▶ STATE STANDARDS CORRELATION

▶ **State:** Texas

▶ **Grade Levels:** Grades 3-5

▶ **Content Areas:** English Language Arts & Reading, Science & Mathematics

For a complete list of Texas Essential Knowledge and Skills (TEKS), please visit http://www.tea.state.tx.us/teks/index.html or contact the Texas Education Agency's Division of Curriculum.

ENGLISH LANGUAGE ARTS & READING

Grade 3

(7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.

b. read from a variety of genres for pleasure and to acquire information from both print and electronic sources

c. read to accomplish various purposes, both assigned and self-selected

(8) **Reading/vocabulary development.** The student develops an extensive vocabulary.

a. develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud

b. develop vocabulary through reading

e. use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words

(9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

f. make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions

i. represent text information in different ways, including story maps, graphs, and charts

(10) **Reading/literary response.** The student responds to various texts.

b. demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology

(12) **Reading/inquiry/research.** The student generates questions and conducts research using information from various sources.

d. use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions

e. interpret and use graphic sources of information, including maps, charts, graphs, and diagrams

g. organize information in systematic ways, including notes, charts, and labels
h. demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations

(18) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing.

a. generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts

(20) **Writing/inquiry/research.** The student uses writing as a tool for learning and research.

b. record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas
c. take simple notes from relevant sources such as classroom guests, books, and media sources
d. compile notes into outlines, reports, summaries, or other written efforts using available technology

Grade 4

(9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study.

a. develop vocabulary by listening to selections read aloud
c. use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage

(10) **Reading/comprehension.** The student comprehends selections using a variety of strategies.

a. use his/her own knowledge and experience to comprehend
g. paraphrase and summarize text to recall, inform, and organize ideas
l. represent text information in different ways such as in outline, timeline, or graphic organizer

(11) **Reading/literary response.** The student expresses and supports responses to various types of texts.

a. offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
b. interpret text ideas through such varied means as journal writing, discussion, enactment, media

(13) **Reading/inquiry/research.** The student inquires and conducts research using a variety of sources.

b. use text organizers, including headings, graphic features, and tables of contents, to locate and organize information
c. use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions
d. interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions
e. summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts
f. produce research projects and reports in effective formats using visuals to support meaning, as appropriate

(15) **Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms.

b. write to inform such as to explain, describe, report, and narrate

(19) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing.

a. generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research.

b. organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer

Grade 5

(10) Reading/comprehension. The student comprehends selections using a variety of strategies.

h. draw inferences such as conclusions or generalizations and support them with text evidence and experience

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research.

c. take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches

d. summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines

SCIENCE

Grade 3

8. **Science concepts.** The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live.

a. observe and describe the habitats of organisms within an ecosystem

b. observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space

c. describe environmental changes in which some organisms would thrive, become ill, or perish

d. describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home

Grade 4

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.

a. demonstrate safe practices during field and laboratory investigations

b. make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.

a. collect information by observing and measuring

c. analyze and interpret information to construct reasonable explanations from direct and indirect evidence

d. communicate valid conclusions

e. construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information

(3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

b. represent the natural world using models and identify their limitations

d. evaluate the impact of research on scientific thought, society, and the environment

(5) Science concepts. The student knows that complex systems may not work if some parts are removed.

b. predict and draw conclusions about what happens when part of a system is removed.

(8) Science concepts. The student knows that adaptations may increase the survival of

members of a species.

a. identify characteristics that allow members within a species to survive and reproduce

b. compare adaptive characteristics of various species

Grade 5

(6) Science concepts. The student knows that some change occurs in cycles.

c. describe and compare life cycles of plants and animals.

(9) Science concepts. The student knows that adaptations may increase the survival of members of a species.

a. compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem

b. analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem

c. predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.

MATHEMATICS

Grade 3

3.11. Measurement

a. use linear measurement tools to estimate and measure lengths using standard units

3.14 Underlying processes and mathematical tools.

b. solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness

Grade 4

4.13 Probability and statistics

b. interpret bar graphs.

4.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

a. identify the mathematics in everyday situations

4.15 Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.

a. explain and record observations using objects, words, pictures, numbers, and technology

Grade 5

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.

a. describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams

(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

a. identify the mathematics in everyday situations

b. solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness

c. select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem

Audubon Adventures Issue	English Language Arts & Reading	Science	Mathematics
Stink, Bite, Hide, Fight!			
Student Newspaper	3.7.b; 3.8.b; 3.9.f; 3.12.e; 4.10.a; 4.13.d;	3.8.c; 4.1.b; 4.2.c; 4.3.d; 4.5.b; 4.8.a,b; 5.9.a,b,c;	3.14.b; 4.15.a; 5.14.b,c
Classroom Resource Manual:			
Hands-On Activity: *Understanding Animal Body Language (page 29)*	3.7.b,c; 3.10.b; 3.12.d,g,h; 3.20.c,d; 4.10.a,g; 4.11.a,b; 4.13.b,c,d,e,f; 4.15.b; 5.10.h; 5.21.d	4.2.d,e; 4.3.b; 4.8.a,b; 5.9.a,b,c	4.15.a
Hands-On Activity: *Building a Defense (page 29)*	3.7.c; 3.8.a,c; 3.12.d,h; 3.20.c; 4.9.a; 4.11.a; 4.13.c,f;	3.8.d; 4.2.c,d; 4.3.b; 4.8.a,b; 5.9.a,b,c	3.14.b;
Field Activity: *Zoo Doings (page 30)*	3.7.c; 3.8.a,b,e; 3.9.f,i; 3.12.g; 3.18.a; 3.20.d; 4.9.a; 4.11.a; 4.13.c,e,f; 4.19.a; 4.21.a; 5.21.c,d;	3.8.a,b,c,d; 4.2.c,d,e; 4.5.b; 4.8.a,b; 5.9.a,c	4.15.a; 5.5.a
Find Out More Essay (page 32)	3.7.c; 3.8.b; 3.9.f; 5.10.h;	4.1.b; 4.3.d; 4.5.b; 4.8.a,b; 5.9.a,b	
Critter Construction: How, What & Why Animals Build			
Student Newspaper	3.8.b; 3.10.b; 3.12.e,g; 3.20.b,c; 4.9.c; 4.10.a; 4.11.b; 4.13.e; 4.15.b;	3.8.b,c,d; 4.1.b; 4.2.a,d; 4.3.d; 4.8.a,b; 5.9.a,b	4.15.a
Classroom Resource Manual:			
Field Activity: *Give a Bird Builder a Boost (page 24)*	3.7.b,c; 3.9.f,I; 3.10.b; 3.12.d; 3.20.c; 4.9.c; 4.11.a,b;	3.8.a,b,d; 4.1.a,b; 4.2.a; 4.3.d; 4.5.b;	3.11.a; 3.14.b; 4.14.a; 5.5.a; 5.14.a,b,c
Hands-On Activity: *All About an Animal Builder (page 22)*	3.7.b,c; 3.10.b; 3.12.d,e,h; 3.18.a; 3.20.d; 4.10.g; 4.11.a; 4.13.b,c,f; 4.19.a; 5.10.h; 5.21.c;	3.8.d; 4.3.b; 4.8.a,b; 5.9.a,b	
Hands-On Activity: *Animal Builders Vocabulary Builder (page 22)*	3.9.i; 3.10.b; 3.12.g; 4.15.b; 4.21.b; 5.10.h; 5.21.d;		5.5.a
Find Out More Essay (page 25)	3.8.b; 4.10.a;	3.8.b,d; 4.5.b; 4.8.a,b; 5.9.a,b	
On the Go! Animals that Migrate			
Student Newspaper	3.7.b,c; 3.8.b; 3.9.i; 3.12.e; 4.10.L; 5.21.d;	3.8.c; 4.1.b; 4.2.a,d; 4.3.b,e; 4.5.b; 4.8.a,b; 5.6.c; 5.9.a,b	4.13.b; 4.14.a; 5.14.a
Classroom Resource Manual:			
Hands-On Activity: *What's in the Way (page 36)*	3.7.b,c; 3.9.f; 3.10.b; 3.12.d,h; 3.18.a; 3.20.d; 4.9.c; 4.10.a,g; 4.11.a,b; 4.13.c,e,f; 4.15.b; 4.19.a; 5.10.h;	3.8.c; 4.1.b; 4.2.a,d; 4.3.b,d; 4.5.b; 4.8.a,b; 5.6.c; 5.9.a,b,c	3.14.b; 4.14.a; 5.14.a;
Hands-On Activity: *Mapping Flapping (page 36)*	3.7.c; 3.9.i; 3.10.b; 3.12.d,g,h; 3.20.b; 4.9.c; 4.13.b,c,e,f; 4.15.b; 5.21.c;	4.2.a,c,d,e; 4.3.b,d; 4.8.a; 5.9.a;	4.14.a; 5.5.a; 5.14.a
Hands-On Activity: *Native Plants are for the Birds – and Bugs! (page 37)*	3.7.b,c; 3.12.d; 4.13.c;	3.8.a,b; 4.1.b; 4.3.d; 4.5.b; 4.8.a,b; 5.6.c;	3.14.b; 5.14.b,c
Find Out More Essay (page 39)	3.7.b,c; 3.9.f; 4.10.a;	3.8.a,b; 4.1.b; 4.2.c,d; 4.3.d;	

		4.5.b; 5.9.b	
Plants Rule!			
Student Newspaper	3.7.c; 3.8.b,e; 3.12.d; 4.10.a; 4.13.c; 5.10.h;	3.8.b; 4.1.b; 4.2.c,d; 4.3.d; 4.8.a,b; 5.6.c; 5.9.a,b	3.14.b; 4.14.a; 5.14.a,b,c
Classroom Resource Manual:			
Hands-On Activity: *Natural Networks (page 15)*	3.7.b,c; 3.9.i; 3.10.b; 3.12.g; 3.18.a; 4.10.a; 4.13,b,e; 4.19.a; 4.21.b; 5.21.c,d	3.8.a; 4.2.e; 4.5.b; 4.8.a,b; 5.9.a,b,c	4.15.a
Hands-On Activity: *Who Eats Whom? (page 16)*	3.12,e,g; 4.13.d,e;	4.2.a,c,d,e; 4.5.b;	4.15.a; 5.5.a; 5.14.b,c
Field Activity: *They're Everywhere! (page 15)*	3.12.e,g; 3.20.d; 4.13.c,d,e; 5.21.d	4.2.c,d,e; 4.3.d;	4.15.a; 5.5.a;
Find Out More Essay (page 18)	3.8.b4.10.a	3.8.b,c; 4.5.b; 4.8.a,b; 5.9.a,b	