



▶ STATE STANDARDS CORRELATION

- ▶ **State:** California
- ▶ **Grade Levels:** Grades 3-5
- ▶ **Content Areas:** English-Language Arts, Science, and Mathematics Arts Standards

For a complete list of California state standards, please visit <http://www.cde.ca.gov/be/st/ss/> or contact the California Department of Education. Standards show section number, then grade, then standard number. For example, Grade 4 under READING below would be 1.4.1.1, and will have section indication where necessary.

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

READING

1.0: Word Analysis, Fluency, and Systematic Vocabulary Development

Grade 3

1.6 Use sentence and word context to find the meaning of unknown words.

2.0 Reading Comprehension

Grade 3

2.1 Use titles, tables of content, chapter headings, glossaries, and indexes to locate information in text.

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Grade 4

2.1 Identify structural patterns found in informational text to strengthen comprehension.

2.2 Use appropriate strategies when reading for different purposes.

Grade 5

2.1 Understand how text features make information accessible and usable.

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge.

WRITING

1.0 Writing Strategies

Grade 4

1.1 Select a focus, and organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

1.2 Create multiple-paragraph compositions.

1.6 Locate information in reference texts by using organizational features.

1.7 Use various reference materials as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

Grade 5

- 1.2 Create multiple-paragraph expository compositions.
- 1.3 Use organizational features of printed text to locate relevant information.

2.0 Writing Applications

Grade 3

2.2 Write descriptions that use concrete sensory detail to present and support unified impressions of people, places, things, or experiences.

Grade 4

2.3 Write information reports.

Grade 5

2.3 Write research reports about important ideas, issues, or events.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Grade 4:

1.1 Use simple and compound sentences in writing and speaking.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Grade 3:

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

1.3 Respond to questions with appropriate elaboration.

1.5 Organize ideas chronologically or around major points of information.

1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

Grade 4:

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

Grade 5:

1.1 Ask questions that seek information not already discussed.

1.4 Select a focus, organizational structure, and point of view for an oral presentation.

1.5 Clarify and support spoken ideas with evidence and examples.

2.0 Speaking Applications (Genres and Their Characteristics)

Grade 3:

2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Grade 4:

2.2 Make informational presentations.

Grade 5:

2.2 Deliver informative presentations about an important idea, issue, or event.

SCIENCE CONTENT STANDARDS

Life Sciences

Grade 3

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

a. *Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.

c. *Students know* living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some beneficial.

d. *Students know* when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Grade 4

2.

b. *Students know* producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept..

Investigation and Experimentation

Grades 3

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.

b. Differentiate evidence from opinion and know that scientists do not reply on claims or conclusions unless they are backed by observations that can be confirmed.

c. Use numerical data in describing and comparing objects, events, and measurements.

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade 4

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.

b. Measure and estimate weight, length, or volume of objects.

c. Formulate and justify predictions based on cause-and-effect relationships.

d. Conduct multiple trials to test a prediction and draw conclusions about the relationship between predictions and results.

Grade 5

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

MATHEMATICS ARTS CONTENT STANDARDS

Measurement and Geometry

Grade 3

1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

Grade 4

1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).

Statistics, Data Analysis, and Probability

Grade 4

1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:

1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.

Grade 5

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:

1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

Audubon Adventures Issue	English-Language Arts Content Standards	Science Content Standards	Mathematics Arts Content Standards
Stink, Bite, Hide, Fight!			
Student Newspaper	Read: 1.3.1.6, 2.3.2.1, 2.4.2.1, 2.4.2.2, 2.5.2.1, 2.5.2.3, 2.5.2.4, Writ: 1.4.1.6, 1.5.1.3,	Life: 3.3.a, 4.2.b,	Stats: 5.1.1.2
Classroom Resource Manual:			
Hands-On Activity: <i>Understanding Animal Body Language (page 29)</i>	Writ: 1.4.1.1, 1.4.1.2, 1.4.1.6, 1.4.1.7, 1.4.1.8, 1.5.1.2, 1.5.1.3, 2.4.2.3, 2.5.2.3, Writ & Oral: 1.4.1.1, Listen: 1.3.1.3, 1.3.1.7, 1.3.1.8, 1.4.1.2, 1.4.1.5, 1.5.1.4, 1.5.1.5, 2.3.2.3, 2.4.2.2, 2.5.2.2	Life: 4.2.b, Invest: 3.5.b,e, 5.5.g,h,i	
Hands-On Activity: <i>Building a Defense (page 29)</i>	Read: 1.3.1.6, Writ: 1.4.1.6, 1.4.1.8, 1.5.1.3, Listen: 1.4.1.1, 1.4.1.2, 1.4.1.5, 2.3.2.3, 2.4.2.2, 2.5.2.2	Life: 3.3.a, 4.3, Invest: 5.5.c,h	
Field Activity: <i>Zoo Doings (page 30)</i>	Read: 1.3.1.6, 2.3.2.2, 2.5.2.1, Writ: 2.3.2.2, 2.4.2.3, 2.5.2.3, Listen: 1.3.1.5, 1.3.1.7, 1.4.1.1, 1.5.1.1, 1.5.1.5,	Invest: 3.5.a,b,c,e, 4.6.a,c,d, 5.5.g,h,i	Stats: 4.1.1.1
<i>Find Out More Essay (page 32)</i>	Read: 1.3.1.6, 2.3.2.1, 2.4.2.1, 2.5.2.1, 2.5.2.3, 2.5.2.4,	Life: 3.3.a,c,d, 4.3,	
Critter Construction: How, What & Why Animals Build			
Student Newspaper	Read: 1.3.1.6, 2.3.2.1, 2.5.2.1, 2.5.2.4, Writ: 1.4.1.7, 1.5.1.2, 2.3.2.2, 2.3.2.3, Writ & Oral: 1.4.1.1, Listen: 1.3.1.2, 1.3.1.5, 1.4.1.1,	Life: 3.3.a,c,d, 4.2.b, 4.3.a, Invest: 3.5.a,b,c,e, 4.6.a,b, 5.5.g	Stats: 4.1.1.1
Classroom Resource Manual:			
Field Activity: <i>Give a Bird Builder a Boost (page 24)</i>	Read: 2.4.2.1, 2.4.2.2, 2.5.2.1, 2.5.2.3, 2.5.2.4, Writ: 1.4.1.6, 1.5.1.3, Listen: 1.3.1.3, 1.3.1.5, 1.3.1.7, 1.4.1.1, 1.5.1.1,	Invest: 4.6.b,c, 5.5.c,h,	Meas: 3.1.1, 4.1.4
Hands-On Activity: <i>All About an Animal Builder (page 22)</i>	Read: 2.3.2.1, 2.3.2.2, 2.5.2.1, 2.5.2.3, 2.5.2.4, Writ: 1.4.1.1, 1.4.1.2, 1.4.1.6, 1.4.1.7, 1.4.1.8, 1.5.1.2, 1.5.1.3, 2.3.2.2, 2.4.2.3, 2.5.2.3, Writ & Oral: 1.4.1.1, Listen: 1.3.1.2, 1.3.1.3, 1.3.1.8, 1.4.1.1, 1.4.1.2, 1.4.1.5, 1.5.1.4, 1.5.1.5, 2.3.2.3, 2.4.2.2, 2.5.2.2	Life: 3.3.a,c,d, 4.3,	
Hands-On Activity: <i>Animal Builders Vocabulary Builder (page 22)</i>	Read: 1.3.1.6, 2.3.2.4, Writ: 1.5.1.3,	Life: 3.3.a,c,d, 4.2.b, 4.3	
<i>Find Out More Essay (page 25)</i>	Read: 1.3.1.6, 2.4.2.2, 2.5.2.3, 2.5.2.4,	3.3.a,c, 4.3	
On the Go! Animals that Migrate			
Student Newspaper	Read: 1.3.1.6, , 2.1.3.2.1, 2.3.2.2, 2.5.2.1, 2.5.2.3, 2.5.2.4, Writ: 1.4.1.6, 1.5.1.3, Listen: 1.3.1.2, 1.3.1.5, 1.4.1.1, 1.5.1.1,	Life; 3.3.d, 4.3, Invest: 3.5.a,b,c,e, 4.6.a,b,c,d, 5.5.c,g,h	Meas: 3.1.1, Stats: 4.1.1.1, 5.1.1.2
Classroom Resource Manual:			
Hands-On Activity: <i>What's in the Way (page 36)</i>	Read: 2.3.2.1, Writ: 1.4.1.1, 1.4.1.6, 1.4.1.7, 2.3.2.2, Listen: 1.3.1.5, 1.3.1.7, 1.3.1.8, 1.4.1.2, 2.3.2.3, 2.4.2.2, 2.5.2.2	Life: 3.3.d, 4.3, Invest: 4.6.c,d, 5.5.c,g,h,i	
Hands-On Activity: <i>Mapping Flapping (page 36)</i>	Writ: 1.4.1.6, 1.4.1.7, 1.5.1.3, 2.5.2.3, Listen: 1.3.1.2, 1.3.1.5, 1.3.1.8, 1.4.1.1, 1.4.1.2, 1.5.1.4, 1.5.1.5, 2.4.2.2, 2.5.2.2	Life: 3.3.a,d, 4.2.b, 4.3, Invest: 3.5.b,c, 4.6.a,b,c, 5.5.c,g,h,i	Meas: 3.1.1, 4.1.4, Stats:

			4.1.1.1, 5.1.1.2
Hands-On Activity: <i>Native Plants are for the Birds – and Bugs!</i> (page 37)	Read: 2.5.2.3, 2.5.2.4,	Life: 3.3.c,d, 4.3, Invest: 3.5.a,c,e, 5.5.c	
<i>Find Out More Essay</i> (page 39)	Read: 1.3.1.6, 2.3.2.2, 2.4.2.2, 2.5.2.1, 2.5.2.3, 2.5.2.4	Life: 4.3	
Plants Rule!			
Student Newspaper	Read: 1.3.1.6, Read: 2.3.2.1, 2.4.2.1, 2.5.2.1, 2.5.2.3, 2.5.2.4, Writ: 1.4.1.6, 1.5.1.3, Listen: 1.3.1.3, 1.3.1.7,	Life: 3.3.a,c, 4.2.b, 4.3, 3.5.c, 4.6.b,	Meas: 3.1.1, 4.1.4
Classroom Resource Manual:			
Hands-On Activity: <i>Natural Networks</i> (page 15)	Read: 2.3.2.2, 2.4.2.2, 2.5.2.4, Writ: 1.4.1.7, Listen: 1.3.1.2, 1.3.1.8, 1.4.1.5, 2.4.2.2, 2.5.2.2	Life: 4.2.b, 4.3,	
Hands-On Activity: <i>Who Eats Whom?</i> (page 16)	Read: 2.3.2.2, Writ: 2.3.2.2, 2.4.2.2, 2.5.2.3, Listen: 1.3.1.5, 1.3.1.7, 1.5.1.1,	Life: 3.3.a, Invest: 3.5.a,b,c,e; 4.6.b,d; 5.5.g,h	Meas: 3.1.1; Stats: 4.1.1.1
Field Activity: <i>They're Everywhere!</i> (page 15)	Read: 2.3.2.1, 2.3.2.2, 2.5.2.1, Writ: 1.4.1.2, 1.4.1.7, 1.5.1.3, Writ: 2.3.2.2, 2.4.2.3, 2.5.2.3, Listen: 1.3.1.2, 1.3.1.8, 1.4.1.1, Speak: 2.3.2.3, 2.4.2.2,	Life: 4.2.b, 4.3, Invest: 3.5.e, 4.6.c, 5.5.g,l,	
<i>Find Out More Essay</i> (page 18)	Read: 1.3.1.6, 2.5.2.1, 2.5.2.3, 2.5.2.4,	Life: 3,3,a,d, 4.2.b, 3,a,	

