

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

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Vermont Science 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>Life Science</p> <p>S1-2:30 Students demonstrate their understanding of Structure and function-survival requirements by...</p> <ul style="list-style-type: none"> • Observing and recording the parts that make up living things (i.e., roots, stems, leaves, flowers, legs, antennae, tail, shell). <p>S1-2:31 Students demonstrate their understanding of reproduction by...</p> <ul style="list-style-type: none"> • Drawing and labeling the stages of development in the life of a familiar plant or animal. <p>S1-2:34 Students demonstrate their understanding of energy flow in an ecosystem by...</p> <ul style="list-style-type: none"> • Experimenting with plant growth under different conditions, including light and no light.
Earth Science	<ul style="list-style-type: none"> • All about Soil • What Is Soil? • Facts about Soil 	<p>Earth/Space Science</p> <p>S1-2:46 Students demonstrate their understanding of processes and change over time within systems of the universe by...</p> <ul style="list-style-type: none"> • Observing, describing, and comparing color and texture of different types of rocks and soils. • Conducting tests on how different types of soil retain water.

Reading for Information Science Strand	Grade 2 Leveled Reader Titles	Vermont Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • It Takes Force • Making Things Move • Facts about Force 	<p>Physical Science</p> <p>S1-2:19 Students demonstrate their understanding of motion by...</p> <ul style="list-style-type: none"> • Investigating and describing how objects move in different ways. <p>S1-2:21 Students demonstrate their understanding of force by...</p> <ul style="list-style-type: none"> • Investigating and identifying how pushing or pulling moves or does not move an object. <p>S1-2:22 Students demonstrate their understanding of gravitational force by...</p> <ul style="list-style-type: none"> • Observing and describing that different objects fall to the earth unless something is holding them up.

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Vermont Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> • Where We Live • Where Do You Live? • Your Land, Your Home 	<p>Physical and Cultural Geography</p> <p>H&SS1-2:11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs, mental mapping. • Identifying the locations of places within the community on a prepared map, and suggesting why particular locations are used for certain human activities (e.g., parks, schools, shops, etc.). <p>H&SS1-2:12 Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • Identifying ways in which they and people in the community take care of or hurt the environment (e.g., after identifying litter in the local area, discussing why the trash is there and giving suggestions about how the problem can be helped). • Identifying ways in which people in their community adapt to their physical environment, and discussing how these adaptations have both positive and negative effects.
Civics	<ul style="list-style-type: none"> • We Need Rules and Laws • Rules and Laws • Following Laws and Rules 	<p>Government and Society</p> <p>H&SS1-2:14 Students act as citizens by...</p> <ul style="list-style-type: none"> • Participating in setting and following the rules of the group, school, community. <p>H&SS1-2:15 Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • Identifying rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light, wearing bike helmet).

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Vermont Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Why Do We Need Money? • Money and Work • Making Money 	Economics H&SS1-2:19 Students show understanding of the interconnectedness between government and the economy by... <ul style="list-style-type: none"> • Describing ways in which people exchange money for goods (e.g., buying lunch or snack). H&SS1-2:20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by... <ul style="list-style-type: none"> • Explaining why people earn, spend, and save.

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

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Vermont Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Environments in Action • Ecosystems Everywhere! • Ecosystems 	<p>Life Science</p> <p>S3-4:30 Students demonstrate their understanding of Structure and Function-Survival Requirements by...</p> <ul style="list-style-type: none"> • Explaining how the physical structure/characteristic of an organism allows it to survive and defend itself (e.g., The coloring of a fiddler crab allows it to camouflage itself in the sand and grasses of its environment so that it will be protected from predators. A rose is protected by its thorns.). <p>S3-4:36 Students demonstrate their understanding of Equilibrium in an Ecosystem by...</p> <ul style="list-style-type: none"> • Explaining how one organism depends upon another organism to survive.
Earth Science	<ul style="list-style-type: none"> • Objects in the Sky • Looking at Outer Space • Exploring Outer Space 	<p>Earth/Space Science</p> <p>S3-4:44 Students demonstrate their understanding of Characteristics of the Solar System by...</p> <ul style="list-style-type: none"> • Creating a model of the planets and their correct order from the sun. • Drawing or building and then explaining a model of the earth rotating on its axis in relation to the sun and moon (i.e., day and night).

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	Vermont Science Standards Covered in Program
Physical Science	<ul style="list-style-type: none"> • Facts about Matter • Matter Matters • All about Matter 	<p>Physical Science</p> <p>S3-4:12 Students demonstrate their understanding of the States of Matter by...</p> <ul style="list-style-type: none"> • Identifying, describing, and comparing the properties of selected solids, liquids, and gases. <p>S3-4:13 Students demonstrate their understanding of the Properties of a Gas by...</p> <ul style="list-style-type: none"> • Experimenting with a gas in a closed container (such as a balloon or a bag) and describing how pressure on the container changes when the volume of the gas changes. <p>S3-4:14 Students demonstrate their understanding of Physical Change by...</p> <ul style="list-style-type: none"> • Investigating and explaining what happens to liquids in open containers.

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Vermont Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Your Rights and Duties • Good Citizens • Rights and Responsibilities 	<p>Civics, Government, and Society H&SS3-4: 14 Students act as citizens by...</p> <ul style="list-style-type: none"> • Identifying the rights and responsibilities of citizenship in a school and local community (e.g., the right to use town roads and speak one's mind at town meeting, the responsibility to pay town taxes). <p>H&SS3-4:16 Students examine how different societies address issues of interdependence by...</p> <ul style="list-style-type: none"> • Defining their own rights and needs-and the rights and needs of others-in the classroom, school, and community (e.g., establishing a clothing drive/swap for the needy; creating a park for roller blades).
Economics	<ul style="list-style-type: none"> • What We Need, What We Want • Needs and Wants • Making Choices 	<p>Economics H&SS3-4:20 Students make economic decisions as a consumer, producers, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> • Explaining ways people meet their basic needs and wants (e.g., people buy oil because they need heat; people buy video games because they want entertainment).
Geography	<ul style="list-style-type: none"> • United States Landforms • Deserts and Coasts • Different Climates 	<p>Physical and Cultural Geography H&SS3-4: 11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Observing, comparing, and analyzing patterns of local and state land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities.

Reading for Information Social Studies Strand	Grade 3 Leveled Reader Titles	Vermont Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • The Diné • The Yurok • The Nimi'ipuu 	Physical and Cultural Geography H&SS3-4:13 Students analyze how and why cultures continue and change over time by... <ul style="list-style-type: none"> • Describing the contributions of various cultures to Vermont and the U.S. (e.g., describing French cultural diffusion in Vermont).

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

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Vermont 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>Life Science</p> <p>S3-4:34 Students will demonstrate their understanding of Energy Flow in an Ecosystem by...</p> <ul style="list-style-type: none"> • Identifying the source of energy for the survival of organisms. <p>S3-4:35 Students will demonstrate their understanding of Food Webs in an Ecosystem by...</p> <ul style="list-style-type: none"> • Recognize that, in a simple food chain, all animals' food begins with plants. • Researching and designing a habitat and explaining how it meets the needs of the organisms that live there.
Earth Science	<ul style="list-style-type: none"> • The Earth Beneath Your Feet • Our Changing Planet • Earth's Changing Surface 	<p>Earth/Space Science</p> <p>S3-4:47 Students will demonstrate their understanding of Processes and Change over Time within Earth Systems by...</p> <ul style="list-style-type: none"> • Investigating how local landforms are affected by wind, water, or ice, and using results from the investigation to draw conclusions about how water interacts with earth materials. • Building models that simulate deposits of sediments (e.g., a stream table). • Comparing local landforms with models created in the classroom.
Physical Science	<ul style="list-style-type: none"> • It's Shocking! • Power It Up! • What Is Electricity? 	<p>Physical Science</p> <p>S3-4:24 Students demonstrate their understanding of Electrical Energy by...</p> <ul style="list-style-type: none"> • Building circuits, drawing diagrams of these electrical circuits, and predicting whether electricity flows or will not flow through the circuit. • Using experimental data to classify different materials as conductors and insulators.

Reading for Information Science Strand	Grade 4 Leveled Reader Titles	Vermont Science Standards Covered in Program
Health	<ul style="list-style-type: none"> • Help Your Health • Healthful Habits • Good Health and You 	<p>Human Body</p> <p>S3-4:42 Students will demonstrate their understanding of the Patterns of Human Health/Disease by...</p> <ul style="list-style-type: none"> • Explaining how tears, saliva, and skin, can protect the body from harmful germs.

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Vermont Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • What's Out West? • Go West! • Westward Expansion 	History H&SS3-4:9 Students show understanding of how humans interpret history by... <ul style="list-style-type: none"> • Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.
Geography	<ul style="list-style-type: none"> • Regions of the United States • Land in the United States • Living in the United States 	Physical and Cultural Geography H&SS3-4:12 Students show understanding of human interaction with the environment over time by... <ul style="list-style-type: none"> • Describing how patterns of human activities (for example, housing, transportation, food consumption, or employment) relate to natural resource distribution (e.g., how population concentrations in Vermont developed around fertile lowlands, French/English/Indian conflict for furs in northern Vermont).
Civics	<ul style="list-style-type: none"> • Our Government • By the People, For the People • Our Democracy 	Civics, Government, and Society H&SS3-4:14 Students acts as citizens by... <ul style="list-style-type: none"> • Describing the roots of American culture, its development and many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
Economics	<ul style="list-style-type: none"> • Where We Live, Where We Work • Working in America • The World's Economy 	Economics H&SS3-4:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by... <ul style="list-style-type: none"> • Tracing the production, distribution, and consumption of goods in Vermont (e.g., after visiting a sugar house, trace the distribution of locally-produced maple syrup). • Describing the causes and effects of economic activities on the environment in Vermont (e.g., granite industry).

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

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Vermont 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>Life Science</p> <p>S5-6:32: Students will demonstrate their understanding of Structure and Function-Survival Requirements by...</p> <ul style="list-style-type: none"> • Explaining the relationship among cells, tissues, organs, and systems. • Observing plant or animal tissue and explain how “specialized” cells help to support the specialized function of tissue (e.g., Muscle cells form muscle tissue; skin cells form skin tissue; nerve cells form brain tissue). <p>Human Body</p> <p>S5-6:41 Students will demonstrate their understanding of Human Body Systems by...</p> <ul style="list-style-type: none"> • Investigating circumstances that affect more than one body system and explaining the interconnected relationship among the body systems (e.g., the effects of exercise on several interdependent body systems, such as respiratory, circulatory, digestive, nervous, skeletal systems).

Reading for Information Science Strand	Grade 5 Leveled Reader Titles	Vermont 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>Earth/Space Science</p> <p>S5-6:44: Students will demonstrate their understanding of Characteristics of the Solar System by...</p> <ul style="list-style-type: none"> • Creating a diagram or model and explaining the effects of the orbit of the earth around the sun and the moon around the earth. <p>S5-6:45 Students will demonstrate their understanding of Processes and Change over Time within the Systems of the Universe by...</p> <ul style="list-style-type: none"> • Explaining, after viewing a picture or illustration with sun/moon showing true relative size, why the sun and moon appear to be the same size when seen from earth. • Relating this phenomenon to lunar and solar eclipses and explaining how technology has allowed scientists to extend existing ideas about the solar system.
Physical Science	<ul style="list-style-type: none"> • Making Matter Change • Changing Matter • Compounds and Mixtures 	<p>Physical Science</p> <p>S5-6:14 Students will demonstrate their understanding of Physical Change by...</p> <ul style="list-style-type: none"> • Predicting the effect of heating and cooling on the physical state and the mass of a substance. <p>S3-4:15 Students will demonstrate their understanding of Chemical Change by...</p> <ul style="list-style-type: none"> • Observing evidence of simple chemical change to identify that new substances are formed when a chemical reaction has occurred (e.g., rusted nail, vinegar combined with baking soda).

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Vermont 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>History H&SS5-6:8 Students connect the past with the present by...</p> <ul style="list-style-type: none"> • Investigating how events, people, and ideas have shaped the United States and/or world; and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S., and how might the U.S. be different if it had never happened?). <p>Civics, Government, and Society H&SS5-6:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Identifying a current or historical issue related to basic human rights (e.g., civil rights; women's movement). • Explaining how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position).
Geography	<ul style="list-style-type: none"> • Geography and the Colonies • Settlement in Early America • People and the Environment 	<p>Physical and Cultural Geography H&SS5-6:11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Observing, comparing, and analyzing patterns of state, national, and global land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities.

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Vermont 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>Civics, Government, and Society</p> <p>H&SS5-6:14 Students act as citizens by...</p> <ul style="list-style-type: none"> • Describing and defining the rights, principles, and responsibilities of citizenship in the U.S. (e.g., the right to vote and the responsibility to obey the law). • Describing how an American’s identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples. <p>H&SS5-6:15 Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • Describing how rules and laws are created (e.g., participating in a simulation about creating a new law). • Identifying key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution). • Describing the basic principles of American democracy (e.g., right to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection under the law; freedom of speech and religion).

Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Vermont Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> • Colonial American Trade • Colonial American Economics • Economic Choices in Early America 	<p>Economics</p> <p>H&SS5-6:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • Examining how producers in the U.S. have used natural, human, and capital resources to produce goods and services and describing long-term effects of these uses (e.g., What long-term effects did the growth of tobacco in the Chesapeake Bay have on humans?). <p>H&SS5-6:20 Students make economic decisions as a consumer, producers, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> • Defining and applying basic economic concepts such as supply and demand, price, market and/or opportunity cost in an investigation of a regional or national economic question or problem (e.g., what were the opportunity costs if westward migration?).

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

Reading for Information Science Strand	Grade 6 Leveled Reader Titles	Vermont Science Standards Covered in Program
Life Science	<ul style="list-style-type: none"> • Organizing Living Things • The Classification System • Classifying Living Things 	<p>Grade 3-4 Standard Life Science S3-4:38 Students demonstrate their understanding of Classification of Organisms by...</p> <ul style="list-style-type: none"> • Describing and sorting plants and animals into groups based on structural similarities and differences (e.g., All pine, spruce, and evergreen trees have similar leaf structures; Spiders have eight legs, and insects have six).
Earth Science	<ul style="list-style-type: none"> • Earth's Resources • Understanding Natural Resources • Using Natural Resources 	<p>Earth/Space Science S5-6:49 Students will demonstrate their understanding of Processes and Change within Natural Resources by...</p> <ul style="list-style-type: none"> • Identifying examples of good and poor management of natural resources. • Explaining how overpopulation of living things can degrade an environment due to increased use of resources.
Physical Science	<ul style="list-style-type: none"> • Heating Up • Heat Around Us • Understanding Heat 	<p>Physical Science S5-6:23 Students will demonstrate their understanding of Heat Energy by...</p> <ul style="list-style-type: none"> • Identifying real world applications where heat energy is transferred, using evidence to explain the direction that the heat energy flows.

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Vermont Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> • Egypt Long Ago • Ancient China • Ancient Greece 	<p>H&SS5-6:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Describing the contributions of various cultural groups to the world, both past and present. • Identifying how location influences cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location).
Geography	<ul style="list-style-type: none"> • The Life-Giving Nile • Life in Africa and Arabia • Empires of the Americas 	<p>Physical and Cultural Geography</p> <p>H&SS5-6:12: Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • Describing how people have changed the environment in the U.S. and world for specific purposes (e.g., development of urban environments, genetic modification of crops, reforestation). <p>H&SS5-6:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Describing the contributions of various cultural groups to the world, both past and present. • Identifying how location influences cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location).

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Vermont Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> • Government in Action • Global Relationships • Yugoslavia: A Changing Nation 	<p>Civics, Government, and Society</p> <p>H&SS5-6:14 Students acts as citizens by...</p> <ul style="list-style-type: none"> • Giving examples of ways people act as members of a global community (e.g., purchasing products made in other countries). <p>H&SS5-6:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Describing the purposes and functions of governmental and nongovernmental international organization (e.g., the United Nations).
Economics	<ul style="list-style-type: none"> • Changing Economies • Economies Around the World • Many Economies, One World 	<p>H&SS5-6:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Identifying examples of interdependence among states and nations (e.g., natural resources).