

A Mississippi  
Correlation of



to

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★  
**SOCIAL STUDIES**

Grades K-5



T/SS-14\_MS

## Introduction

This document demonstrates how **Scott Foresman Reading** and **Scott Foresman Social Studies** content and skills support and enhance each other to ensure success for each student. Correlation page references are to the Teacher's Edition and associated Student Edition pages unless otherwise noted.

### Scott Foresman Social Studies

**Scott Foresman** is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

#### Content

**Scott Foresman Social Studies** content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

#### Accessibility

**Scott Foresman Social Studies** provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

### Scott Foresman Reading

**Scott Foresman Reading** is a systematic reading program for grades Kindergarten through Grade 6. The goal of the program is to develop independent readers, articulate writers and speakers, and discerning listeners and viewers. Four elements— literature, phonics, accountability, and management, all link to every teacher's number one classroom goal of reading independence for every student. Reading independence is at the heart of instruction and the heart of **Scott Foresman Reading**.

#### Reading First

**Scott Foresman Reading** is a comprehensive, scientifically based reading program that aligns to the five critical areas of instruction identified by Reading First: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension.

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**Scott Foresman Reading  
to  
Scott Foresman Social Studies**

**Kindergarten**

<b>Scott Foresman Social Studies Kindergarten—Here We Go</b>	<b>Scott Foresman Reading Kindergarten</b>
<p><b>Unit 1 Time for School</b></p> <p><b>Content</b> Families Homes Getting Along Positions School Rules Solving Problems School Helpers</p> <p><b>Skills</b> Use Illustrations</p>	<p><b>Content</b></p> <p>Unit 1: <i>All I Am</i> (Home/Family), Big Book, pp. 2-23, TE pp. 199-203            Unit 2: <i>Miss Bindergarten Gets Ready for Kindergarten</i> (School), Big Book, pp. 6-40, TE pp. 57-63            Unit 3: <i>Lilly’s Purple Plastic Purse</i> (School Rules), Trade Book, pp. 3-32, TE pp. 57-63            Unit 4: <i>Three Little Kittens</i> (Solving Problems), Big Book, pp. 4-32, TE pp. 167-171</p> <p><b>Skills</b> <b>Use Illustrations</b></p> <p>Unit 1: <i>Mary Wore Her Red Dress</i>, Big Book, pp. 2-14, TE pp. 25, 30-31, 34, 38            Unit 1: <i>All I Am</i>, pp. 205, 210-211, 214, 218            Unit 3: <i>Mrs. McNosh Hangs Up Her Wash</i>, pp. 177, 182-183, 186, 191</p>
<p><b>Unit 2 Communities</b></p> <p><b>Content</b> Neighborhoods Maps Signs Rules Community Helpers Communities Celebrations</p>	<p><b>Content</b></p> <p>Unit 2: <i>Dinner at the Panda Palace</i>, (Celebrations), Trade Book, pp. 3-32, TE pp. 135-141            Unit 5: <i>Listen, Buddy</i> (Following Rules), Trade Book, pp. 3-32, TE pp. 57-63            Unit 6: <i>A House Is a House for Me</i> (Neighborhoods), Trade Book, pp. 5-48, TE pp. 208-215</p>

<b>Scott Foresman Social Studies Kindergarten—Here We Go</b>	<b>Scott Foresman Reading Kindergarten</b>
<p>(continued)  <b>Skills</b>            Classify/Categorize</p>	<p><b>Skills</b>  <b>Classify/Categorize</b>            Unit 4: <i>On the Go</i>, Big Book, Trade Book, pp. 5-29, TE pp. 137, 142-143, 146, 150            Unit 5: <i>Jump into the Jungle</i>, Big Book, pp. 2-24, TE pp. 27, 32-33, 36, 40            Unit 6: <i>Flower Garden</i>, Big Book, pp. 4-32, TE pp. 101, 106, 107, 110, 114</p>
<p><b>Unit 3 Work</b></p> <p><b>Content</b>            Work            Jobs            Jobs Then and Now            Earning Money            Using Money            Making Choices            Needs and Wants            Needs/Food            Needs/Clothing            Needs/Shelter            From Here to There</p> <p><b>Skills</b>            Compare and Contrast</p>	<p><b>Content</b>            Unit 3: <i>No, No, Titus!</i> (Jobs), Big Book, pp. 2-25, TE pp. 95-99            Unit 3: <i>Mrs. McNosh Hangs Up Her Wash</i> (Jobs), Big Book, pp. 2-20, TE pp. 172-175            Unit 4: <i>On the Go</i>, Big Book, (From Here to There), Trade Book, pp. 5-29, TE pp. 131-135            Unit 6: <i>Machines at Work</i> (Jobs), Big Book, pp. 2-32, TE pp. 170-175</p> <p><b>Skills</b>  <b>Compare and Contrast</b>            Unit 1: <i>From Head to Toe</i>, Big Book, pp. 2-25, TE pp. 95, 100-101, 104, 108            Unit 1: <i>Big and Little</i>, Big Book, pp. 2-21, TE pp. 169, 174-175, 178, 182            Unit 6: <i>Hush! A Thai Lullaby</i>, Trade Book, pp. 4-32, TE pp. 65, 70-71, 74, 78</p>

<b>Scott Foresman Social Studies Kindergarten—Here We Go</b>	<b>Scott Foresman Reading Kindergarten</b>
<p><b>Unit 4 Our Earth</b></p> <p><b>Content</b>  Weather  Seasons  Forests  Plains  Mountains  Oceans  Maps  United States Map  World Map  Globe  Conserve Resources</p> <p><b>Skills</b>  Cause and Effect</p>	<p><b>Content</b>  Unit 3: <i>Raccoons and Ripe Corn</i> (Autumn), Trade Book, pp. 2-23, TE pp. 207-211  Unit 4: <i>Looking for Crabs</i> (Ocean), Big Book, pp. 4-32, TE pp. 21-25  Unit 6: <i>Flower Garden</i> (Spring), Big Book, pp. 4-32, TE pp. 94-99</p> <p><b>Skills</b>  <b>Cause and Effect</b>  Unit 2: <i>Bunny Cakes</i>, Trade Book, pp. 3-24, TE pp. 215, 220-221, 224, 228  Unit 3: <i>Lilly's Purple Plastic Purse</i>, Trade Book, pp. 3-32, TE pp. 65, 70-71, 74, 78  Unit 3: <i>Ginger</i>, Trade Book, pp. 2-33, TE pp. 141, 146-147, 151, 155</p>
<p><b>Unit 5 The U.S.A</b></p> <p><b>Content</b>  National Symbols  First Americans  Explorers  Thanksgiving  Celebrations  Changes in Travel  City Growth</p>	<p><b>Content</b>  Unit 2: <i>Dinner at the Panda Palace</i>, (Celebrations), Trade Book, pp. 3-32, TE pp. 135-141  Unit 4: <i>On the Go</i>, (Travel) Trade Book, pp. 5-29, TE pp. 131-135  Unit 6: <i>The Flower Garden</i> (Celebration), Big Book, pp. 4-32, TE pp. 95-99</p>

<p align="center"><b>Scott Foresman Social Studies Kindergarten—Here We Go</b></p>	<p align="center"><b>Scott Foresman Reading Kindergarten</b></p>
<p>(continued)  <b>Skills</b>            Sequence</p>	<p><b>Skills</b>  <b>Sequence</b>            Unit 2: <i>Follow the Leader</i>, Big Book, pp. 4-23, TE pp. 179, 184-185, 188, 192            Unit 6: <i>Zoom! Zoom! Zoom! I'm Off to the Moon!</i> Trade Book, pp. 2-32, TE pp. 29, 34-35, 38, 42</p>
<p><b>Unit 6 Family Stories</b></p> <p><b>Content</b>            Alike and Different            Everyday Routines            Family Celebrations            Then and Now            Special Foods            Games            Places We Go</p> <p><b>Skills</b>            Recall and Retell</p>	<p><b>Content</b>            Unit 1: <i>Mary Wore Her Red Dress</i> (Alike and Different), Big Book, pp. 2-14, TE pp. 21-23            Unit 2: <i>Bunny Cakes</i> (Birthday Celebration) Trade Book, pp. 3-24, TE pp. 209-213            Unit 4: <i>Shoes Like Miss Alice's</i> (Alike and Different), Trade Book, pp. 6-31, TE pp. 139-143            Unit 6: <i>The Flower Garden</i> (Games), Trade Book, pp. 4-32, TE pp. 204-209</p> <p><b>Skills</b>  <b>Recall and Retell</b>            Unit 1: <i>The Wheels on the Bus</i>, Big Book, pp. 2-16, TE pp. 59, 64-65, 68, 72            Unit 2: <i>Mouse Mess</i>, Big Book, pp. 6-32, TE pp. 27, 32-33, 36, 40            Unit 3: <i>Cat's Colors</i>, Big Book, pp.2-25, TE pp. 27, 32-33, 36, 40</p>

**Scott Foresman Reading  
to  
Scott Foresman Social Studies**

**Grade One**

<b>Scott Foresman Social Studies Grade One—All Together</b>	<b>Scott Foresman Reading Grade One</b>
<p><b>Unit 1 Time for School</b></p> <p><b>Content</b> Getting to Know Andrew Home and School Rules We Follow Learning About My School</p> <p><b>Skills</b> Use Picture Clues Read a Calendar Problem on the Playground</p>	<p><b>Content</b> Unit 1: <i>My Family's Market</i> (Home), TE pp. 120-123 Unit 2: <i>Sweet Potato Pie</i> (Home), PE pp. 180-196 Unit 3: <i>Lily Reads</i> (School), PE pp. 170-179 Unit 5: <i>A Real Gift</i> (Home and School), PE pp. 10-17 Unit 5: <i>Lost in the Museum</i> (Rules), PE pp. 124-149</p> <p><b>Skills</b> <b>Use Picture Clues</b> Unit 2: <i>Oh, Cats</i>, PE pp. 18-38 Unit 2: <i>Can You Find It?</i> PE pp. 52-66 <b>Read a Calendar</b> Unit 3: <i>I Can Read</i>, pp. 169a, 169h, 181d, 184 (writing assignment using days and months) <b>Problem on the Playground</b> Unit 5: <i>A Big Day for Jay</i>, pp. 53g Unit 6: <i>What's New in Mrs. Powell's Class?</i> PE pp. 76-83</p>



<b>Scott Foresman Social Studies Grade One—All Together</b>	<b>Scott Foresman Reading Grade One</b>
<p><b>Unit 2 In My Community</b></p> <p><b>Content</b>  Welcome to My Neighborhood  Different Kinds of Communities  Special Things We Do  Community Laws and Leaders  Where in the World Do I Live?</p> <p><b>Skills</b>  Alike and Different  Use a Map Key  Use Four Directions</p>	<p><b>Content</b>  Unit 2: <i>Can You Find It?</i> (Rural Community), PE pp. 52-66  Unit 3: <i>Communities</i> (Leaders), PE pp. 120-130  Unit 3: <i>I Can Read</i> (Urban Community), PE pp. 162-169  Unit 5: <i>Lost</i> (Special Things), PE pp. 54-80  Unit 5: <i>The Bravest Cat</i> (Special Things), PE pp. 200-220</p> <p><b>Skills</b>  <b>Alike and Different</b>  Unit 1: <i>Lunch</i>, TE pp. 58-59, 64, 68, 72, 76  Unit 3: <i>The Little Red Hen</i>, pp. 17e, 32-33, 39a-39b  Unit 3: <i>Communities</i>, pp. 119e, 122-123, 135a  <b>Use a Map Key</b>  Unit 5: <i>Lost in a Museum</i>, pp. 155</p>
<p><b>Unit 3 Work! Work! Work!</b></p> <p><b>Content</b>  Ben’s Jobs  Needs and Wants  Spending and Saving  Welcome to Job Day!  Interview with a Farmer  From Place to Place</p>	<p><b>Content</b>  Unit 2: <i>A Big Job</i> (Jobs), PE pp. 172-179  Unit 3: <i>Yes, We Want Some Too!</i> (Need/Wants), PE pp. 40-47  Unit 3: <i>Communities</i> (Jobs), PE pp. 120-129  Unit 4: <i>The Rolling Rice Cake</i> (Needs/Wants), PE pp. 110-117</p>

Scott Foresman Social Studies Grade One—All Together	Scott Foresman Reading Grade One
(continued) <b>Skills</b> Put Things in Order Use a Chart Follow a Route	<b>Skills</b> <b>Put Things in Order</b> Unit 1: <i>Tumble Bumble</i> , pp. 158-159, 164, 168, 172, 176 Unit 5: <i>Foal</i> , pp. 93e, 108-109, 115a-115b <b>Use a Chart</b> Unit 6: <i>Bluebirds in the Garden</i> , p. 35 Unit 6: <i>Do You Live in a Nest?</i> p. 101 <b>Follow a Route</b> Unit 5: <i>Lost</i> , PE pp. 52-79
<b>Unit 4 Our Earth, Our Resources</b>  <b>Content</b> Different Kinds of Weather Looking at Our Land Water Our Earth’s Resources Interview About Farm History Caring for Our Resources  <b>Skills</b> Find the Main Idea Read a Time Line Locate Land and Water	<b>Content</b> Unit 2: <i>Look at That</i> (Weather), PE pp. 44-51 Unit 2: <i>How Many Fish?</i> (Land/Water), PE pp. 124-143 Unit 2: <i>Tadpole to Frog</i> (Land/Water), PE pp. 158-165 Unit 6: <i>Bluebirds in the Garden</i> (Caring for Resources), PE pp. 10-17  <b>Skills</b> <b>Find the Main Idea</b> Unit 3: <i>Biscuit</i> , pp. 85e, 104-105, 111a-111b Unit 4: <i>Our Family Get-Together</i> , pp. 87e, 102-103, 109a-109b Unit 5: <i>Dinosaur Babies</i> , pp. 163e, 182-183, 191a, 191b <b>Read a Time Line</b> Unit 5: <i>Baby Otter Grows Up</i> , PE pp. 86-93 <b>Locate Land and Water</b> Unit 2: <i>Tadpole to Frog</i> , PE pp. 158-167

<b>Scott Foresman Social Studies Grade One—All Together</b>	<b>Scott Foresman Reading Grade One</b>
<p><b>Unit 5 This Is Our Country</b></p> <p><b>Content</b>  Native Americans  Early Travelers to America  The Colonies Become Free  Symbols in Our Country  We Celebrate Holidays  Choosing Our Country’s Leaders</p> <p><b>Skills</b>  Recall and Retell  Read a Diagram  Use a History Map</p>	<p><b>Content</b>  Unit 5: <i>The True Story of Abbie Burgess</i> (Heroes), PE pp. 192-199  Unit 6: <i>Ice Cold Birthdays</i> (Celebrations), PE pp. 44-68  Unit 6: <i>Leon and Bob</i> (Friends), PE pp. 170-189</p> <p><b>Skills</b>  <b>Recall and Retell</b>  Unit 1: <i>Thumble Bumble</i>, pp. 188-189, 194, 198, 202, 206  <b>Read a Diagram</b>  Unit 2: <i>Tadpole to Frog</i>, pp. 171  Unit 3: <i>Communities</i>, p. 135  <b>Use a History Map</b>  Unit 5: <i>Lost in a Museum</i>, pp. 155</p>
<p><b>Unit 6 Our Country, Our World</b></p> <p><b>Content</b>  Visiting the Market  How Things Have Changed  Inventors and Inventions  How Travel Has Changed  Life Around the World</p> <p><b>Skills</b>  Predict  Make a Decision  Read a Bar Graph</p>	<p><b>Content</b>  Unit 3: <i>Trucks</i> (Travel), PE pp. 112-119  Unit 5: <i>Arthur’s Reading Race</i> (Shopping/Money), PE pp. 18-40  Unit 6: <i>Bluebird’s in the Garden</i> (Inventions), PE pp. 10-17  Unit 6: <i>I’ll Join You</i> (Change), PE pp. 162-169</p> <p><b>Skills</b>  <b>Predict</b>  Unit 2: <i>I Went Walking</i>, pp. 79e, 98-99, 115a-115b  Unit 5: <i>Arthur’s Reading Race</i>, pp. 17e, 32-33, 45a-45b  <b>Make a Decision</b>  Unit 2: <i>Oh, Cats!</i> PE p. 40  <b>Read a Bar Graph</b>  Unit 4: <i>The Gingerbread Man</i>, p. 43  Unit 4: <i>The Riddles</i>, p. 199</p>

**Scott Foresman Reading  
to  
Scott Foresman Social Studies**

**Grade Two**

<b>Scott Foresman Social Studies Grade Two—People and Places</b>	<b>Scott Foresman Reading Grade Two</b>
<p><b>Unit 1 Where We Live</b></p> <p><b>Content</b>            Living in a Neighborhood            A Walk Through a Community            Comparing Communities            Our State and Our Country            Our Country Is Part of Our World</p> <p><b>Skills</b>            Use Context and Picture Clues            Problem Solving at the Library            Read a City Map</p>	<p><b>Content</b>            Unit 1: <i>Daddy, Could I Have an Elephant</i> (Urban Life), pp. 20-37            Unit 1: <i>House Repair</i> (Urban Life), pp. 132-137,            Unit 3: <i>The Story Keeper</i> (Community), pp. 326-331            Unit 3: <i>People, People Everywhere!</i> (City/Country), pp. 332-349            Unit 3: <i>New Best Friends</i> (Neighbors), pp. 356-363</p> <p><b>Skills</b>  <b>Use Context and Picture Clues</b>            Unit 3: <i>People, People Everywhere</i>, pp. 331e-331f, 338-339, 355a-355b            Unit 6: <i>The Puddle Pail</i>, pp. 365e-365f, 368-369, 389a-389b  <b>Problem Solving at the Library</b>            Unit 1: <i>Daddy, Could I Have an Elephant</i>, p. 43            Unit 3: <i>Moonbear’s Pet</i>, p. 449  <b>Read a City Map</b>            Unit 1: <i>Tools</i>, pp. 91, 97            Unit 1: <i>Three Little Bikers</i>, p. 131</p>

<b>Scott Foresman Social Studies Grade Two—People and Places</b>	<b>Scott Foresman Reading Grade Two</b>
<p><b>Unit 2 Our Earth</b></p> <p><b>Content</b>            Interview with a Geographer            Where People Live            From My Orchard to You            Our Earth’s Resources            Caring for Our Resources</p> <p><b>Skills</b>            Cause and Effect            Landforms and Water on a Map            Read a Bar Graph</p>	<p><b>Content</b>            Unit 1: <i>The Green Leaf Club News</i> (Geography), pp. 98-103            Unit 3: <i>New Best Friends</i> (Neighbors), pp. 356-363            Unit 2: Unit 5: <i>Down in the Sea: The Jellyfish</i> (Land/Water), pp. 268-285            Unit 6: <i>City Green</i> (Caring for Resources), pp. 452-472</p> <p><b>Skills</b>  <b>Cause and Effect</b>            Unit 3: <i>Wanted: Best Friend</i>, pp. 363e-363f, 382-383, 389a-389b            Unit 4: <i>The Rooster Who Went to His Uncle’s Wedding</i>, p. 111e-111f, 132-133, 137a-137b</p> <p><b>Landforms and Water on a Map</b>            Unit 1: <i>Tools</i>, pp. 91, 97            Unit 1: <i>Three Little Bikers</i>, p. 131</p> <p><b>Read a Bar Graph</b>            Unit 6: <i>Lemonade for Sale</i>, pp. 352-353, 359</p>
<p><b>Unit 3 Working Together</b></p> <p><b>Content</b>            Choosing Goods and Services            Services in Our Community            Goods from the Factory to You            A Trip to the Bank            Countries Trade and Move Goods</p>	<p><b>Content</b>            Unit 1: <i>The Workers</i> (Jobs), pp. 70-75            Unit 1: <i>Tools</i> (Goods/Services), pp. 76-89            Unit 5: <i>Riding the Ferry with Captain Cruz</i> (Services/Jobs), pp. 246-255            Unit 6: <i>Lemonade for Sale</i> (Earning Money), pp. 330-353</p>

<b>Scott Foresman Social Studies Grade Two—People and Places</b>	<b>Scott Foresman Reading Grade Two</b>
<p><b>Skills</b>            Predict            Make a Decision            Use a Compass Rose            Read a Pie Chart</p>	<p><b>Skills</b>  <b>Predict</b>            Unit 1: <i>Daddy, Could I Have an Elephant?</i> pp. 19e-19f, 26-27, 43a-43b            Unit 1: <i>The Surprise</i>, pp. 151  <b>Make a Decision</b>            Unit 4: <i>Missing: One Stuffed Rabbit</i>, p. 143e  <b>Use a Compass Rose</b>            Unit 1: <i>Tools</i>, pp. 91, 97  <b>Read a Pie Chart</b>            Unit 6: <i>Lemonade for Sale</i>, p. 352-353, 359</p>
<p><b>Unit 4 Our Country</b></p> <p><b>Content</b>            Local Government            State Government            Federal Government            Voting for Leaders            The Land of Freedom</p> <p><b>Skills</b>            Main Idea and Details            Read a Table            Use a Map Grid</p>	<p><b>Content</b>            Unit 3: <i>Play Ball (Responsibility)</i>, pp. 312-321            Unit 4: <i>Missing: One Stuffed Rabbit (Solving Problems)</i>, pp. 144-169            Unit 6: <i>Wicker School Takes Action</i>, pp. 446-451</p> <p><b>Skills</b>  <b>Main Idea and Details</b>            Unit 5: <i>Man on the Moon</i>, pp. 187e-187f, 202-203, 209a-209b            Unit 5: <i>Let's Go Dinosaur Tracking!</i> pp. 295e-295f, 306-307, 317a-317b  <b>Read a Table</b>            Unit 2: <i>Duck</i>, pp. 180-181, 187</p>

<b>Scott Foresman Social Studies Grade Two—People and Places</b>	<b>Scott Foresman Reading Grade Two</b>
<p><b>Unit 5 Our Country Long Ago</b></p> <p><b>Content</b>  The First Americans  Colonies  Thirteen Colonies, One Country  Our Country Grows  We Remember Americans</p> <p><b>Skills</b>  Put things in Order  Read a History Map  Read a Time Line</p>	<p><b>Content</b>  Unit 4: <i>Hear the Cheers</i> (Native Americans), pp. 12-17  Unit 5: <i>Man on the Moon</i> (History), pp. 188-204  Unit 5: <i>Going to Town</i> (Pioneers), pp. 216-234</p> <p><b>Skills</b>  <b>Put things in Order</b>  Unit 2: <i>Seeing</i>, pp. 195e-195f, 198-199, 207a-207b  Unit 2: <i>Anansi and the Talking Melon</i>, pp. 267e-267f, 270-271, 297a-297b</p> <p><b>Read a History Map</b>  Unit 1: <i>Tools</i>, pp. 91, 97</p> <p><b>Read a Time Line</b>  Unit 3: <i>A Good Laugh for Cookie</i>, p. 424h  Unit 4: <i>Hear the Cheers</i>, p. 41</p>
<p><b>Unit 6 People and Places in History</b></p> <p><b>Content</b>  Family History  People Celebrate  Landmarks in Our Country  A Step Back in Time  Linking Our World</p> <p><b>Skill</b>  Recall and Retell  Read a Calendar  Read a Diagram</p>	<p><b>Content</b>  Unit 1: <i>Franny and Ginny</i> (Family), pp. 12-19  Unit 4: <i>Birthday Joy</i> (Celebrations), pp. 42-47  Unit 5: <i>Two Lunches at the Mill</i> (Family History), pp. 210-215</p> <p><b>Skill</b>  <b>Recall and Retell</b>  Unit 4: <i>Missing: One Stuffed Rabbit</i>, pp. 143f, 171a, 173</p> <p><b>Read a Calendar</b>  Unit 4: <i>Yawning Dawn</i>, (Schedule), p. 126e</p> <p><b>Read a Diagram</b>  Unit 2: <i>Seeing</i>, pp. 174-175, 207  Unit 5: <i>Down in the Sea: The Jellyfish</i>, p. 289</p>

**Scott Foresman Reading  
to  
Scott Foresman Social Studies**

**Grade Three**

<b>Scott Foresman Social Studies Grade Three - Communities</b>	<b>Scott Foresman Reading Grade Three</b>
<p><b>Unit 1 Our Community</b></p> <p><b>Content</b> What Are Communities Kinds of Communities</p> <p><b>Skills</b> Main Ideas and Details Use Map Scales Classify</p>	<p><b>Content</b> Unit 1: <i>Anthony Reynoso: Born to Rope</i> (Community), pp. 70-85 Unit 6: <i>Southwest Settlements</i> (Community), pp. 295-297</p> <p><b>Skills</b> <b>Main Ideas and Details</b> Unit 1: <i>Anthony Reynoso: Born to Rope</i>, pp. 81, 89b Unit 2: <i>Night of the Puffins</i>, pp. 226-227, 231, 235, 247a <b>Use Map Scales</b> Unit 1: <i>Anthony Reynoso: Born to Rope</i>, p. 89h <b>Classify</b> Unit 4: <i>One Grain of Rice</i>, pp. 88-89, 95, 103, 115</p>
<p><b>Unit 2 People in Communities</b></p> <p><b>Content</b> People Move from Place to Place Celebrations</p> <p><b>Skills</b> Compare and Contrast Use Intermediate Directions Understand Hemispheres</p>	<p><b>Content</b> Unit 1: <i>How I Spent My Summer Vacation</i> (Travel), pp. 16-36 Unit 4: <i>Sam and the Lucky Money</i> (Immigration), pp. 40-57 Unit 6: <i>The Extra-Good Sunday</i> (Celebrations), pp. 322-337</p> <p><b>Skills</b> <b>Compare and Contrast</b> Unit 4: <i>One Grain of Rice</i>, pp. 88-89, 95, 103, 115a</p>



<b>Scott Foresman Social Studies Grade Three - Communities</b>	<b>Scott Foresman Reading Grade Three</b>
(continued)	<p><b>Use Intermediate Directions</b> Unit 1: <i>Anthony Reynoso: Born to Rope</i>, p. 89h</p> <p><b>Understand Hemispheres</b> Unit 1: <i>Anthony Reynoso: Born to Rope</i>, p. 89h</p>
<p><b>Unit 3 What Are Communities</b></p> <p><b>Content</b> Community Environments Places Where Communities Start</p> <p><b>Skills</b> Draw Conclusions Use a Line Graph Write a Letter for Information</p>	<p><b>Content</b> Unit 2: <i>Tornado Alert</i> (Environment), pp. 190-203 Unit 2: <i>Danger – Icebergs!</i> (Environment), pp. 210-221 Unit 2: <i>Nights of the Pufflings</i> (Environment), pp. 228-242</p> <p><b>Skills</b> <b>Draw Conclusions</b> Unit 1: <i>Goldilocks and the Three Bears</i>, pp. 40-41, 45, 59, 67a Unit 1: <i>Herbie and Annabelle</i>, pp. 99, 109b</p> <p><b>Use a Line Graph</b> Unit 4: <i>One Grain of Rice</i>, (Graphs), p. 115h</p> <p><b>Write a Letter for Information</b> Unit 1: <i>Goldilocks and the Three Bears</i>, p. 67d</p>

<b>Scott Foresman Social Studies Grade Three - Communities</b>	<b>Scott Foresman Reading Grade Three</b>
<p><b>Unit 4 History of Communities</b></p> <p><b>Content</b> Communities and Their Histories Technology Changes Communities</p> <p><b>Skills</b> Cause and Effect Use the Library Use a Locator Map Use a Time Line Solve Problems</p>	<p><b>Content</b> Unit 3: <i>Brave as a Mountain Lion</i> (Native Americans), pp. 330-347 Unit 3: <i>Your Dad Was Just Like You</i> (Family History), pp. 354-369 Unit 5: <i>Flight: The Journey of Charles Lindbergh</i> (History and Technology), pp. 150-166</p> <p><b>Skills</b> <b>Cause and Effect</b> Unit 1: <i>Herbie and Annabelle</i>, pp. 90-91, 97, 101, 109a Unit 4: <i>Thunder Cake</i>, pp. 62-63, 69, 75, 87a <b>Use the Library</b> Unit 4: <i>Ananse's Feast</i>, p. 37h <b>Use a Locator Map</b> Unit 1: <i>Anthony Reynoso: Born to Rope</i>, p. 89h <b>Use a Time Line</b> Unit 5: <i>Leah's Pony</i>, p. 267h <b>Solve Problems</b> Unit 6: <i>The Rag Coat</i>, p. 277a</p>

<b>Scott Foresman Social Studies Grade Three - Communities</b>	<b>Scott Foresman Reading Grade Three</b>
<p><b>Unit 5 Communities at Work</b></p> <p><b>Content</b> Making Choices Making Goods</p> <p><b>Skills</b> Sequence Make a Decision Use a Cutaway Diagram</p>	<p><b>Content</b> Unit 5: <i>Leah's Pony</i> (Choices), pp. 248-264 Unit 6: <i>Early Mail Delivery</i> (Service), pp. 318-319</p> <p><b>Skills</b> <b>Sequence</b> Unit 1: <i>How I Spent My Summer Vacation</i>, pp. 14-15, 25, 35, 39a Unit 3: <i>What Do Authors Do?</i> pp. 258-259, 269, 277, 283a Unit 6: <i>The Piñata Maker</i>, pp. 278-279, 287, 291, 297a</p> <p><b>Make a Decision</b> Unit 5: <i>Flight: The Journey of Charles Lindberg</i>, pp. 148-149, 155, 165, 171, 171a Unit 6: <i>Mailing May</i>, pp. 289, 309, 319b</p> <p><b>Use a Cutaway Diagram</b> Unit 6: <i>The Piñata Maker</i>, p. 297h</p>
<p><b>Unit 6 Community Government</b></p> <p><b>Content</b> Rights and Responsibilities Your Local Government</p> <p><b>Skills</b> Summarize Identify Point of View Understand Grid Systems</p>	<p><b>Content</b> Unit 3: <i>Mom's Best Friend</i> (Helping Hands), pp. 312-323 Unit 5: <i>Chibi: A True Story from Japan</i> (Responsibilities), pp. 174-193 Unit 5: <i>Brave Irene</i> (Responsibilities), pp. 200-218</p> <p><b>Skills</b> <b>Summarize</b> Unit 3: <i>Tops and Bottoms</i>, pp. 284-285, 291, 299, 309a Unit 3: <i>Mom's Best Friend</i>, pp. 319, 327b</p>

<b>Scott Foresman Social Studies Grade Three - Communities</b>	<b>Scott Foresman Reading Grade Three</b>
(continued)	<p><b>Identify Point of View</b>            Unit 1: <i>Anthony Reynoso: Born to Rope</i>, pp. 73, 89m</p> <p><b>Understand Grid Systems</b>            Unit 1: <i>Anthony Reynoso: Born to Rope</i>, p. 89h</p>

**Scott Foresman Reading  
to  
Scott Foresman Social Studies -- Mississippi**

**Grade Four**

<b>Scott Foresman Social Studies Grade Four—Mississippi</b>	<b>Scott Foresman Reading Grade Four</b>
<p><b>Unit 1</b> <b>The Land called Mississippi</b></p> <p><b>Content</b> <b>The Geography of Mississippi</b> <b>Mississippi’s Land Resources</b></p> <p><b>Skills</b> <b>Main Idea and Details</b> <b>Understanding Latitude and Longitude</b> <b>Read Inset Maps</b></p>	<p><b>Content</b></p> <p>Unit 2: <i>River of Grass</i>, pp. 190-193 <i>Crocodilians (Land and Water)</i>, pp. 232-233</p> <p>Unit 3: <i>Summer Surfers (Land and Water)</i>, pp. 324-325 <i>The Storm (severe storms)</i>, pp. 327-339 <i>Tornado Tales</i>, pp. 341-343</p> <p>Unit 5: <i>Into the Sea (endangered animals, fish in the sea, turtles)</i>, pp. 558-570</p> <p><b>Skills</b> <b>Main Idea and Details</b></p> <p>Unit 2: <i>Komodo Dragons</i>, pp. 237, 249b</p> <p>Unit 6: <i>Out of the Blue</i>, pp. 666-667, 675, 683, 683a</p> <p><b>Understanding Latitude and Longitude</b></p> <p>Unit 5: <i>Race for the North Pole (Graphic Sources)</i>, pp. 555l</p> <p><b>Read Maps</b></p> <p>Unit 5: <i>Amazing Alice</i>, pp. 501, 504, 512</p>
<p><b>Unit 2</b> <b>The Early People of Mississippi</b></p> <p><b>Content</b> <b>The First People of Mississippi</b> <b>The Europeans Arrive</b></p>	<p><b>Content</b></p> <p>Unit 4: <i>Half-Chicken (Europeans come to Florida)</i>, pp. 379-390</p>

<p align="center"><b>Scott Foresman Social Studies Grade Four—Mississippi</b></p>	<p align="center"><b>Scott Foresman Reading Grade Four</b></p>
<p>(continued)  <b>Skills</b>  <b>Compare and Contrast</b>  <b>Sources</b>  <b>Take Notes and Write Outlines</b>  <b>Read a Time Line</b></p>	<p><b>Skills</b>  <b>Compare and Contrast</b>  Unit 1: <i>Yingtao’s New Friend</i>, pp. 70-71, 75, 85, 95a  Unit 4: <i>Blame It on the Wolf</i>, pp. 360-361, 369, 379, 383a  <b>Take Notes and Write Outlines</b>  Unit 1: <i>Family Pictures</i>, p. 115l  Unit 5: <i>Space Probes to the Planets</i>, p. 595l  <b>Read a Time Line</b>  Unit 1: <i>Train to Somewhere</i>, pp. 56, 64, 69a  Unit 2: <i>A Big-City Dream</i>, p. 182  Unit 4: <i>Lou Gehrig: The Luckiest Man</i>, pp. 420, 429, 437  <i>Keepers</i>, Research Skills: Time Line, p. 485l  Unit 5: <i>The Race for the North Pole</i> (Graphic Organizer Transparency 16), pp. 545, 551</p>
<p><b>Unit 3</b>  <b>The Great State of Mississippi</b></p> <p><b>Content</b>  <b>The Mississippi Territory</b>  <b>Mississippi Becomes a State</b></p> <p><b>Skills</b>  <b>Sequence</b>  <b>Use Line Graphs and Bar Graphs</b>  <b>Identify Fact and Opinion</b></p>	<p><b>Content</b>  Unit 1: <i>A Visit With Grandpa</i> (African American culture), pp. 23-38  Unit 6: <i>Working on the Railroad</i> (early railroads, post Civil War), pp. 666-667</p> <p><b>Skills</b>  <b>Sequence</b>  Unit 1: <i>Will Sarah Return</i>, Skill Lesson, pp. 44-45  <i>Train to Somewhere</i>, pp. 57, 63, 69a</p>

<b>Scott Foresman Social Studies Grade Four—Mississippi</b>	<b>Scott Foresman Reading Grade Four</b>
(continued)	<b>Use Line Graphs and Bar Graphs</b> Unit 5: <i>A Peddler’s Dream</i> , p. 493j <b>Identify Fact and Opinion</b> Unit 2: <i>I Love Guinea Pigs</i> , pp. 205, 211b Unit 6: <i>Coming Home: from the life of Langston Hughes</i> , pp. 648-649, 655, 665a
<b>Unit 4 A Country in Conflict</b>  <b>Content</b> <b>A Divided Country</b> <b>Mississippi and the Civil War</b>  <b>Skills</b> <b>Cause and Effect</b> <b>Use Primary and Secondary Sources</b> <b>Use a Cross-Section Diagram</b>	<b>Content</b> Unit 4: <i>Family Stories</i> (memories of childhood, family activities), pp. 99-111  <b>Skills</b> <b>Cause and Effect</b> Unit 2: <i>A Big City Dream</i> , pp. 168-169, 179, 185, 193a <i>The Swimming Hole</i> , pp. 223, 231b <b>Use Primary and Secondary Sources</b> Unit 1: <i>Train to Somewhere</i> , p. 69l Unit 2: <i>Komodo Dragons</i> , pp. 249l <b>Use a Cross-section Diagram</b> Unit 3: <i>Tornado Tales</i> , p. 342 Unit 5: <i>Into the Sea</i> , p. 575l
<b>Unit 5 Mississippi Grows</b>  <b>Content</b> <b>Challenges and Change</b> <b>Major Changes in Mississippi</b>	<b>Content</b> Unit 5: <i>Amazing Alice</i> (cross-country trip, cars), pp. 499-514 <i>Saving Our Wetlands</i> , pp. 556-557 Unit 6: <i>Working on the Railroad</i> (early railroads, post Civil War), pp. 666-667 <i>What Makes a Great Inventor</i> (Thomas Edison), pp. 683-683

<b>Scott Foresman Social Studies Grade Four—Mississippi</b>	<b>Scott Foresman Reading Grade Four</b>
<p><b>Skills</b>  <b>Summarize</b>  <b>Use Information Sources</b>  <b>Make Generalizations</b></p>	<p><b>Skills</b>  <b>Summarize</b>  Unit 4: <i>Half-Chicken</i>, pp. 376-377, 381, 387, 393a  <i>The Disguise</i>, pp. 442-443, 451, 457, 467a  Unit 5: <i>Amazing Alice!</i> (Woman Traveler), pp. 496-497, 505, 509, 517a  <b>Use Information Sources</b>  Unit 1: <i>A Visit with Grandpa</i> (Textbook, Trade Book) p. 43l  Unit 2: <i>The Cricket in Times Square</i> (Newspapers/Magazines/Periodicals), 167l  Unit 3: <i>The Storm</i> (Almanac), p. 343l  Unit 4: <i>Half-Chicken</i> (Thesaurus), p. 393l  Unit 5: <i>The Race for the North Pole</i> (Atlas/Maps), p. 555l  Unit 6: <i>Chocolate Is Missing</i> (Electronic Media), p. 709  <b>Make Generalizations</b>  Unit 3: <i>On the Pampas</i>, pp. 304-305, 311, 323a</p>
<p><b>Unit 6</b>  <b>Into the Twenty-first Century</b></p> <p><b>Content</b>  <b>Citizenship in Mississippi</b>  <b>Living in Mississippi Today</b></p>	<p><b>Content</b>  Unit 2: <i>A Big-City Dream</i> (working together), pp.171-188  Unit 3: <i>Counting Money</i>, p. 303  Unit 4: <i>The Baseball Hall of Fame</i>, pp. 439-441  <i>Keepers</i> (family, celebrations), pp. 471-483  Unit 5: <i>Keeping a Road Journal</i>, pp. 516-517</p>



<p align="center"><b>Scott Foresman Social Studies Grade Four—Mississippi</b></p>	<p align="center"><b>Scott Foresman Reading Grade Four</b></p>
<p><b>Skills</b>  <b>Draw Conclusions</b>  <b>Read a Flow Chart</b>  <b>Use a Road Map</b></p>	<p><b>Skills</b>  <b>Draw Conclusions</b>  Unit 3: <i>Marven of the Great North Woods</i>, pp. 282-283, 293, 297, 303a  <i>Rikki-tikki-tavi</i>, pp. 344-345, 351, 359, 365a  <b>Read a Flow Chart</b>  Unit 2: <i>Komodo Dragons</i>, p. 249b  Unit 4: <i>Lou Gehrig: The Luckiest Man</i>, p. 441a  <i>Keepers</i>, p. 485b  Unit 6: <i>Children of Clay</i>, p. 630  <b>Use a Road Map</b>  Unit 1: <i>Train to Somewhere</i>, p. 44g</p>

**Scott Foresman Reading  
to  
Scott Foresman Social Studies**

**Grade Five**

<b>Scott Foresman Social Studies Grade Five—The United States</b>	<b>Scott Foresman Reading Grade Five</b>
<p><b>Overview: American People, American Land</b></p> <p><b>Content</b>            The American People            Government by the People            Free Enterprise            Land and Regions            Resources and Environment</p> <p><b>Skills</b>            Main Idea and Details            Read Line and Circle Graphs            Read an Elevation Map</p>	<p><b>Content</b>            Unit 2: <i>The Fury of a Hurricane</i>            (Environment), pp. 158-172            Unit 2: <i>Florida Everglades</i>            (Environment), pp. 214-215            Unit 4: <i>The Yang's First Thanksgiving</i>            (American People), pp. 360-376            Unit 6: <i>All Kinds of Money</i> (Free            Enterprise), pp. 631-633</p> <p><b>Skills</b>  <b>Main Idea and Details</b>            Unit 4: <i>The Jr. Iditarod Race</i>, pp. 382-            383, 387, 395, 401a            Unit 5: <i>The Long Path to Freedom</i>,            pp. 519, 5312  <b>Read Line and Circle Graphs</b>            Unit 4: <i>The Jr. Iditarod Race</i>, p. 401  <b>Read an Elevation Map</b>            Unit 2: <i>The Fury of a Hurricane</i>, p. 171            Unit 3: <i>Kate Shelley: Bound for            Legend</i>, p. 285, 285l</p>

<b>Scott Foresman Social Studies Grade Five—The United States</b>	<b>Scott Foresman Reading Grade Five</b>
<p><b>Unit 1 Early Life, East and West</b></p> <p><b>Content</b>  Life in the Western Hemisphere  Native Americans of North America  Life in the Eastern Hemisphere</p> <p><b>Skills</b>  Summarize  Read Climographs  Internet Research  Use Parallel Time Lines</p>	<p><b>Content</b>  Unit 4: <i>The Night Alone</i> (Native Americans), pp. 404-418  Unit 4: <i>How the Sun Came Up</i> (Native Americans), pp. 421-423</p> <p><b>Skills</b>  <b>Summarize</b>  Unit 3: <i>Babe to the Rescue</i>, pp. 326-327, 331, 341, 347a  Unit 5: <i>The Long Path to Freedom</i>, pp. 508-509, 513, 525, 531a  Unit 5: <i>Paul Revere’s Ride</i>, pp. 580-581, 593, 601a</p> <p><b>Read Climographs</b>  Unit 2: <i>The Fury of a Hurricane</i> (Graphic Sources), pp. 156-157, 163, 171, 177a</p> <p><b>Internet Research</b>  Unit 5: <i>I Want to Vote!</i> p. 507</p> <p><b>Use Parallel Time Lines</b>  Unit 5: <i>The Long Path to Freedom</i>, p. 531</p>
<p><b>Unit 2 Connections Across Continents</b></p> <p><b>Content</b>  Spain Builds an Empire  The Struggle to Found Colonies</p>	<p><b>Content</b>  Unit 2: <i>Everglades</i> (Historical View), pp. 198-211</p>

<b>Scott Foresman Social Studies Grade Five—The United States</b>	<b>Scott Foresman Reading Grade Five</b>
<p><b>Skills</b> Sequence Use Latitude and Longitude Fact and Opinion</p>	<p><b>Skills</b> <b>Sequence</b> Unit 1: <i>From the Diary of Leigh Botts</i>, pp. 20-21, 25, 31, 39a Unit 2: <i>The Diver and the Dolphins</i>, pp. 134-135, 145, 155a Unit 6: <i>Andy’s Secret Ingredient</i>, pp. 634-635, 647, 653a <b>Use Latitude and Longitude</b> Unit 2: <i>The Fury of a Hurricane</i>, p. 171 <b>Fact and Opinion</b> Unit 2: <i>Dwaina Brooks</i>, pp. 178-179, 185, 189, 195a Unit 6: <i>Is It Real?</i> pp. 699, 711b</p>
<p><b>Unit 3 Colonial Life in North America</b></p> <p><b>Content</b> Life in the English Colonies The Fight for a Continent</p> <p><b>Skills</b> Compare and Contrast Read Newspapers Compare Maps at Different Scales</p>	<p><b>Content</b> Unit 5: <i>Paul Revere’s Ride</i> (American Revolution), pp. 582-595</p> <p><b>Skills</b> <b>Compare and Contrast</b> Unit 4: <i>Yangs’ First Thanksgiving</i>, pp. 358-359, 363, 371, 381a Unit 4: <i>The Night Alone</i>, pp. 409, 423b <b>Read Newspapers</b> Unit 2: <i>Dwaina Brooks</i>, p. 195l <b>Compare Maps at Different Scales</b> Unit 3: <i>Kate Shelley: Bound for Legend</i>, pp. 285, 285l</p>

<b>Scott Foresman Social Studies Grade Five—The United States</b>	<b>Scott Foresman Reading Grade Five</b>
<p><b>Unit 4 The American Revolution</b></p> <p><b>Content</b> The Road to War Winning the Revolution</p> <p><b>Skills</b> Cause and Effect Use Primary Sources Make Generalizations</p>	<p><b>Content</b> Unit 5: <i>Paul Revere’s Ride</i> (American Revolution), pp. 582-595 Unit 5: <i>Sybil Sounds the Alarm</i> (American Revolution), pp. 598-601</p> <p><b>Skills</b> <b>Cause and Effect</b> Unit 1: <i>Meeting Mr. Henry</i>, pp. 86-87, 93, 99, 105a Unit 2: <i>The Diver and the Dolphins</i>, pp. 139, 155b <b>Use Primary Sources</b> Unit 1: <i>From the Diary of Leigh Botts</i>, p. 39l Unit 1: <i>Meeting Mr. Henry</i>, p. 101l <b>Make Generalizations</b> Unit 1: <i>Looking for a Home</i>, pp. 65-65, 71, 77, 85a Unit 4: <i>The Jr. Iditarod Race</i>, pp. 393, 401b</p>
<p><b>Unit 5 Life in a New Nation</b></p> <p><b>Content</b> Forming a New Government The Young United States</p> <p><b>Skills</b> Draw Conclusions Gather and Report Information Compare Population Density Maps</p>	<p><b>Content</b> Unit 5: <i>I Want to Vote</i> (American People), pp. 487-501</p> <p><b>Skills</b> <b>Draw Conclusions</b> Unit 2: <i>Missing Links</i>, pp. 216-217, 221, 227, 233a Unit 3: <i>Going with the Flow</i>, pp. 261l <b>Gather and Report Information</b> Unit 1: <i>From the Diary of Leigh Botts</i>, p. 39l Unit 4: <i>The Heart of a Runner</i>, p. 453l <b>Compare Population Density Maps</b> Unit 3: <i>Kate Shelley: Bound for Legend</i>, p. 285, 285l</p>

<b>Scott Foresman Social Studies Grade Five—The United States</b>	<b>Scott Foresman Reading Grade Five</b>
<p><b>Unit 6 A Growing Nation</b></p> <p><b>Content</b> Times of Change People Moving West</p> <p><b>Skills</b> Compare and Contrast Read a Cross-Section Diagram Evaluate Advertisements</p>	<p><b>Content</b> Unit 1: <i>Looking for a Home</i> (Moving), pp. 66-78 Unit 1: <i>What Were Orphan Trains?</i> (Change), pp. 81-85 Unit 3: <i>Kate Shelley: Bound for Legend</i> (Heroine), pp. 264-280 Unit 3: <i>The Last Western Frontier</i> (Railroads), pp. 283-285</p> <p><b>Skills</b> <b>Compare and Contrast</b> Unit 4: <i>Yangs' First Thanksgiving</i>, pp. 358-359, 363, 371, 381a Unit 4: <i>The Night Alone</i>, pp. 409, 423b <b>Read a Cross-Section Diagram</b> Unit 2: <i>The Fury of a Hurricane</i>, pp. 156-157, 163, 171, 177a Unit 3: <i>The Marble Champ</i>, p. 305l <b>Evaluate Advertisements</b> Unit 3: <i>Going with the Flow</i>, p. 361l Unit 6: <i>The Baker's Neighbor</i>, p. 633l</p>
<p><b>Unit 7 War Divides</b></p> <p><b>Content</b> A Divided Nation War and Reconstruction</p>	<p><b>Content</b> Unit 5: <i>The Long Path to Freedom</i> (Freedom from Slavery), pp. 510-526 Unit 5: <i>How the Underground Railroad Got Its Name</i> (Slavery), pp. 529-531</p>

<b>Scott Foresman Social Studies Grade Five—The United States</b>	<b>Scott Foresman Reading Grade Five</b>
<p><b>Skills</b> Main Ideas and Details Recognize Point of View Read a Road Map</p>	<p><b>Skills</b> <b>Main Ideas and Details</b> Unit 4: <i>The Jr. Iditarod Race</i>, pp. 382-383, 387, 395, 401a Unit 5: <i>The Long Path to Freedom</i>, pp. 419, 531b <b>Recognize Point of View</b> Unit 1: <i>From the Diary of Leigh Botts</i>, p. 39k Unit 5: <i>from Chester Cricket’s Pigeon Ride</i>, p. 544 <b>Read a Road Map</b> Unit 5: <i>How the Underground Railroad Got Its Name</i>, p. 531</p>
<p><b>Unit 8 Expansion and Change</b></p> <p><b>Content</b> Crossing the Continent Industry and Immigration</p> <p><b>Skills</b> Sequence Read a Time Zone Map Credibility of a Source</p>	<p><b>Content</b> Unit 1: <i>What Were Orphan Trains?</i> (Change), pp. 81-85 Unit 3: <i>Kate Shelley: Bound for Legend</i> (Heroine), pp. 264-280 Unit 3: <i>The Last Western Frontier</i> (Railroads), pp. 283-285 Unit 5: <i>I Want to Vote!</i> (Women’s Rights), pp. 486-501 Unit 5: <i>Passage to Freedom: The Sugihara Story</i> (Immigration), pp. 562-575</p> <p><b>Skills</b> <b>Sequence</b> Unit 1: <i>From the Diary of Leigh Botts</i>, pp. 20-21, 25, 31, 39a Unit 2: <i>The Diver and the Dolphins</i>, pp. 134-135, 145, 155a Unit 6: <i>Andy’s Secret Ingredient</i>, pp. 634-635, 647, 653a</p>

<b>Scott Foresman Social Studies Grade Five—The United States</b>	<b>Scott Foresman Reading Grade Five</b>
(continued)	<p><b>Read a Time Zone Map</b> Unit 3: <i>Kate Shelley: Bound for Legend</i>, pp. 285, 285l</p> <p><b>Credibility of a Source</b> Unit 3: <i>Going with the Flow</i>, p. 261l Unit 4: <i>Yangs’ First Thanksgiving</i>, p. 381l</p>
<p><b>Unit 9 The United States and the World</b></p> <p><b>Content</b> Becoming a World Power Into the Twenty-first Century</p> <p><b>Skills</b> Summarize Interpret Political Cartoons Understand Map Projections</p>	<p><b>Content</b> Unit 5: <i>from Chester Cricket’s Pigeon Ride</i> (New York City), pp. 534-553 Unit 5: “1939” (Twenty-first Century), pp. 578-579</p> <p><b>Skills</b> <b>Summarize</b> Unit 3: <i>Babe to the Rescue</i>, pp. 326-327, 331, 341, 347a Unit 5: <i>The Long Path to Freedom</i>, pp. 508-509, 513, 525, 531a Unit 5: <i>Paul Revere’s Ride</i>, pp. 580-581, 593, 601a</p> <p><b>Interpret Political Cartoons</b> Unit 6: <i>Is It Real?</i> (Pictures and Graphics) p. 711l</p> <p><b>Understand Map Projections</b> Unit 3: <i>Kate Shelley: Bound for Legend</i>, p. 285, 285l</p>