

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

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>New York Science Standards</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>The Living Environment</p> <p>Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.</p> <p style="padding-left: 40px;">1.1b Plants require air, water, nutrients, and light in order to live and thrive.</p> <p>Performance Indicator 1.2: Describe the life process common to all living things.</p> <p style="padding-left: 40px;">1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.</p> <p>Performance Indicator 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.</p> <p style="padding-left: 40px;">3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.</p> <p>Performance Indicator 4.1: Describe the major stages in the life cycle of selected plants and animals.</p> <p style="padding-left: 40px;">4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.</p> <p style="padding-left: 40px;">4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.</p> <p style="padding-left: 40px;">4.1c The length of time from beginning of development to death of the plant is called its life span.</p> <p style="padding-left: 40px;">4.1d Life cycles of some plants include changes from seed to mature plant.</p>

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>New York Science Standards</b>
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>The Physical Setting</p> <p>Performance Indicator 2.1: Describe the relationship among air, water, and land on Earth.</p> <p>2.1d Erosion and deposition result from the interaction among air, water, and land.</p> <ul style="list-style-type: none"> <li>• Interaction between air and water break down earth materials.</li> <li>• Soil is composed of broken-down pieces of living and nonliving earth materials.</li> </ul>
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>The Physical Setting</p> <p>Performance Indicator 5.1: Describe the effects of common forces (pushes and pulls) of objects, such as those caused by gravity, magnetism, and mechanical forces.</p> <p>5.1a The position of an object can be described by locating it relative to another objects or the background (e.g., on top of, next to, over, under, etc.).</p> <p>5.1b The position or direction of motion of an object can be changed by pushing or pulling.</p> <p>5.1d The amount of change in the motion of an object is affected by friction.</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>The Living Environment</p> <p>Performance Indicator 5.3: Describe the factors that help promote good health and growth in humans.</p> <p>5.3a Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.</p> <p>5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	New York Social Studies Standards
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>My community and region today</p> <ul style="list-style-type: none"> <li>• My urban, suburban, or rural community can be located on a map.</li> <li>• Urban, suburban, and rural communities differ from place to place.</li> <li>• Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community.</li> <li>• My urban, suburban, or rural community has changed over time.</li> <li>• Roles and responsibilities of families in rural, urban, and suburban communities change over time.</li> </ul> <p>People depending on and modifying the physical environment</p> <ul style="list-style-type: none"> <li>• Rural, urban, suburban communities are influenced by geographic and environmental factors.</li> <li>• Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors.</li> </ul>
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>Making and changing rules and laws</p> <ul style="list-style-type: none"> <li>• People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.</li> <li>• Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.</li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Illinois 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>B. Know and apply concepts that describe how living things interact with each other and with their environment.</p> <p style="padding-left: 40px;">12.B.2b Identify physical features of plants and animals that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature).</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>F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.</p> <p style="padding-left: 40px;">12.F.2a Identify and explain natural cycles and patterns in the solar system (e.g., order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun).</p> <p style="padding-left: 40px;">12.F.2b Explain the apparent motion of the sun and 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>C. Know and apply concepts that describe properties of matter and energy and the interactions between them.</p> <p style="padding-left: 40px;">12.C.2b Describe and explain the properties of solids, liquids, and gases.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Illinois Social Studies Standards Covered in Program</b>
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>C. Understand the development of economic systems. 16.C.2a (US) Describe how slavery and indentured servitude influenced the early economy of the United States.</p>
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>D. Understand Illinois, United States and world social history. 16.D.2a (US) Describe the various individual motives for settling in colonial America.</p> <p>E. Understand Illinois, United States and world environmental history. 16.E.2a (US) Identify environmental factors that drew settlers to the state and region.</p> <p>B. Analyze and explain characteristics and interactions of the Earth’s physical systems. 17.B.2a Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.</p>
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>A. Understand and explain basic principles of the United States government. 14.A.2 Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.</p> <p>C. Understand election processes and responsibilities of citizens. 14.C.2 Describe and evaluate why rights and responsibilities are important to individual, family, community, workplace, state and nation (e.g., voting, protection under the law).</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Illinois 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>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p> <p style="padding-left: 40px;">15.A.2a Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.</p> <p>D. Understand trade as an exchange of goods and services.</p> <p style="padding-left: 40px;">15.D.2a Explain why people and countries voluntarily exchange goods and services.</p> <p style="padding-left: 40px;">15.D.2b Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.</p> <p>B. Understand the development of significant political events.</p> <p style="padding-left: 40px;">16.B.2a (US) Describe how the European colonies in North America Developed politically.</p>

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

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New York 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>The Living Environment</p> <p>Performance Indicator 6.1: Describe how plants and animals, including humans, depend upon each other and the nonliving environment.</p> <p style="padding-left: 40px;">6.1a Green plants are producers because they provide the basic food supply for themselves and animals.</p> <p style="padding-left: 40px;">6.1b All animals depend on plants. Some animals (predators) eat other animals (prey).</p> <p style="padding-left: 40px;">6.1c Animals that eat plants for foods may in turn become food for other animals. This sequence is called a food chain.</p> <p style="padding-left: 40px;">6.1d Decomposers are living things that play a vital role in recycling nutrients.</p> <p>Performance Indicator 6.2: Describe the relationship of the Sun as an energy source for living and nonliving cycles.</p> <p style="padding-left: 40px;">6.2b The Sun’s energy is transferred from plants to animals through the food chain.</p>

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New York Science Standards Covered in Program</b>
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>The Physical Setting</p> <p>Performance Indicator 2.1: Describe the relationship among air, water, and land on Earth.</p> <p>2.1d Erosion and deposition result from the interaction among air, water, and land.</p> <ul style="list-style-type: none"> <li>• Interaction between air and water breaks down earth materials.</li> <li>• Pieces of earth material may be moved by air, water, wind, and gravity.</li> <li>• Pieces of earth material will settle or deposit on land or in the water in different places.</li> </ul> <p>2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living thing.</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>The Physical Setting</p> <p>Performance Indicator 4.1: Describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.</p> <p>4.1a Energy exists in various forms: heat, electric, sound, chemical, mechanical, light.</p> <p>4.1c Some materials transfer energy better than others (heat and electricity).</p> <p>4.1d Energy and matter interact; water is evaporated by the Sun's heat; a light bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors absorb light, light colors may reflect light.</p> <p>4.1e Interactions with forms of energy can be either helpful or harmful.</p>



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Health	<ul style="list-style-type: none"> <li>• Help Your Health</li> <li>• Healthful Habits</li> <li>• Good Health and You</li> </ul>	<p>The Living Environment</p> <p>Performance Indicator 5.3: Describe the factors that help promote good health and growth in humans.</p> <p>5.3a Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.</p> <p>5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New York 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>	<p>Industrial growth and expansion</p> <ul style="list-style-type: none"> <li>• Geographic influences of industrialization and expansion (e.g., natural resources, location); the interaction between economic and geographic factors.</li> </ul> <p><b>Grade 3 Standard</b></p> <p>Physical, human, and cultural characteristics of world communities</p> <ul style="list-style-type: none"> <li>• The causes and effects of human migration vary in different world regions.</li> </ul>

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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>	<p><b>Grade 3 Standard</b></p> <p>The location of world communities</p> <ul style="list-style-type: none"> <li>• Regions represent areas on Earth’s surface with unifying geographic characteristics.</li> </ul> <p>Physical, human, and cultural characteristics of world communities</p> <ul style="list-style-type: none"> <li>• The physical, human, and cultural characteristics of different regions and people throughout the world are different.</li> </ul>
Civics	<ul style="list-style-type: none"> <li>• Our Government</li> <li>• By the People, For the People</li> <li>• Our Democracy</li> </ul>	<p>The new nation</p> <ul style="list-style-type: none"> <li>• Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the States of New York and the United States of America.</li> <li>• The importance of the Bill of Rights.</li> </ul> <p>Government</p> <ul style="list-style-type: none"> <li>• The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; and patriotism.</li> <li>• The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.</li> </ul>

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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><b>Grade 3 Standard</b></p> <p>Challenge of meeting needs and wants in world communities</p> <ul style="list-style-type: none"> <li>• People in world communities must depend on others to meet their needs and wants.</li> </ul> <p>Economic decision making in world communities</p> <ul style="list-style-type: none"> <li>• Production, distribution, exchange, and consumption of goods and services are economic decisions which all world communities must make.</li> </ul>

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<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>New York 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>The Living Environment</p> <p>Performance Indicator 1.1: Compare and contrast the parts of plants, animals, and one-celled organisms.</p> <p style="padding-left: 20px;">1.1e Cells are organized for more effective functioning in multicellular organisms. Levels of organization for structure and function of a multicellular organism include cells, tissues, organs, and organ systems.</p> <p style="padding-left: 20px;">1.1g Multicellular animals often have similar organs and specialized systems (for carrying out major life activities).</p> <p>Performance Indicator 1.2: Explain the functioning of the major human organ systems and their interactions.</p> <p style="padding-left: 20px;">1.2a Each system is composed of organs and tissues which perform specific functions and interact with each other, e.g., digestion, gas exchange, excretion, circulation, locomotor, control, coordination, reproduction, and protection from disease.</p> <p style="padding-left: 20px;">1.2b Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.</p> <p style="padding-left: 20px;">1.2c The digestive system consists of organs that are responsible for the mechanical and chemical breakdown of food. The breakdown process results in molecules that can be absorbed and transported to cells.</p> <p style="padding-left: 20px;">1.2 e The excretory systems functions in the disposal of dissolved waste molecules, the elimination of liquid and gaseous wastes, and the removal of excess heat energy.</p> <p style="padding-left: 20px;">1.2f The circulatory system moves substances to and from cells, where they are needed or produced, responding to changing demands.</p> <p style="padding-left: 20px;">1.2g Locomotion, necessary to escape danger, obtain food and shelter, and reproduce, is accomplished by the interaction of the skeletal and muscular systems, and coordinated by the nervous system.</p> <p style="padding-left: 20px;">1.2h The nervous and endocrine systems interact to control and coordinate the body's responses to changes in the environment, and to regulate growth, development, and reproduction. Hormones are chemicals produced by the endocrine system; hormones regular many body function.</p>

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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>The Physical Setting</p> <p>Performance Indicator 1.1: Explain daily, monthly, and seasonal changes on Earth.</p> <p>1.1a Earth's Sun is an average-sized star. The Sun is more than a million times greater in volume than Earth.</p> <p>1.1c The Sun and the planets that revolve around it are the major bodies in the solar system. Other members include comets, moons, and asteroids. Earth's orbit is nearly circular.</p> <p>1.1e Most objects in the solar system have a regular and predictable motion. These motions explain such phenomena as a day, a year, phases of the Moon, eclipses, tides, meteor showers, and comets.</p> <p>1.1g Moons are seen by reflected light. Our Moon orbits Earth, while Earth orbits the Sun. The Moon's phases as observed from Earth are the result of seeing different portions of the lighted area of the Moon's surface. The phases repeat in a cyclic pattern in about one month.</p> <p>1.1h The apparent motions of the Sun, Moon, planets, and stars across the sky can be explained by the Earth's rotation and revolution. Earth's rotation causes the length of one day to be approximately 24 hours. This rotation also causes the Sun and Moon to appear to rise along the eastern horizon and to set along the western horizon. Earth's revolution around the Sun defines the length of the year as 365¼ days.</p> <p>1.1i The tilt of Earth's axis of rotation and the revolution of Earth around the Sun cause seasons on Earth. The length of daylight varies depending on latitude and season.</p>

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Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	<p>The Physical Setting</p> <p>Performance Indicator 3.2: Distinguish between chemical and physical changes.</p> <p>3.2a During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.</p> <p>3.2b Mixtures are physical combinations of materials and can be separated by physical means.</p> <p>3.2c During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking an egg, rusting of iron, and souring of milk.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>New York Social Studies Standards Covered in Program</b>
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><b>Grade 4 Standard</b>            Three worlds (Europe, the Americas, Africa) meet in the Americas</p> <ul style="list-style-type: none"> <li>• The slave trade and slavery in the colonies.</li> </ul>
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>Geography of the United States, Canada, and Latin America</p> <ul style="list-style-type: none"> <li>• The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, regions, physical settings (including natural resources) human systems, and environment and society. A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.</li> </ul> <p><b>Grade 4 Standard</b>            Colonial and Revolutionary periods</p> <ul style="list-style-type: none"> <li>• Dutch, English, and French influences in New York State.</li> <li>• Lifestyles in the colonies—comparisons during different time periods.</li> <li>• Ways that colonists depended on and modified their physical environments.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>New York Social Studies Standards Covered in Program</b>
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>The governments of the United States, Canada, and Latin American nations</p> <ul style="list-style-type: none"> <li>• Legal, political, and historical documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights.</li> </ul> <p><b>Grade 4 Standard</b> Local and State governments</p> <ul style="list-style-type: none"> <li>• The United States Constitution and the Constitution of the State of New York and their respective Bill of rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.</li> <li>• Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.</li> </ul>



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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>The economics of the United States, Canada, and Latin American nations</p> <ul style="list-style-type: none"> <li>• Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economics and economic systems of the United States, Canada, and Latin America.</li> <li>• Individual and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.</li> <li>• Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and Europe and sub-Saharan Africa have changed life in these regions.</li> </ul> <p><b>Grade 4 Standard</b> Colonial and Revolutionary periods</p> <ul style="list-style-type: none"> <li>• Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?</li> </ul>

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

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New York 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>The Living Environment Performance Indicator 1.1: Compare and contrast the parts of plants, animals, and one-celled organisms.</p> <p style="padding-left: 40px;">1.1h Living things are classified by shared characteristics on the cellular and organism level. In classifying organisms, biologists consider details of internal and external structures. Biological classification systems are arranged from general (kingdom) to specific (species)</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>The Physical Setting Performance Indicator 4.1: Describe the sources and identify transformations of energy observed in everyday life.</p> <p style="padding-left: 40px;">4.1a The Sun is a major source of energy for Earth. Other sources of energy include nuclear and geothermal energy.</p> <p style="padding-left: 40px;">4.1b Fossil fuels contain stored solar energy and are considered nonrenewable resources. They are a major source of energy in the United States. Solar energy, wind, moving water, and biomass are some examples of renewable energy resources.</p>

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New York 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>The Physical Setting</p> <p>Performance Indicator 4.2: Observe and describe heating and cooling events.</p> <p style="padding-left: 40px;">4.2a Heat moves in predictable ways, flowing from warmer objects to cooler one, until both reach the same temperature.</p> <p style="padding-left: 40px;">4.2b Heat can be transferred through matter by the collisions of atoms and/or molecules (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection).</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>The Living Environment</p> <p>Performance Indicator 5.2: Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms.</p> <p style="padding-left: 40px;">5.2f Contraction of infectious disease, and personal behaviors such as the use of toxic substances and some dietary habits, may interfere with one’s dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New York 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>History of Eastern Hemisphere nations</p> <ul style="list-style-type: none"> <li>• As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and Indus Valley) turned to agriculture, world populations grew.</li> <li>• Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.</li> <li>• From earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.</li> </ul>
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 of Eastern Hemisphere nations</p> <ul style="list-style-type: none"> <li>• The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical settings (including natural resources), human systems, and environment and society.</li> <li>• Civilizations developed where geographic conditions were most favorable.</li> <li>• The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.</li> </ul>
Civics	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p>Governments of Eastern Hemisphere nations</p> <ul style="list-style-type: none"> <li>• In modern political states, formalized governmental structures play a major role in maintaining social order and control.</li> <li>• Political boundaries change over time and place.</li> <li>• International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.</li> </ul>

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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>Economies of Eastern Hemisphere nations</p> <ul style="list-style-type: none"> <li>• The ways resources are used impact the economic, political, and historic aspects of life throughout the world.</li> <li>• A nation with limited natural resources must interact with other nations to secure its resource needs.</li> <li>• Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.</li> <li>• The economic systems of the world have become an interdependent network.</li> <li>• Nations have joined with one another in organizations which promote economic development and growth, For example, the European Union was formed to promote free trade and a common economic policy among its members.</li> <li>• As the economic systems of the global community have become more interdependent, decisions made in one nation or region have implications for all regions.</li> </ul>