

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Tennessee Science Standards
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>Food Production and Energy for Life 2.3.1 Recognize the basic requirements for all living things.</p> <p>Heredity and Reproduction 2.4.1 Recognize that living things reproduce. 2.4.3 Recognize that the appearance of plants and animals changes as they mature.</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Earth Resources 2.10.1 Recognize that there are a variety of earth materials that have basic observable and measurable properties. a. Recognize the components of soil and sand. b. Observe the properties of sand and soil. 2.10.2 Recognize that earth materials can be recycled or conserved.</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Forces and Motion 2.11.1 Recognize that forces can move objects (push/pull).</p>
Health	<ul style="list-style-type: none"> • What Should I Eat? • Choosing the Right Foods • Healthful Food Choices 	<p>Food Production and Energy for Life 2.3.1 Recognize the basic requirements for all living things.</p>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Tennessee Social Studies Standards
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>Culture</p> <p>3.1.tpi.7. The student is able to investigate the cultural heritage of specific individuals in order to understand the relationships among cultures and ethnic groups.</p> <p>3.1.tpi.12. The student is able to read aloud various accounts that describe racial and ethnic groups' contributions to the development of the community and world.</p> <p>History</p> <p>3.5.tpi.6. The student is able to identify people, events, areas, and ideas that create a history of a place.</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Geography</p> <p>3.3.spi.3. The student is able to find a specific location on a school or community map.</p> <p>3.3.tpi.2. The student is able to create a map of neighborhood or city using components of our earth's system (e.g., water, lake, park, mountain or hill).</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Governance and Civics</p> <p>3.4.spi.2. The student is able to determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, walking within the crosswalk).</p> <p>3.4.tpi.3. The student is able to contribute to the development of class rules.</p> <p>3.4.ypi.10. The student is able to create a set of laws for the school.</p> <p>3.4.tpi.12. The student is able to evaluate a set of rules or laws.</p>
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>Economics</p> <p>3.2.spi.5. The student is able to differentiate between money and barter economies.</p> <p>3.2.tpi.3. The student is able to identify examples of making personal economic choices.</p> <p>3.2.tpi.4. The student is able to create a personal budget that allocates money for spending and saving.</p>

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Pennsylvania 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>3.1.7 Unifying Themes</p> <p>A. Explain that parts of a simple system and their relationship to each other.</p> <ul style="list-style-type: none"> • Describe a system as a group of related parts that work together to achieve a desired result (e.g., digestive system). <p>3.3.7 Biological Sciences</p> <p>B. Describe the cells as the basic structural and functional unit of living things.</p> <ul style="list-style-type: none"> • Identify the levels of organization from cell to organisms.
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>3.4.7 Physical Science, Chemistry and Physics</p> <p>D. Describe essential ideas about the composition and structure of the universe and the earth's place in it.</p> <ul style="list-style-type: none"> • Compare various planets' characteristics. • Describe and differentiate comets, asteroids, and meteors. • Identify equipment and instrument that explore the universe. • Identify the accomplishments provided by selected past and present scientists in the field of astronomy. • Identify and articulate space program efforts to investigate possibilities of living in space and on other planets.

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Pennsylvania Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>3.4.7 Physical Science, Chemistry and Physics</p> <p>A. Describe concepts about the structure and properties of matter.</p> <ul style="list-style-type: none"> • Identify elements as basic building blocks of matter that cannot be broken down chemically. • Distinguish compounds from mixtures • Describe and conduct experiments that identify chemical and physical properties. • Describe reactants and products of simple chemical reactions.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Pennsylvania 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>8.2.6 Pennsylvania History</p> <p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Ethnic and Racial relations (e.g., Penn’s treaties with the Indians, the Underground Railroad, the abolition of slavery). • Labor relations (e.g., indentured servants, working condition). <p>8.3.6 United States History</p> <p>C. Explain how continuity and change has influenced United States History from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Settlement patterns (e.g., frontier settlements, slave plantation society, growth of cities).

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Pennsylvania Social Studies Standards Covered in Program
<p>Geography</p>	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>7.3.6 The Human Characteristics of Places and Regions</p> <p>B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> • Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions). • Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region). <p>C. Describe the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> • Current and past settlement patterns in the local area. • Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation). <p>D. Describe the human characteristics of places and region by their economic activities.</p> <ul style="list-style-type: none"> • Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services). • Factors that influence the location and spatial distribution of economic activities (e.g., market size for different types of business, accessibility, modes of transportation used to move people, goods, and materials). • Spatial distribution of resources and their relationship to population distribution.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Pennsylvania 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>5.3.6 How Government Works</p> <p>A. Compare the structure, organization, and operation of local, state, and national governments.</p> <p>B. Describe the responsibilities and powers of the three branches of government.</p> <p>G. Describe how the government protects individual rights.</p> <ul style="list-style-type: none"> • Presumption of Innocence • Right to Counsel • Trial by jury • Bill of Rights.
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>6.4.6 Economic Interdependence</p> <p>A. Explain the advantages and disadvantages of specialization and division of labor.</p> <p>B. Explain how specialization leads to more trade between people and nations.</p> <p>C. Identify and define imports, exports, inter-regional trade and international trade.</p>

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Tennessee 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>Interactions Between Living Things and Their Environment 4.2.1 Investigate the relationships among organisms in a specific ecosystem.</p> <p>Food Production and Energy for Life 4.3.1 Realize that plants and animals use food for energy. 4.3.2 Recognize the function of specific structures in organisms that allow them to obtain food.</p>
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Earth Features 4.9.1 Recognize that the earth's geological features change. 4.9.2 Know that the earth is composed of different layers.</p>
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Energy 4.14.1 Know that energy exists in many forms. 4.14.3 Recognize the basic concept of electricity. a. Construct and explain a simple electrical circuit. b. Categorize materials as conductors or insulators.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Tennessee Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>History</p> <p>4.5.spi.9. The student is able to determine the influence Lewis and Clark's expedition had on westward expansion.</p> <p>4.5.spi.13. The student is able to analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, increased natural resources).</p> <p>4.5.tpi.7. The student is able to identify the contributions of early pioneers of Tennessee and America.</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</p> <p>4.3.spi.3. The student is able to recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food and water sources).</p> <p>4.3.spi.5. The student is able to determine how physical processes shape the United States' features and patterns (i.e., erosion, volcanoes, plate tectonics, flooding).</p>
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>Governance and Civics</p> <p>4.4.spi.1. The student is able to identify the 3 branches of federal and state governments.</p> <p>4.4.spi.2. The student is able to identify the rights outlined by the Bill of Rights (i.e., Amendments 1, 5, 6, 8).</p> <p>4.4.spi.4. The student is able to using a chart showing checks and balances, explain how one branch of government can limit the power of others.</p> <p>4.4.tpi.2. The student is able to enact a Bill of Right living tableau.</p>
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World's Economy 	<p>Economics</p> <p>4.2.spi.4. The student is able to interpret a chart of major agricultural produce in Tennessee (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, sheep).</p> <p>4.2.tpi.1. The student is able to draw a product map of Tennessee or a United States region.</p>

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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Tennessee 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>Cell Structure and Function</p> <p>5.1.1 Know that all organisms are made of one or more cells.</p> <p style="padding-left: 40px;">c. Differentiate among cells, tissues, organs, and systems.</p>
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>Earth and Its Place in the Universe</p> <p>5.7.1 Know that objects have identifiable characteristics (e.g., appearance, location, and apparent motion).</p> <p>5.7.2 Investigate the patterns and movement of objects in space.</p> <p style="padding-left: 40px;">a. Demonstrate how moon phases occur.</p> <p style="padding-left: 40px;">b. Explain why the moon appears to change shape.</p> <p style="padding-left: 40px;">c. Explain the difference between rotation and revolution in the solar system.</p>

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Tennessee Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Structure and Properties of Matter</p> <p>5.12.1 Recognize that matter has predictable properties and is composed of basic units, some too small to be seen with the naked eye.</p> <p>5.12.2 Recognize conditions that are associated with different states of matter.</p> <ul style="list-style-type: none"> a. Describe how evaporation and condensation occur as a result of temperature change. b. Explain why different types of matter freeze, melt, and/or evaporate at different rates <p>Interactions of Matter</p> <p>5.13.1 Describe the types of changes that result from interactions of matter.</p> <ul style="list-style-type: none"> a. Identify conditions associated with a chemical change. b. Distinguish between physical and chemical changes.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Tennessee 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>Culture 5.1.tpi.4. The student is able to explore cultural viewpoints that led to the eventual abolition of slavery.</p> <p>Grade 4 Standard Individuals, Groups, and Interactions 4.6.spi.2. The student is able to determine how the issue of slavery caused political and economic tensions between government policy and people’s beliefs (i.e., abolitionists, plantation owners, state’s rights, central government, Loyalists). 4.6.tpi.2. The student is able to create a scrapbook showing slave perspectives including drawings, newspaper articles, and other primary sources.</p>
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Grade 4 Standard Culture 4.1.spi.2. The student is able to identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French).</p> <p>Geography 4.3-spi.1. The student is able to identify the routes the explorers of the Americas on a map (i.e., Columbus, Balboa, Pizarro, DeSoto). 4.3.spi.3. The student is able to recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food and water sources).</p>

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Tennessee 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 Governance and Civics</p> <p>4.4.spi.2. The student is able to identify the rights outlined by the Bill of Rights (i.e., Amendments 1, 5, 6, 8.</p> <p>4.4.spi.4. The student is able to using a chart showing checks and balances, explain how one branch of government can limit the power of others.</p>
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Grade 4 Standard Economics</p> <p>4.2.spi.3. The student is able to identify major industries of Colonial America using a map of the original 13 colonies.</p> <p>4.2.spi.5. The student is able to analyze the impact of European exploration and colonization on the economy of Tennessee.</p>

**Reading for Information
Grade 6
Correlations to Tennessee Content Standards**

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Tennessee Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Grade 5 Standard Diversity and Adaptation Among Living Things</p> <p>5.5.1 Realize that plants and animals can be grouped according to similarities and differences in their characteristics.</p>
Earth Science	<ul style="list-style-type: none"> • Earth's Resources • Understanding Natural Resources • Using Natural Resources 	<p>Grade 5 Standard Earth Resources</p> <p>5.10.1 Recognize that earth materials have a variety of practical uses. 5.10.2 Know the basic characteristics of soils. 5.10.3 Realize the difference between renewable and non-renewable resources.</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Energy</p> <p>6.14.2 Understand the difference between heat and temperature. a. Describe how heat flows between objects.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Tennessee Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>Culture</p> <p>6.1.spi.5. The student is able to identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).</p> <p>6.1.spi.6. The student is able to recognize reasons that cultural groups develop or settle in specific physical environments.</p> <p>History</p> <p>6.5.spi.5. The student is able to identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).</p> <p>6.5.spi.11. The student is able to identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Tennessee Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Culture 6.1.spi.6. The student is able to recognize reasons that cultural groups develop or settle in specific physical environments.</p> <p>Geography 6.3.spi.3. The student is able to identify the location of early civilizations on a map (i.e., Mesopotamian, Egyptian, Ancient Chinese, Indian). 6.3.tpi.5. The student is able to investigate the impact of a local river system on the development of the local community. Compare these consequences to those of an earlier river-based civilization.</p>
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Governance and Civics 6.4.spi.1. Students are able to recognize types of government (i.e., formal/informal, monarchy, direct/indirect democracy, republics, theocracy). 6.4.tpi.1. The student is able to create a comparison chart fro several types of government including monarchy, formal/informal, direct/indirect democracy, republics, and theocracy.</p>
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>Grade 5 Standard</p> <p>Economics 5.2.tpi.8. The student is able to examine how scarcity of natural, human, and capital resources affected economic choices in the United States.</p>