

**Reading for Information
Grade 2
Correlations to South Carolina Curriculum**

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	South Carolina Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Grade 3 Standard Habitats and Adaptations 3-2.1 Illustrate the life cycles of seed plants and various animals and summarize how they grow and are adapted to conditions within their habitats.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Grade 3 Standard Earth’s Materials and Changes 3-3.1 Classify rocks (including sedimentary, igneous, and metamorphic) and soils (including humus, clay, sand, and silt) on the basis of their properties.</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Grade 3 Standard Motion and Sound 3-5.1 Identify the position of an object relative to a reference point by using position terms such as “above,” “below,” “inside of,” “underneath,” or “on top of” and a distance scale or measurement. 3-5.2 Compare the motion of common objects in terms of speed and direction. 3-5.3 Explain how the motion of an object is affect by the strength of a push or pull and the mass of the object.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	South Carolina Social Studies Standards
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	2-1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States.
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>2-2.1 Locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas.</p> <p>2-2.2 Recognize characteristics of the local region, including its geographic features and natural resources.</p> <p>2-2.4 Summarize changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living there.</p> <p>2-2.5 Compare the history and features of the local community with those of different communities around the world.</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	2-3.1 Recognize different types of local laws and those people who have the power and authority to enforce them.
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	2-2.3 Summarize the roles of various workers in the community, including those who hold government jobs there.

**Reading for Information
Grade 3
Correlations to South Carolina Content Standards**

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	South Carolina Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Habitats and Adaptations</p> <p>3-2.1 Illustrate the life cycles of seed plants and various animals and summarize how they grow and are adapted to conditions within their habitats.</p> <p>3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color, and response to light for plants.</p> <p>3-2.3 Recall the characteristics of an organism’s habitat that allow the organism to survive there.</p> <p>3-2.4 Explain how changes in the habitats of plants and animals affect their survival.</p> <p>Grade 2 Standard</p> <p>Animals</p> <p>2-2.3 Explain how distinct environments throughout the world support the life of different types of animals.</p> <p>2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.</p> <p>Grade 4 Standard</p> <p>Organisms and Their Environment</p> <p>4-2.2 Explain how the characteristics of distinct environments (including swamps, rivers and streams, tropical rain forests, deserts, and the polar regions) influence the variety of organisms in each.</p> <p>4-2.5 Explain how an organism’s patters of behavior are related to its environment (including the kinds and the number of other organisms present, the availability of food and other resources, and the physical characteristics of the environment).</p>

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	South Carolina Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Grade 4 Standard Astronomy</p> <p>4-3.1 Recall that Earth is one of many planets in the solar system that orbit the Sun.</p> <p>4-3.2 Compare the properties (including the type of surface and atmosphere) and the location of Earth to the Sun, which is a star, and the Moon.</p> <p>4-3.3 Explain how the Sun affects Earth.</p> <p>4-3.5 Explain how the rotation of Earth results in day and night.</p> <p>4-3.6 Illustrate the phases of the Moon and the Moon's effect on ocean tides.</p> <p>4-3.8 Recognize the purpose of telescopes.</p>
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Heat and Changes in Matter</p> <p>3-4.1 Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties.</p> <p>3-4.2 Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporating).</p> <p>Grade 2 Standard Properties and Changes in Matter</p> <p>2-4.1 Recall the properties of solids and liquids.</p> <p>2-4.2 Exemplify matter that changes from a solid to a liquid and from a liquid to a solid.</p> <p>2-4.3 Explain how matter can be changed in ways such as heating or cooling, cutting or tearing, bending or stretching.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	South Carolina Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Grade 4 Standard</p> <p>4-4-.3 Explain the role of the Bill of rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also limit the powers of the government.</p> <p>4-4.5 Provide examples of how American constitutional democracy places important responsibilities on citizens to take an active role in the civil process.</p>
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Grade 2 Standard</p> <p>2-5.2 Summarize the concept of supply and demand and explain its effect on price.</p> <p>2-5.3 Recognize that people’s choices about what they buy will determine what goods and services are produced.</p>
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>3-1.1 Locate on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, and the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.</p> <p>Grade 2 Standard</p> <p>2-2.1 Locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas.</p> <p>2-2.2 Recognize characteristics of the local region, including its geographic features and natural resources.</p>

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	South Carolina Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<p>Grade 2 Standard 2-1.1 Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities. 2-1.2 Compare the historical traditions, customs, and cultures of various regions in the United States, including how traditions are passed between and among groups. 2-1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States.</p> <p>Grade 4 Standard 4-2.2 Compare the everyday life, physical environment, and culture of major Native American cultural groupings, including Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern.</p>

**Reading for Information
Grade 4
Correlations to South Carolina Standards**

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	South Carolina 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 3 Standard Habitats and Adaptations 3-2.5 Summarize the organization of sample food chains (including the roles of producers, consumers, and decomposers).</p> <p>Grade 5 Standard Ecosystems: Terrestrial and Aquatic 5-2.4 Identify the roles of organisms as they interact and depend of one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.</p>
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth’s Changing Surface 	<p>Grade 3 Standard Earth’s Materials and Changes 3-3.8 Illustrate changes in Earth’s surface that are due to slow processes (including weathering, erosion, and deposition) and changes that are due to rapid processes (including landslides, volcanic eruptions, floods, and earthquakes).</p> <p>Grade 5 Standard Landforms and Oceans 5-3.1 Explain how natural processes (including weathering, erosion, deposition, landslides, volcanic eruptions, earthquakes, and floods) affect Earth’s oceans and land in constructive and destructive ways.</p>

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	South Carolina Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Properties of Light and Electricity</p> <p>4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).</p> <p>4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).</p> <p>4-5.7 Illustrate the path of electric currents in series and parallel circuits.</p> <p>4-5.8 Classify materials as either conductors or insulators of electricity.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	South Carolina Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>4-5.1 Summarize the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored.</p> <p>4-5.2 Explain the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade, and the availability of rich land.</p> <p>4-5.3 Summarize the events that led to key territorial acquisitions—including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession—as well as the motives for these acquisitions and the location and geographic features of the lands acquired.</p> <p>4-5.5 Use a map to illustrate patterns of migration and trade during the period of westward expansion, including the Santa Fe and Oregon trails.</p> <p>4-5.6 Compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among different groups, and the nature of their daily activities.</p> <p>Grade 5 Standard</p> <p>5-2.1 Explain how aspects of the natural environment—including the principle mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region.</p> <p>5-2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	South Carolina Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>Grade 3 Standard 3-1.2 Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation. 3-1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development.</p> <p>Grade 5 Standard 5-6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including the use of natural resources and the expansion of transportation systems.</p>
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>4-4.3 Explain the roles of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also limit the powers of government.</p> <p>Grade 3 Standard 3-3.3 Summarize the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital. 3-3.4 Outline the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system.</p>

**Reading for Information
Grade 5
Correlations to South Carolina Standards**

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	South Carolina Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Grade 4 Standard Astronomy</p> <p>4-3.1 Recall that Earth is one of many planets in the solar system that orbit the Sun.</p> <p>4-3.2 Compare the properties (including the type of surface and atmosphere) and the location of Earth to the Sun, which is a star, and the Moon.</p> <p>4-3.3 Explain how the Sun affects Earth.</p> <p>4-3.4 Explain how the tilt of Earth’s axis and the revolution around the Sun results in the seasons of the year.</p> <p>4-3.5 Explain how the rotation of Earth results in day and night.</p> <p>4-3.6 Illustrate the phases of the Moon and the Moon’s effect on ocean tides.</p>
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Properties of Matter</p> <p>5-4.1 Recall that matter is made up of particles too small to be seen.</p> <p>5-4.2 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).</p> <p>5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.</p> <p>5-4.4 Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.</p> <p>5-4.5 Explain how the solute and the solvent in a solution determine the concentration.</p> <p>5-4.7 Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	South Carolina 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>Grade 4 Standard</p> <p>4-2.5 Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas.</p> <p>4-2.6 Explain the impact of indentured servitude and slavery on the life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages.</p>
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Grade 4 Standard</p> <p>4-1.1 Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation.</p> <p>4-1.3 Use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations—including the Spanish dominance in South America and the French, Dutch, and English explorations in North America—and summarize the discoveries associated with these expeditions.</p> <p>4-2.3 Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity.</p> <p>Grade 6 Standard</p> <p>6-6.1 Use a map to illustrate the principle routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration.</p> <p>6-6.2 Compare the incentives of the various European countries to explore and settle new lands.</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	South Carolina 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>Grade 4 Standard</p> <p>4-3.1 Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial practices such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists’ early resistance through boycotts, congresses, and petitions.</p> <p>4-3.3 Explain the major ideas and philosophies of government reflected in the Declaration of Independence.</p> <p>4-4.2 Classify government activities according to the three branches of government established by the United States Constitution and give examples of the checks and balances that the Constitution provides among the branches.</p> <p>4-4.3 Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also limit the powers of government.</p>
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Grade 4 Standard</p> <p>4-2.4 Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles.</p> <p>Grade 6 Standard</p> <p>6-6.1 Use a map to illustrate the principle routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration.</p> <p>6-6.2 Compare the incentives of the various European countries to explore and settle new lands.</p>

**Reading for Information
Grade 6
Correlations to South Carolina Standards**

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	South Carolina Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Scientific Inquiry 6-1.3 Classify organisms, objects, and materials according to their physical characteristics by using a dichotomous key.</p> <p>Structures, Processes, and Responses to Plants 6-2.2 Recognize the hierarchical structure of the classification (taxonomy) of organisms (including the seven major levels or categories of living things-namely, kingdom, phylum, class, order, family, genus, and species).</p> <p>Structures, Processes, and Responses of Animals 6-3.1 Compare the characteristic structures of invertebrate animals (including sponges, segmented worms, echinoderms, mollusks, and arthropods) and vertebrate animals (fish, amphibians, reptiles, birds, and mammals).</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Conservation of Energy 6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.</p> <p>6-5.5 Illustrate the directional transfer of heat energy through convection, radiation, and conduction.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	South Carolina Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>6-1.3 Use maps, globes, and models in explaining the role of the natural environment in shaping early civilizations, including the role of the river systems of the Nile (Egyptian), Tigris-Euphrates (Sumerian, Babylonian, Phoenician), Huang He (Chinese), and Indus (Harappan); the relationships of landforms, climate, and natural resources to trade and other economic activities and trade; and the ways that different human communities adapted to the environment.</p> <p>6-1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, and the division or specialization of labor, and the development of different forms of government.</p> <p>6-1.5 Explain the role of economies in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers.</p> <p>6-2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concept of citizenship and the early forms of democratic government in Athens; the role of Alexander the Great as a political and military leader; the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	South Carolina 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>6-1.3 Use maps, globes, and models in explaining the role of the natural environment in shaping early civilizations, including the role of the river systems of the Nile (Egyptian), Tigris-Euphrates (Sumerian, Babylonian, Phoenician), Huang He (Chinese), and Indus (Harappan); the relationships of landforms, climate, and natural resources to trade and other economic activities and trade; and the ways that different human communities adapted to the environment.</p> <p>6-1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, and the division or specialization of labor, and the development of different forms of government.</p> <p>6-1.5 Explain the role of economies in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers.</p> <p>6-4.1 Compare the features and major contributions of the African civilizations of Ghana, Mali, and Songhai, including the influence of geography on their growth and the impact of Islam and Christianity on their cultures.</p> <p>6-4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztecan, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	South Carolina Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Grade 5 Standard</p> <p>5-5.5 Explain the political alliances and policies that impacted the United States in the latter part of the twentieth century, including the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC).</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Grade 5 Standard</p> <p>5-4.7 Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade.</p> <p>5-5.2 Summarize changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology.</p>