TITLE	IL STANDARDS ADDRESSED	GR LEVEL	LEXILE LEVEL	BOOK SUMMARY	VOCABULARY
In the Garden ISBN 0022858334 6 PK ISBN 0022865365	11.A.1f, 12.B.1a	B	30	***In the Garden*** contrasts living and nonliving things and identifies some of the characteristics of living things, such as growth and change.	**living thing** **plant** **rock**
A World of Animals * ISBN 0022846093 6 PK ISBN 0022864016	12.A.1a, 12.B.1a	E	600	***A World of Animals*** describes adaptations of dolphins, polar bears, elephants, beavers, woodpeckers, and camels.	**fin** **hoof** **hooves** **trunk**
Amazing Animals ISBN 0022846115 6 PK ISBN 0022864024	12.A.1a, 12.B.1a	G	300	***Amazing Animals*** describes adaptations of animals and relates adaptations to specific environments.	**gill** **spines** **webbed feet**
Animal Homes ISBN 0022858466 6 PK ISBN 0022865403	12.B.1a	G	190	***Animal Homes*** identifies the environments, such as deserts, oceans, and forests, in which various animals make their homes.	**cactus** **desert** **forest**
Boats Float ISBN 0022846220 6 PK ISBN 0022864121	12.C.1b	B	BR	***Boats Float*** describes solids, liquids, and gases, and defines the term *float*. It also identifies that solids have a definite shape, but liquids do not.	**float** **gas** **liquid**
Bryce Canyon ISBN 0022858474 6 PK ISBN 0022865438	12.E.1a	H	240	***Bryce Canyon*** explains how wind and water have shaped Bryce Canyon over time, and that similar processes shape other rocks.	**rock** **water** **wind**

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Dolphin Sounds ISBN 0022858385 6 PK ISBN 0022865551	12.B.1a	B	120	***Dolphin Sounds*** illustrates how echolocation works, and describes how dolphins use echolocation to find food.	**dolphin** **echo** **sound**
Forces At Play ISBN 0022861653 6 PK ISBN 0022865543	12.D.1b	H	240	***Forces at Play*** defines force as a push or pull, defines the term *work,* and identifies how forces are involved in baseball, basketball, and tug-of-war.	**force** **gravity** **work**
Fun With Magnets ISBN 0022858377 6 PK ISBN 0022865527	12.D.1b	B	270	***Fun With Magnets*** explains how magnets attract metal objects and can attract or repel one another. It also describes some uses of magnets.	**magnet** **metal** **push**
Good to Eat * ISBN 0022858393 6 PK ISBN 0022865373	12.A.1a, 12.B.1b	E	230	***Good to Eat*** identifies plant parts (stems, leaves, flowers, roots, fruits, and leaves) that humans use for food. The book uses lettuce, celery, broccoli, carrots, cantaloupe, and strawberries as examples.	**fruit** **root** **stem**
How Does Matter Change? ISBN 0022846271 6 PK ISBN 0022864172	12.C.1b	G	240	***How Does Matter Change?*** describes physical changes of matter, such as changes of shape and changes of state. It also defines the term *matter* and describes solids, liquids, and gases.	**gas** **liquid** **matter**
Ice Hotels ISBN 0022858512 6 PK ISBN 0022865519	12.C.1b	G	270	***Ice Hotels*** uses pictures and descriptions ofan ice hotel to highlight the differences between solids and liquids. It also points out the role of temperature change in melting.	**liquid** **melts** **solid**
Land All Around ISBN 0022858342 6 PK ISBN 0022865411	12.E.1a	B	BR	***Land All Around*** describes the characteristics of mountains, valleys, and plains.	**mountain** **plain** **valley**

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TITLE	IL STANDARDS ADDRESSED	GR LEVEL	LEXILE LEVEL	BOOK SUMMARY	VOCABULARY
Let's Bake a Cake! ISBN 0022846255 6 PK ISBN 0022864156	11.A.1a, 12.C.1b	B	270	***Let's Bake a Cake*** uses a discussion of baking to introduce the terms *melt*, *solid*, *liquid*, and *mixture*.	**liquid** **melt** **mixture**
Look for Rocks * ISBN 0022858407 6 PK ISBN 002286542X	12.E.1a	E	90	***Look for Rocks*** explains that rocks can be found in many places, such as yards, parks, and beaches, and uses photos to illustrate the characteristics of sandstone, slate, and granite.	**granite** **sandstone** **slate**
Make It New * ISBN 0022858415 6 PK ISBN 0022865454	13.B.1e	F	BR	***Make It New*** shows that paper, glass, and cans can be recycled to make new products.	**bottle** **can** **recycle**
Mars ISBN 0022858490 6 PK ISBN 0022865497	12.F.1a	H	230	***Mars*** compares and contrasts characteristics, such as size, position, temperature, and presence of water, of Earth and Mars.	**planet** **Mars** **Sun**
Parts of Plants ISBN 0022858458 6 PK ISBN 0022865381	12.A.1a	H	250	***Parts of Plants*** describes leaves, flowers, stems, roots, fruits, and seeds and identifies the function of each.	**root** **seed** **soil**
Pond Life ISBN 0022861645 6 PK ISBN 0022864032	12.B.1a	D	390	***Pond Life*** identifies some of the living things found in ponds, including plants, fish, frogs, and insects and points out that a pond is a freshwater environment.	**insect** **living thing** **pond**

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TITLE	IL STANDARDS ADDRESSED	GR LEVEL	LEXILE LEVEL	BOOK SUMMARY	VOCABULARY
Ready, Set, Go! * ISBN 0022858423 6 PK ISBN 0022865489	13.B.1c	E	330	***Ready, Set, Go*** explores how astronauts prepare for a flight on the space shuttle. It describes a sequence of steps using the words *first*, *next*, *then*, and *finally*.	**astronaut** **space shuttle** **spacesuit**
Solids, Liquids, and Gases * ISBN 0022846239 6 PK ISBN 002286413X	12.C.1b	E	370	***Solids, Liquids, and Gases*** discusses the properties of solids, liquids, and gases and gives everyday examples of each.	**gas** **liquid** **solid**
Sun Power ISBN 0022858520 6 PK ISBN 0022865578	12.C.1a	G	350	***Sun Power*** describes energy and explains that some energy comes from the Sun. It also discusses ways that solar energy can be used, such as heating homes and powering vehicles.	**energy** **solar energy** **Sun**
The Four Seasons ISBN 0022846182 6 PK ISBN 0022864091	12.E.1b, 12.F.1b	B	330	***The Four Seasons*** describes spring, summer, fall, and winter by picturing the weather, activities, and clothing associated with each.	**fall** **spring** **summer**
The Story of Water ISBN 0022846247 6 PK ISBN 0022864148	12.C.1a, 12.C.1b, 12.E.1a	G	370	***The Story of Water*** identifies the importance of water, discusses the water cycle, and explains the role of the Sun's energy in the water cycle.	**clouds** **gas** **water cycle**
The Tallest Tree * ISBN 0022846069 6 PK ISBN 0022863974	12.A.1a, 12.A.1b	E	470	***The Tallest Tree*** explains that some seeds germinate and develop into trees, such as the General Sherman Sequoia. Illustrations allow students to compare the height of the General Sherman to other objects.	**cone** **seedling** **sequoia**

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TITLE	IL STANDARDS ADDRESSED	GR LEVEL	LEXILE LEVEL	BOOK SUMMARY	VOCABULARY
Things Change * ISBN 0022846263 6 PK ISBN 0022864164	11.A.1a, 12.C.1b, 13.A.1c	E	300	***Things Change*** identifies changes such as boiling, freezing, melting, mixing, and growing and illustrates everyday examples of these changes.	**boil** **freeze** **melt**
Two Trees ISBN 0022846077 6 PK ISBN 0022863982	12.A.1b, 12.B.1a	H	430	***Two Trees*** compares and contrasts trees found at the coast with trees found in the desert. Adaptations to each environment are pictured and identified.	**desert** **roots** **soil**
Watch It Grow ISBN 0022846050 6 PK ISBN 0022863966	12.A.1a, 12.C.1a	B	70	***Watch It Grow*** identifies what seeds and plants need to grow and develop. The germination and growth of a tomato seed illustrates this process.	**plant** **Sun** **water**
Water Fun ISBN 0022858350 6 PK ISBN 0022865446	12.E.1a	B	BR	***Water Fun*** identifies recreational uses of water, points out that humans need water to drink, and explains that water should not be wasted.	**ocean** **waste** **water**
What Goes Around? ISBN 0022858369 6 PK ISBN 0022865470	12.F.1a	B	120	***What Goes Around?*** explains the motion of the Earth and Moon relative to the Sun and to one another. Diagrams shows Earth's orbit around the Sun and the Moon's orbit around Earth.	**Earth** **Moon** **Sun**
What Is Wool? ISBN 0022858482 6 PK ISBN 0022865462	12.A.1a, 12.B.1b	H	330	***What Is Wool?*** explains that wool is produced by sheep and used by humans. The process of producing clothing using wool is described.	**sheep** **wool** **yarn**

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TITLE	IL STANDARDS ADDRESSED	GR LEVEL	LEXILE LEVEL	BOOK SUMMARY	VOCABULARY
What People and Animals Need ISBN 0022846085 6 PK ISBN 0022863990	12.B.1a, 12.C.1a	B	310	***What People and Animals Need*** identifies that both people and animals need food, water, air, and shelter to live. The terms *breathe*, *energy*, and *shelter* are defined.	**breathe** **energy** **shelter**
What Sounds Say * ISBN 002285844X 6 PK ISBN 002286556X	12.C.1a	F	130	***What Sounds Say*** explains that sounds can be used to communicate and that some sounds, such as sirens and train whistles, are used to indicate danger.	**bell** **siren** **sound**
What Would We Do Without Bees? * ISBN 0022846131 6 PK ISBN 0022864040	12.B.1b	E	430	***What Would We Do Without Bees?*** describes the role of bees in pollination of plants and in honey production. The process of pollination of an apple tree is illustrated.	**honey** **nectar** **pollen**
When the Weather Changes * ISBN 0022846190 6 PK ISBN 0022864105	12.E.1b, 12.F.1b	E	230	***When the Weather Changes*** describes the weather, activities, and clothing commonly associated with each season.	**fall** **season** **weather**
Where Are They? * ISBN 0022858431 6 PK ISBN 0022865535	This book provides an introduction to standard 12.D.1a	F	100	***Where Are They?*** uses position words, such as *on, under, behind, in*, and *inside* to describe the position of animals relative to objects.	**bush** **egg** **log**

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ILLINOIS LEARNING STANDARDS

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

Why This Goal Is Important: The inquiry process prepares learners to engage in science and apply methods of technological design. This understanding will enable students to pose questions, use models to enhance understanding, make predictions, gather and work with data, use appropriate measurement methods, analyze results, draw conclusions based on evidence, communicate their methods and results, and think about the implications of scientific research and technological problem solving.

A.	**Know and apply the concepts, principles and processes of scientific inquiry.**
11.A.1a	Describe an observed event.
11.A.1b	Develop questions on scientific topics.
11.A.1c	Collect data for investigations using measuring instruments and technologies.
11.A.1d	Record and store data using available technologies.
11.A.1e	Arrange data into logical patterns and describe the patterns.
11.A.1f	Compare observations of individual and group results.
B.	**Know and apply the concepts, principles and processes of technological design.**
11.B.1a	Given a simple design problem, formulate possible solutions.
11.B.1b	Design a device that will be useful in solving the problem.
11.B.1c	Build the device using the materials and tools provided.
11.B.1d	Test the device and record results using given instruments, techniques and measurement methods.
11.B.1e	Report the design of the device, the test process and the results in solving a given problem.

STATE GOAL 12: **Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.**

Why This Goal Is Important: This goal is comprised of key concepts and principles in the life, physical and earth/space sciences that have considerable explanatory and predictive power for scientists and non-scientists alike. These ideas have been thoroughly studied and have stood the test of time. Knowing and being able to apply these concepts, principles and processes help students understand what they observe in nature and through scientific experimentation. A working knowledge of these concepts and principles allows students to relate new subject matter to material previously learned and to create deeper and more meaningful levels of understanding.

A.	**Know and apply concepts that explain how living things function, adapt and change.**
12.A.1a	Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions.
12.A.1b	Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone).
B.	**Know and apply concepts that describe how living things interact with each other and with their environment.**
12.B.1a	Describe and compare characteristics of living things in relationship to their environments.
12.B.1b	Describe how living things depend on one another for survival.
C.	**Know and apply concepts that describe properties of matter and energy and the interactions between them.**
12.C.1a	Identify and compare sources of energy (e.g., batteries, the sun).
12.C.1b	Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor).
D.	**Know and apply concepts that describe force and motion and the principles that explain them.**
12.D.1a	Identify examples of motion (e.g., moving in a straight line, vibrating, rotating).
12.D.1b	Identify observable forces in nature (e.g., pushes, pulls, gravity, magnetism).
E.	**Know and apply concepts that describe the features and processes of the Earth and its resources.**

12.E.1a	Identify components and describe diverse features of the Earth's land, water and atmospheric systems.
12.E.1b	Identify and describe patterns of weather and seasonal change.
12.E.1c	Identify renewable and nonrenewable natural resources.

F. **Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.**

12.F.1a	Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system.
12.F.1b	Identify daily, seasonal and annual patterns related to the Earth's rotation and revolution.

STATE GOAL 13: **Understand the relationships among science, technology and society in historical and contemporary contexts.**

Why This Goal Is Important: Understanding the nature and practices of science such as ensuring the validity and replicability of results, building upon the work of others and recognizing risks involved in experimentation gives learners a useful sense of the scientific enterprise. In addition, the relationships among science, technology and society give humans the ability to change and improve their surroundings. Learners who understand this relationship will be able to appreciate the efforts and effects of scientific discovery and applications of technology on their own lives and on the society in which we live.

A. **Know and apply the accepted practices of science.**

13.A.1a	Use basic safety practices (e.g., not tasting materials without permission, "stop/drop/roll").
13.A.1b	Explain why similar results are expected when procedures are done the same way.
13.A.1c	Explain how knowledge can be gained by careful observation.

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

13.B.1a	Explain the uses of common scientific instruments (e.g., ruler, thermometer, balance, probe, computer).
13.B.1b	Explain how using measuring tools improves the accuracy of estimates.
13.B.1c	Describe contributions men and women have made to science and technology.

13.B.1d	Identify and describe ways that science and technology affect people's everyday lives (e.g., transportation, medicine, agriculture, sanitation, communication occupations).
13.B.1e	Demonstrate ways to reduce, reuse and recycle materials.