

**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

LANGUAGE ARTS	
<p>STATE GOAL 1: Read with understanding and fluency.</p> <p>A. Apply word analysis and vocabulary skills to comprehend selections.</p> <p>1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.</p> <p>Page 45</p> <p>1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.</p> <p>Pages 12, 13, 28, 29, 43, 50-51, 54, 55, 56, 60.</p> <p>B. Apply reading strategies to improve understanding and fluency.</p> <p>1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.</p> <p>Pages 12, 13, 20-21, 28, 29, 31, 46, 49, 50-51, 54, 56, 59.</p> <p>1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.</p> <p>Pages 12, 13, 20-21, 28, 29, 31, 46, 49, 50-51, 54, 56, 59.</p> <p>1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).</p>	<p>Pages 12, 28, 29, 31, 43, 44, 50-51, 56.</p> <p>1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.</p> <p>Pages 13, 20-21, 29, 31, 46, 49, 50-51, 54, 56, 59.</p> <p>C. Comprehend a broad range of reading materials.</p> <p>1.C.2a Use information to form and refine questions and predictions.</p> <p>Pages 1-4, 5-6, 8, 12, 13, 20-21, 26, 27, 28, 29, 31, 37, 42, 44, 46, 49, 50-51, 56, Performance Assessment.</p> <p>1.C.2b Make and support inferences and form interpretations about main themes and topics.</p> <p>Pages 5-6, 12, 13, 20-21, 29, 31, 37, 38, 42, 46, 49, 50-51, 54, 56, 59, 60.</p> <p>1.C.2d Summarize and make generalizations from content and relate to purpose of material.</p> <p>Pages 12, 13, 20-21, 28, 29, 31, 42, 46, 49, 50-51, 55, 56, 59.</p> <p>1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).</p> <p>Pages 12, 49, 50-51, 56.</p> <p>1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.</p> <p>Pages 13, 20-21, 28, 54.</p>

**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
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LANGUAGE ARTS <i>(continued)</i>	
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>A. Understand how literary elements and techniques are used to convey meaning.</p> <p>2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.</p> <p>Page 49.</p> <p>2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.</p> <p>Page 49.</p> <p>2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).</p> <p>Page 49.</p> <p>2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.</p> <p>Page 49.</p> <p>B. Read and interpret a variety of literary works.</p>	<p>2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.</p> <p>Page 49.</p> <p>2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.</p> <p>Page 49.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>A. Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p>3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.</p> <p>Pages 5-6, 16, 42, 49, Performance Assessment.</p> <p>3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.</p> <p>Pages 5-6, 59.</p> <p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p> <p>3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).</p> <p>Pages 5-6, 29, 48, Performance Assessment.</p>

**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
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AMERICAN CAREERS FOR KIDS**

<p>LANGUAGE ARTS <i>(continued)</i></p> <p>3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.</p> <p>Pages 5-6, 16, 20-21, 28, 29, 34, 42, 49, Performance Assessment.</p> <p>3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.</p> <p>Pages 5-6, 16, 28, 29, 42, 49.</p> <p>3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p> <p>Pages 5-6, 7, 16, 42.</p> <p>C. Communicate ideas in writing to accomplish a variety of purposes.</p> <p>3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).</p> <p>Pages 5-6, 16, 20-21, 28, 34, 42, 49, 56, 59, Performance Assessment.</p> <p>3.C.2b Produce and format compositions for specified audiences using available technology.</p> <p>Pages 5-6, 16, 29, 34, 42, 49, 56, 59.</p>	<p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>A. Listen effectively in formal and informal situations.</p> <p>4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.</p> <p>Pages 14-15, 18-19, 23-24, 26, 27, 29, 32-33, 37, 39-41, 43, 44, 45, 52, 57-58, 60.</p> <p>4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.</p> <p>Pages 18-19, 26, 27, 29, 39-41, 44, 45, 52, 57-58, 60.</p> <p>B. Speak effectively using language appropriate to the situation and audience.</p> <p>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.</p> <p>Pages 29, 44.</p> <p>4.B.2b Use speaking skills and procedures to participate in group discussions.</p> <p>Pages 18-19, 26, 27, 29, 39-41, 44, 45, 52, 57-58, 60.</p> <p>4.B.2c Identify methods to manage or over-come communication anxiety and apprehension</p>
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**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

LANGUAGE ARTS <i>(continued)</i>	
<p>(e.g., topic outlines, repetitive practice).</p> <p>Page 29.</p> <p>4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.</p> <p>Pages 14-15, 23-24, 32-33, 37, 39-41, 57-58, 60.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p> <p>A. Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.</p> <p>5.A.2a Formulate questions and construct a basic research plan.</p> <p>Pages 12, 13, 20-21, 28, 29, 31, 42, 46, 49, 50-51, 56, 59.</p> <p>5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web sites, CD-ROMs).</p> <p>Pages 12, 13, 20-21, 28, 29, 31, 42, 46, 49, 50-51, 54, 56, 59.</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research.</p> <p>Pages 12, 13, 20-21, 28, 29, 31, 42, 46, 49, 50-51, 54, 56, 59.</p> <p>B. Analyze and evaluate information acquired from various sources.</p>	<p>5.B.2a Determine the accuracy, currency and reliability of materials from various sources.</p> <p>Pages 12, 13, 20-21, 28, 29, 31, 42, 46, 49, 50-51, 54, 56, 59.</p> <p>5.B.3a Choose and analyze information sources for individual, academic and functional purposes.</p> <p>Pages 12, 13, 20-21, 28, 29, 31, 36, 42, 46, 49, 50-51, 56, 59.</p> <p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p> <p>5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.</p> <p>Pages 5-6, 12, 13, 16, 20-21, 26, 27, 28, 29, 31, 42, 46, 49, 50-51, 56, 59.</p> <p>5.C.2b Prepare and deliver oral presentations based on inquiry or research.</p> <p>Pages 29, 44.</p>

**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

MATHEMATICS	
<p>STATE Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</p> <p>A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</p> <p>6.A.2 Compare and order whole numbers, fractions and decimals using concrete materials, drawings and mathematical symbols.</p> <p>Pages 27, 35, 36, 46, 52, 56.</p> <p>B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</p> <p>6.B.2 Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.</p> <p>Pages 17, 27, 52, 56.</p> <p>6.B.3a Solve practical computation problems involving whole numbers, integers and rational numbers.</p> <p>Pages 17, 56.</p> <p>C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p> <p>6.C.2a Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.</p>	<p>Pages 17, 56.</p> <p>6.C.2b Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable.</p> <p>Page 17.</p> <p>STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</p> <p>A. Measure and compare quantities using appropriate units, instruments and methods.</p> <p>7.A.2a Calculate, compare and convert length, perimeter, area, weight/mass and volume within the customary and metric systems.</p> <p>Pages 9, 10-11, 13, 27, 42, 52.</p> <p>7.A.2b Solve addition, subtraction, multiplication and division problems using currency.</p> <p>Page 17.</p> <p>B. Estimate measurements and determine acceptable levels of accuracy.</p> <p>7.B.2a Determine and communicate possible methods for estimating a given measure, selecting proper units in both customary and metric systems.</p> <p>Pages 13, 28, 29, 42, 44, 50-51, 55.</p>

**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

<p>MATHEMATICS <i>(continued)</i></p> <p>C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</p> <p>7.C.2a Describe relationships in a simple scale drawing. Pages 13, 28, 29, 42, 50-51, 55, 56.</p> <p>7.C.2b Construct or draw figures with given perimeters and areas. Pages 9, 10-11.</p> <p>STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.</p> <p>A. Describe numerical relationships using variables and patterns.</p> <p>8.A.2a Identify, describe, extend and create geometric and numeric patterns. Pages 9, 10-11, 28, 43, 44, 45, 46.</p> <p>8.A.2b Construct and solve number sentences using a variable to represent an unknown quantity. Pages 17, 52, 56.</p> <p>D. Use algebraic concepts and procedures to represent and solve problems.</p> <p>8.D.2 Solve linear equations involving whole numbers. Pages 17, 56.</p>	<p>STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.</p> <p>A. Demonstrate and apply geometric concepts involving points, lines, planes and space.</p> <p>9.A.2a Build physical models of two- and three-dimensional shapes. Pages 13, 42, 45.</p> <p>9.A.2b Identify and describe how geometric figures are used in practical settings (e.g., construction, art, advertising). Pages 9, 10-11, 12, 13, 28, 42, 43, 49.</p> <p>9.A.2c Describe and draw representations of geometric relationships, patterns, symmetries, and designs in two- and three-dimensions with and without technology. Pages 9, 10-11, 12, 13, 28, 29, 42, 43, 45, 49, 50-51, 56.</p> <p>B. Identify, describe, classify and compare relationships using points, lines, planes and solids.</p> <p>9.B.2 Compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry. Pages 9, 10-11.</p>
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**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

MATHEMATICS <i>(continued)</i>	SCIENCE
<p>C. Construct convincing arguments and proofs to solve problems.</p> <p>9.C.2 Formulate logical arguments about geometric figures and patterns and communicate reasoning.</p> <p>Pages 28, 29, , 42, 43, 44.</p> <p>STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</p> <p>A. Organize, describe and make predictions from existing data.</p> <p>10.A.2a Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.</p> <p>Pages 1-4, 26, 27, 54, 56, 60.</p> <p>B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.</p> <p>10.B.2b Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.</p> <p>Pages 26, 27, 44, 54, 56.</p> <p>10.B.2d Interpret results or make relevant decisions based on the data gathered.</p> <p>Pages 26, 44, 54, 56.</p>	<p>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>A. Know and apply the concepts, principles and processes of scientific inquiry.</p> <p>11.A.2a Formulate questions on a specific science topic and choose the steps needed to answer the questions.</p> <p>Pages 12, 26, 27, 28, 29, 36, 44, 54, 55, 56.</p> <p>11.A.2b Collect data for investigations using scientific process skills including observing, estimating and measuring.</p> <p>Pages 12, 18-19, 26, 27, 28, 29, 36, 43, 44, 52, 53, 54.</p> <p>11.A.2c Construct charts and visualizations to display data.</p> <p>Pages 12, 26, 27, 28, 29, 36, 43, 44, 54.</p> <p>11.A.2d Use data to produce reasonable explanations.</p> <p>Pages 26, 29, 44, 54.</p> <p>11.A.2e Report and display the results of individual and group investigations.</p> <p>Pages 18-19, 26, 27, 28, 29, 44, 52, 54, 56.</p> <p>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p>

**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

<p>SCIENCE <i>(continued)</i></p> <p>A. Know and apply concepts that explain how living things function, adapt and change.</p> <p>12.A.2a Describe simple life cycles of plants and animals and the similarities and differences in their offspring.</p> <p>Pages 50-51.</p> <p>12.A.2b Categorize features as either inherited or learned (e.g., flower color or eye color is inherited; language is learned).</p> <p>Page 30.</p> <p>B. Know and apply concepts that describe how living things interact with each other and with their environment.</p> <p>12.B.2a Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs).</p> <p>Page 12.</p> <p>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).</p> <p>Pages 12, 43, 49, 50-51, 56.</p> <p>C. Know and apply concepts that describe properties of matter and energy and the interactions between them.</p>	<p>12.C.2a Describe and compare types of energy including light, heat, sound, electrical and mechanical.</p> <p>Pages 18-19, 36, 43, 44.</p> <p>D. Know and apply concepts that describe force and motion and the principles that explain them.</p> <p>12.D.2a Explain constant, variable and periodic motions.</p> <p>Pages 18-19, 44.</p> <p>12.D.2b Demonstrate and explain ways that forces cause actions and reactions (e.g., magnets attracting and repelling; objects falling, rolling and bouncing).</p> <p>Page 44.</p> <p>E. Know and apply concepts that describe the features and processes of the Earth and its resources.</p> <p>12.E.2a Identify and explain natural cycles of the Earth's land, water and atmospheric systems (e.g., rock cycle, water cycle, weather patterns).</p> <p>Pages 20-21, 54, 56.</p> <p>STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>A. Know and apply the accepted practices of science.</p>
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**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

SCIENCE <i>(continued)</i>	SOCIAL SCIENCE
<p>13.A.2b Explain why similar investigations may not produce similar results.</p> <p>Pages 18-19.</p> <p>13.A.2c Explain why keeping accurate and detailed records is important.</p> <p>Pages 18-19, 26, 44, 52, 54, 56.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p> <p>13.B.2a Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information).</p> <p>Pages 18-19, 26, 27, 28, 29, 42, 44, 54, 56.</p> <p>13.B.2b Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer).</p> <p>Pages 31, 43, 45, 46, 59, 60.</p> <p>13.B.2c Identify and explain ways that science and technology influence the lives and careers of people.</p> <p>Pages 31, 43, 45, 46, 59, 60.</p> <p>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).</p> <p>Pages 13, 53, 55, 56.</p>	<p>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</p> <p>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p> <p>15.A.2a Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.</p> <p>Pages 20-21, 46, 60.</p> <p>B. Understand that scarcity necessitates choices by consumers.</p> <p>15.B.2a Identify factors that affect how consumers make their choices.</p> <p>Pages 16, 17, 20-21, 22, 37, 47-48, 53, 55, 56.</p> <p>15.B.2b Explain the relationship between the quantity of goods/services purchased and their price.</p> <p>Page 56.</p> <p>15.B.2c Explain that when a choice is made, something else is given up.</p> <p>Page 17.</p> <p>C. Understand that scarcity necessitates choices by producers.</p>

**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

SOCIAL SCIENCE <i>(continued)</i>	
<p>15.C.2c Describe how entrepreneurs take risks in order to produce goods or services.</p> <p>Page 22.</p> <p>D. Understand trade as an exchange of goods or services.</p> <p>15.D.2b Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.</p> <p>Pages 39-41.</p> <p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>C. Understand the development of economic systems.</p> <p>16.C.2b (US) Explain how individuals, including John Deere, Thomas Edison, Robert McCormack, George Washington Carver and Henry Ford, contributed to economic change through ideas, inventions and entrepreneurship.</p> <p>Page 46.</p> <p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> <p>A. Locate, describe and explain places, regions and features on the Earth.</p>	<p>17.A.2a Compare the physical characteristics of places including soils, landforms, vegetation, wildlife, climate, natural hazards.</p> <p>Pages 13, 20-21, 49, 54, 56.</p> <p>17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.</p> <p>Pages 13, 20-21, 49, 54, 56.</p> <p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p> <p>17.B.2b Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.</p> <p>Pages 49, 54, 56.</p> <p>C. Understand relationships between geographic factors and society.</p> <p>17.C.2a Describe how natural events in the physical environment affect human activities.</p> <p>Pages 20-21, 54.</p> <p>17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).</p> <p>Pages 13, 20-21.</p>

**ILLINOIS LEARNING STANDARDS -- LATE ELEMENTARY
CORRELATED WITH
AMERICAN CAREERS FOR KIDS**

SOCIAL SCIENCE <i>(continued)</i>	
<p>17.C.2c Explain how human activity affects the environment.</p> <p>Page 55.</p> <p>D. Understand the historical significance of geography.</p> <p>17.D.2a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.</p> <p>Page 13.</p> <p>17.D.2b Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</p> <p>Page 13.</p>	