

**Reading for Information  
Grade 2  
Correlations to New Mexico Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>New Mexico Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Plants Live and Grow</li> <li>• Plants: Alive and Growing</li> <li>• Plants: Living and Growing</li> </ul>	<p><b>Grade 3 Standard</b> Life Science</p> <p>A. Know that living things have diverse forms, structures, functions, and habitats.</p> <p style="padding-left: 20px;">2. Observe that plants and animals have structures that serve different functions (e.g., shape of animals' teeth).</p> <p style="padding-left: 20px;">4. Classify plants according to their characteristics (e.g., tree leaves, flowers, seeds).</p>
Earth Science	<ul style="list-style-type: none"> <li>• All about Soil</li> <li>• What Is Soil?</li> <li>• Facts about Soil</li> </ul>	<p>Earth and Space Science</p> <p>B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.</p> <p style="padding-left: 20px;">3. Know that soil is made up of weathered rock and organic materials, and that soils differ in their capacity to support the growth of plants.</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>Physical Science</p> <p>C. Identify forces and describe the motion of objects.</p> <p style="padding-left: 20px;">1. Describe how the strength of a push or pull affects the change in an object's motion (e.g., how a big or small push effects how high a swing rises).</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>Life Science</p> <p>C. Know the parts of the human body and their functions.</p> <p style="padding-left: 20px;">2. Know that various nutrients are required for specific parts and functions of the body (e.g., milk for bones and teeth, protein for muscles, sugar for energy).</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>New Mexico 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>	History Standard 1 B. United States: Understand connections among historical events, people, and symbols significant to United States history and culture. 1. Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Benjamin Franklin, César Chávez, Rosa Parks, National Association for Advancement of Colored People [NAACP], tribal leaders, American Indian Movement [AIM]).
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>	Geography Standard 2 B. Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. 1. Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.
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>	Civics and Government Standard 1 A. Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. 2. Describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller groups to make the rules).
Economics	<ul style="list-style-type: none"> <li>• Why Do We Need Money?</li> <li>• Money and Work</li> <li>• Making Money</li> </ul>	Economics Standard 1 C. Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities. 1. Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.

**Reading for Information**  
**Grade 3**  
**Correlations to New Mexico Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>New Mexico 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>Life Science</p> <p>A. Know that living things have diverse forms, structures, functions, and habitats.</p> <p style="padding-left: 20px;">1. Know that an adaptation in physical structure or behavior can improve an organism's chance for survival (e.g., horned toads, chameleons, cacti, mushrooms).</p> <p>B. Know that living things have similarities and differences and that living things change over time.</p> <p style="padding-left: 20px;">1. Identify how living things cause changes in the environments in which they live, and that some of these changes are detrimental to the organism and some are beneficial.</p>
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>Earth and Space Science</p> <p>A. Know the structure of the solar system and the objects in the universe.</p> <p style="padding-left: 20px;">1. Describe the objects in the solar system (e.g., sun, Earth and other planets, moon) and their features (e.g., size, temperature).</p> <p style="padding-left: 20px;">2. Describe the relationships among the objects in the solar system (e.g., relative distances, orbital motions).</p> <p style="padding-left: 20px;">5. Know that telescopes enhance the appearance of some distant objects in the sky (e.g., the moon, planets).</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><b>Grade 2 Standard</b></p> <p>Physical Science</p> <p>A. Recognize that matter has different forms and properties.</p> <p style="padding-left: 20px;">1. Observe that properties of substances can change when they are mixed, cooled, or heated (e.g., salt dissolved in water, ice melts).</p> <p style="padding-left: 20px;">2. Describe the changes that occur when substances are heated or cooled and change from one of matter to another (i.e., solid, liquid, and gas).</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>New Mexico 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>Civics and Government Standard 1</p> <p>D. Understand the rights and responsibilities of “good citizenship” as members of a family, school and community.</p> <ol style="list-style-type: none"> <li>1. Explain the significance of participation and cooperation in a classroom and community.</li> <li>2. Understand the impact of individual and group decisions on communities in a democratic society.</li> <li>3. Explain the significance and process of voting.</li> </ol>
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>Economics Standard 1</p> <p>A. Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).</p> <ol style="list-style-type: none"> <li>1. Explain that people want more goods and services than is possible to produce.</li> </ol>
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	<p><b>Grade 4 Standard</b></p> <p>Geography Standard 1</p> <p>B. Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.</p> <ol style="list-style-type: none"> <li>1. Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics).</li> </ol> <p>D. Understand how physical processes shape the Earth’s surface patterns and biosystems.</p> <ol style="list-style-type: none"> <li>2. Describe the four provinces (plains, mountains, plateau, and basin and range) that make up New Mexico’s land surface (geographic conditions).</li> </ol>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>New Mexico Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>	<p>History Standard 1</p> <p>A. New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.</p> <p style="padding-left: 40px;">1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.</p>

**Reading for Information  
Grade 4  
Correlations to New Mexico Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New Mexico 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>Life Science</p> <p>A. Know that living things have diverse forms, structures, functions, and habitats.</p> <p style="padding-left: 40px;">4. Describe the components and relationships among organisms in a food chain (e.g., plants are the primary source of energy for living systems).</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><b>Grade 3 Standard</b></p> <p>Earth and Space Science</p> <p>B. Know the structure and formation of Earth and its atmosphere and the processes that shape them.</p> <p style="padding-left: 40px;">1. Know that Earth's features are constantly changed by a combination of slow and rapid processes that include the action of volcanoes, earthquakes, mountain building, biological changes, erosion, and weathering.</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>Physical Science</p> <p>B. Know that energy is needed to get things done and that energy has different forms.</p> <p style="padding-left: 40px;">1. Identify the characteristics of several different forms of energy and describe how energy can be converted from one form to another (e.g., light to heat, motion to heat, electricity to heat, light, or motion).</p> <p style="padding-left: 40px;">4. Demonstrate how electricity flows through a simple circuit (e.g., by constructing one).</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New Mexico Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• What’s Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	Geography Standard 1 E. Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. 4. Identify the causes of human migration.
Geography	<ul style="list-style-type: none"> <li>• Regions of the United States</li> <li>• Land in the United States</li> <li>• Living in the United States</li> </ul>	Geography Standard 1 B. Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. 1. Identify a region as an area with unifying characteristics (e.g., human, weather, agriculture, industry, natural characteristics). 2. Describe the regions of New Mexico, the United States, and the Western Hemisphere.
Civics	<ul style="list-style-type: none"> <li>• Our Government</li> <li>• By the People, For the People</li> <li>• Our Democracy</li> </ul>	Civics and Government Standard 1 A. Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. 3. Explain the difference between making laws, carrying out the laws, and determining if the laws have been broken, and identify the government bodies that perform these functions at the local, state, tribal, and national levels.
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>	Economics Standard 1 C. C. Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities. 1. Identify patterns of work and economic activity in New Mexico and their sustainability over time (e.g., farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech). 2. Explain how New Mexico, the United States, and other parts of the world are economically interdependent.

**Reading for Information  
Grade 5  
Correlations to New Mexico Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>New Mexico 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>	Life Science C. Understand the structure of organisms and the function of cells in living systems. 3. Describe the relationship among cells, tissues, organs, organ systems, whole organisms, and ecosystems.
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>	Earth and Space Science A. Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures. 1. Know that many objects in the universe are huge and are separated from one another by vast distances (e.g., many stars are larger than the sun but so distant that they look like points of light). 2. Understand that Earth is part of a larger solar system, which is part of an even larger galaxy (Milky Way), which is one of many galaxies. 3. Know that there have been manned and unmanned journeys to space and to the moon.
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	Physical Science A. Know the forms and properties of matter and how matter interacts. 2. Describe how matter changes from one phase to another (e.g., condensation, evaporation).



Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	New Mexico 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>History Standard 1</p> <p>B. United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p> <p style="padding-left: 40px;">5. Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict.</p> <p>C. World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p> <p style="padding-left: 40px;">4. Describe the development of slavery as a widespread practice that limits human freedoms and potentials.</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	New Mexico Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> <li>• Geography and the Colonies</li> <li>• Settlement in Early America</li> <li>• People and the Environment</li> </ul>	<p>History Standard 1</p> <p>A. New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.</p> <ol style="list-style-type: none"> <li>2. Explain the reasons for European exploration of the Americas.</li> </ol> <p>C. World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p> <ol style="list-style-type: none"> <li>3. Identify European countries that colonized the North American continent and their areas of settlement.</li> </ol> <p>B. United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p> <ol style="list-style-type: none"> <li>2. Describe and explain the reasons for colonization, to include: <ul style="list-style-type: none"> <li>• Religious freedom</li> <li>• Desire for land</li> <li>• Economic opportunity</li> <li>• A new way of life, including the role and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore)</li> </ul> </li> </ol> <p>Geography Standard 1</p> <p>E. Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p> <ol style="list-style-type: none"> <li>1. Explain how physical features influenced the expansion of the United States.</li> </ol>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	New Mexico Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> <li>• Your American Government</li> <li>• Crafting the Constitution</li> <li>• How a Bill Becomes a Law</li> </ul>	<p>History Standard 1</p> <p>B. United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p> <p style="padding-left: 40px;">3. Explain the significance of major historical documents (e.g., Mayflower Compact, the Declaration of Independence, Federalists Papers, United States Constitution, Bill of Rights, the Gettysburg Address).</p> <p>Civics and Government Standard 1</p> <p>A. Understand the structure, functions, and powers of government (local, state, tribal, and national).</p> <p style="padding-left: 40px;">3. Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., Declaration of Independence; United States Constitution; Bill of rights; Federalists Papers; Washington, DC; Liberty Bell; Gettysburg Address; Statue of Liberty; government to government accords; Treaty of Guadalupe Hidalgo; Gadsden Purchase).</p> <p>C. Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.</p> <p style="padding-left: 40px;">1. Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, to include:</p> <ul style="list-style-type: none"> <li>• Colonists’ and Native Americans’ shared sense of individualism, independence, and religious freedom that developed before the Revolution.</li> <li>• Articles of Confederation</li> <li>• Purpose of the Constitutional Convention</li> <li>• Natural rights expressed in the Declaration of Independence.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>New Mexico Social Studies Standards Covered in Program</b>
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>	Economics Standard 1 C. Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world. <ol style="list-style-type: none"> <li>2. Understand the economic motivation of exploration and colonization by colonial powers.</li> </ol>

**Reading for Information  
Grade 6  
Correlations to New Mexico Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New Mexico 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>	Physical Science B. Explain the physical processes involved in the transfer, change, and conservation of energy. 2. Understand that heat energy can be transferred through conduction, radiation and convection.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	New Mexico Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• Egypt Long Ago</li> <li>• Ancient China</li> <li>• Ancient Greece</li> </ul>	<p>History Standard 1</p> <p>A. New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.</p> <p>1. Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico.</p> <p>C. World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p> <p>1. Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:</p> <ul style="list-style-type: none"> <li>• Significance of river valleys</li> <li>• Early irrigation and its impact on agriculture</li> <li>• Forms of government (e.g., the theocracies in Egypt, dynasties in China)</li> <li>• Effect on world economies and trade</li> <li>• Key historical figures</li> <li>• Religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids).</li> </ul> <p>5. Compare and contrast the geographic, political, economic, and social characteristics of the Ancient Greek, Ancient Roman, Ottoman, Indian, Arabic, African, and Middle Eastern civilizations and their enduring impacts on later civilizations, to include:</p> <ul style="list-style-type: none"> <li>• Influence of Mediterranean geography on the development and expansion of the civilizations</li> <li>• Development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammurabi)</li> <li>• Scientific and cultural advancements (e.g., network of roads,</li> <li>• Aqueducts, art, architecture, literature, theatre, philosophy)</li> <li>• Contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the</li> </ul>

Great, Julius Caesar, Augustus).		
<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New Mexico Social Studies Standards Covered in Program</b>
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>Geography Standard 1</p> <p>C. Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the influences of man-made and natural environments upon ancient civilizations.</li> </ol>
Civics	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p>Civics and Government Standard 1</p> <p>A. Understand the structure, functions, and powers of government (local, state, tribal, and national).</p> <ol style="list-style-type: none"> <li>1. Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.</li> <li>2. Describe the concept of republic as developed by the Romans and compare to other republican governments.</li> </ol>
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>Economics Standard 1</p> <p>B. Explain how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.</p> <ol style="list-style-type: none"> <li>1. Describe the characteristics of traditional, command, market and mixed economic systems.</li> </ol>