



## ▶ STATE STANDARDS CORRELATION

- ▶ **State:** Florida
- ▶ **Grade Levels:** Grades 3-5
- ▶ **Content Areas:** Reading/Language Arts, Science, and Mathematics

For a more detailed description of the Sunshine State Standards, please visit <http://www.floridastandards.org/FLStandardSearch.aspx> or contact the Florida Department of Education.

### READING/LANGUAGE ARTS

#### Grade 3

- » LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly;
- » LA.3.1.6.3: The student will use context clues to determine meanings of unfamiliar words
- » LA.3.1.6.10: The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.
- » LA.3.2.2.1: The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
- » LA.3.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material);
- » LA.3.3.1.3: The student will prewrite by using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.
- » LA.3.4.2.2: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;
- » LA.3.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.
- » LA.3.6.2.3: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map);

#### Grade 4

- » LA.4.1.6.1: The student will use new vocabulary that is introduced and taught directly;
- » LA.4.1.6.3: The student will use context clues to determine meanings of unfamiliar words;

- » LA.4.1.7.1: The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
- » LA.4.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
- » LA.4.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion) based upon teacher-directed topics and personal interests;
- » LA.4.3.1.3: The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.
- » LA.4.3.5.3: The student will share the writing with the intended audience.
- » LA.4.4.2.1: The student will write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);
- » LA.4.4.2.2: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;
- » LA.4.5.2.1: The student will listen to information presented orally and show an understanding of key points;
- » LA.4.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;
- » LA.4.5.2.3: The student will listen attentively to speakers and takes notes as needed to ensure accuracy of information;
- » LA.4.5.2.4: The student will ask questions of speakers, using appropriate tone and eye contact; and
- » LA.4.5.2.5: The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.

## **Grade 5**

- » LA.5.2.2.1: The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);
- » LA.5.2.2.3: The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);
- » LA.5.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;
- » LA.5.3.5.3: The student will share the writing with the intended audience.
- » LA.5.4.2.2: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;
- » LA.5.5.2.2: The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.

» LA.5.6.1.1: The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

» LA.5.6.2.3: The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and

## **SCIENCE**

### **Grade 3**

» SC.3.N.3.2: Recognize that scientists use models to help understand and explain how things work.

» SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

» SC.3.L.17.1: Describe how animals and plants respond to changing seasons.

» SC.3.N.1.1: Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

» SC.3.N.1.2: Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

» SC.3.N.1.3: Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

» SC.3.N.1.5: Recognize that scientists question, discuss, and check each others' evidence and explanations.

» SC.3.N.1.6: Infer based on observation.

### **Grade 4**

» SC.4.N.1.2: Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.

» SC.4.N.1.3: Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

» SC.4.N.1.4: Attempt reasonable answers to scientific questions and cite evidence in support.

» SC.4.N.1.5: Compare the methods and results of investigations done by other classmates.

» SC.4.N.1.6: Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

» SC.4.N.1.8: Recognize that science involves creativity in designing experiments.

» SC.4.L.16.2: Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

» SC.4.L.16.3: Recognize that animal behaviors may be shaped by heredity and learning.

» SC.4.L.17.2: Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

» SC.4.L.17.4: Recognize ways plants and animals, including humans, can impact the environment.

» SC.4.N.1.1: Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

### **Grade 5**

» SC.5.L.14.2: Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support

» SC.5.L.17.1: Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

» SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

» SC.5.N.1.3: Recognize and explain the need for repeated experimental trials.

## **MATHEMATICS**

### **Grade 3**

» MA.3.S.7.1: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

### **Grade 4**

» MA.4.A.6.6: Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.

### **Grade 5**

» MA.5.A.4.2: Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.

» MA.5.G.5.3: Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.

Audubon Adventures Issue	Reading/Language Arts	Science	Mathematics
<b>Stink, Bite, Hide, Fight!</b>			
Student Newspaper	LA.3.1.6.1, LA.3.1.6.3, LA.4.1.6.1, LA.4.1.6.3, LA.4.1.7.1, LA.4.2.2.1, LA.5.6.1.1	SC.3.L.15.1, SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.4, SC.4.N.1.1, SC.5.L.14.2, SC.5.L.17.1,	MA.5.G.5.3
Classroom Resource Manual:			
Hands-On Activity: <i>Understanding Animal Body Language (page 29)</i>	LA.3.2.2.1, LA.3.5.2.2, LA.3.6.2.3, LA.4.2.2.1, LA.4.3.5.3, LA.4.5.2.2, LA.4.5.2.5, LA.5.2.2.3, LA.5.5.2.2, LA.5.6.1.1, LA.5.6.2.3	SC.4.N.1.8, SC.4.L.16.3, SC.4.N.1.1, SC.5.L.14.2, SC.5.L.17.1,	
Hands-On Activity: <i>Building a Defense (page 29)</i>	LA.3.1.6.1, LA.3.2.2.1, LA.4.1.6.1, LA.5.2.2.3,	SC.3.N.3.2, SC.3.N.1.1, SC.3.N.1.2, SC.4.N.1.2, SC.4.N.1.5, SC.4.N.1.8, SC.4.L.16.3, SC.5.L.17.1,	
Field Activity: <i>Zoo Doings (page 30)</i>	LA.3.1.6.1, LA.3.3.1.3, LA.3.4.2.2, LA.4.1.6.1, LA.4.3.1.3, LA.4.4.2.2, LA.4.5.2.1, LA.4.5.2.3, LA.4.5.2.4, LA.5.2.2.3, LA.5.4.2.2,	SC.3.N.1.3, SC.3.N.1.6, SC.4.N.1.3, SC.4.N.1.6, SC.5.L.14.2, SC.5.N.1.1	
<i>Find Out More Essay (page 32)</i>	LA.3.1.6.3, LA.4.1.6.3,	SC.4.L.16.2, SC.4.L.16.3, SC.5.L.17.1	
<b>Critter Construction: How, What &amp; Why Animals Build</b>			
Student Newspaper	LA.3.1.6.1, LA.3.2.2.1, LA.3.4.2.2, LA.4.1.6.1, LA.4.1.7.1, LA.4.2.2.1, LA.4.4.2.2, LA.5.2.2.1, LA.5.4.2.2,	SC.3.N.3.2, SC.4.N.1.6, SC.4.L.16.2, SC.4.L.17.4, SC.5.L.14.2, SC.5.L.17.1,	
Classroom Resource Manual:			
Field Activity: <i>Give a Bird Builder a Boost (page 24)</i>	LA.3.4.2.2, LA.4.4.2.2, LA.4.5.2.4, LA.5.2.2.3, LA.5.4.2.2, LA.5.6.1.1,	SC.3.N.3.2, SC.3.N.1.1, SC.3.N.1.2, SC.4.N.1.2, SC.4.N.1.5, SC.4.N.1.8, SC.4.L.16.3, SC.4.L.17.4, SC.5.L.17.1,	MA.4.A.6.6, MA.5.G.5.3
Hands-On Activity: <i>All About an Animal Builder (page 22)</i>	LA.3.6.2.3, LA.4.3.5.3, LA.4.4.2.2, LA.5.2.2.1, LA.5.2.2.3, LA.5.3.5.3, LA.5.4.2.2, LA.5.6.1.1,	SC.3.L.15.1, SC.3.L.17.1, SC.3.N.1.2, SC.4.N.1.2, SC.4.N.1.5, SC.4.L.16.2, SC.4.L.17.4, SC.5.L.14.2, SC.5.L.17.1,	
Hands-On Activity: <i>Animal Builders Vocabulary Builder (page 22)</i>	LA.3.1.6.3, LA.4.1.6.3, LA.5.2.2.3,	SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.4, SC.5.L.14.2, SC.5.L.17.1,	
<i>Find Out More Essay (page 25)</i>	LA.3.1.6.1, LA.4.1.6.1	SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.4, SC.5.L.14.2, SC.5.L.17.1,	
<b>On the Go! Animals that Migrate</b>			
Student Newspaper	LA.3.1.6.1, LA.3.1.6.3, LA.3.2.2.1, LA.4.1.6.1, LA.4.1.6.3, LA.4.2.2.1, LA.5.2.2.1	SC.3.N.3.2, SC.3.L.17.1, SC.3.N.1.6, SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.4, SC.5.L.17.1, SC.5.N.1.1, SC.5.N.1.3	MA.3.S.7.1, MA.5.A.4.2

Classroom Resource Manual:			
Hands-On Activity: <i>What's in the Way</i> (page 36)	LA.3.3.1.1, LA.3.3.1.3, LA.3.4.2.2, LA.4.3.1.1, LA.4.3.1.3, LA.5.3.1.1	SC.3.N.3.2, SC.3.L.17.1, SC.3.N.1.1, SC.3.N.1.2, SC.4.N.1.3, SC.4.N.1.8, SC.4.L.16.2, SC.4.L.17.4, SC.5.L.17.1, SC.5.N.1.1	MA.5.G.5.3
Hands-On Activity: <i>Mapping Flapping</i> (page 36)	LA.3.2.2.1, LA.3.4.2.2, LA.3.5.2.2, LA.3.6.2.3, LA.4.1.7.1, LA.4.2.2.1, LA.4.3.5.3, LA.4.4.2.2, LA.4.5.2.1, LA.4.5.2.2, LA.4.5.2.5, LA.5.2.2.1, LA.5.2.2.3, LA.5.3.5.3, LA.5.4.2.2, LA.5.5.2.2, LA.5.6.1.1, LA.5.6.2.3	SC.3.N.3.2, SC.3.L.17.1, SC.3.N.1.1, SC.3.N.1.2, SC.3.N.1.5, SC.4.N.1.2, SC.4.N.1.5,	MA.3.S.7.1, MA.5.A.4.2, MA.5.G.5.3
Hands-On Activity: <i>Native Plants are for the Birds – and Bugs!</i> (page 37)	LA.3.1.6.1, LA.4.1.6.1, LA.4.4.2.2,	SC.3.L.17.1, SC.3.N.1.1, SC.3.N.1.6, SC.4.N.1.3, SC.4.N.1.5, SC.4.N.1.8, SC.4.L.16.2, SC.4.L.17.2, SC.4.L.17.4, SC.4.N.1.1, SC.5.L.17.1,	MA.5.G.5.3
<i>Find Out More Essay</i> (page 39)	LA.3.1.6.3, LA.4.1.6.3, LA.4.4.2.1, LA.5.2.2.1,	SC.3.L.17.1, SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.2, SC.4.L.17.4, SC.5.L.14.2, SC.5.L.17.1,	MA.4.A.6.6
<b>Plants Rule!</b>			
Student Newspaper	LA.3.1.6.3, LA.4.1.6.3,	SC.3.L.17.1, SC.4.L.16.2, SC.4.L.17.2, SC.4.L.17.4, SC.5.L.14.2, SC.5.L.17.1,	MA.4.A.6.6, MA.5.G.5.3
Classroom Resource Manual:			
Hands-On Activity: <i>Natural Networks</i> (page 15)	LA.3.5.2.2, LA.3.6.2.3, LA.4.5.2.1, LA.4.5.2.2, LA.4.5.2.5, LA.5.5.2.2	SC.3.L.17.1, SC.3.N.1.1, SC.4.L.16.2, SC.4.L.17.2, SC.5.L.14.2, SC.5.L.17.1,	
Hands-On Activity: <i>Who Eats Whom?</i> (page 16)	LA.3.4.2.2, LA.4.4.2.2, LA.5.2.2.3, LA.5.4.2.2, LA.3.6.2.3, LA.5.6.2.3,	SC.3.N.1.1, SC.3.N.1.2, SC.3.N.1.3, SC.3.N.1.5, SC.3.N.1.6, SC.4.N.1.2, SC.4.N.1.5, SC.4.N.1.6, SC.4.N.1.1, SC.5.N.1.1, SC.5.N.1.3	
Field Activity: <i>They're Everywhere!</i> (page 15)	LA.3.3.1.3, LA.3.6.2.3, LA.4.3.1.3, LA.4.4.2.2, LA.4.5.2.1, LA.4.5.2.3, LA.5.4.2.2,	SC.3.N.1.3, SC.3.N.1.5, SC.4.N.1.3, SC.4.N.1.4, SC.4.N.1.6, SC.5.N.1.1	MA.3.S.7.1, MA.5.A.4.2
<i>Find Out More Essay</i> (page 18)	LA.3.1.6.1, LA.4.1.6.1,	SC.3.L.17.1, SC.4.L.16.2, SC.4.L.17.2, SC.4.L.17.4, SC.5.L.14.2, SC.5.L.17.1,	

