

A Correlation of

**Scott Foresman
Reading Street Selections
and Leveled Readers**

© 2013



To the

**Minnesota Academic Standards
in Social Studies (2011)**

Grades K-5

Introduction

This document demonstrates how ***Scott Foresman Reading Street Common Core***, ©2013 meets the ***Minnesota Academic Standards in Social Studies (2011)***. Correlation references are to the Reading Street selection titles and Leveled Reader titles. References to the Leveled Reader titles from Good Habits, Great Readers, MyWorld Social Studies, Scott Foresman Social Studies and iOpeners are also included where appropriate.

Scott Foresman Reading Street, Common Core is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street Common Core is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

At the heart of ***Reading Street***—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that aid in this goal is the *Read for Understanding Routine*, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of Scott ***Foresman Reading Street Common Core***. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within ***Reading Street Common Core*** emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

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Introduction (continued)

Reading Street Common Core instruction for all learners is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street Common Core** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Scott Foresman Reading Street Common Core State Standards-Based Assessment integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within **Scott Foresman Reading Street Common Core** echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, e-text, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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to the
Minnesota Academic Standards in Social Studies (2011)
Grade K**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Grade K		
Strand		
1. Citizenship and Government		
Sub- strand		
1.Civic Skills		
Standard		
Understand that..		
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.		
Benchmark		
<p>0.1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values.</p> <p><i>For example:</i> Civic skills—listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship.</p>		<p>Reading Street Leveled Readers:</p> <p>Unit 1: <i>A: Fun for Us</i> <i>Concept Literacy: I Help; Who Helps?</i></p> <p>Unit 3: <i>Concept Literacy: What Makes Me Happy?</i></p>

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to the
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Grade K**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Civic Values and Principles of Democracy		
Standard		
Understand that..		
2. The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.		
Benchmark		
0.1.2.2.1 Describe symbols, songs and traditions that identify our nation and state. <i>For example:</i> American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag.	SE/TE: Unit 1: <i>The United States Flag</i> Unit 4: <i>The Statue of Liberty</i>	
Sub- strand		
4. Governmental Institutions and Political Processes		
Standard		
Understand that..		
8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.		
Benchmark		
0.1.4.8.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.		Scott Foresman Social Studies Leveled Readers: Unit 1: BL: <i>Rules</i> OL: <i>Why We Have Rules</i> AL: <i>Rules Make Life Work</i>

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Grade K**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
2. Economics		
Sub- strand		
1. Economic Reasoning Skills		
Standard		
Understand that..		
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.		
Benchmark		
0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). <i>For example:</i> Needs—to be fed, to be free from thirst, to be sheltered. Wants—to be entertained, to be educated, to be famous, to be strong, to be helpful to others.		Reading Street Leveled Readers: Unit 6: <i>Concept Literacy: What Do We Need?</i>
0.2.1.1.2 Identify goods and services that could satisfy a specific need or want. <i>For example:</i> The need to be free from thirst could be satisfied by water, milk or orange juice. The desire (want) to be entertained could be satisfied by a toy, an amusement park ride or watching a movie.		Reading Street Leveled Readers: Unit 5: <i>A: Ming on the Job Concept Literacy: We Help</i> Unit 6: <i>Concept Literacy: Who Builds a House?</i>

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Grade K**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. Fundamental Concepts		
Standard		
Understand that..		
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.		
Benchmark		
0.2.3.5.1 Distinguish between goods (objects that can be seen or touched) and services (actions or activities). <i>For example:</i> Goods—apple, shirt, toy. Services—haircut, bus ride, bicycle repair.	SE/TE: Unit 1: <i>Dig Dig Digging</i> Unit 5: <i>Mayday! Mayday!</i> <i>Trucks Roll!</i>	Reading Street Leveled Readers: Unit 1: BL: <i>What Do You See?</i> OL: <i>Ted; Work</i> A: <i>Nick the Fix-It Man</i> <i>Concept Literacy: Who Helps?</i> Unit 5: A: <i>Ming on the Job</i> <i>Concept Literacy: We Help</i> Unit 6: BL: <i>A Stand for Tim; We Get Up!</i> OL: <i>A Busy Day</i> <i>Concept Literacy: Who Builds a House?</i>

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Grade K**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
3. Geography		
Sub- strand		
1. Geospatial Skills		
Standard		
Understand that..		
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.		
Benchmark		
0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures. <i>For example: While looking at a picture, the student says, "The boy is in front of the house. The house is at the edge of the woods." Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of.</i>	SE/TE: Unit 1: <i>Dig Dig Digging</i> Unit 2: <i>Nature Spy</i> <i>A Bed for the Winter</i> Unit 5: <i>Mayday! Mayday!</i> <i>Trucks Roll!</i> <i>On the Move!</i> Unit 6: <i>Building with Dad</i>	Reading Street Leveled Readers: Unit 1: <i>BL: Colors All Around; Can You Find It?</i> <i>OL: Jack and Max</i> Unit 2: <i>OL: Tam and Sam Look Around</i> <i>A: Looking for Animals</i> Unit 5: <i>OL: Our Boat</i> <i>A: Get on the Bus!</i> Unit 6: <i>BL: Gus Will Stop</i>
0.3.1.1.2 Describe a map and a globe as a representation of a space.	SE/TE: Unit 4: <i>If You Could Go to Antarctica</i> Unit 5: <i>On the Move!</i> <i>This Is the Way We Go to School</i> Unit 6: <i>Building Beavers</i>	Reading Street Leveled Readers: Unit 4: <i>A: A Trip to Washington D.C.</i> Unit 5: <i>Concept Literacy: There It Goes!</i>

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Grade K**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Places and Regions		
Standard		
Understand that..		
3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).		
Benchmark		
0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places. <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.	SE/TE: Unit 1: <i>Dig Dig Digging</i> Unit 2: <i>Nature Spy</i> <i>Animal Babies in Grassland</i> <i>A Bed for the Winter</i> Unit 4: <i>If You Could Go to Antarctica</i> Unit 5: <i>Mayday! Mayday!</i> <i>On the Move!</i> <i>This Is the Way We Go to School</i> Unit 6: <i>Two Kinds of Homes</i> <i>Building Beavers</i> <i>Ants and Their Nests</i>	Reading Street Leveled Readers: Unit 1: <i>OL: Ride to Town</i> <i>Concept Literacy: We Work and Play</i> Unit 2: <i>A: A Walk in the Forest; A Winter Home</i> <i>Concept Literacy: In the Grasslands</i> Unit 4: <i>A: The Trip; My Walk in Antarctica; A Trip to Washington D.C.</i> <i>Concept Literacy: What Do I See?; What Can I Do?; Antarctic Adventures; In the City</i> Unit 5: <i>A: The Bus Ride; The Boat Ride</i> <i>Concept Literacy: Trains Work Hard; We Travel</i> Unit 6: <i>OL: Where Do Animals Live?</i> <i>A: Homes; Our Camping Trip; Safe Places for Animals</i> <i>Concept Literacy: We Build a Birdhouse</i>

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Grade K**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
4. History		
Sub- strand		
1. Historical Thinking Skills		
Standard		
Understand that..		
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.		
Benchmark		
0.4.1.1.1 Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories. <i>For example:</i> Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years.	SE/TE: Unit 3: <i>Little Panda</i> <i>Then and Now</i>	Reading Street Leveled Readers: Unit 3: <i>A: Fun with Gram; What Can You Do?</i> <i>Concept Literacy: Long Ago and Today;</i> <i>Old and New</i>
Standard		
Understand that..		
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.		
Benchmark		
0.4.1.2.1 Describe ways people learn about the past. <i>For example:</i> Learning from elders, photos, artifacts, buildings, diaries, stories, videos.	SE/TE: Unit 3: <i>Then and Now</i>	Reading Street Leveled Readers: Unit 3: <i>A: Fun with Gram; What Can You Do?</i> <i>Concept Literacy: Long Ago and Today;</i> <i>Old and New</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Peoples, Cultures and Change Over Time		
Standard		
Understand that..		
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.		
Benchmark		
0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. <i>For example:</i> How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.	SE/TE: Unit 5: <i>This Is the Way We Go to School</i>	Reading Street Leveled Readers: Unit 1: <i>Concept Literacy: Off to School; Families</i> Unit 3: <i>A: Fun with Gram</i> Unit 4: <i>OL: A Day to Play A: The Trip</i> Unit 5: <i>Concept Literacy: I Go to School</i> Unit 6: <i>OL: Max and Jen Go Camping</i>

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Grade 1**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Grade 1		
Strand		
1. Citizenship and Government		
Sub- strand		
1.Civic Skills		
Standard		
Understand that..		
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.		
Benchmark		
1.1.1.1.1 Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. <i>For example:</i> Ways to participate—pick up trash in park, vote, help make class decisions.	SE/TE: Unit 4: <i>A Trip to Washington, D.C.</i>	Reading Street Leveled Readers: Unit 1: <i>A: That Cat Needs Help; Cary and the Wildlife Shelter</i> Unit 2: <i>OL: People Help the Forest</i> Unit 3: <i>OL: Let's Build a Park!</i> <i>A: A New Library</i> Unit 4: <i>OL: The Story of the Kids Care Club</i> <i>A: Jamie's Jumble of Junk</i> Unit 5: <i>BL: Fly Away Owl!; A Garden for All</i> <i>A: Ways to Be a Good Citizen; Cody's Adventure</i> <i>Concept Literacy: Let's Plant a Garden</i>

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Grade 1**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Civic Values and Principles of Democracy		
Standard		
Understand that..		
2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.		
Benchmark		
1.1.2.2.1 Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette.		Related Content: iOpeners Grade 5: <i>Flags</i>
Sub- strand		
4. Governmental Institutions and Political Processes		
Standard		
Understand that..		
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.		
Benchmark		
1.1.4.7.1 Identify the president of the United States; explain that the president is elected by the people.	SE/TE: Unit 4: <i>A Trip to Washington, D.C.</i>	Reading Street Leveled Readers: Unit 4: BL: <i>Our Leaders</i> A: <i>America's Home</i>

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Grade 1**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard		
Understand that..		
8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.		
Benchmark		
1.1.4.8.1 Identify characteristics of effective rules; participate in a process to establish rules. <i>For example:</i> Characteristics of effective rules—fair, understandable, enforceable, connected to goals.	SE/TE: Unit 4: <i>A Trip to Washington, D.C.</i>	Reading Street Leveled Readers: Unit 2: <i>A: Rules at School</i> <i>Concept Literacy: At School</i>
Strand		
2. Economics		
Sub- strand		
1. Economic Reasoning Skills		
Standard		
Understand that..		
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.		
Benchmark		
1.2.1.1.1 Describe some costs and benefits of alternative choices made by families.		Reading Street Leveled Readers: Unit 2: <i>BL: We Are a Family</i> <i>Concept Literacy: My Family</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. Fundamental Concepts		
Standard		
Understand that..		
3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.		
Benchmark		
1.2.3.3.1 Define scarcity as not having enough of something to satisfy everyone's wants; give examples. <i>For example:</i> Having only three desks for four students; not having enough time to do everything you want; not having enough money to buy all the goods you want.	SE/TE: Unit 2: <i>Helping Hands at 4-H</i>	Good Habits, Great Readers Leveled Readers: Unit 4: <i>The Little Red Hen</i>

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Grade 1

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
3. Geography		
Sub- strand		
1. Geospatial Skills		
Standard		
Understand that..		
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.		
Benchmark		
1.2.3.5.1 Explain that people trade (voluntarily) when they each expect to be better off after doing so. <i>For example:</i> Barter—a trade with a friend (such as your toy for her book) will happen only if you want her book more than your toy and she wants your toy more than her book.		Related Content iOpeners: <i>A Penny Saved</i>

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Grade 1**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard		
Understand that..		
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.		
Benchmark		
1.3.1.1.1 Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions. Familiar places—one’s home or classroom.		Reading Street Leveled Readers: Unit R: <i>Concept Literacy: Around My Neighborhood</i> Unit 2: <i>BL: Here in My Neighborhood</i> <i>Concept Literacy: In My Neighborhood</i> Unit 4: <i>Concept Literacy: My Town</i>
1.3.1.1.2 Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location. <i>For example:</i> Relative location words—near, far, left, right. Absolute location words—street address (important for emergencies, mail).	SE/TE: Unit R: <i>Yards</i> Unit 2: <i>At Home</i> <i>Neighborhood Map</i> Unit 4: <i>A Southern Ranch</i>	Reading Street Leveled Readers: Unit R: <i>Concept Literacy: Outside My Door;</i> <i>Around My Neighborhood</i> Unit 2: <i>BL: Here in My Neighborhood</i> <i>Concept Literacy: In My Neighborhood</i>

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Grade 1**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Places and Regions		
Standard		
Understand that..		
3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).		
Benchmark		
<p>1.3.2.3.1 Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).</p> <p><i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), vegetation, weather, climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>	<p>SE/TE: Unit 2: <i>Life in the Forest</i> <i>A Mangrove Forest</i></p>	<p>Reading Street Leveled Readers: Unit 1: OL: <i>Where They Live</i> A: <i>Around the World</i> Unit 2: BL: <i>Around the Forest</i> OL: <i>Look at My Neighborhood</i> <i>Concept Literacy: In the Forest</i> Unit 4: OL: <i>Special Days, Special Food;</i> <i>Treasures of Our Country</i> <i>Concept Literacy: Our Country's</i> <i>Treasures; Places We Treasure;</i> <i>Treasures We Share</i></p>

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Grade 1**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
4. History		
Sub- strand		
1. Historical Thinking Skills		
Standard		
Understand that..		
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.		
Benchmark		
1.4.1.1.1 Create a timeline that identifies at least three events from one's own life. <i>For example:</i> Events—birth, walking, loss of first tooth, first day of school.		Reading Street Leveled Readers: Unit 2: <i>A: Mom the Mayor</i>
Standard		
Understand that..		
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.		
Benchmark		
1.4.1.2.1 Ask basic historical questions about a past event in one's family, school or local community. <i>For example:</i> Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?		Reading Street Leveled Readers: Unit 2: <i>A: School: Then and Now</i> Unit 4: <i>A: Cascarones Are for Fun; Go West!</i> <i>Concept Literacy: Special Stories; Treasures We Share</i>

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Grade 1**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>1.4.1.2.2 Describe how people lived at a particular time in the past, based on information found in historical records and artifacts. <i>For example:</i> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools.</p>	<p>SE/TE: Unit 5: <i>Alexander Graham Bell: A Great Inventor</i></p>	<p>Reading Street Leveled Readers: Unit 1: <i>A: Loni's Town</i> Unit 2: <i>A: School: Then and Now</i> Unit 3: <i>BL: In My Room</i> Unit 5: <i>BL: Using the Telephone</i> <i>A: Great Scientists: Detectives at Work; Telephones Over the Years</i></p>
Sub- strand		
2. Peoples, Cultures and Change Over Time		
Standard		
Understand that..		
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.		
Benchmark		
<p>1.4.2.4.1 Compare and contrast family life from earlier times and today. <i>For example:</i> Various aspects of family life—housing, clothing, food, language, work, recreation, education.</p>	<p>SE/TE: Unit 4: <i>A Southern Ranch</i></p>	<p>Reading Street Leveled Readers: Unit 1: <i>A: Loni's Town</i> Unit 2: <i>BL: We Are a Family</i></p>

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Grade 1**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>1.4.2.4.2 Compare and contrast buildings and other technologies from earlier times and today. <i>For example:</i> Places in earlier times—Pompeii, Athens, Rome. Building technologies—arches, domes, glass. Communication technologies—scrolls, books, emails; Transportation technologies—chariot, train, car.</p>	<p>SE/TE: Unit 2: <i>Who Works Here?</i> Unit 3: <i>My Neighborhood, Then and Now</i> Unit 5: <i>Inventions</i></p>	<p>Reading Street Leveled Readers: Unit 1: <i>A: Loni's Town</i> Unit 2: <i>A: School: Then and Now</i> Unit 3: <i>OL: Big Wishes and Her Baby</i> Unit 4: <i>A: What Makes Buildings Special?</i> Unit 5: <i>BL: Using the Telephone</i> <i>OL: The communication Story</i> <i>A: Telephones Over the Years</i> <i>Concept Literacy: Great Ideas</i></p>

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Minnesota Academic Standards in Social Studies (2011)
Grade 2**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Grade 2		
Strand		
1. Citizenship and Government		
Sub- strand		
1.Civic Skills		
Standard		
Understand that..		
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.		
Benchmark		
2.1.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.		Reading Street Leveled Readers: Unit 6: <i>OL: Voting Day</i> <i>A: Living in a Democracy</i> <i>Concept Literacy: Election Day</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Civic Values and Principles of Democracy		
Standard		
Understand that..		
2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.		
Benchmark		
2.1.2.2.1 Explain the importance of constitutions. <i>For example:</i> Examples of constitutions— a classroom constitution, club charter, the United States Constitution.		Reading Street Leveled Readers: Unit 6: <i>A: Living in a Democracy</i> Scott Foresman Social Studies Leveled Readers: Unit 4: <i>BL: It Is the Law</i> <i>OL: Making a Law</i> <i>AL: Lawmaking in the United States</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard		
Understand that..		
8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.		
Benchmark		
2.1.4.8.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. <i>For example:</i> Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and other students, speak when called on, participate in activities. Responsibilities at school—follow school rules, listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked.		Reading Street Leveled Readers: Unit 2: OL: <i>Showing Good Manners</i> Concept Literacy: <i>We Make Soup!</i> Unit 5: BL: <i>Andrew's Mistake</i> OL: <i>Hubert and Frankie</i> Concept Literacy: <i>I Follow the Rules</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
2. Economics		
Sub- strand		
1. Economic Reasoning Skills		
Standard		
Understand that..		
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.		
Benchmark		
2.2.1.1.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.		Reading Street Leveled Readers: Unit 2: OL: <i>Let's Work Together!</i> A: <i>Special Animal Helpers</i> Concept Literacy: <i>Let's Clean Up the Park!</i> Unit 3: A: <i>A Few Nifty Inventions</i> Concept Literacy: <i>Help from a Friend; What Should We Do?; What Can You Make?</i> Unit 4: Concept Literacy: <i>When Things Change</i> Unit 5: BL: <i>What Can You Do?</i> A: <i>Protect the Earth</i> Concept Literacy: <i>Who Helps on Your Street?</i> Unit 6: OL: <i>Voting Day</i> Concept Literacy: <i>Election Day</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. Fundamental Concepts		
Standard		
Understand that..		
3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.		
Benchmark		
<p>2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen. <i>For example:</i> Joe can visit his grandparents, go to a park, or see a movie. He only has enough time do one activity, so he must choose. His opportunity cost will be whichever activity he would have selected second.</p>	<p>SE/TE: Unit 2: <i>Scarcity</i></p>	<p>Reading Street Leveled Readers: Unit 5: <i>A: Marty's Summer Job</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard		
Understand that..		
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.		
Benchmark		
2.2.3.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. <i>For example:</i> Natural resources—trees, iron ore, coal, pigs. Capital resources—hammer, computer, assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.	SE/TE: Unit 4: <i>Soil</i>	Reading Street Leveled Readers: Unit 1: <i>Concept Literacy: Who Helps?</i> Unit 2: <i>Concept Literacy: Working Together; What a School Needs</i> Unit 3: <i>A: Hank's Tortilla Factory</i> Unit 4: <i>A: Compost: Recycled Waste Concept Literacy: Harvest Time</i> Unit 5: <i>BL: Service Workers OL: Keeping Our Community Safe A: Services and Goods Concept Literacy: Who Helps on Your Street?</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>2.2.3.5.2 Identify money as any generally accepted item used in making exchanges. <i>For example:</i> United States currency and coins today; beaver pelts and other furs used in Minnesota territory in the early 1800s; salt used in the Roman Empire; cowry shells used in ancient China, metal coins used in Anatolia (Turkey) in 500 BCE.</p>		<p>Scott Foresman Social Studies Leveled Readers: Unit 3: BL: <i>Who Does It? Who Buys It?</i> OL: <i>Buyers Need Sellers, Sellers Need Buyers</i> AL: <i>The Consumer-Producer Connection</i></p>
Strand		
3. Geography		
Sub- strand		
1. Geospatial Skills—The World in Spatial Terms		
Standard		
Understand that..		
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.		
Benchmark		
<p>2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions.</p>		<p>iOpeners: <i>World Atlas</i></p>

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<p>2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features. <i>For example:</i> Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.</p>	<p>SE/TE: Unit 1: <i>A Walk in the Desert</i> <i>Rain Forests</i> Unit 6: <i>Red, White, and Blue: The Story of the American Flag</i></p>	<p>Reading Street Leveled Readers: Unit 4: <i>OL: Making Traveling Fun</i> Unit 6: <i>A: Living in a Democracy</i></p>
<p>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States <i>For example:</i> Physical features—the Atlantic Coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial.</p>	<p>SE/TE: Unit 1: <i>A Walk in the Desert</i></p>	<p>Reading Street Leveled Readers: Unit 1: <i>BL: Deserts</i> <i>Concept Literacy: In the Dry Desert</i> Unit 2: <i>A: The Hoover Dam</i> <i>Concept Literacy: Working Together</i> Unit 4: <i>BL: Snakeskin Canyon</i> <i>A: Starting a New Life</i> Unit 5: <i>A: Protect the Earth</i> Unit 6: <i>OL: A Cowboy's Life</i> <i>A: Living in a Democracy</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p> <p><i>For example:</i> Basic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?</p>	<p>SE/TE: Unit 1: <i>Exploring Space with an Astronaut A Trip to Space Camp</i></p> <p>Unit 6: <i>Cowboys</i></p>	<p>Reading Street Leveled Readers:</p> <p>Unit 1: BL: <i>Country Mouse and City Mouse; All About Astronauts</i> OL: <i>The New Kid in Bali; An Astronaut Space Walk; Camping at Crescent Lake; Desert Animals</i> A: <i>Country Friends, City Friends; Look at Our Galaxy; A Home in the Wilderness; The Hummingbird; The First People to Fly</i> <i>Concept Literacy: The Country and the City; How Do We Explore Space?; Our Camping Trip</i></p> <p>Unit 2: OL: <i>Farming Families</i> A: <i>The Hoover Dam</i> <i>Concept Literacy: Who Helps?</i></p> <p>Unit 3: OL: <i>Living in Seoul</i> A: <i>Communicating Then and Now</i></p> <p>Unit 4: BL: <i>The Camping Trip</i> A: <i>Plants Grow Everywhere; A Quiet Place</i> <i>Concept Literacy: Harvest Time; Who Needs Soil?</i></p> <p>Unit 5: BL: <i>Join an Adventure Club!; Blizzard!</i></p> <p>Unit 6: BL: <i>Down on the Ranch</i> OL: <i>American Revolution Heroes; A Cowboy's Life</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>(Continued) 2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. <i>For example:</i> Basic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?</p>		<p>(Continued) <i>A: Living in a Democracy; Living on a Ranch</i> <i>Concept Literacy: At the Ballpark</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
4. Human Environment Interaction		
Standard		
Understand that..		
9. The environment influences human actions; and humans both adapt to, and change, the environment.		
Benchmark		
2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people.	SE/TE: Unit 5: <i>Helping Hand</i>	Reading Street Leveled Readers: Unit 1: <i>A: At Home in the Wilderness</i> Unit 2: <i>A: The Hoover Dam; Many Types of Energy</i> <i>Concept Literacy: Let's Clean Up the Park!</i> Unit 3: <i>A: Hank's tortilla Factory</i> Unit 4: <i>A: Compost: Recycled Waste</i> Unit 5: <i>BL: What Can You Do?</i> <i>OL: Everyone Can Make a Difference</i> <i>A: Protect the Earth</i> <i>Concept Literacy: Helping Our World</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
4. History		
Sub- strand		
1. Historical Thinking Skills		
Standard		
Understand that..		
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.		
Benchmark		
2.4.1.1.1 Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.	SE/TE: Unit 6: <i>How Baseball Began</i>	Reading Street Leveled Readers: Unit 3: OL: <i>Thomas Adams: Chewing Gum Inventor</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard Understand that..		
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.		
Benchmark		
<p>2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. <i>For example:</i> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools.</p>	<p>SE/TE: Unit 2: <i>Abraham Lincoln</i> Unit 3: <i>A Weed Is a Flower: The Life of George Washington Carver</i> Unit 6: <i>Red, White, and Blue: The Story of the American Flag</i></p>	<p>Reading Street Leveled Readers: Unit 2: BL: <i>A Class Play</i> Unit 3: OL: <i>Thomas Adams: Chewing Gum Inventor</i> A: <i>Communicating...Then and Now; a Few Nifty Inventions</i> Unit 4: A: <i>Starting a New Life</i> <i>Concept Literacy: New Faces and Places</i> Unit 6: BL: <i>Three Great Ballplayers; America's Birthday</i> OL: <i>Women Play Baseball; American Revolution Heroes</i> A: <i>Baseball Heroes Make History; Living on a Ranch</i> <i>Concept Literacy: Cowboys</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Peoples, Cultures and Change Over Time		
Standard		
Understand that..		
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.		
Benchmark		
2.4.2.4.1 Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.		iOpeners: <i>They Worked Together</i> Grade 1: <i>Then and Now</i> Grade 6: <i>Encyclopedia of Early Peoples</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people. <i>For example:</i> Elements of culture—foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing.</p>	<p>SE/TE: Unit 6: <i>Family Traditions: Birthdays</i> <i>Home Sweet Home</i></p>	<p>Reading Street Leveled Readers: Unit 2: BL: <i>The Barn Raising</i> OL: <i>The New Kid in Bali</i> A: <i>At Home in the Wilderness; The Hummingbird</i> <i>Concept Literacy: Working Together</i> Unit 2: OL: <i>Glooskap and the First Summer: An Algonquin Tale</i> Unit 3: BL: <i>Using a Net; Ana Is Shy</i> OL: <i>Living in Seoul; The International Food Fair!</i> A: <i>Hank's Tortilla Factory</i> <i>Concept Literacy: How I Feel</i> Unit 4: OL: <i>Rainbow Crow Brings Fire to Earth</i> A: <i>Starting a New Life</i> Unit 5: BL: <i>Service Workers</i> <i>Concept Literacy: Neighbors Help Neighbors</i> Unit 6: BL: <i>America's Birthday; Special Chinese Birthdays; Down on the Ranch</i> OL: <i>A World of Birthdays; A Cowboy's Life</i> A: <i>Celebrations and Family Traditions; Living on a Ranch; Happy New Year!</i> <i>Concept Literacy: Flag Day; Happy Birthday!; Cowboys</i></p>

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Grade 3**

Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Grade 3		
Strand		
1. Citizenship and Government		
Sub- strand		
1. Civic Skills		
Standard		
Understand that..		
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.		
Benchmark		
<p>3.1.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need. <i>For example:</i> Ways to make a difference— pick up trash in park, vote, help make class decisions, write a letter, make phone calls, create an advertisement or web page, attend a meeting.</p>		<p>Reading Street Leveled Readers: Unit 1: <i>A: Mr. Post's Project</i> Unit 2: <i>OL: Our Garden</i> <i>Concept Literacy: You Can Solve It!</i> Reading Street Leveled Readers: Unit 3: <i>OL: In the Fields</i> <i>A: Coral Reefs</i> Unit 5: <i>A: Life Overseas</i> Unit 6: <i>OL: Sweet Freedom!</i> <i>Concept Literacy: Freedom for All!</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Civic Values and Principles of Democracy		
Standard		
Understand that..		
3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.		
Benchmark		
<p>3.1.2.3.1 Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights. <i>For example:</i> Majority rule and minority rights can be demonstrated through a class vote on a class snack when two students have peanut allergies.</p>		<p>Reading Street Leveled Readers: Unit 1: <i>A: The Road to New York</i> Unit 2: <i>Concept Literacy: Let's Be Fair!</i> Unit 3: <i>OL: In the Fields</i> Unit 6: <i>OL: Sweet Freedom!</i> <i>Concept Literacy: We Have Rules; Freedom for All!</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
4. Governmental Institutions and Political Processes		
Standard		
Understand that..		
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.		
Benchmark		
3.1.4.7.1 Describe the importance of the services provided by government; explain that they are funded through taxes and fees. <i>For example: Services— schools, parks, garbage and recycling (pick-up), street lighting, police protection, roads (plowing, maintenance), interstate waterway navigation, postal service.</i>		Scott Foresman Social Studies Leveled Readers: Unit 2: BL: <i>We Are a Part of This Place</i> OL: <i>What It Means to Be a Citizen</i> AL: <i>A Citizen of the United States</i>
3.1.4.7.2 Identify the three branches of government (executive, legislative, and judicial) and their primary functions. <i>For example: Primary functions— legislative branch makes laws, executive branch carries out laws, judicial branch decides if laws are broken.</i>		iOpeners Grade 5: <i>What is Government?</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
2. Economics		
Sub- strand		
1. Economic Reasoning Skills		
Standard		
Understand that..		
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.		
Benchmark		
3.2.1.1.1 Identify possible short- and long-term consequences (costs and benefits) of different choices. <i>For example:</i> Choices might relate to personal spending or government spending.	SE/TE: Unit 1: <i>The Supermarket</i> <i>Learning About Money</i>	Reading Street Leveled Readers: Unit 1: BL: <i>It's A Fair Swap</i> OL: <i>Let's Make a Trade</i> <i>Concept Literacy: Trading This for That</i> Unit 2: <i>Concept Literacy: Which Way Is Better?</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Personal Finance		
Standard		
Understand that..		
2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.		
Benchmark		
<p>3.2.2.2.1 Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services. <i>For example:</i> Income—a student being paid a \$4 allowance for doing chores, a student’s parent being paid money for working at his or her job. Expenditures—a student spending \$3 for a sandwich, a student’s parent spending \$20 for gasoline.</p>	<p>SE/TE: Unit 1: <i>The Supermarket</i></p>	<p>Reading Street Leveled Readers: Unit 1: <i>A: What’s MONEY All About?</i> <i>Concept Literacy: I Have a Dollar</i></p> <p>Scott Foresman Social Studies Leveled Readers: Unit 5: <i>BL: Do I Really Need It?</i> <i>OL: Save It or Spend It?</i> <i>AL: What Is My Economy Like?</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. Fundamental Concepts		
Standard		
Understand that..		
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.		
Benchmark		
<p>3.2.3.5.1 Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p> <p><i>For example:</i> Contemporary examples—Producing bread requires wheat (natural resource), an oven (capital resource), a baker (human resource); producing a haircut requires water (natural resource), scissors or clippers (capital resource), a barber (human resource). Historical examples—Building a pyramid requires bricks made from mud and straw (natural resources), carts (capital resources), and workers (human resources); making a dugout canoe requires trees (natural resource), an axe (capital resource), and skilled workers (human resource).</p>	<p>SE/TE: Unit 1: <i>The Supermarket</i></p>	<p>Reading Street Leveled Readers: Unit 1: BL: <i>It's A Fair Swap; Let's Surprise Mom</i> OL: <i>Let's Make a Trade!</i> <i>Concept Literacy: Our Food</i> Unit 2: BL: <i>Growing Vegetables</i> Unit 5: A: <i>Mixing, Kneading, and Baking: The Baker's Art</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>3.2.3.5.2 Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources.</p> <p><i>For example:</i> Consumers—parents work (sell their human resource services) so they can buy food, gasoline, electricity. Producers—a business sells refrigerators and pays for the resources (raw materials, workers, and machines) required to produce the refrigerators.</p>	<p>SE/TE: Unit 1: <i>The Supermarket</i></p>	<p>Reading Street Leveled Readers: Unit 1: BL: <i>It's A Fair Swap; Let's Surprise Mom</i> OL: <i>Let's Make a Trade!; The Shopping Trip; The Market Adventure</i> A: <i>What's MONEY All About?; With a Twist</i> <i>Concept Literacy: Our Food; I Have a Dollar</i> Unit 6: BL: <i>A Walk Around the City</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
3. Geography		
Sub- strand		
1. Geospatial Skills		
Standard		
Understand that..		
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.		
Benchmark		
<p>3.3.1.1.1 Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one’s community, the state of Minnesota, the United States or the world.</p> <p><i>For example:</i> Relative location words—close to, above, bordering. Description using relative location words—"Our school is across from the post office." Description using cardinal directions—"Mexico is south of the United States." Description using intermediate directions—"Hawaii is southwest of the continental United States."</p>	<p>SE/TE: Unit 3: <i>Around One Cactus: Owls, Bats and Leaping Rats</i></p>	<p>Reading Street Leveled Readers: Unit 1: BL: <i>Life in the Arctic</i> OL: <i>Ice Fishing in the Arctic</i> Unit 2: BL: <i>The Frozen Continent: Antarctica</i> Unit 3: A: <i>Grape Season; Whales and Other Amazing Animals; Coral Reefs</i> Unit 4: BL: <i>Across the English Channel</i> <i>Concept Literacy: Extremes</i> Unit 5: BL: <i>Celebrate Independence Day/Celebrar El Día de la Independencia; A Child’s Life in Korea</i> OL: <i>Joanie’s House Becomes a Home</i> A: <i>It’s a World of Time Zones; Mixing, Kneading, and Baking: The Baker’s Art; Let’s Go Have Fun!</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>(Continued) 3.3.1.1.1 Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one’s community, the state of Minnesota, the United States or the world. <i>For example:</i> Relative location words—close to, above, bordering. Description using relative location words—“Our school is across from the post office.” Description using cardinal directions—“Mexico is south of the United States.” Description using intermediate directions—“Hawaii is southwest of the continental United States.”</p>		<p>(Continued) Unit 6: BL: <i>New York’s Chinatown</i> A: <i>The French Connection; Free in the Sea; Lynne Cox’s Story</i></p>
<p>3.3.1.1.2 Create and interpret simple maps of places around the world, local to global; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> Global places—country, continent, ocean. “TODALS” map basics—title, orientation, date, author, legend (key), and scale. Local places—city, village. Spatial information—cities, roads, boundaries, bodies of water, regions.</p>		<p>iOpeners: <i>A Year in Antarctica</i> <i>Island Life</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. Human Systems		
Standard		
Understand that..		
6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.		
Benchmark		
3.3.3.6.1 Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world. <i>For example:</i> Mountainous and arid places tend to have less population than coastal places.		Reading Street Leveled Readers: Unit 1: <i>OL: Ice Fishing in the Arctic</i> Unit 5: <i>Concept Literacy: From Country to City</i>
Standard		
Understand that..		
8. Processes of cooperation and conflict among people influence the division and control of the earth's surface.		
Benchmark		
3.3.3.8.1 Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries. <i>For example:</i> Physical features—mountains, rivers, bodies of water. Human-made features—fences, hedges, political boundaries.	SE/TE: Unit 4: <i>Hottest, Coldest, Highest, Deepest</i>	Reading Street Leveled Readers: Unit 1: <i>BL: Life in the Arctic</i> <i>OL: Ice Fishing in the Arctic</i> <i>A: Journey Across the Arctic</i> Unit 6: <i>BL: New York's Chinatown</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
4. History		
Sub- strand		
1. Historical Thinking Skills		
Standard		
Understand that..		
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.		
Benchmark		
3.4.1.1.1 Reference different time periods using correct terminology, including the terms decade, century and millennium.	SE/TE: Unit 6: <i>A Nation of Immigrants</i>	Reading Street Leveled Readers: Unit 1: BL: <i>Life in the Arctic</i>
3.4.1.1.2 Create timelines of important events in three different time scales—decades, centuries and millennia.		iOpeners: <i>They Changed the World</i> <i>Iditarod</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard		
Understand that..		
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.		
Benchmark		
3.4.1.2.1 Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent. <i>For example:</i> Historical records—photos, oral histories, diaries or journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?	SE/TE: Unit 2: <i>Meeting the Challenge of Collecting</i> Unit 4: <i>The Man Who Invented Basketball</i> <i>My Turn at Bat: The Story of My Life</i> <i>Rocks in His Head</i> <i>America's Champion Swimmer:</i> <i>Gertrude Ederle</i> Unit 6: <i>Once Upon a Constitution</i> <i>Talking Walls: Art for the People</i>	Reading Street Leveled Readers: Unit 1: <i>A: What's MONEY All About?</i> Unit 1: <i>Concept Literacy: Explaining Nature</i> Unit 4: <i>BL: Across the English Channel</i> <i>OL: Fun with Hobbies and Science</i> <i>A: Changing Times: Women in the early Twentieth Century</i> <i>Concept Literacy: I Collect Rocks</i> Unit 5: <i>BL: A Child's Life in Korea</i> <i>OL: Celebrate Around the World</i> <i>A: Life Overseas</i> Unit 6: <i>BL: The Statue of Liberty: A Gift from France; New York's Chinatown; Greek Myths</i> <i>OL: Symbols, Signs, and Songs of America; Sweet Freedom!</i> <i>A: The French Connection</i> <i>Concept Literacy: The Statue of Liberty; The Eagle Is Free</i>

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<p>3.4.1.2.2 Compare and contrast two different accounts of an event. <i>For example:</i> Event—a playground conflict, current event, historic event.</p>		<p>Reading Street Leveled Readers: Unit 5: <i>Concept Literacy: Happy New Year!</i></p>
<p>3.4.1.2.3 Compare and contrast various ways that different cultures have expressed concepts of time and space. <i>For example:</i> Calendar systems—Sun dial, Chinese, Hindu, Mayan or Aztec, Hebrew and Islamic calendars, Dakota or Anishinaabe seasonal cycles. Visual representations of location and spatial information—Chinese "Jingban Tianwen Quantu" map, Ptolemaic maps, Islamic maps by Muhammad al-Idrisi, Polynesian stick and reed maps.</p>		<p>Reading Street Leveled Readers: Unit 3: BL: <i>The Hunters and the Elk</i> Unit 5: A: <i>It's a World of Time Zones</i> <i>Concept Literacy: Happy New Year!</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard Understand that..		
3. Historical events have multiple causes and can lead to varied and unintended outcomes.		
Benchmark		
3.4.1.3.1 Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes. <i>For example:</i> Inventions—Roman aqueducts, Chinese compass, cuneiform.	SE/TE: Unit 1: <i>How a Kite Changed the World</i>	Reading Street Leveled Readers: Unit 1: <i>A: What's MONEY All About?</i> Unit 3: <i>OL: Meet the Stars</i> Unit 4: <i>OL: Measuring the Earth</i> Unit 6: <i>BL: Greek Myths</i> <i>A: China's Special Gifts to the World</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Peoples, Cultures and Change Over Time		
Standard		
Understand that..		
5. History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.		
Benchmark		
<p>3.4.2.5.1 Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.</p> <p><i>For example:</i> Individuals—Alexander the Great, Cleopatra, Chinggis Khan, Kemal Ataturk, Mohandas Gandhi, Nelson Mandela, Vang Pao, Muhammad Yunus, Aung San Suu Kyi. Groups might include ethnic or cultural groups, religious groups, political groups.</p>	<p>SE/TE: Unit 1: <i>How a Kite Changed the World</i></p> <p>Unit 5: <i>Clothes: Bringing Cultures Together</i> <i>Communities Celebrate Cultures</i> <i>Foods of Mexico, a Delicious Blend</i></p>	<p>Reading Street Leveled Readers: Unit 1: <i>Concept Literacy: We Want Soup!</i></p> <p>Unit 4: OL: <i>A Trip; Great Women in U.S. History</i> A: <i>Extraordinary Athletes; Changing Times: Women in the Early Twentieth Century</i> <i>Concept Literacy: Women Who Were First</i></p> <p>Unit 5: OL: <i>Celebrate Around the World</i> <i>Concept Literacy: T</i></p> <p>Unit 6: BL: <i>The Statue of Liberty: A Gift from France; New York's Chinatown; Greek Myths</i> OL: <i>Lily's Adventure Around the World; Sweet Freedom!</i> A: <i>China's Special Gifts to the World; Thomas Hart Benton: Painter of Murals; Free in the Sea: Lynne Cox's Story</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. World History		
Standard		
Understand that..		
7. The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)		
Benchmark		
<p>3.4.3.7.1 Explain how the environment influenced the settlement of ancient peoples in three different regions of the world. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)</p> <p><i>For example:</i> Civilizations from the Mediterranean region—Nile River Valley. Civilizations from Asia—Sumer (Iraq), Indus Valley, Yellow River Valley. Civilizations from the Americas—Norte Chico/Supe Valley (Peru).</p>		<p>Scott Foresman Social Studies Leveled Readers:</p> <p>Unit 1: BL: <i>The Places Where We Live</i> OL: <i>Why We Live Where We Live</i> AL: <i>Land and Water</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard Understand that..		
8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE- 600 CE)		
Benchmark		
<p>3.4.3.8.1 Identify methods of communication used by peoples living in ancient times in three different regions of the world. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE- 600 CE)</p> <p><i>For example:</i> Methods of communication—signal fires on the Great Wall of China, Peruvian Quipu, hieroglyphics. Other regions of the world might include Syria (city of Urkesh), northeastern Africa (Kingdom of Kush), Turkey (Assyrian Empire).</p>		<p>Good Habits, Great Readers Leveled Readers: Unit 2: <i>Lighthouses: Beacons of the Past</i></p> <p>Pearson MyWorld Social Studies Leveled Readers: Chapter 3: B: <i>Sequoyah</i> O: <i>Sequoya and the Cherokee Language</i> A: <i>Inventor of the Cherokee Alphabet</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard		
Understand that..		
9. Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE – 1450 CE)		
Benchmark		
3.4.3.9.1 Compare and contrast daily life for people living in ancient times in at least three different regions of the world. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE – 1450 CE) <i>For example:</i> Civilizations from the Mediterranean region—Greece, Rome, Egypt. Civilizations from Asia—Mauryan Empire from India; Han or Qin from China. Civilizations from the Americas—Inca, Aztec. Civilizations from Africa—Aksum, Great Zimbabwe.		Scott Foresman Social Studies Leveled Readers: Unit 4: BL: <i>A Whole New World</i> OL: <i>Exploring a New World</i> AL: <i>Adventure in the Americas</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Grade 4		
Strand		
1. Citizenship and Government		
Sub- strand		
1. Civic Skills		
Standard		
Understand that..		
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.		
Benchmark		
<p>4.1.1.1.1 Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue.</p> <p><i>For example: Ways people take action—write a letter, make phone calls, create an advertisement or web page, attend a meeting.</i></p>	<p>SE/TE: Unit 6: <i>My Brother Martin</i> <i>Special Olympics, Spectacular Athletes</i> <i>Vote for Bluebonnet Day</i></p>	<p>Reading Street Leveled Readers: Unit 1: <i>A: John Muir: Protector of the Wilderness</i> <i>Concept Literacy: Coming Together</i> Unit 2: <i>BL: Cheers for the Cheetahs</i> <i>OL: Amazing Female Athletes</i> <i>A: Equality in American Schools; The Legacy of Chávez; Danger! Children at Work</i> <i>Concept Literacy: We All Have Talent</i> Unit 5: <i>A: Danger: the World Is Getting Hot</i> Unit 6: <i>BL: We Shall Overcome</i> <i>OL: The Civil Rights Movement</i> <i>A: The Women's Movement</i> <i>Concept Literacy: A Boy Named Martin; Dreamers and Doers; Roberto Clemente; Quanah Parker: Last Chief of the Comanche</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
4. Governmental Institutions and Political Processes		
Standard		
Understand that..		
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.		
Benchmark		
4.1.4.7.1 Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government. <i>For example:</i> Services provided by tribal governments—schools, hunting and fishing regulations.		Reading Street Leveled Readers: Unit 6: BL: <i>The Sauk and Fox: Native Americans</i> A: <i>The Diné</i>
4.1.4.7.2 Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected. <i>For example:</i> Mayor, city council member, state senator, governor.	SE/TE: Unit 2: <i>So You Want to Be President</i>	Reading Street Leveled Readers: Unit 1: BL: <i>The Long Journey West; From Sea to Shining Sea</i> OL: <i>The United States Government</i> Concept Literacy: <i>T</i> Unit 2: BL: <i>A Trip to Capitol Hill</i> Concept Literacy: <i>The President's Promise</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
2. Economics		
Sub- strand		
1. Economic Reasoning Skills		
Standard		
Understand that..		
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.		
Benchmark		
4.2.1.1.1 Apply a reasoned decision-making process to make a choice. <i>For example:</i> Processes—a decision tree or PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). A choice—evaluating the benefits and costs of buying a new game.		<p>Reading Street Leveled Readers: Unit 6: OL: <i>The Seahaven Squids Host a Pet Wash</i></p> <p>Scott Foresman Social Studies Leveled Readers: Unit 2: AL: <i>The Constitution: Protecting Our Rights and Freedoms</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. Fundamental Concepts		
Standard		
Understand that..		
3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.		
Benchmark		
<p>4.2.3.3.1 Define the productivity of a resource and describe ways to increase it.</p> <p><i>For example:</i> Productivity equals the amount of output divided by the amount of input (resource). Things that can increase productivity—division of labor, specialization, improvements in technology (the way things are made). The productivity of a corn farmer (resource) has been improved by the use of specialized equipment, development of new varieties of seeds and fertilizers and improved farming techniques.</p>		<p>Reading Street Leveled Readers: Unit 3: OL: <i>Maine: Now and Then</i></p> <p>Scott Foresman Social Studies Leveled Readers: Unit 4: BL: <i>Inventions and Change</i> OL: <i>Good Idea! How Inventions Shape Our Lives</i> AL: <i>Faster, Easier, Better: The World of Inventions</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard Understand that..		
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.		
Benchmark		
4.2.3.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets. <i>For example:</i> Markets—mall stores, online shopping, mail orders, garage sales, employment center. Prices—\$40 for a video game, \$15 for one hour of a worker’s labor.		Reading Street Leveled Readers: Unit 2: <i>OL: Ranching in the Great American Desert</i> Scott Foresman Social Studies Leveled Readers: Unit 3: <i>BL: Our Economy</i> <i>OL: The Economy and How It Works</i> <i>AL: The American Economy</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
3. Geography		
Sub- strand		
1. Geospatial skills		
Standard		
Understand that..		
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.		
Benchmark		
4.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. <i>For example: "TODALS" map basics—title, orientation, date, author, legend/key, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</i>		Reading Street Leveled Readers: Unit 1: OL: <i>The Wonders of Western Geography</i> A: <i>Two Powerful Rivers</i> ; <i>John Muir: Protector of the Wilderness</i> Concept Literacy: <i>Laura Ingalls Wilder: Pioneer Girl</i> Unit 3: BL: <i>The Gray Whale</i>
4.3.1.1.2 Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.		Scott Foresman Social Studies Leveled Readers: Unit 6: BL: <i>Exploring with James Cook</i> OL: <i>Captain James Cook: Explorer</i> AL: <i>James Cook: Changing the Map of the World</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard Understand that..		
2. Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.		
Benchmark		
<p>4.3.1.2.1 Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico. <i>For example:</i> How has human activity had an impact on the environment? Which region has the largest population? Where are the manufacturing centers of a country? Which languages are spoken in different places? Other questions might relate to environmental concerns, transportation issues, flood control.</p>		<p>Scott Foresman Social Studies Leveled Readers: Unit 6: BL: <i>Exploring with James Cook</i> OL: <i>Captain James Cook: Explorer</i> AL: <i>James Cook: Changing the Map of the World</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>4.3.1.2.2 Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.</p>	<p>SE/TE: Unit 1: <i>The Bison of Caprock Canyons</i> Unit 3: <i>Adelina's Whales</i> <i>A Very Grand Canyon</i> Unit 5: <i>Smoke Jumpers Life Fighting Fires</i> <i>A Walk on the Moon</i></p>	<p>Reading Street Leveled Readers: Unit 1: BL: <i>Florida Everglades: Its Plants & Animals; America's National Parks</i> OL: <i>Lewis, Clark, and the Corps of Discovery; From Spain to America; The Wonders of Western Geography</i> A: <i>Two Powerful Rivers; The Diné; John Muir: Protector of the Wilderness</i> Concept Literacy: <i>Yosemite National Park</i> Unit 2: BL: <i>Ranches in the Southwest; A Trip to Capitol Hill</i> OL: <i>Ranching in the Great American Desert</i> Concept Literacy: <i>At the Rodeo</i> Unit 3: BL: <i>Surviving Hurricane Andrew</i> OL: <i>Maine: Now and Then</i> A: <i>Birds Take Flight; Wonderously Wild Weather; The Alaskan Pipeline</i> Concept Literacy: <i>Gray Whales on the Go; Hurricane!; Rocks, Wind, and Water</i> Unit 4: A: <i>The Navajo Code Talkers</i> Unit 5: BL: <i>Mountain Rescue</i> Concept Literacy: <i>Fire!</i> Unit 6: Concept Literacy: <i>Quanah Parker: Last Chief of the Comanche</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Places and Regions		
Standard		
Understand that..		
3. Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems).		
Benchmark		
<p>4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico. <i>For example:</i> Physical characteristics— landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), soil, vegetation, weather and climate. Human characteristics— structures (Statue of Liberty), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>	<p>SE/TE: Unit 1: <i>Letters Home from Yosemite</i> <i>The Bison of Caprock Canyons</i> Unit 2: <i>Horse Heroes: True Stories of Amazing Horses</i> <i>Our National Parks</i> Unit 3: <i>Adelina’s Whales</i> <i>Eye of the Storm</i> <i>A Very Grand Canyon</i> Unit 4: <i>Navajo Code Talkers</i></p>	<p>Reading Street Leveled Readers: Unit 1: BL: <i>Florida Everglades: Its Plants & Animals; The Long Journey West; From Sea to Shining Sea; America’s National Parks</i> OL: <i>Lewis, Clark, and the Corps of Discovery; From Spain to America; The Wonders of Western Geography</i> A: <i>Two Powerful Rivers; The Diné; John Muir: Protector of the Wilderness</i> <i>Concept Literacy: Yosemite National Park</i> Unit 2: BL: <i>Ranches in the Southwest; A Trip to Capitol Hill</i> OL: <i>Ranching in the Great American Desert</i> <i>Concept Literacy: At the Rodeo</i> Unit 3: OL: <i>Maine: Now and Then</i> A: <i>The Alaskan Pipeline</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>(Continued) 4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico. <i>For example:</i> Physical characteristics— landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), soil, vegetation, weather and climate. Human characteristics— structures (Statue of Liberty), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>		<p>(Continued) Unit 4: <i>A: The Navajo Code Talkers</i> Unit 5: <i>BL: Mountain Rescue</i> <i>A: Danger: The World Is Getting Hot!</i> Unit 6: <i>OL: Becoming a Melting Pot</i> <i>Concept Literacy: Quanah Parker: last Chief of the Comanche</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard Understand that..		
4. People construct regions to identify, organize and interpret areas of the Earth’s surface, which simplifies the earth’s complexity.		
Benchmark		
4.3.2.4.1 Name and locate states and territories, major cities and state capitals in the United States.	SE/TE: Unit 2: <i>Riding the Pony Express</i>	Reading Street Leveled Readers: Unit 1: BL: <i>The Long Journey West</i> OL: <i>From Spain to America; The Wonders of Western Geography</i> A: <i>Two Powerful Rivers</i> Unit 2: BL: <i>A Trip to Capitol Hill</i> OL: <i>Ranching in the Great American Desert</i> Unit 3: OL: <i>Maine: Now and Then</i> A: <i>The Alaskan Pipeline</i>
4.3.2.4.2 Name and locate countries neighboring the United States and their major cities. <i>For example:</i> Countries neighboring the United States—Canada, Mexico, Cuba, Russia; Major cities—Toronto, Montreal, Winnipeg, Vancouver, Mexico City, Havana.		Scott Foresman Social Studies Leveled Readers: Unit 8: BL: <i>The Mexican-American War</i> OL: <i>A Battle Over Borders</i> AL: <i>Conflict in the American West</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. Human Systems		
Standard		
Understand that..		
5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).		
Benchmark		
4.3.3.5.1 Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.		Scott Foresman Social Studies Leveled Readers: Unit 5: BL: <i>Early Americans</i> OL: <i>The Chumash People of California</i> AL: <i>Life Among the Chumash</i>
Standard		
Understand that..		
6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.		
Benchmark		
4.3.3.6.1 Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada. <i>For example:</i> Geographic factors—climate, landforms, availability of natural resources.		Reading Street Leveled Readers: Unit 1: OL: <i>From Spain to America</i> A: <i>Two Powerful Rivers</i> <i>Concept Literacy: Pioneer Girl</i> Unit 2: BL: <i>Ranches in the Southwest</i> OL: <i>Ranching in the Great American Desert</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
4. Human Environment Interaction		
Standard		
Understand that..		
9. The environment influences human actions; and humans both adapt to and change, the environment.		
Benchmark		
4.3.4.9.1 Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications. <i>For example:</i> Humans cut down a forest to clear land for farming, which leads to soil erosion. Consequently, humans have to use more fertilizer to supplement the nutrients in the soil.		Reading Street Leveled Readers: Unit 1: <i>A: Two Powerful Rivers</i> <i>Concept Literacy: Pioneer Girl</i> Unit 3: <i>BL: Looking for Changes; Saving Trees by Using Science</i> <i>OL: Ranching in the Great American Desert; Maine: Now and Then</i> <i>A: The Alaskan Pipeline</i> Unit 5: <i>A: Danger: The World Is Getting Hot!</i>
Standard		
Understand that..		
10. The meaning, use, distribution and importance of resources changes over time.		
Benchmark		
4.3.4.10.1 Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada.		Reading Street Leveled Readers: Unit 2: <i>BL: Ranches in the Southwest</i> <i>OL: Ranching in the Great American Desert</i> <i>A: The Alaskan Pipeline</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>4.3.4.10.2 Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States. <i>For example:</i> Agricultural regions—"Corn Belt," "Dairy Belt," crop regions.</p>		<p>Scott Foresman Social Studies Leveled Readers: Unit 1: BL: <i>Earth and Water, High and Low</i> OL: <i>The Shape of Our Land</i> AL: <i>Landforms and Waterways</i></p>
Strand		
4. History		
Sub- strand		
1. Historical Thinking Skills		
Standard		
Understand that..		
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.		
Benchmark		
<p>4.4.1.2.1 Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time. <i>For example:</i> The United States, Canada, or Mexico in 1800 versus 1900; population centers over time; natural resource use over time.</p>		<p>iOpeners <i>Taste of America</i> <i>Dictionary of Geographical Terms</i> Related Content: <i>Crossing Borders</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Peoples, Cultures, and Change over Time		
Standard		
Understand that..		
4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.		
Benchmark		
4.4.2.4.1 Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.		Reading Street Leveled Readers: Unit 2: <i>Concept Literacy: Be a Historian</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Grade 5		
Strand		
1. Citizenship and Government		
Sub- strand		
1. Civic Skills		
Standard		
Understand that..		
1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.		
Benchmark		
<p>5.1.1.1.1 Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals. <i>For example:</i> Historic events— Constitutional Convention, a town meeting.</p>		<p>Pearson MyWorld Social Studies Leveled Readers: Chapter 1: B: <i>Chief Joseph Defends His People</i> O: <i>Chief Joseph: Leader of the Nez Percé</i> A: <i>Chief Joseph: I Will Fight No More Forever</i></p> <p>Chapter 7: B: <i>Elizabeth Cady Stanton and the Fight for Women's Rights</i> O: <i>Elizabeth Cady Stanton: Founder of the Women's Rights Movement</i> A: <i>More Than the Right to Vote: The Story of Elizabeth Cady Stanton</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>5.1.1.1.2 Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it. <i>For example:</i> Public problem—Students litter while walking to school; balls from the playground land in neighbors' yards.</p>		<p>Reading Street Leveled Readers: Unit 1: OL: <i>Toby's California Vacation</i> Unit 2: OL: <i>Helping Others</i>; A: <i>Our Essential Oceans</i> <i>Concept Literacy: The Gift</i> Unit 4: OL: <i>The New Kid at School</i> A: <i>Operation Inspiration</i> <i>Concept Literacy: Making New Friends</i> Unit 6: OL: <i>Driven to Change</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Civic Values and Principles of Democracy		
Standard		
Understand that..		
2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.		
Benchmark		
<p>5.1.2.2.1 Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture. <i>For example:</i> Historically significant people might include George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.</p>		<p>Reading Street Leveled Readers: Unit 2: BL: <i>Paul Revere's Ride</i> OL: <i>Paul Revere and the American Revolutionary War</i> A: <i>The National Guard: Today's Minutemen</i> <i>Concept Literacy: Revere's Ride</i></p> <p>Pearson My World Social Studies Leveled Readers: Chapter 5: B: <i>America's Ben Franklin</i> O: <i>Ben Franklin: Inventor, Leader, Patriot</i> A: <i>Benjamin Franklin: A Life of Science and Service</i></p> <p>Chapter 6: B: <i>Alexander Hamilton: Government Leader</i> O: <i>Alexander Hamilton, Soldier and Statesman</i> A: <i>Alexander Hamilton and the Founding of the Federal Government</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>(Continued) 5.1.2.2.1 Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture. <i>For example:</i> Historically significant people might include George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.</p>		<p>(Continued) Scott Foresman Social Studies: United States Leveled Readers: Unit 4: BL: <i>Choosing Freedom</i> OL: <i>Conflict in the Colonies</i> AL: <i>On the Road to Revolution</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
3. Rights and Responsibilities		
Standard		
Understand that..		
5. Individuals in a republic have rights, duties and responsibilities.		
Benchmark		
<p>5.1.3.5.1 Explain specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution. <i>For example:</i> Protections— speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 5: BL: <i>The People Who Gave Us the U.S. Constitution</i> OL: <i>Words of Freedom: The U.S. Constitution</i> AL: <i>Authors of Liberty: Writing the U.S. Constitution</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
4. Governmental Institutions and Political Processes		
Standard		
Understand that..		
7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.		
Benchmark		
5.1.4.7.1 Explain the primary functions of the three branches of government and how the leaders of each branch are selected, as established in the United States Constitution. <i>For example:</i> Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial branch decides if laws are broken; Supreme Court justices and federal judges are appointed.		Scott Foresman Social Studies United States Leveled Readers: Unit 5: BL: <i>The People Who Gave Us the U.S. Constitution</i> OL: <i>Words of Freedom: The U.S. Constitution</i> AL: <i>Authors of Liberty: Writing the U.S. Constitution</i>
5.1.4.7.2 Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.		Scott Foresman Social Studies United States Leveled Readers: Unit 5: BL: <i>The People Who Gave Us the U.S. Constitution</i> OL: <i>Words of Freedom: The U.S. Constitution</i> AL: <i>Authors of Liberty: Writing the U.S. Constitution</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>5.1.4.7.3 Identify taxes and fees collected, and services provided, by governments during colonial times; compare these to the taxes and fees collected, and services provided, by the government today. <i>For example:</i> Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks.</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 4: BL: <i>Choosing Freedom</i> OL: <i>Conflict in the Colonies</i> AL: <i>On the Road to Revolution</i></p>
<p>Standard Understand that..</p>		
<p>8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p>		
<p>Benchmark</p>		
<p>5.1.4.8.1 Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare. <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 5: BL: <i>The People Who Gave Us the U.S. Constitution</i> OL: <i>Words of Freedom: The U.S. Constitution</i> AL: <i>Authors of Liberty: Writing the U.S. Constitution</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
2. Economics		
Sub- strand		
1. Economic Reasoning Skills		
Standard		
Understand that..		
1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.		
Benchmark		
5.2.1.1.1 Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice. <i>For example:</i> Decision-making processes—a decision tree, PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision).		Opportunity to address this standards can be found in the following: iOpeners: <i>A Band of Brave Men</i> <i>Finding a Way: Six Historic U.S. Routes</i> <i>Living History</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
2. Personal Finance		
Standard		
Understand that..		
2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.		
Benchmark		
5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each. <i>For example:</i> Uses of income—spend, save, pay taxes, contribute to others. Advantages of saving—earning interest and having enough money later to make a big purchase. Disadvantage—getting fewer goods and services now.		iOpeners: <i>The Stock Market</i>

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Sub- strand		
4. Microeconomic Concepts		
Standard		
Understand that..		
6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.		
Benchmark		
5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used). <i>For example:</i> Entrepreneurs-- European explorers and traders. Profit equals revenue minus cost.		Reading Street Leveled Readers: Unit 6: <i>Concept Literacy: Where's King Midas When You Need Him?</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
3. Geography		
Sub- strand		
1. Geospatial Skills		
Standard		
Understand that..		
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.		
Benchmark		
<p>5.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>For example: "TODALS" map basics— title, orientation, date, author, legend/ key and scale. Spatial information— cities, roads, boundaries, bodies of water, regions.</i></p>		<p>Reading Street Leveled Readers: Unit 2: <i>Concept Literacy: Revere's Ride</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard		
Understand that..		
3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).		
Benchmark		
5.3.1.3.1 Locate and identify the physical and human characteristics of places in the North American colonies. <i>For example:</i> Physical characteristics— landforms (Appalachian Mountains), ecosystems (forest), bodies of water (Potomac River, Chesapeake Bay), soil, vegetation, weather and climate. Human characteristics— structures (Faneuil Hall), cities (Richmond, Philadelphia, New York City), political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.		<p>Reading Street Leveled Readers: Unit 5: <i>OL: The United States Moves West</i></p> <p>Scott Foresman Social Studies United States Leveled Readers: Unit 3: <i>BL: New World, New Neighbors</i> <i>OL: Making Connections: American Indians and Settlers</i></p> <p>Unit 6: <i>BL: The Growing United States</i> <i>OL: The Search for Land, Gold and a New Life</i> <i>AL: Following the Golden Dream</i></p> <p>Unit 8: <i>BL: Growing and Changing Cities</i> <i>OL: New Problems, New Solutions</i> <i>AL: The Urbanization of America</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
4. Human Environment Interaction		
Standard		
Understand that..		
10. The meaning, use, distribution and importance of resources changes over time.		
Benchmark		
5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies. <i>For example:</i> Geographic factors—climate, landforms, availability of natural resources.		Scott Foresman Social Studies United States Leveled Readers: Unit 3: BL: <i>New World, New Neighbors</i> OL: <i>Making Connections: American Indians and Settlers</i> Scott Foresman Social Studies Growth of a Nation Leveled Readers: Unit 2: BL: <i>Heading West</i> OL: <i>Spreading Across the Continent</i> AL: <i>Westward Expansion</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Strand		
4. History		
Sub- strand		
1. Historical Thinking Skills		
Standard		
Understand that..		
1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.		
Benchmark		
<p>5.4.1.1.1 Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart. <i>For example:</i> Eras—Before 1620; Colonization and Settlement: 1585-1763; Revolution and a New Nation: 1754-1800. Events—the peopling of North America, the settlement of North American colonies, the events of the American Revolution.</p>		<p>Reading Street Leveled Readers: Unit 1: BL: <i>Rube Foster and the Chicago American Giants</i> Unit 2: BL: <i>A Visit to the Navajo Nation</i> OL: <i>Paul Revere and the American Revolutionary War</i> A: <i>The National Guard: Today's Minutemen</i> Unit 3: BL: <i>The Root of the Blues</i> OL: <i>Computers in Filmmaking: Very Special Effects</i> A: <i>The Blues Evolution</i> Unit 4: A: <i>Cheaper, faster, and Better: Recent Technological Innovations; Can Humans Make a Home in Outer Space?</i> <i>Concept Literacy: Moving to the United States</i> Unit 5: BL: <i>The Inside Story of Earth</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>(Continued) 5.4.1.1.1 Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart. <i>For example:</i> Eras—Before 1620; Colonization and Settlement: 1585-1763; Revolution and a New Nation: 1754-1800. Events—the peopling of North America, the settlement of North American colonies, the events of the American Revolution.</p>		<p>(Continued) Unit 6: BL: <i>Jazz, Jazz, Jazz</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard Understand that..		
2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.		
Benchmark		
5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.	SE/TE: Unit 1: <i>Working on the Railroad</i> Unit 5: <i>Talk with an Astronaut</i> <i>Women Astronauts</i> Unit 6: <i>The Hindenburg</i> <i>The Mystery of the Hindenburg Disaster</i>	Reading Street Leveled Readers: Unit 1: BL: <i>Our Village; Rube Foster and the Chicago American Giants; The Golden Spike</i> OL: <i>Famous Women in Sports; A Railroad Over the Sierra</i> A: <i>The Signs; The Journey of African American Athletes; The Land of Opportunity</i> Concept Literacy: <i>Surviving on a Deserted Island; Baseball's Heroes: Players Who Overcame the Odds; From Six Months to Six Days</i> Unit 2: BL: <i>From Slave to Soldier; China: Today and Yesterday; A Visit to the Navajo Nation; Paul Revere's Ride</i> OL: <i>Paul Revere and the American Revolutionary War</i> A: <i>Our Essential Oceans; The Most Dangerous Woman in America; The Talker; The National Guard: Today's Minutemen</i> Concept Literacy: <i>William Carney: An American Hero; Revere's Ride</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>(Continued) 5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.</p>		<p>(Continued) Unit 3: BL: <i>The Root of the Blues; The Magic of Makeup: Going Behind the Mask</i> OL: <i>The Search for a Perpetual Motion Machine; Blues Legends</i> A: <i>Philo and His Invention; The Blues Evolution; Special Effects in Hollywood</i> <i>Concept Literacy: Meet the Artists!; Picturing the Past</i> Unit 4: BL: <i>Land of Plenty; Moving; Let the Games Begin: History of the Olympics</i> OL: <i>Journey to the New World; Wilma Rudolph: Running to Win</i> A: <i>Cheaper, Faster, and Better; Nathaniel Comes to Town; What Makes Great Athletes?</i> Unit 5: BL: <i>Titanic: The “Unsinkable” Ship; Aim High: Astronaut Training; The California Gold Rush</i> OL: <i>Bill Lucks Out; Sailing the Stars; The United States Moves West</i> A: <i>From Territory to Statehood</i> Unit 6: BL: <i>The Flight Over the Ocean: Yesterday and Today; Jazz, Jazz, Jazz</i> OL: <i>Stop That Train!</i> A: <i>Unexpected Music</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>5.4.1.2.2 Explain a historical event from multiple perspectives. <i>For example:</i> Event—Boston Massacre; Perspectives—British soldiers, American colonists.</p>	<p>SE/TE: Unit 1: <i>Ten Mile Day</i></p>	<p>Reading Street Leveled Readers: Unit 1: BL: <i>The Golden Spike</i> OL: <i>A Railroad Over the Sierra</i> <i>Concept Literacy: From Six Months to Six Days</i> Unit 2: BL: <i>From Slave to Soldier</i> OL: <i>Paul Revere and the American Revolutionary War</i> <i>Concept Literacy: Revere's Ride</i> Unit 6: OL: <i>Stop That Train!</i></p> <p>Scott Foresman Social Studies United States Leveled Readers: Unit 4: AL: <i>On the Road to Revolution</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard		
Understand that..		
3. Historical events have multiple causes and can lead to varied and unintended outcomes.		
Benchmark		
5.4.1.3.1 Analyze multiple causes and outcomes of a historical event. <i>For example:</i> Historical event— the Columbian Exchange, the Seven Years' War.		Reading Street Leveled Readers: Unit 1: BL: <i>The Golden Spike</i> A: <i>The Land of Opportunity</i> Concept Literacy: <i>Wilma Rudolph: Tennessee Tornado</i> Unit 2: OL: <i>Paul Revere and the American Revolutionary War</i> Concept Literacy: <i>Revere's Ride</i> Unit 5: OL: <i>The United States Moves West</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Sub- strand		
4. United States History		
Standard		
Understand that..		
15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)		
Benchmark		
5.4.4.15.1 Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact) <i>For example: Maya, Aztec, Anasazi, Hohokam, Cahokia, Hopewell.</i>		Reading Street Leveled Readers: Unit 1: BL: <i>Our Village</i> A: <i>The Medicine Harvest</i> Unit 2: BL: <i>A Visit to the Navajo Nation</i> Unit 6: BL: <i>Ancient Gold from the Ancient World</i> Scott Foresman Social Studies United States Leveled Readers: Unit 1: BL: <i>Learning About the First Americans</i> OL: <i>Uncovering America's Past</i> AL: <i>Archaeologists Explore Early America</i>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
Standard Understand that..		
16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)		
Benchmark		
5.4.4.16.1 Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763) <i>For example:</i> Motivations—the search for a route to Asia, rivalries for resources, religious competition.		<p>Reading Street Leveled Readers: Unit 4: OL: <i>Journey to the New World</i></p> <p>Pearson MyWorld Social Studies Leveled Readers: Chapter 2: B: <i>Isabella, Queen of Spain</i> O: <i>Isabella: Queen of Two Kingdoms</i> A: <i>Queen Isabella and the Exploration of the Americas</i></p> <p>Scott Foresman Social Studies United States Leveled Readers: Unit 2: BL: <i>His Name Was Amerigo</i> OL: <i>Vespucci Sails for America</i> AL: <i>Exploring with Amerigo Vespucci</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>5.4.4.16.2 Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763)</p>		<p>Reading Street Leveled Readers: Unit 3: BL: <i>The Root of the Blues</i> Unit 4: OL: <i>Journey to the New World</i></p> <p>Pearson MyWorld Social Studies Leveled Readers: Chapter 3: B: <i>Chief Powhatan</i> O: <i>Powhatan, Native American Leader</i> A: <i>Chief Powhatan, Leader of His People</i></p> <p>Scott Foresman Social Studies United States Leveled Readers: Unit 3: BL: <i>New World, New Neighbors</i> OL: <i>Making Connections: American Indians and Settlers</i> AL: <i>Early American Alliances</i></p>
<p>5.4.4.16.3 Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763)</p>		<p>Reading Street Leveled Readers: Unit 3: BL: <i>The Root of the Blues</i></p>
<p>5.4.4.16.4 Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585-1763)</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 3: AL: <i>Early American Alliances</i></p>

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5.4.4.16.5 Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763)	SE/TE: Unit 3: <i>Mahalia Jackson</i>	Reading Street Leveled Readers: Unit 3: BL: <i>The Root of the Blues</i> OL: <i>Blues Legends</i> <i>Concept Literacy: Music Legends</i> Unit 6: <i>Concept Literacy: All That Jazz!</i>
Standard Understand that..		
17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)		
Benchmark		
5.4.4.17.1 Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Conflicts related to the Proclamation Line of 1763, imperial policy shifts aimed at regulating and taxing colonists (Sugar Act, Stamp Act, Townshend Acts, Tea Act, "Coercive" Acts, Quebec Act), "taxation without representation," the Boston Tea Party, the Quartering Act.		Reading Street Leveled Readers: Unit 2: BL: <i>Paul Revere's Ride</i> OL: <i>Paul Revere and the American Revolutionary War</i> A: <i>The National Guard: Today's Minutemen</i> <i>Concept Literacy: Revere's Ride</i> Scott Foresman Social Studies United States Leveled Readers: Unit 4: BL: <i>Choosing Freedom</i> OL: <i>Conflict in the Colonies</i> AL: <i>On the Road to Revolution</i>

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<p>5.4.4.17.2 Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Colonial charters, Mayflower Compact, colonial assemblies.</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 4: BL: <i>Choosing Freedom</i> OL: <i>Conflict in the Colonies</i> AL: <i>On the Road to Revolution</i></p>
<p>5.4.4.17.3 Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Lexington and Concord, Saratoga, Yorktown, Treaty of Paris.</p>		<p>Reading Street Leveled Readers: Unit 1: OL: <i>Paul Revere and the American Revolutionary War</i> A: <i>The National Guard: Today's Minutemen</i> <i>Concept Literacy: Revere's Ride</i></p> <p>Scott Foresman Social Studies United States Leveled Readers: Unit 4: BL: <i>Choosing Freedom</i> OL: <i>Conflict in the Colonies</i> AL: <i>On the Road to Revolution</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>5.4.4.17.4 Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Groups—Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 4: BL: <i>Choosing Freedom</i> OL: <i>Conflict in the Colonies</i> AL: <i>On the Road to Revolution</i></p>
<p>5.4.4.17.5 Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy.</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 5: BL: <i>The People Who Gave Us the U.S. Constitution</i> OL: <i>Words of Freedom: The U.S. Constitution</i> AL: <i>Authors of Liberty: Writing the U.S. Constitution</i></p>
<p>5.4.4.17.6 Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution. (Revolution and a New Nation: 1754-1800)</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 5: BL: <i>The People Who Gave Us the U.S. Constitution</i> OL: <i>Words of Freedom: The U.S. Constitution</i> AL: <i>Authors of Liberty: Writing the U.S. Constitution</i></p>

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Minnesota Academic Standards	Scott Foresman Reading Street Selections	Leveled Readers
<p>5.4.4.17.7 Describe the major issues that were debated at the Constitutional Convention. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Distribution of political power, rights of individuals, rights of states, slavery, the "Great Compromise."</p>		<p>Scott Foresman Social Studies United States Leveled Readers: Unit 5: BL: <i>The People Who Gave Us the U.S. Constitution</i> OL: <i>Words of Freedom: The U.S. Constitution</i> AL: <i>Authors of Liberty: Writing the U.S. Constitution</i></p>