



▶ STATE STANDARDS CORRELATION

- ▶ State: Washington
- ▶ Grade Levels: Grades 3-5
- ▶ Content Areas: Science, Reading, Writing, Communication, Educational Technology and 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 essential academic learning requirements (EALRS) standards for grades 3-5. Access a complete listing of Washington Standards at: http://www.k12.wa.us/curriculum/instruct/EALR_GLE.aspx

Essential Academic Learning Requirements (EALRS)

Science

EALR 2: Inquiry

4-5 INQD Gather, record, and organize data using appropriate units, tables, graphs, or maps.

4-5 INQH Scientists communicate the results of their investigations verbally and in writing.

Display the findings of an investigation using tables, graphs, or other visual means to represent the data accurately and meaningfully.

EALR 3: Application

4-5 APPF Communicate the solution, results of any tests, and modifications persuasively, using oral, written, and/or pictorial representations of the process and product.

EALR 4: Earth and Space Science

4-5 ES3A Describe an event that could cause the formation of a given fossil (e.g., the plant or animal may have been buried in sediment that hardened into rock and left an imprint, or dissolved minerals may have seeped into a piece of wood and hardened into rock).

EALR 4: Life Science

4-5 LS2A Identify the living and nonliving parts of an ecosystem. Give examples to show how the plants and animals depend on one another for survival (e.g., worms decompose waste and return nutrients to the soil, which helps plants grow). Describe how the plants and animals in an ecosystem depend on nonliving resources.

4-5 LS2F Describe ways that humans can improve the health of ecosystems (e.g., recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion). Describe ways that humans can harm the health of ecosystems (e.g., overuse of fertilizers, littering, not recycling)

Reading

1. The student understands and uses different skills and strategies to read.
 - 1.1. Use word recognition and word meaning skills to read and comprehend text.
 - 1.2. Use vocabulary (word meaning) strategies to comprehend text.
2. The student understands the meaning of what is read.
 - 2.2. Understand and apply knowledge of text components to comprehend text.
 - 2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy 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.

Writing

1. **The student understands and uses a writing process.**
 - 1.1. Prewrites to generate ideas and plan writing.
 - 1.2. Publishes text to share with audience.
1. **The student writes in a variety of forms for different audiences and purposes.**
 - 2.1. Adapts writing for a variety of audiences.
3. **The student writes clearly and effectively.**
 - 3.1. Develops ideas and organizes writing.

Communication

1. **The student uses listening and observation skills and strategies to gain understanding.**
 - 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.
3. **The student uses communication skills and strategies to present ideas and one's self in a variety of situations.**
 - 3.1. Uses knowledge of topic/theme, audience, and purpose to plan presentations.
 - 3.2. Uses media and other resources to support presentations.

Educational Technology

1. **Integration: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.**
 - 1.2: **Collaborate:** Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.
 - 1.3: **Investigate and Think Critically:** Research, manage and evaluate information and solve problems using digital tools and resources.

Mathematics

- 3.1.D Estimate sums and differences to approximate solutions to problems and determine reasonableness of answers.

Audubon Adventures Issue	Science	Reading	Writing	Communication	Educational Technology	Mathematics
At Home in a Habitat						
Student Newspaper	INQD, LS2A, LS2F	1.1, 1.2, 2.2, 2.3, 3.1, 3.2		1.2	1.2, 1.3	3.1.D
Classroom Resource Manual:						
Field Activity: <i>Wild in the Schoolyard</i> (page 15)	INQD, INQH, APPF, LS2F	1.1, 2.3, 3.1, 3.2	1.2, 3.1	1.2, 3.2	1.2, 1.3	
Hands-On Activity: <i>Help the Local Habitat: Build a Bird Feeder</i> (page 16)	LS2F	3.1, 3.2		1.1		3.1.D
Hands-On Activity: <i>Garbage In, Compost Out!</i> (page 16)	INQH, APPF, ES3A, LS2F	3.1, 3.2		1.1, 1.2, 3.1, 3.2	1.2, 1.3	
<i>Find Out More Essay</i> (page 18)	LS2A, LS2F	1.1, 1.2, 2.2, 2.3, 3.1, 3.2		1.2	1.3	3.1.D
Caretaking our World's Water						
Student Newspaper	LS2A, LS2F	1.1, 1.2, 2.2, 2.3, 3.1				3.1.D
Classroom Resource Manual:						
Field Activity: <i>School Water Audit</i> (page 24)	INQD, INQH, APPF, LS2F	2.2, 2.3, 3.1, 3.2	3.1	1.1, 1.2, 3.1		3.1.D
Hands-On Activity: <i>Where's Our Water From?</i> (page 26)	INQH, APPF	2.3, 3.1, 3.2	3.1	1.1, 1.2	1.2, 1.3	
Hands-On Activity: <i>Map Your Watershed</i> (page 26)	INQD, INQH, APPF, LS2A, LS2F	2.3, 3.1, 3.2	1.2, 2.1, 3.1	1.2	1.2, 1.3	
<i>Find Out More Essay</i> (page 27)	LS2A, LS2F	1.1, 1.2, 2.2, 2.3, 3.1				
Power from the Planet						
Student Newspaper	INQD, ES3A, LS2A, LS2F	1.1, 1.2, 2.2, 2.3, 3.1, 3.2				3.1.D
Classroom Resource Manual:						
Hands-On Activity: <i>Energy Challenge</i> (page 33)	INQD, INQH, APPF, LS2F	2.3, 3.1, 3.2	1.2, 2.1, 3.1	1.1, 1.2, 3.1, 3.2	1.2, 1.3	
Hands-On Activity: <i>Trashology</i> (page 33)	INQD, LS2F	3.1, 3.2	3.1	1.1		3.1.D

Field Activity: <i>Energy Check (page 34)</i>	INQD, INQH, APPF, LS2F	2.2, 2.3, 3.1, 3.2	1.1, 3.1	1.1, 1.2	1.2, 1.3	3.1.D
<i>Find Out More Essay (page 36)</i>	LS2A, LS2F	1.1, 1.2, 2.2, 2.3, 3.1				