

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Ohio Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Life Science</p> <p>Benchmark A: Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms).</p> <p>a. Explain that animals, including people, need air, water, food, living space and shelter; plants need air, water, nutrients (e.g., minerals), living space and light to survive.</p> <p>Benchmark 6: Explain how organisms function and interact with their physical environment.</p> <p>6. Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots).</p> <p>9. Compare Ohio plants during the different season by describing changes in their appearance.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Grade 3 Standard</p> <p>Earth and Space Sciences</p> <p>Benchmark C. Describe Earth’s resources including rocks, soil, water, air, animals and plants and the ways in which they can be conserved.</p> <p>4. Observe and describe the composition of soil (e.g., small pieces of rock and decomposed pieces of plants and animals, and products of plants and animals).</p> <p>5. Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth).</p> <p>6. Investigate that soils are often found in layers and can be different from place to place.</p>

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Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Ohio Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Grade 3 Standard Physical Sciences Benchmark C: Describe the forces that directly affect objects and their motion.</p> <ol style="list-style-type: none"> 1. Describe an object's position by locating it relative to another object or the background. 2. Describe an object's motion by tracing and measuring its position over time. 3. Identify contact/noncontact forces that affect motion of an object (e.g., gravity, magnetism and collision). 4. Predict the changes when an object experiences a force (e.g., a push or pull, weight and friction).

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>History Standard Benchmark D. Recognize that the actions of individuals make a difference, and relates the stories of people from diverse backgrounds who have contributed to the heritage of the United States.</p> <p>Heritage 7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <ul style="list-style-type: none"> a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, and Martin Luther King Jr.). b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Geography Standard Benchmark C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.</p> <p>Human Environmental Interaction 5. Compare how land is used in urban, suburban and rural environments. 6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Government Standard Benchmark C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.</p> <ul style="list-style-type: none"> 4. Explain the purpose of rules in the workplace. 5. Predict the consequences of following rules or violating rules in different settings.

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Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	Economics Standard Benchmark C. Explain ways that people may obtain goods and services. Markets 5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Ohio Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Life Sciences Benchmark C: Compare changes in an organism’s ecosystem/habitat that affect its survival. 6. Describe how changes in an organism’s habitat are sometime beneficial and sometimes harmful.</p>
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Grade 2 Standard Earth and Space Sciences Benchmark A: Observe constant and changing patterns of objects in the day and night sky. 2. Observe and describe how the sun, moon and stars all appear to move slowly across the sky. 3. Observe and describe how the moon appears a little different every day but looks nearly the same again about every four weeks.</p>
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Grade 4 Standard Physical Sciences Benchmark B: Identify and describe the physical properties of matter in its various states. 3. Describe objects by the properties of the materials from which they are made and that these properties can be used to separate or sort a group of objects (e.g., paper, glass, plastic and metal). 4. Explain that matter has different stages (e.g., solid, liquid and gas) and that each state has distinct physical properties.</p>

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Citizenship Rights and Responsibilities Standard Benchmark A. Explain how citizens take part in civic life in order to promote the common good. Participation</p> <ol style="list-style-type: none"> 1. Describe how people help to make the community a better place in which to live including: <ol style="list-style-type: none"> a. working to preserve the environment b. helping the homeless c. restoring homes in low-income areas d. supporting education e. planning community events f. starting a business. 2. Demonstrate effective citizenship traits including: <ol style="list-style-type: none"> a. civility b. respect for the rights and dignity of each person c. volunteerism d. compromise e. compassion f. persistence in achieving goals g. civic-mindedness. <p>Benchmark B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government. Rights and Responsibilities</p> <ol style="list-style-type: none"> 3. Describe the responsibilities of citizenship with emphasis on: <ol style="list-style-type: none"> a. voting b. obeying laws c. respecting the rights of others d. being informed about current events e. paying taxes.

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Economics Standard Benchmark A. Explain the opportunity costs involved in the allocation of scarce productive resources. Scarcity and Resource Allocation 1. Define opportunity cost and give an example of the opportunity cost of a personal decision.</p>
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Geography Standard Benchmark B. Identify the physical and human characteristics of places and regions in North America. Places and Regions 6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.</p> <p>Benchmark C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. Human Environmental Interaction 7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.</p>
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>People in Societies Standard Benchmark A. Compare practices and products of North American cultural groups. Cultures 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: <ul style="list-style-type: none"> a. artistic expression b. religion c. language d. food. </p>

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Ohio 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>Grade 5 Standard Life Sciences Benchmark B: Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.</p> <ol style="list-style-type: none"> 1. Describe the role of producers in the transfer of energy entering ecosystems as sunlight to chemical energy through photosynthesis. 2. Explain how almost all kinds of animals' food can be traced back to plants. 3. Trace the organization of simple food chains and food webs (e.g., producers, herbivores, carnivores, omnivores and decomposers).
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Earth and Space Sciences Benchmark B: Summarize the processes that shape Earth's surface and describe evidence of those processes.</p> <ol style="list-style-type: none"> 8. Describe how wind, water and ice shape and reshape Earth's land surface by eroding rock and soil in some areas and depositing them in other areas producing characteristic landforms (e.g., dunes, deltas and glacial moraines). 10. Describe evidence of changes on Earth's surface in terms of slow processes (e.g., erosion, weathering, mountain building and deposition) and rapid processes (e.g., volcanic eruptions, earthquakes and landslides).

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Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Ohio Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Grade 5 Standard Physical Sciences</p> <p>Benchmark E: Trace how electrical energy flows through a simple electrical circuit and describe how the electrical energy can produce thermal energy, light, sound and magnetic forces.</p> <p>3. Describe that electrical current in a circuit can produce thermal energy, light, sound and/or magnetic forces.</p> <p>4. Trace how electrical current travels by creating a simple electric circuit that will light a bulb.</p>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>Grade 5 Standard History Standard Benchmark C. Explain how new developments led to the growth of the United States. Growth 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</p>
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Geography Standard Benchmark B. Identify the physical and human characteristics of places and regions in North America. Places and Regions 5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.</p>
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Government Standard Benchmark 1. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary. Role of Government 1. Explain major responsibilities of each of the three branches of government in Ohio.</p> <p>Benchmark B. Give Examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy. Rules and Laws 3. Explain the purpose of a democratic constitution: <ul style="list-style-type: none"> a. to provide a framework for a government b. to limit the power of the government c. to define the authority of elected officials. </p>

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Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Ohio 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>Economics Standard</p> <p>Benchmark A. Explain the opportunity costs involved in the allocation of scarce productive resources.</p> <p>2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.</p> <p>Benchmark C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p> <p>5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Ohio Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Your Body at Work • The Human Body • Your Body: A Complex Machine 	<p>Grade 6 Standard Life Sciences</p> <p>Benchmark A: Explain that the basic functions of organisms are carried out in cells and groups of specialized cells form tissues and organs; the combination of these cells make up multicellular organisms that have a variety of body plans and internal structures.</p> <p>2. Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions.</p>
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Earth and Space Sciences</p> <p>Benchmark A: Explain the characteristics, cycles and patterns involving Earth and its place in the solar system.</p> <p>1. Describe how night and day are caused by Earth’s rotation.</p> <p>2. Explain that Earth is one of several planets to orbit the sun, and that the moon orbits Earth.</p> <p>3. Describe the characteristics of Earth and its orbit about the sun (e.g., three-fourths of Earth’s surface is covered by a layer of water [some of it frozen], the entire planet surrounded by a thin blanket of air, elliptical orbit, tilted axis and spherical planet).</p> <p>4. Explain that star are like the sun, some being smaller and some larger, but so far away that they look like points of light.</p>

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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Ohio Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Grade 4 Standard Physical Sciences</p> <p>Benchmark A: Compare the characteristics of simple physical and chemical changes.</p> <ol style="list-style-type: none"> 1. Identify characteristics of a simple physical change (e.g., heating or cooling can change water from one state to another and the change is reversible). 2. Identify characteristics of a simple chemical change. When a new material is made by combining two or more materials, it has chemical properties that are different from the original materials (e.g., burning paper, vinegar and baking soda).

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Ohio 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>People in Societies Standard Benchmark B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p> <p>Interaction 3. Describe the experiences of African-Americans under the institution of slavery.</p>
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>History Standard Benchmark B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p> <p>Settlement 4. Describe the lasting effects of Spanish, French, and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Ohio 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>History Standard Benchmark B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. Settlement 5. Explain how the United States became independent from Great Britain.</p> <p>Government Standard Benchmark A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary. Role of Government 1. Explain major responsibilities of each of the three branches of the United States government. <ul style="list-style-type: none"> a. The legislative branch, headed by Congress, passes laws b. The executive branch, headed by the president, carries out and enforces the laws made by Congress c. The judicial branch, headed by the Supreme Court, interprets and applies the laws made by Congress. </p> <p>Benchmark B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy. 3. Explain the significance of the Declaration of Independence and the United States Constitution.</p>

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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>History Standard Benchmark B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p> <p>Settlement 3. Explain why European countries explored and colonized North America.</p> <p>Economics Standard Benchmark C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p> <p>Markets 4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</p>

**`Reading for Information
Grade 6
Correlations to Ohio Content Standards**

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Ohio Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Grade 3 Standard Life Sciences Benchmark B: Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive. 3. Classify animals according to their characteristics (e.g., body coverings and body structure).</p> <p>Grade 4 Standard Life Sciences Benchmark B: Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive. 3. Classify common plants according to their characteristics (e.g., tree leaves, flowers, seeds, roots, and stems).</p>

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Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Ohio Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>Physical Sciences</p> <p>Benchmark C: Describe renewable and nonrenewable sources of energy (e.g., solar, wind, fossil fuels, biomass, hydroelectricity, geothermal and nuclear energy) and the management of the sources.</p> <p>5. Explain that the energy found in nonrenewable resources such as fossil fuels (e.g., oil, coal and natural gas) originally came from the sun and may renew slowly over millions of years.</p> <p>6. Explain that energy derived from renewable resources such as wind and water is assumed to be available indefinitely.</p> <p>7. Describe how electric energy can be produced from a variety of sources (e.g., sun, wind and coal).</p> <p>8. Describe how renewable and nonrenewable energy resources can be managed (e.g., fossil fuels, trees and water).</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Grade 5 Standard</p> <p>Physical Sciences</p> <p>Benchmark D: Summarize the ways changes in temperature can be produced and thermal energy transferred.</p> <p>1. Define temperature as the measure of thermal energy and describe the way it is measured.</p> <p>2. Trace how thermal energy can transfer from one object to another by conduction.</p>

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>History Standard Benchmark B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. Early Civilizations 4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 100 BC including:</p> <ul style="list-style-type: none"> a. location b. government c. religion d. agriculture e. cultural and scientific contributions.

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
<p>Geography</p>	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>History Standard Benchmark D. Describe the effects of interactions among civilizations during the 14th through 18th centuries. The First Global Age 5. Describe the characteristics of Maya, Inca, Aztec, and Mississippian civilizations including:</p> <ul style="list-style-type: none"> a. location b. government c. religion d. agriculture e. cultural and scientific contributions. <p>Geography Standard Benchmark C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. Human Environmental Interaction 5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:</p> <ul style="list-style-type: none"> a. bodies of water b. landforms c. climates d. vegetation e. weathering f. seismic activity.

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Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Ohio Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Government Standard</p> <p>Benchmark A. Explain why people institute governments, how they influence governments, and how governments interact with each other.</p> <p>Role of Government.</p> <p>2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.</p> <p>3. Explain the ways that countries interact with each other including:</p> <ul style="list-style-type: none"> a. diplomacy b. treaties c. international meetings and exchanges, e.g., United Nations d. military conflict. <p>Benchmark C. Compare the defining characteristics of democracies, monarchies, and dictatorships.</p> <p>Systems of Government</p> <p>4. Describe the defining characteristics of democracies, monarchies, and dictatorships.</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Economics Standard</p> <p>Benchmark B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.</p> <p>Markets</p> <p>3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.</p> <p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p>