

**Reading for Information  
Grade 2  
Correlations to South Dakota Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>South Dakota Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Plants Live and Grow</li> <li>• Plants: Alive and Growing</li> <li>• Plants: Living and Growing</li> </ul>	<p>Life Science</p> <p>Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things. 2.L.1.1. Students are able to classify plants according to similarities and differences.</p> <p>Indicator 2: Analyze various patterns and products of natural and induced biological change. 2.L.2.1. Students are able to describe how flowering plants go through a series of orderly changes in their life cycles.</p> <p><b>Grade 3 Standard</b></p> <p>Life Science</p> <p>Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things. 3.L.1.1. Students are able to identify the basic structures, functions, and needs of plants in relation to their environment.</p>
Physical Science	<ul style="list-style-type: none"> <li>• It Takes Force</li> <li>• Making Things Move</li> <li>• Facts about Force</li> </ul>	<p>Physical Science</p> <p>Indicator 2: Analyze forces, their forms, and their effects on motions. 2.P.2.1. Students are able to demonstrate how moving objects exhibit different types of motion.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>South Dakota Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>	<p>U.S. History                      Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.                      2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.</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>U.S. History                      Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.                      2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.</p>
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>Civics (Government)                      Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideas, and documents.                      2.C.1.1 Students are able to explain the difference between rules and laws.                      2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.</p>
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>Economics                      Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.                      2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and savings.</p>

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

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>South Dakota Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Environments in Action</li> <li>• Ecosystems Everywhere!</li> <li>• Ecosystems</li> </ul>	<p>Life Science</p> <p>Indicator 1. Understand the fundamental structures, functions, classifications, and mechanisms found in living things.</p> <p>3.L.1.2. Students are able to identify characteristic features of animals and their related functions in relation to their environment.</p> <p>Indicator 2: Analyze various patterns and products of natural and induced biological change.</p> <p>3.L.2.1. Students are able to explain how animals instinctively meet basic needs in their environment.</p> <p>Indicator 3: Analyze how organisms are linked to one another and the environment.</p> <p>3.L.3.2. Students are able to explain how environments support a diversity of plants and animals.</p>
Earth Science	<ul style="list-style-type: none"> <li>• Objects in the Sky</li> <li>• Looking at Outer Space</li> <li>• Exploring Outer Space</li> </ul>	<p>Earth/Space Science</p> <p>Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.</p> <p>3.E.2.1. Students are able to identify the Earth as one of the planets that orbits the Sun.</p> <p>3.E.2.2. Students are able to recognize changes in the appearance of the Moon over time.</p>
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	<p>Physical Science</p> <p>Indicator 1: Describe structures and properties of, and changes in, matter.</p> <p>3.P.1.1. Students are able to describe physical properties of matter using the senses (touch, smell, etc.).</p> <p>3.P.1.2. Students are able to use tools to relate composition to physical properties.</p> <p>3.P.1.3. Students are able to demonstrate how a different substance can be made by combining two or more substances.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>South Dakota 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>	Civics (Government) Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens. 3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.
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>	Economics Indicator 1: Analyze the roles and relationships of economic systems on the development, utilization, and availability of resources on societies. 3.G.1.2. Students are able to identify goods and services available in the students' communities.
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	Geography Indicator 1: Analyze information from geographic representations, tools, and technology to define location, place, and region. 3.G.1.2. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.
History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>	U.S. History Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology. 3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.

**Reading for Information  
Grade 4  
Correlations to South Dakota Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>South Dakota Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Linking Living Things</li> <li>• Food Chains in Action</li> <li>• Food Chains and Food Webs</li> </ul>	<p>Life Science Indicator 3: Analyze how organisms are linked to one another and the environment. 4.L.3.1. Students are able to describe the flow of energy through food chains and webs.</p> <p><b>Grade 5 Standard</b> Life Science Indicator 3: Analyze how organisms are linked to one another and the environment. 5.L.3.2. Students are able to analyze the roles of organisms to determine the transfer of energy using an energy pyramid. 5.L.3.3. Students are able to describe how interrelationships enable some organisms to survive.</p>
Earth Science	<ul style="list-style-type: none"> <li>• The Earth Beneath Your Feet</li> <li>• Our Changing Planet</li> <li>• Earth’s Changing Surface</li> </ul>	<p><b>Grade 5 Standard</b> Earth/Space Science Indicator 1: Analyze the various structures and processes of the Earth System. 5.E.1.1. Students are able to describe the basic structure of Earth’s interior.</p>
Physical Science	<ul style="list-style-type: none"> <li>• It’s Shocking!</li> <li>• Power It Up!</li> <li>• What Is Electricity?</li> </ul>	<p>Physical Science Indicator 3: Analyze interactions of energy and matter. 4.P.3.1. Students are able to identify materials as being conductors or insulators of electricity. 4.P.3.2.2 Students are able to construct and define a simple circuit.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>South Dakota 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>U.S. History</p> <p>Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>4.US.1.1 Students are able to explain factors affecting the growth and expansion of South Dakota.</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>Geography</p> <p>Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>4.G.1.1. Students are able to compare regions of the United States to South Dakota.</p> <p>Indicator 2: Analyze the relationships among the natural environments, the movements of people, and the development of societies.</p> <p>4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.</p>
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><b>Grade 3 Standard</b></p> <p>Civics (Government)</p> <p>Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>3.C.1.3 Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>South Dakota Social Studies Standards Covered in Program</b>
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>Geography  Indicator 2: Analyze the relationships among the natural environments, the movements of people, and the development of societies.  4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.</p> <p>Economics  Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.  4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.</p>

**Reading for Information  
Grade 5  
Correlations to South Dakota Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>South Dakota 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 4 Standard</b> Life Science</p> <p>Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.</p> <p>4.L.1.1. Students are able to identify the basic systems (digestion, skeletal, muscular, nervous, respiratory, and circulatory) and major organs.</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><b>Earth/Space Science</b></p> <p>Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.</p> <p>5.E.2.1. Students are able to describe the components (Sun, planets, and moons) of the solar system.</p> <p>5.E.2.2. Students are able to explain how the Earth’s rotation affects the appearance of the sky.</p> <p><b>Grade 4 Standard</b> Earth/Space Science</p> <p>Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.</p> <p>4.E.2.1. Students are able to describe the motions of Earth, Sun, and Moon.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>South Dakota Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	<p>Physical Science Indicator 1: Describe structures and properties of, and changes in, matter. 5.P.1.1. Students are able to define matter on the basis of observable physical properties.</p> <p><b>Grade 6 Standard</b> Physical Science Indicator 1: Describe the structures and properties of, and changes in, matter. 6.P.1.2. Students are able to classify matter based on physical and chemical properties. 6.P.1.3. Students are able to describe phase changes in matter differentiating between the particle motion in solids, liquids, and gases.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>South Dakota 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>U.S. History                      Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.                      5.US.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South.</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>U.S. History                      Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.                      5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.</p> <p>World History                      Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.                      5.W.1.1. Students are able to identify the causes and effects of European exploration and their impact.</p> <p>Geography                      Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.                      5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.</p>

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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>Civics (Government)</p> <p>Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.</p>
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>Economics</p> <p>Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.</p> <p>5.E.1.1. Students are able to describe the role of trading in early United States History.</p>

**Reading for Information  
Grade 6  
Correlations to South Dakota Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>South Dakota 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>Life Science Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things. 6.L.1.2. Students are able to explain the importance and scientific use of a classification system.</p> <p><b>Grade 4 Standard</b> Life Science Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things. 4.L.1.2. Students are able to differentiate between vertebrates and invertebrates, and classify the five groups of vertebrates (mammal, reptile, amphibian, bird and fish) based on characteristics.</p>

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<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>South Dakota Science Standards Covered in Program</b>
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><b>Grade 3 Standard</b> Physical Life Science Indicator 3: Analyze interactions of energy and matter. 3.P.2.1. Students are able to define energy and differentiate between sources of renewable and non-renewable energy.</p> <p>Earth/Space Science Indicator 1: Analyze the various structures and processes of the Earth system. 3.E.1.2. Describe how humans use Earth's natural resources.</p> <p><b>Grade 5 Standard</b> Science, Technology, Environment, and Society Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society. 5.S.2.1. Students are able to explain the interrelationship of populations, resources, and environments.</p>
Physical Science	<ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>	<p><b>Grade 5 Standard</b> Physical Science Indicator 3: Analyze interactions of energy and matter. 5.P.3.1. Students are able to demonstrate and explain how to measure heat flow into an object.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>South Dakota 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>World History</p> <p>Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.</p> <p>6.W.1.3. Students are able to explain the development of Mediterranean civilizations.</p> <p>Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.</p> <p>6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.</p>
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>World History</p> <p>Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>6.W.1.5. Students are able to explain the development of the African civilizations.</p> <p>6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.</p> <p>Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>6.W.2.5. Students are able to identify the cultural contributions of the African empires.</p> <p>6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican/Andean empires.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>South Dakota 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>Civics</p> <p>Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>6.C.1.1. Students are able to relate forms of governments to their civilizations.</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>Economics</p> <p>Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>6.E.1.1. Students are able to explain societies’ attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>6E.1.3. Students are able to identify the effects of economic systems on society.</p>