

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	TX Science Content Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Plants Live and Grow • Plants: Alive and Growing • Plants: Living and Growing 	<p>8. The student distinguishes between living organisms and nonliving objects. A. identify characteristics of living organisms</p> <p>9. The student knows that living organisms have basic needs. A. identify the external characteristics of different kinds of plants and animals that allow their needs to be met</p>
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>10. The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere.</p> <p>Grade 3 Standard 11.B. identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants</p>
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>7. The student knows that many types of change occur. A. observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement C. demonstrate a change in the motion of an object by giving the object a push or a pull</p> <p>Grade 3 Standard 6. The student knows that forces cause change.</p>

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Reading for Information Science Strand	Grade 2 Leveled Reader Titles	TX Science Content Standards Covered in Program
Health	<ul style="list-style-type: none"> • What Should I Eat? • Choosing the Right Foods • Healthful Food Choices 	<p>1. The student understands that personal health decisions and behaviors affect health throughout the life span.</p> <ul style="list-style-type: none"> C. identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities D. identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices G. describe how a healthy diet can help protect the body against some diseases

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	TX Social Studies Content Standards Covered in Program
History	<ul style="list-style-type: none"> • George Washington Carver • César Chávez • Sally Ride 	<p>2. The student understands the concepts of time and chronology.</p> <p style="padding-left: 20px;">B. use vocabulary related to chronology, including past, present, and future</p> <p>4. The student understands how historical figures and ordinary people helped to shape our community, state, and nation.</p> <p style="padding-left: 20px;">A. identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation</p> <p style="padding-left: 20px;">B. identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness</p>
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>7. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.</p> <p style="padding-left: 20px;">B. explain how people depend on the physical environment and its natural resources to satisfy their basic needs.</p> <p>8. The student understands how humans use and modify the physical environment</p> <p style="padding-left: 20px;">A. identify ways in which people depend on the physical environment, including natural resources, to meet basic needs</p>
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>11. The student understands the purpose of governments.</p> <p style="padding-left: 20px;">C. describe how governments establish order, provide security, and manage conflict.</p> <p>14. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.</p> <p style="padding-left: 20px;">B. identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam</p>
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	<p>9. The student understands the importance of work.</p> <p style="padding-left: 20px;">A. explain how work provides income to purchase goods and services</p> <p style="padding-left: 20px;">B. explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work.</p>

**Reading for Information
Grade 3
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Reading for Information Science Strand	Grade 3 Leveled Reader Titles	TX Science Content Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>8. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live.</p> <ul style="list-style-type: none"> A. observe and describe the habitats of organisms within an ecosystem B. observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space C. describe environmental changes in which some organisms would thrive, become ill, or perish <p>9. The student knows that species have different adaptations that help them survive and reproduce in their environment.</p> <ul style="list-style-type: none"> A. observe and identify characteristics among species that allow each to survive and reproduce B. analyze how adaptive characteristics help individuals within a species to survive and reproduce
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>11. The student knows that the natural world includes earth materials and objects in the sky.</p> <ul style="list-style-type: none"> C. identify the planets in our solar system and their position in relation to the Sun D. describe the characteristics of the Sun

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Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>7. The student knows that matter has physical properties. B. identify matter as liquids, solids, and gases</p>
Health	<ul style="list-style-type: none"> • Talk It Out • It's Great to Communicate! • Communication Is Key 	<p>9. The student uses social skills in building and maintaining healthy relationships. A. demonstrate effective verbal and nonverbal communication B. demonstrate strategies for resolving conflicts C. explain how to be a good friend D. demonstrate effective listening skills</p> <p>10. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. A. demonstrate respectful communication with family members, peers, teachers, and others B. describe the mental-health value of respectful communication such as reducing the potential for angry behavior C. express needs, wants, and emotions in healthy ways</p>

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	TX Social Studies Content Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>10. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.</p> <ul style="list-style-type: none"> A. identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good C. identify and explain the importance of acts of civic responsibility, including obeying laws and voting D. identify ordinary people who exemplify good citizenship. <p>11. The student understands the impact of individual and group decisions on communities in a democratic society.</p> <ul style="list-style-type: none"> A. give examples of community changes that result from individual or group decisions B. identify examples of actions individuals and groups can take to improve the community C. identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good. <p>18.A. use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>

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Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	TX Social Studies Content Standards Covered in Program
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>6. The student understands the purposes of spending and saving money.</p> <p style="padding-left: 20px;">A. identify ways of earning, spending, and saving money</p> <p>7. The student understands the concept of an economic system.</p> <p style="padding-left: 20px;">A. define and identify examples of scarcity</p> <p style="padding-left: 20px;">B. explain the impact of scarcity on the production, distribution, and consumption of goods and services</p> <p style="padding-left: 20px;">C. explain the impact of scarcity on interdependence within and among communities</p>
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>4. The student understands how humans adapt to variations in the physical environment.</p> <p style="padding-left: 20px;">A. describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards</p> <p style="padding-left: 20px;">B. compare how people in different communities adapt to or modify the physical environment</p> <p style="padding-left: 20px;">D. identify and compare the human characteristics of selected regions.</p> <p>5. The student understands the concepts of location, distance, and direction on maps and globes.</p> <p style="padding-left: 20px;">B. use a scale to determine the distance between places on maps and globes</p> <p style="padding-left: 20px;">C. identify and use the compass rose, grid, and symbols to locate places on maps and globes</p>

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History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	<ol style="list-style-type: none"> 1. The student understands how individuals, events, and ideas have influenced the history of various communities. <ol style="list-style-type: none"> A. describe how individuals, events, and ideas have changed communities over time 2. The student understands common characteristics of communities, past and present. <ol style="list-style-type: none"> B. compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present. 3. The student understands the concepts of time and chronology. <ol style="list-style-type: none"> A. use vocabulary related to chronology, including ancient and modern times and past, present, and future times B. create and interpret timelines C. describe historical times in terms of years, decades, and centuries

**Reading for Information
Grade 4
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Reading for Information Science Strand	Grade 4 Leveled Reader Titles	TX Science Content 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>11.C. identify the Sun as the major source of energy for the Earth and understand its role in the growth of plants</p> <p>Grade 6 Standard 8.C. describe energy flow in living systems including food chains and food webs</p>
Earth Science	<ul style="list-style-type: none"> • The Earth beneath Your Feet • Our Changing Planet • Earth’s Changing Surface 	<p>10. The student knows that certain past events affect present and future events. A. identify and observe effects of events that require time for changes to be noticeable including growth, erosion, dissolving, weathering, and flow</p> <p>Grade 3 Standard 6.b. identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers</p> <p>Grade 5 Standard 12.B. interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering</p>

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Reading for Information Science Strand	Grade 4 Leveled Reader Titles	TX Science Content Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>7. The student knows that complex systems may not work if some parts are removed.</p> <ul style="list-style-type: none"> A. identify and describe the roles of . . . parts in nonliving systems such as a light bulb in a circuit B. predict and draw conclusions about what happens when part of a system is removed <p>Grade 5 Standards</p> <p>7.A. classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound</p> <p>8.C. demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects</p>
Health	<ul style="list-style-type: none"> • Help Your Health • Healthful Habits • Good Health and You 	<p>5. The student comprehends and practices behaviors that prevent disease and speed recovery from illness.</p> <ul style="list-style-type: none"> A. set personal-health goals for preventing illness B. identify different pathogens . . . such as viruses, bacteria, and fungi C. discuss ways in which prevention and transmission of disease are affected by individual behaviors D. distinguish between communicable and noncommunicable diseases

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	TX Social Studies Content Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	<p>G5 standard</p> <p>4. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <ul style="list-style-type: none"> B. identify reasons people moved west; C. identify examples of U.S. territorial expansion; G. identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	<p>6. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <ul style="list-style-type: none"> A. apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and <p>7. The student understands the concept of regions. The student is expected to:</p> <ul style="list-style-type: none"> A. describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity; B. describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics; and
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	<p>16. B. identify and explain the basic functions of the three branches of state government.</p> <p>18. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p> <ul style="list-style-type: none"> A. explain how individuals can participate voluntarily in civic affairs at state and local levels; B. explain the role of the individual in state and local elections; <p>19. The student understands the importance of effective leadership in a democratic society.</p>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	TX Social Studies Content Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World's Economy 	<p>10. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:</p> <p style="padding-left: 40px;">B. explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.</p> <p>14. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:</p> <p style="padding-left: 40px;">A. identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;</p>

**Reading for Information
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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	TX Science Content Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Your Body at Work • The Human Body • Your Body: A Complex Machine 	<p>Grade 5 Health Standard 2. The student recognizes the basic structures and functions of the human body. A. describe the structure, functions, and interdependence of major body systems</p> <p>Grade 6 Standard 10. The student knows the relationship between structure and function in living systems. B. determine that all organisms are composed of cells that carry on functions to sustain life</p>
Earth Science	<ul style="list-style-type: none"> • Earth and Its Neighbors • Our Solar System • Exploring Our Solar System 	<p>6. The student knows that some change occurs in cycles. A. identify events and describe changes that occur on a regular basis such as in daily, weekly, lunar, and seasonal cycles</p> <p>12. The student knows that the natural world includes earth materials and objects in the sky. C. identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon D. identify gravity as the force that keeps planets in orbit around the Sun and the moon in orbit around the Earth</p>

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Reading for Information Science Strand	Grade 5 Leveled Reader Titles	TX Science Content Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>7. The student knows that matter has physical properties.</p> <ul style="list-style-type: none"> B. demonstrate that some mixtures maintain the physical properties of their ingredients C. identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving sugar in water <p>Grade 6 Standard</p> <p>7. The student knows that substances have physical and chemical properties.</p>
Health	<ul style="list-style-type: none"> • Building Self-Esteem • Self-Esteem and You • Developing Self-Esteem 	<p>1. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.</p> <ul style="list-style-type: none"> A. distinguish between healthy and harmful influences of friends and others D. describe strategies for stress management <p>7. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making healthy decisions.</p> <ul style="list-style-type: none"> B. assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving D. describe benefits in setting and implementing short and long-term goals E. explain the necessity of perseverance to achieve goals F. explain the importance of parent/trusted adult guidance in goal setting

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	TX Social Studies Content Standards Covered in Program
History	<ul style="list-style-type: none"> • The Plantation System • Slavery in Early America • From Plantations to Abolition 	<p>1. The student understands the causes and effects of European colonization in the United States. The student is expected to:</p> <ul style="list-style-type: none"> A. explain when, where, and why groups of people colonized and settled in the United States
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>8. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <ul style="list-style-type: none"> A. identify and describe the types of settlement and patterns of land use in the United States; B. describe clusters of settlement in the United States and explain their distribution; C. analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present; and D. explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present. <p>9. The student understands how people adapt to and modify their environment. The student is expected to:</p> <ul style="list-style-type: none"> A. describe ways people have adapted to and modified their environment in the United States, past and present; B. identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and

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Civics	<ul style="list-style-type: none"> • Your American Government • Crafting the Constitution • How a Bill Becomes a Law 	16. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to: <ul style="list-style-type: none"> A. identify the purposes and explain the importance of the Declaration of Independence; and B. explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution. 17. The student understands the framework of government created by the U.S. Constitution. The student is expected to: <ul style="list-style-type: none"> A. identify and explain the basic functions of the three branches of government; B. identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and C. distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

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Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>10. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p> <p style="padding-left: 40px;">B. explain the economic patterns of early European colonists.</p> <p>11. The student understands the reasons for exploration and colonization. The student is expected to:</p> <p style="padding-left: 40px;">A. identify the economic motivations for European exploration and settlement in the United States; and</p> <p style="padding-left: 40px;">B. identify major industries of colonial America.</p> <p>13. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p style="padding-left: 40px;">A. explain how supply and demand affects consumers in the United States; and</p> <p style="padding-left: 40px;">B. evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.</p> <p>14. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p style="padding-left: 40px;">A. analyze how people in different parts of the United States earn a living, past and present;</p> <p style="padding-left: 40px;">B. identify and explain how geographic factors have influenced the location of economic activities in the United States;</p> <p style="padding-left: 40px;">C. analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;</p>

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Reading for Information Science Strand	Grade 6 Leveled Reader Titles	TX Science Content Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>High School Standards</p> <p>8.B. analyze relationships among organisms and develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature</p> <p>8.C. identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals</p>
Earth Science	<ul style="list-style-type: none"> • Earth’s Resources • Understanding Natural Resources • Using Natural Resources 	<p>9. The student knows that obtaining, transforming, and distributing energy affects the environment.</p> <ul style="list-style-type: none"> A. identify energy transformations occurring during the production of energy for human use such as electrical energy to heat energy or heat energy to electrical energy. B. compare methods used for transforming energy in devices such as water heaters, cooling systems, or hydroelectric and wind power plants C. research and describe energy types from their source to their use and determine if the type is renewable, non-renewable, or inexhaustible <p>Grade 5 Standards</p> <p>11.C identify past events that led to the formation of the Earth’s renewable, non-renewable, and inexhaustible resources</p> <p>12.B describe processes responsible for the formation of coal, oil, gas, and minerals</p>
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Grade 5 Standards</p> <p>7.A. classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound</p>

	8.A. differentiate among forms of energy including light, heat , electrical, and solar energy
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Reading for Information Science Strand	Grade 6 Leveled Reader Titles	TX Science Content Standards Covered in Program
Health	<ul style="list-style-type: none"> • Drugs: Know the Facts • Facts about Drugs • Drug Abuse and Prevention 	<p>1. The student engages in behaviors that reduce health risks throughout the life span.</p> <ul style="list-style-type: none"> A. analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter B. examine social influences on drug-taking behaviors C. describe chemical dependency and addiction to tobacco, alcohol, and other drugs and Substances E. identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities H. identify and describe strategies for avoiding drugs <p>7. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships.</p> <ul style="list-style-type: none"> B. explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior <p>11. The student analyzes information and applies critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p> <ul style="list-style-type: none"> C. explain the use of refusal skills in unsafe situations D. compare the risks and benefits of various health behaviors such as choosing not to smoke

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History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<ol style="list-style-type: none"> 1. The student understands that historical events influence contemporary events. 2. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to: <ol style="list-style-type: none"> A. explain the significance of individuals or groups from selected societies, past and present; and B. describe the influence of individual and group achievement on selected historical or contemporary societies.

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Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>3. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p> <ul style="list-style-type: none"> B. pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and C. compare selected world regions and countries using data from maps, graphs, charts, databases, and models. <p>4. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:</p> <ul style="list-style-type: none"> A. locate major historical and contemporary societies on maps and globes; B. identify and explain the geographic factors responsible for patterns of population in places and regions; C. explain ways in which human migration influences the character of places and regions; and D. identify and explain the geographic factors responsible for the location of economic activities in places and regions. <p>5. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <ul style="list-style-type: none"> A. explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and <p>7. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:</p> <ul style="list-style-type: none"> A. identify and analyze ways people have adapted to the physical environment in selected places and regions; B. identify and analyze ways people have modified the physical environment; and

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Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>11. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:</p> <ul style="list-style-type: none"> A. describe characteristics of limited and unlimited governments; B. identify examples of limited and unlimited governments; C. identify reasons for limiting the power of government; and D. compare limited and unlimited governments. <p>12. The student understands alternative ways of organizing governments. The student is expected to:</p> <ul style="list-style-type: none"> A. identify alternative ways of organizing governments such as rule by one, few, or many; B. identify examples of governments with rule by one, few, or many; C. identify historical origins of democratic forms of government; and D. compare how governments function in selected world societies such as China, Germany, India, and Russia. <p>13. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <ul style="list-style-type: none"> A. describe roles and responsibilities of citizens in selected contemporary societies including the United States; B. explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies; and <p>14. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:</p> <ul style="list-style-type: none"> A. identify and explain the importance of voluntary civic participation in democratic societies; and B. explain relationships among rights and responsibilities in democratic societies.

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Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>8. The student understands the various ways in which people organize economic systems. The student is expected to:</p> <ul style="list-style-type: none"> A. compare ways in which various societies organize the production and distribution of goods and services; B. identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and C. explain the impact of scarcity on international trade and economic interdependence among societies. <p>9. The student understands the role factors of production play in a society's economy. The student is expected to:</p> <ul style="list-style-type: none"> A. describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and B. identify problems and issues that may arise when one or more of the factors of production is in relatively short supply