



▶ 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.3.3.1.1: 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.4.3.1.1: 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.4.4.2.2: 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.5.3.1.1: 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

SCIENCE

Grade 3

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

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

Grade 4

» SC.4.E.6.3: Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

» 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.E.7.2: Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

» 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.

MATHEMATICS

Grade 3

» MA.3.A.4.1: Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.

» MA.3.A.6.2: Solve non-routine problems by making a table, chart, or list and searching for patterns.

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
At Home in a Habitat			
Student Newspaper	LA.3.1.6.1, LA.3.1.6.3	SC.3.L.17.1, SC.4.L.17.4, SC.5.L.17.1	
Classroom Resource Manual:			
Field Activity: <i>Wild in the Schoolyard</i> (page 15)	LA.3.4.2.2, LA.3.6.2.3, LA.4.4.2.2, LA.5.4.2.2	SC.3.N.1.1, SC.3.N.1.3, SC.4.L.17.4, SC.4.N.1.1	
Hands-On Activity: <i>Help the Local Habitat: Build a Bird Feeder</i> (page 16)	LA.3.1.6.1, LA.4.1.6.1	SC.4.L.17.4, SC.5.N.1.1	
Hands-On Activity: <i>Garbage In, Compost Out!</i> (page 16)	LA.4.5.2.1, LA.5.6.1.1	SC.3.L.17.1, SC.3.N.1.6, SC.4.L.17.4, SC.5.L.17.1	MA.5.G.5.3
<i>Find Out More Essay</i> (page 18)	LA.3.1.6.3, LA.4.1.6.3, LA.5.6.1.1	SC.3.L.17.1, SC.4.E.6.3, SC.4.L.17.4, SC.5.L.17.1	
Caretaking our World's Water			
Student Newspaper	LA.3.1.6.3, LA.4.1.6.3, LA.5.6.1.1	SC.4.E.6.3, SC.4.L.17.4, SC.5.L.17.1	
Classroom Resource Manual:			
Field Activity: <i>School Water Audit</i> (page 24)	LA.3.1.6.1, LA.3.3.1.3, LA.3.4.2.2, LA.3.6.2.3, LA.4.1.6.1, LA.4.3.1.3, LA.4.3.5.3, LA.4.4.2.2, LA.5.3.5.3, LA.5.4.2.2, LA.5.6.2.3	SC.3.N.1.3, SC.3.N.1.6, SC.4.E.6.3, SC.4.L.17.4, SC.5.N.1.1	MA.3.A.4.1, MA.3.A.6.2, MA.5.A.4.2, MA.5.G.5.3
Hands-On Activity: <i>Where's Our Water From?</i> (page 26)	LA.3.3.1.1, LA.3.4.2.2, LA.3.6.2.3, LA.4.3.1.1, LA.5.3.1.1, LA.5.6.2.3	SC.3.N.1.1, SC.3.N.1.6, SC.4.E.6.3, SC.5.N.1.1	MA.3.A.4.1, MA.3.A.6.2
Hands-On Activity: <i>Map Your Watershed</i> (page 26)	LA.3.4.2.2, LA.4.3.1.3, LA.4.3.5.3, LA.4.4.2.2, LA.5.3.5.3, LA.5.4.2.2, LA.5.6.2.3	SC.4.E.6.3, SC.4.L.17.4, SC.5.N.1.1	MA.3.A.4.1
<i>Find Out More Essay</i> (page 27)	LA.3.1.6.3, LA.4.1.6.3	SC.4.E.6.3, SC.4.L.17.4, SC.5.E.7.2	
Power from the Planet			
Student Newspaper	LA.3.1.6.1, LA.3.1.6.3, LA.3.4.2.2, LA.4.1.6.1, LA.4.1.6.3, LA.4.4.2.2, LA.5.4.2.2	SC.4.E.6.3, SC.4.L.17.4	MA.3.A.6.2, MA.5.G.5.3
Classroom Resource Manual:			
Hands-On Activity: <i>Energy Challenge</i> (page 33)	LA.3.1.6.1, LA.3.3.1.1, LA.3.4.2.2, LA.3.6.2.3, LA.4.1.6.1, LA.4.3.1.1, LA.4.3.1.3, LA.4.3.5.3, LA.4.4.2.2, LA.4.5.2.1, LA.4.5.2.3, LA.4.5.2.4, LA.5.3.1.1, LA.5.3.5.3, LA.5.4.2.2, LA.5.6.1.1, LA.5.6.2.3	SC.3.N.1.1, SC.3.N.1.3, SC.4.E.6.3, SC.4.N.1.1, SC.5.N.1.1	MA.3.A.4.1, MA.3.A.6.2,
Hands-On Activity: <i>Trashology</i> (page 33)	LA.3.4.2.2, LA.4.4.2.2, LA.5.4.2.2	SC.3.N.1.3, SC.3.N.1.6, SC.4.E.6.3, SC.4.L.17.4	MA.5.G.5.3
Field Activity: <i>Energy Check</i> (page 34)	LA.3.4.2.2, LA.4.3.5.3, LA.4.4.2.2, LA.4.5.2.1, LA.4.5.2.3, LA.4.5.2.4, LA.5.3.5.3, LA.5.4.2.2	SC.3.N.1.1, SC.3.N.1.3, SC.3.N.1.6, SC.4.E.6.3, SC.4.L.17.4, SC.4.N.1.1,	

		SC.5.N.1.1	MA.3.A.6.2, MA.5.G.5.3
<i>Find Out More Essay (page 36)</i>	LA.3.1.6.1, LA.3.1.6.3, LA.4.1.6.1, LA.4.1.6.3	SC.4.E.6.3, SC.4.L.17.4, SC.5.L.17.1	

