



▶ STATE STANDARDS CORRELATION

- ▶ **State:** Illinois
- ▶ **Grade Levels:** Late Elementary
- ▶ **Content Areas:** English Language Arts, Science, Mathematics, and Social Science

The following standards are specified for “Late Elementary” students. For a complete list of education standards, please visit <http://www.isbe.net/ils/> or contact the Illinois State Board of Education.

ENGLISH LANGUAGE ARTS GOALS AND STANDARDS

State Goal 1: read with understanding and fluency.

A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.2b. Clarify word meaning using context clues and a variety of resources including glossaries, dictionary and thesauruses.

C. Comprehend a broad range of reading materials.

1.C.2a. Use information to form and refine questions and predictions.

1.C.2b. Make and support inferences and form interpretations about main themes and topics.

1.C.2d. Summarize and make generalizations from content and relate to purpose of material.

1.C.2f. Connect information presented in tables, maps and charts to printed or electronic text.

State Goal 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2b. Establish central idea, organization, elaboration and unity in relation to purpose and audience.

C. Communicate ideas in writing to accomplish a variety of purposes.

3C.2b. Produce and format compositions for specified audiences using available technology.

State Goal 4: Listen and speak effectively in a variety of situations.

A. Listen effectively in formal and informal situations.

4.A.2b. Ask and respond to questions related to oral presentations and messages in small and large group settings.

B. Speak effectively using language appropriate to the situation and audience.

4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.

4.B.2b. Use speaking skills and procedures to participate in group discussions.

State Goal 5: Use the language arts to acquire, assess and communicate information.

A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5.A.2a. Formulate questions and construct a basic research plan.

5.A.2b. Organize and integrate information from a variety of sources.

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.2a. Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.

5.C.2b. Prepare and deliver oral presentations based on inquiry or research.

SCIENCE GOALS AND STANDARDS

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

A. Know and apply the concepts, principles and processes of scientific inquiry.

11.A.2a. Formulate questions on a specific science topic and choose the steps needed to answer the questions.

11.A.2b. Collect data for investigations using scientific process skills including observing, estimating and measuring.

11.A.2c. Construct charts and visualizations to display data.

11.A.2d. Use data to produce reasonable explanations.

11.A.2e. Report and display the results of individual and group investigations.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

A. Know and apply concepts that explain how living things function, adapt and change.

12.A.2a. Describe simple life cycles of plants and animals and the similarities and differences in their offspring.

B. Know and apply concepts that describe how living things interact with each other and with their environment.

12.B.2a. Describe relationships among various organisms in their environments (e.g. predator/prey, parasite/host, food chains and food webs).

12.B.2b. Identify physical features of plants and animals that help them live in different environments (e.g. specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature).

State Goal 13: Understand the relationships among science, technology and science in historical and contemporary contexts.

A. Know and apply the accepted practices of science.

13.A.2b. Explain why similar investigations may not produce similar results.

13.A.2c. Explain why keeping accurate and detailed records is important.

B. Know and apply concepts that describe the interaction between science, technology and society.

13.B.2f. Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g. lawn and garden care, mass transit).

MATHEMATICS GOALS AND STANDARDS

State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, line, planes, and space.

A. Demonstrate and apply geometric concepts involving points, lines, planes and space.

9.A.2a. Build physical models of two- and three-dimensional shapes.

State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

A. Organize, describe and make predictions from existing data.

10.A.2a. Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.

10.A.2c. Make predictions and decisions based on data and communicate their reasoning.

B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.

10.B.2a. Formulate questions of interest and select methods to systematically collect data.

10.B.2b. Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.

SOCIAL SCIENCE GOALS AND STANDARDS

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

B. Analyze and explain characteristics and interactions of the Earth's physical systems.

17.B.2b. Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.

C. Understand relationships between geographic factors and society.

17.C.2c. Explain how human activity affects the environment.

Audubon Adventures Issue	English Language Arts	Science	Mathematics	Social Science
Stink, Bite, Hide, Fight!				
Student Newspaper	1.A.2b; 5.A.2b;	12.B.2a,b; 13.BI2f	9.A.2a; 10.A.2a	17.B.2b; 17.C.2c
Classroom Resource Manual:				
Hands-On Activity: <i>Understanding Animal Body Language (page 29)</i>	1.C.2b,d,f; 3.B.2b; 3.C.2b; 4.B.2a,b; 5.A.2a,b; 5.C.2a,b	11.A.2c,d,e; 12.B.2a;	9.A.2a; 10.A.2a; 10.B.2b	
Hands-On Activity: <i>Building a Defense (page 29)</i>	1.A.2b; 1.C.2a,d; 3.B.2b; 5.A.2a,b;	11.A.2c,e; 12.B.2a,b;	9.A.2a; 10.A.2a; 10.B.2b	17.B.2b
Field Activity: <i>Zoo Doings (page 30)</i>	1.A.2b; 1.C.2a,b,d; 3.B.2b; 3.C.2b;	11.A.2b,c,d; 12.B.2a; 13.A.2c;	10.A.2a,c; 10.B.2a,b	
<i>Find Out More Essay (page 32)</i>	1.A.2b;	12.B.2a,b; 13.B.2f;		17.B.2b; 17.C.2c
Critter Construction: How, What & Why Animals Build				
Student Newspaper	1.A.2b; 1.C.2f; 5.A.2b; 5.C.2a;	12.B.2a,b; 13.A.2b,c; 13.B.2f;	9.A.2a; 10.A.2a,c; 10.B.2a,b	17.B.2b; 17.C.2c
Classroom Resource Manual:				
Field Activity: <i>Give a Bird Builder a Boost (page 24)</i>	1.C.2a,d; 4.B.2b; 5.A.2a,b; 5.C.2a;	11.A.2c,d,e; 12.A.2a; 12.B.2a; 13.A.2c;	9.A.2a; 10.A.2a,c;	17.B.2b
Hands-On Activity: <i>All About an Animal Builder (page 22)</i>	1.C.2a,b,d; 4.B.2b; 5.A.2a,b;	11.A.2c,d,e; 12.B.2a,b;	10.A.2a,c; 10.B.2b	17.B.2b
Hands-On Activity: <i>Animal Builders Vocabulary Builder (page 22)</i>	1.A.2b; 1.C.2a,b,d;	12.B.2a,b;	10.A.2a,c;	
<i>Find Out More Essay (page 25)</i>	1.C.2b; 3.B.2b	12.A.2a; 12.B.2a,b;		17.B.2b
On the Go! Animals that Migrate				
Student Newspaper	1.A.2.b; 1.C.2a,d; 5.A.2b	11.A.2d; 12.A.2a; 12.B.2a,b; 13.A.2c,f	9.A.2a; 10.A.2a,c;	17.B.2b,c
Classroom Resource Manual:				
Hands-On Activity: <i>What's in the Way (page 36)</i>	1.C.2a,b,d; 3.C.2b; 4.B.2b; 5.A.2a,b; 5.C.2a;	11.A.2c,e; 13.B.2f;	9.A.2a; 10.A.2a	17.C.2c
Hands-On Activity: <i>Mapping Flapping (page 36)</i>	1.C.2b,f; 3.B.2b; 3.C.2b; 4.B.2a,b; 5.A.2b; 5.C.2a,b	11.A.2a,b,c,e; 12.B.2a; 13.A.2c;	9.A.2a; 10.A.2a; 10.B.2a,b;	17.B.2b
Hands-On Activity: <i>Native Plants are for the Birds – and Bugs! (page 37)</i>	5.A.2a,b	11.A.2b,d,e; 12.B.2a,b; 13.A.2c; 13.B.2f;	10.A.2a; 10.B.2a,b	17.B.2b; 17.C.2c
<i>Find Out More Essay (page 39)</i>	1.A.2b; 1.C.2d; 3.B.2b;	12.A.2a; 12.B.2a,b; 13.B.2f;		17.B.2b; 17.C.2c
Plants Rule!				
Student Newspaper	1.A.2b; 5.A.2b	11.A.2d; 12.B.2a,b; 13.A.2c; 13.B.2f	10.A.2c	17.B.2b; 17.C.2c
Classroom Resource Manual:				
Hands-On Activity: <i>Natural Networks (page 15)</i>	1.C.2b,d; 3.B.2b; 4.B.2b; 5.A.2b;	11.A.2a,d,e; 12.B.2a;	10.B.2a	17.B.2b
Hands-On Activity: <i>Who Eats Whom? (page</i>	5.A.2a;	11.A.2a,b,c,d,e; 12.B.2a;	9.A.2a; 10.A.2c;	

16)		13.A.2b,c;	10.B.2a,b	
Field Activity: <i>They're Everywhere!</i> (page 15)	1.C.2a,b,d,f; 3.B.2b; 4.A.2b; 4.B.2b; 5.A.2a,b;	11.A.2a,b,d,e; 13.A.2b,c;	10.A.2a,c; 10.B.2a,b	
<i>Find Out More Essay</i> (page 18)	1.A.2b; 3.B.2b;	12.A.2a; 12.B.2a,b; 13.B.2f		17.C.2c

