



▶ STATE STANDARDS CORRELATION

- ▶ **State:** Washington
- ▶ **Grade Levels:** Grades 3-5
- ▶ **Content Areas:** Science, Mathematics

Audubon Adventure activities are intended for use with grades 3-5. WA state standards are established for 3-5 with learning expectations for that group of grades. Audubon Adventure activities have been correlated to the appropriate standards and the grade level expectations for grades 3-5. Access a complete listing of Louisiana Standards at: <http://www.techsparc.com/EALRS/Third.htm>

Grade Level Expectations

Science

Living Systems

1.1.6

Understand how to distinguish living organisms from non-living objects, and how to use characteristics to sort common organisms into plant and animal groups.

Math

Attributes, Units and Systems

1.2.1

Understand how different attributes (of length, perimeter, time, money value, weight/mass, and temperature) are used to describe objects.

Statistics

1.4.3

Understand data collection and display methods to obtain desired information.

1.4.5

Understand representations of data from tables, charts, and bar graphs

Gather Information

4.1.1

Understand how to follow a simple plan for collecting information for a given purpose.

Reading

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

Essential Academic Learning Requirements (EARLS)

Science

1. Systems: The student knows and applies scientific concepts and principles to understand the properties, structures and changes in physical, earth/space, and living systems.

1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects; and how characteristics are used to categorize living things.

1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.

1.3 Changes: Understand how interactions within and among systems cause changes in matter and energy.

2. Inquiry: The student knows and applies the scientific ideas, skills, processes of investigation, and the nature of science.

2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

2.2 Nature of Science: Understand the nature of scientific inquiry

3. Application: The student knows and applies science ideas and inquiry to design and analyze solutions to human problems in societal contexts.

3.1 Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

3.2 Science, Technology and Society: Analyze how science and technology are human endeavors, interrelated to each other, to society, and to the workplace and the environment.

Communication

1.1 Uses listening and observation skills and strategies to focus attention and interpret information.

1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.2 Uses media and other resources to support presentations.

Reading

Essential Academic Learning Requirements (Word)

1: The student understands and uses different skills and strategies to read.

1.3 Build vocabulary through wide reading.

2: The student understands the meaning of what is read.

2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

3: The student reads different materials for a variety of purposes.

3.1 Read to learn new information.

3.2 Read to perform a task.

Audubon Adventures Issue	Grade Level Expectations	Essential Academic Learning Requirements
Stink, Bite, Hide, Fight!		
Student Newspaper	1.4.3, 1.4.5, 1.3.1	Sci: 1.1, 2.1, 2.2, 3.1, 3.2; Read: 1.3, 3.1
Classroom Resource Manual:		
Hands-On Activity: <i>Understanding Animal Body Language (page 29)</i>	1.4.3, 4.1.1	Sci: 1.1, 2.1, 2.2; Comm: 1.2, 2.2, 3.1, 3.2; Read: 1.3, 2.3, 3.1, 3.2
Hands-On Activity: <i>Building a Defense (page 29)</i>	1.4.3, 4.1.1, 1.3.1	Sci: 1.1, 2.1, 2.2; Comm: 1.2, 3.1, 3.2; Read: 1.3, 2.3, 3.1, 3.2
Field Activity: <i>Zoo Doings (page 30)</i>	1.4.3, 1.4.5, 4.1.1	Sci: 1.1, 2.1, 2.2, 3.2; Comm: 1.1, 2.2;
<i>Find Out More Essay (page 32)</i>	1.2.1, 1.3.1	Sci: 1.1, 3.1, 3.2; Read: 1.3, 2.3, 3.1,
Critter Construction: How, What & Why Animals Build		
Student Newspaper	1.3.1	Sci: 1.1, 1.3, 2.2, 3.1, 3.2; Read: 1.3, 2.3, 3.1
Classroom Resource Manual:		
Field Activity: <i>Give a Bird Builder a Boost (page 24)</i>	1.2.1, 1.4.3, 1.4.5, 4.1.1, 1.3.1	Sci: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2; Comm: 2.2; Read: 1.3, 2.3, 3.1, 3.2
Hands-On Activity: <i>All About an Animal Builder (page 22)</i>	1.4.3, 4.1.1	Sci: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2; Comm: 1.2, 2.2, 3.1, 3.2; Read: 1.3, 2.3, 3.1, 3.2
Hands-On Activity: <i>Animal Builders Vocabulary Builder (page 22)</i>	1.3.1	Sci: 1.1, 1.3; Read: 1.3, 2.3, 3.2
<i>Find Out More Essay (page 25)</i>	1.3.1	Sci: 1.1, 1.3, 2.2, 3.1, 3.2; Comm: 1.1; Read: 1.3, 2.3, 3.1
On the Go! Animals that Migrate		
Student Newspaper	1.2.1, 1.4.3, 1.4.5, 4.1.1, 1.3.1	Sci: 2.1, 2.2, 3.1, 3.2; Comm: 1.2; Read: 1.3, 2.3, 3.1
Classroom Resource Manual:		
Hands-On Activity: <i>What's in the Way (page 36)</i>	1.2.1, 1.4.3, 1.4.5, 4.1.1, 1.3.1	Sci: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2; Comm: 1.1, 1.2, 2.2, 3.1, 3.2; Read: 1.3, 2.3, 3.1, 3.2
Hands-On Activity: <i>Mapping Flapping (page 36)</i>	1.2.1, 1.4.3, 1.4.5, 4.1.1, 1.3.1	Sci: 1.1, 1.2, 2.1, 2.2, 3.2; Comm: 1.1, 1.2, 2.2; Read: 1.3, 2.3, 3.1, 3.2
Hands-On Activity: <i>Native Plants are for the Birds – and Bugs! (page 37)</i>	1.1.6, 1.4.3, 4.1.1, 1.3.1	Sci: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2; Comm: 1.2, 2.2; Read: 1.3, 2.3, 3.1, 3.2
<i>Find Out More Essay (page 39)</i>	1.2.1, 1.3.1	Sci: 1.1, 1.2, 2.2, 3.2; Read: 1.3, 3.1
Plants Rule!		
Student Newspaper	1.1.6, 1.2.1, 1.4.3, 1.4.5, 4.1.1, 1.3.1	Sci: 1.1, 1.2, 1.3, 3.2; Read: 1.3, 3.1
Classroom Resource Manual:		
Hands-On Activity: <i>Natural Networks (page 15)</i>	1.1.6, 1.4.5, 4.1.1, 1.3.1	Sci: 1.1, 1.2, 1.3, 2.2; Comm: 1.2, 2.2, 3.1, 3.2; Read: 1.3, 2.3, 3.1, 3.2

Hands-On Activity: <i>Who Eats Whom?</i> (page 16)	1.2.1, 1.4.3, 1.4.5, 4.1.1,	Sci: 1.1, 1.3, 2.1, 2.2; Comm: 1.1, 2.2; Read: 2.3, 3.1, 3.2
Field Activity: <i>They're Everywhere!</i> (page 15)	1.1.6, 1.2.1, 1.4.3, 1.4.5, 4.1.1	Sci: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2; Comm: 1.1, 1.2, 2.2; Read: 1.3, 2.3, 3.1, 3.2
<i>Find Out More Essay</i> (page 18)	1.1.6, 1.4.3, 1.3.1	Sci: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2; Comm: 1.2; Read: 1.3, 2.3, 3.1

