

*John Audubon, Young Naturalist* is aligned to the California Department of Education's English-Language Arts Content Standards for grades 3, 4, and 5.\* Students can meet these standards through silent and oral reading, and through teacher-led class discussions about the book's historical events and notable people.

<b>English-Language Arts Content Standards for California Public Schools: Grade 3</b> Copyright © 1997, California Department of Education	
<b>1.0 Reading</b>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development <i>Decoding and Word Recognition</i></p> <p>1.1 Know and use complex word families when reading to decode unfamiliar words. 1.2 Decode regular multisyllabic words. 1.3 Read aloud narrative or expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>
	<p><i>Vocabulary and Concept Development</i></p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 1.6 Use sentence and word context to find the meaning of unknown words. 1.7 Use a dictionary to learn the meaning and other features of unknown words. 1.8 Use knowledge of prefixes and suffixes to determine the meaning of words.</p>
<b>2.0 Reading Comprehension</b>	<p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.6 Extract appropriate and significant information from the text, including problems and solutions.</p>
<b>3.0 Literary Response and Analysis</b>	<p><i>Structural Features of Literature</i></p> <p>3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p>
	<p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.4 Determine the underlying theme or author's message in fiction or nonfiction text. 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. 3.6 Identify the speaker or narrator in a selection.</p>
<b>1.0 Listening and Speaking Strategies</b>	<p><i>Comprehension</i></p> <p>1.3 Respond to questions with appropriate elaboration. 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).</p>

	<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.7 Use clear and specific vocabulary to communicate ideas and establish a tone.</p> <p>1.9 Read prose or poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.</p>
<p><b>English-Language Arts Content Standards for California Public Schools: Grade 4</b>          Copyright © 1997, California Department of Education</p>	
<b>1.0 Reading</b>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p><i>Word Recognition</i></p> <p>1.1 Read narrative or expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p>
	<p><i>Vocabulary and Concept Development</i></p> <p>1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p>1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</p> <p>1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).</p> <p>1.6 Distinguish and interpret words with multiple meanings.</p>
<b>2.0 Reading Comprehension</b>	<p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p>2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p>
<b>3.0 Literary Response and Analysis</b>	<p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.</p> <p>3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.</p> <p>3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p>
<b>1.0 Listening and Speaking Strategies</b>	<p><i>Comprehension</i></p> <p>1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.</p> <p>1.2 Summarize major ideas and supporting evidence presented in spoken messages or formal presentations.</p>
	<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p>1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.</p> <p>1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</p>

## English-Language Arts Content Standards for California Public Schools: Grade 5

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<b>1.0 Reading</b>	Word Analysis, Fluency, and Systematic Vocabulary Development <i>Word Recognition</i> 1.1 Read aloud narrative or expository text fluently and accurately and with appropriate pacing, intonation, and expression.
	<i>Vocabulary and Concept Development</i> 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words. 1.5 Understand and explain the figurative and metaphorical use of words in context.
<b>2.0 Reading Comprehension</b>	<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
	<i>Expository Critique</i> 2.5 Distinguish facts, supported inferences, and opinions in text.
<b>3.0 Literary Response and Analysis</b>	<i>Structural Features of Literature</i> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, or nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
	<i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
	<i>Literary Criticism</i> 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.
<b>1.0 Listening and Speaking Strategies</b>	<i>Comprehension</i> 1.1 Ask questions that seek information not already discussed. 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

\*Note that *John Audubon, Young Naturalist* does not align to California's *History-Social Science Content Standards* for Grades 3-5 because those standards focus solely on local California history, government, geography, and economics.