

**Reading for Information  
Grade 2  
Correlations to Oklahoma State Curriculum**

| <b>Reading for Information Science Strand</b> | <b>Grade 2 Leveled Reader Titles</b>  | <b>Oklahoma 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>Standard 2: Life Cycles and Organisms</p> <ol style="list-style-type: none"> <li>1. Plants and animals have life cycles that include developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms.</li> </ol> <p><b>Grade 3 Standard</b></p> <p>Standard 2: Characteristics and Basic Needs of Organisms and Environments</p> <ol style="list-style-type: none"> <li>1. Plants and animals have features (i.e., breathing structures, limbs, skin covering, seed dispersal, roots, stems, and leaves) that help them live in environments such as air, water, or land).</li> <li>2. Each plant or animal has different structures that serve different functions in growth and survival (i.e., the way it moves, type of food it needs and where it lives).</li> </ol> |
| 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 3: Properties and Changes of Earth and Sky</p> <ol style="list-style-type: none"> <li>1. Earth materials can be used as resources (e.g., building materials and for growing plants).</li> </ol> <p><b>Grade 3 Standard</b></p> <p>Standard 3: Properties of Earth Materials</p> <ol style="list-style-type: none"> <li>2. Soils have properties of color and texture, capacity to retain water, and ability to support the growth on many kinds of plants and animals, including those in out food supply.</li> </ol>  |

| <b>Reading for Information Science Strand</b> | <b>Grade 2 Leveled Reader Titles</b>  | <b>Oklahoma Science Standards</b>   |
|---|---|---|
| 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 1. Properties and Interactions of Objects and Materials</p> <p>1. Objects can be described in terms of the materials of which they are made. Physical properties of materials can be changed by tearing, sifting, sanding, or pounding.</p> |

| <b>Reading for Information Social Studies Strand</b> | <b>Grade 2 Leveled Reader Titles</b>  | <b>Oklahoma Social Studies Standards</b>   |
|--|---|--|
| History  | <ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>      | <p>Standard 3: The student will analyze the human characteristics of communities.</p> <p>4. Study how history involves events and people of other times and places through legends, folktales, and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsey Ross, John Henry, and Paul Bunyan) in children's literature.</p> <p>5. Identify examples of interesting Americans through exposure to biographies of important people of the past (e.g., George Washington, Sacajawea, and Harriet Tubman).</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 1: The student will develop and practice the process skills of social studies.</p> <p>1. Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.</p> <p>2. Use children's literature to compare and contrast one's own community to others.</p> <p>Standard 2: The student will examine communities from a spatial perspective.</p> <p>2. Describe the landmark and cultural features of the community (e.g., historical homes, schools, churches, bridges, parks, and neighborhoods) and compare these with similar features in other parts of the United States.</p> |

| <b>Reading for Information Social Studies Strand</b> | <b>Grade 2 Leveled Reader Titles</b>   | <b>Oklahoma Social Studies Standards</b>  |
|--|--|---|
| 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 3: The student will analyze the human characteristics of communities.</p> <ol style="list-style-type: none"> <li>1. Identify examples of rules in the classroom and community, and relate the purposes to those rules (e.g., to help people live and work together safely and peacefully) and the consequences of breaking them.</li> <li>3. Explain and demonstrate good citizenship (e.g., obeying classroom rules, taking turns, and showing respect for others and their belongings).</li> </ol>                |
| 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 5: The student will understand basic economic elements found in communities;</p> <ol style="list-style-type: none"> <li>2. Describe the occupations and roles of people in the neighborhood and community who provide goods and services.</li> <li>3. Describe ways people are paid (e.g., by check, in cash, and with goods), the places to keep their money safe (e.g., the bank), and ways they pay for goods and services (e.g., check, cash, credit card, and barter [trading goods and services]).</li> </ol> |

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

| <b>Reading for Information Science Strand</b> | <b>Grade 3 Leveled Reader Titles</b>   | <b>Oklahoma 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 2: Characteristics and Basic Needs of Organisms and Environments</p> <ol style="list-style-type: none"> <li>1. Plants and animals have life cycles that include developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms.</li> <li>2. Each plant or animal has different structures that serve different functions in growth and survival (i.e., the way it moves, type of food it needs, and where it lives).</li> </ol> <p><b>Grade 4 Standard</b><br/>Standard 3: Characteristics of Organisms</p> <ol style="list-style-type: none"> <li>1. Organisms can only survive in environments in which their needs can be met.</li> </ol> |
| Physical Science                              | <ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>       | <p>Grade 1 Standard: Properties of Objects and materials</p> <ol style="list-style-type: none"> <li>1. Objects can be described in terms of the materials of which they are made. Physical properties of materials can be changed by tearing, sifting, sanding, or pounding.</li> </ol> <p><b>Grade 2 Standard</b><br/>Standard 1: Properties and Interactions of Objects and Materials</p> <ol style="list-style-type: none"> <li>1. Objects can be described in terms of the materials of which they are made. Physical properties of materials can be changed by tearing, sifting, sanding, or pounding.</li> </ol>  |

SRA/McGraw-Hill

| <b>Reading for Information Social Studies Strand</b> | <b>Grade 3 Leveled Reader Titles</b>   | <b>Oklahoma 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 3: The student will analyze the human characteristics of communities.</p> <p>4. Examine the rights and responsibilities of individuals in and to their communities and identify actions people take to cooperate peacefully and achieve common goals.</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 5: The student will develop basic economic decision-making skills.</p> <p>2. Explain that limits on resources (scarcity) require people to make choices about producing and consuming goods and services.</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 4: The student will examine the interaction of the environment and the people of a community.</p> <p>1. Name and locate basic types of climate across the globe (e.g., arctic, temperate, and tropical) and describe how they affect the way people live, including their food, shelter, transportation, and recreation.</p> <p>2. Locate and distinguish among varying landforms and geographic features (e.g., mountains, plateaus, islands, and oceans).</p> |
| History  | <ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>                                 | <p>Standard 3: The student will analyze the human characteristics of communities.</p> <p>2. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs)</p>   |

**Reading for Information  
Grade 4  
Correlations to Oklahoma Standards**

| <b>Reading for Information Science Strand</b> | <b>Grade 4 Leveled Reader Titles</b>   | <b>Oklahoma 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 3: Characteristics of Organisms<br/>1. Organisms can only survive in environments in which their needs can be met.</p> <p><b>Grade 3 Standard</b><br/>Standard 2: Characteristics and basic Needs of Organisms and Environments<br/>2. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.</p> <p><b>Grade 5 Standard</b><br/>Standard 2: Organisms and Environments<br/>1. Organisms in a community, interacting populations in a common location, depend on each other for food, shelter, and reproduction.</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 4: Properties of Earth Materials<br/>1. The processes of erosion, weathering, and sedimentation affect Earth materials.</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 2: Electricity<br/>1. Some materials are conductors of electricity while others are insulators.<br/>2. The flow of electricity is controlled by open and closed circuits.</p>  |

| Reading for Information Social Studies Strand | Grade 4 Leveled Reader Titles  | Oklahoma Social Studies Standards Covered in Program  |
|---|--|---|
| History                                       | <ul style="list-style-type: none"> <li>• What’s Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>                                       | <p>Standard 4: The student will describe the human systems (e.g., migrations, settlements, cultural mosaics, and economic interdependence) identified with the major regions of the United States, including human interaction with the environment.</p> <p style="padding-left: 40px;">5. Describe the causes of movement of large groups of people into the United States from other countries and within the United States now and long ago.</p> <p>Standard 5: The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.</p> <p style="padding-left: 40px;">1. Identify major historical individuals, entrepreneurs, and groups, and describe their major contributions (e.g., Sequoyah, the Boomers and the Sooners, and Frank Phillips).</p>                                   |
| 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>Standard 2: The student will analyze the regions of the United States from a spatial perspective.</p> <ol style="list-style-type: none"> <li>1. Interpret graphical information using primary and secondary sources, atlases, charts, graphs, and visual images.</li> <li>2. Identify, use, and interpret basic political, physical, and thematic maps and globes.</li> <li>3. Construct and use maps of the regions of the United States, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape, using appropriate geographic vocabulary, tools, and technologies.</li> <li>4. Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region (e.g., New York City, Los Angeles, Dallas, and Miami).</li> </ol> |

| <b>Reading for Information Social Studies Strand</b> | <b>Grade 4 Leveled Reader Titles</b>  | <b>Oklahoma Social Studies Standards Covered in Program</b>   |
|--|---|---|
| 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>Standard 5: The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.</p> <p style="padding-left: 40px;">4. Identify state and local governing bodies (e.g., the state legislature and city councils) and officials (e.g., governor and mayors) that make laws and carry out laws, with an emphasis on civic participation (e.g., the importance of studying the issues and voting).</p>  |
| 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 1: The student will develop and practice the process skills of social studies.</p> <p style="padding-left: 40px;">2. Construct timelines of events in the development of the regions of the United States.</p> <p>Standard 4: The student will describe the human systems (e.g., migrations, settlements, cultural mosaics, and economic interdependence) identified with the major regions of the United States, including human interaction with the environment.</p> <p style="padding-left: 40px;">2. Explain how people are influenced by, adapt to, and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.</p> <p style="padding-left: 40px;">4. Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.</p> |



**Reading for Information  
Grade 5  
Correlations to Oklahoma Standards**

| <b>Reading for Information Science Strand</b> | <b>Grade 5 Leveled Reader Titles</b>  | <b>Oklahoma 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>Grade 6 Standard</b><br/>Standard 3: Structure and Function in Living Systems</p> <ol style="list-style-type: none"> <li>1. Cells are the building blocks of all organisms (both plants and animals).</li> <li>2. Living systems are organized by levels of complexity (i.e., cells, organisms, and ecosystems).</li> </ol>   |
| 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 3: Structure of Earth and the Solar System</p> <ol style="list-style-type: none"> <li>3. Earth is the third planet from the Sun in a system that includes the moon, the Sun, and eight other planets.</li> </ol>  |
| 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 1: Properties of Matter and Energy</p> <ol style="list-style-type: none"> <li>1. Matter has physical properties that can be used for identification (e.g., color, texture, shape).</li> <li>2. Physical properties of objects can be observed, described, and measured using tools such as simple microscopes, gram spring scales, metric rulers, metric balances, and Celsius thermometers.</li> </ol> <p><b>Grade 6 Standard</b><br/>Standard 1: Physical Properties in Matter</p> <ol style="list-style-type: none"> <li>1. Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, and texture). Changes in physical properties of objects can be observed, described, and measured using tools such as simple microscopes, gram spring scales, metric rulers, metric balances, and Celsius thermometers.</li> </ol> |

| <b>Reading for Information Social Studies Strand</b> | <b>Grade 5 Leveled Reader Titles</b>   | <b>Oklahoma 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>Standard 3: The student will examine the growth and development of colonial America.</p> <ol style="list-style-type: none"> <li>1. Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).</li> <li>2. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, mid-Atlantic, and southern colonies, and compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).</li> </ol> <p>Standard 6: The student will explore the growth and progress of the new nation.</p> <ol style="list-style-type: none"> <li>5. Examine the abolitionist and women’s suffrage movements and their leaders (e.g., Frederick Douglass, William Lloyd Garrison, John Brown, Sojourner Truth, Harriet Tubman, Harriet Beecher Stowe, Elizabeth Cady Stanton, and Susan B. Anthony).</li> </ol> |

| <b>Reading for Information Social Studies Strand</b> | <b>Grade 5 Leveled Reader Titles</b>  | <b>Oklahoma Social Studies Standards Covered in Program</b>   |
|--|---|---|
| <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: The student will describe the early exploration of American</p> <ol style="list-style-type: none"> <li>1. Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.</li> <li>2. Identify the impact of the encounter between Native Americans and Europeans.</li> </ol> <p>Standard 3: The student will examine the growth and development of colonial America.</p> <ol style="list-style-type: none"> <li>3. Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).</li> <li>4. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, mid-Atlantic, and southern colonies, and compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).</li> </ol> <p>Standard 7: The student will review and strengthen geographic skills.</p> <ol style="list-style-type: none"> <li>3. Analyze the physical characteristics of historical places in various regions and the role they played (e.g., Jamestown for the English, St. Augustine for the Spanish, New Orleans for the French, and the Cherokee lands in the Carolinas and Georgia) by using a variety of visual materials and data sources at different scales (e.g., photographs, satellite and shuttle images, pictures, tables, charts, topographic and historical maps, and primary documents).</li> </ol> |

| Reading for Information Social Studies Strand | Grade 5 Leveled Reader Titles   | Oklahoma 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>Standard 4: The student will examine the lasting impact of the American Revolution.</p> <ol style="list-style-type: none"> <li>1. Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown).</li> <li>3. Identify and interpret the basic ideals expressed in the Declaration of Independence (e.g., “all men are created equal” and “life, liberty and the pursuit of happiness”).</li> <li>4. Recognize the contributions of key individuals and groups involved in the American Revolution (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, and Lord Cornwallis).</li> </ol> <p>Standard 5: The student will describe the changing nation during the early federal period.</p> <ol style="list-style-type: none"> <li>2. Identify and interpret the basic ideas expressed in and the reasons for writing the United States Constitution (e.g., weaknesses of the Articles of Confederation and Shays’ Rebellion, and the goals listed in the Preamble), and outline the major provisions of the Constitution, including the federal system and the three branches of government.</li> <li>3. Describe the struggles involved in writing the United States Constitution (e.g., the interests of large states and small states and the major compromises over representation in Congress), its ratification (e.g., Federalists vs. Antifederalists), and the addition of the Bill of Rights; and explain the rights and responsibilities of citizens.</li> </ol> |

| Reading for Information Social Studies Strand | Grade 5 Leveled Reader Titles   | Oklahoma 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: The student will describe the early exploration of American</p> <ol style="list-style-type: none"> <li>1. Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.</li> <li>2. Identify the impact of the encounter between Native Americans and Europeans.</li> </ol> <p>Standard 3: The student will examine the growth and development of colonial America.</p> <ol style="list-style-type: none"> <li>1. Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).</li> <li>2. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, mid-Atlantic, and southern colonies, and compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).</li> </ol> <p>Standard 4: The student will examine the lasting impact of the American Revolution.</p> <ol style="list-style-type: none"> <li>2. Give examples that show how scarcity and choice govern economic decisions (e.g., Boston Tea Party and boycott).</li> </ol> |

**Reading for Information  
Grade 6  
Correlations to Oklahoma Standards**

| <b>Reading for Information Science Strand</b> | <b>Grade 6 Leveled Reader Titles</b>   | <b>Oklahoma 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>Process Standard 2: Classify<br/>1. Using observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys).</p> <p><b>Grade 5 Standard</b><br/>Process Standard 2: Classify<br/>1. Classify a set of objects, organisms, and/or events using two or more observable properties (e.g., simple dichotomous keys).</p> |
| Physical Science                              | <ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>                                 | <p>Standard 2: Transfer of Energy<br/>1. Energy exists in many forms such as heat, light, electricity, mechanical motion, and sound. Energy can be transferred in various ways.</p> <p><b>Grade 5 Standard</b><br/>Standard 1: Properties of Matter and Energy<br/>3. Energy can be transferred in many ways (e.g., energy from the Sun to air, water, and metal).</p>     |

| Reading for Information Social Studies Strand | Grade 6 Leveled Reader Titles   | Oklahoma 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>Standard 3: The student will analyze selected cultures which have affected our history.</p> <ol style="list-style-type: none"> <li>1. Define the characteristics of culture and the role culture played on the development of the world’s people.</li> <li>2. Compare and contrast common characteristics of culture, such as language, customs, shelter, diet, traditional occupations, belief systems, and folk traditions.</li> <li>3. Evaluate the impact of selected civilizations (such as Egypt, Greece, Rome, Mayan, Incan, and Chinese) on migration and settlement patterns.</li> </ol> |

| Reading for Information Social Studies Strand | Grade 6 Leveled Reader Titles  | Oklahoma Social Studies Standards Covered in Program   |
|---|--|--|
| 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 1: The student will develop and practice the process of social studies.</p> <ol style="list-style-type: none"> <li>2. Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, timelines, and other representations such as photographs and satellite-produced images or computer-based technologies.</li> </ol> <p>Standard 2: The student will use geographic representations to draw conclusions.</p> <ol style="list-style-type: none"> <li>3. Define, recognize, and locate basic landforms and bodies of water on appropriate maps and globes.</li> </ol> <p>Standard 3: The student will analyze selected cultures which have affected our history.</p> <ol style="list-style-type: none"> <li>1. Define the characteristics of culture and the role culture played on the development of the world's people.</li> <li>2. Compare and contrast common characteristics of culture, such as language, customs, shelter, diet, traditional occupations, belief systems, and folk traditions.</li> <li>3. Evaluate the impact of selected civilizations (such as Egypt, Greece, Rome, Mayan, Incan, and Chinese) on migration and settlement patterns.</li> </ol> |



| <b>Reading for Information Social Studies Strand</b> | <b>Grade 6 Leveled Reader Titles</b>  | <b>Oklahoma 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: The student will compare and contrast political and economic systems.</p> <p>1. Identify and describe major world political systems and the role of governmental involvement in such systems (such as dictatorships, constitutional monarchies, and representative democracies).</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>Standard 4: The student will compare and contrast political and economic systems.</p> <p>2. Identify and describe major economic systems and the role of governmental involvement and individual decision-making within such systems (such as traditional, command, and market economies).</p>   |