissance            6.2.5 Identify the features of Mesopotamian civilization and its contributions to the modern world (e.g., early villages, specialization of labor, irrigation).            6.2.7 Identify the features (e.g., daily life during the early imperial dynasties of the Zhou, Qin and Han, the significance and impact of the Silk Roads, the role of Confucianism and Taoism) of classical Chinese civilization and its contributions to the modern world.            6.2.9 Identify the features (e.g., early democratic government, Olympics) and accomplishments of classical Greek civilization (e.g., contributions to art, literature, science, and philosophy; the development of the concepts of citizenship).</p>
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>Standard 2: Important Historical Events            Standard 2: Students understand important historical events.            World History: Prehistory to Renaissance            6.2.8 Identify the features (e.g., class structures, religious customs and beliefs, government ) of Central American (e.g., Aztec, Mayan, Incan) civilizations and their contributions (e.g., achievements in mathematics, astronomy, and architecture) to the modern world.</p> <p>Standard 5: Concepts of Geography            Standard 5: Students understand and apply concepts of geography.            Human Geography            6.5.1 Identify geographic similarities of early civilizations (e.g., the significance of river valleys from the beginning of civilization, mountains created isolated cultures).            6.5.2 Explain the factors (e.g., trade routes, goods available, location) that influenced the growth of cities.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>North Dakota Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p>Standard 4: Government and Citizenship            Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.            Government Systems            6.4.2 Describe ways (i.e., monarchy, oligarchy, aristocracy, democracy) in which power was distributed within ancient societies.</p>
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><b>Grade 5 Standard</b>            Standard 3: Economic Concepts            Standard 3: Students understand economic concepts and the characteristics of various economic systems.            Early U.S. Economics            5.3.4 Describe the basic concepts of imports, exports, and international trade.</p>