

John Audubon, Young Naturalist is aligned to the New York Department of Education’s English-Language Arts and Social Studies Learning Standards (Elementary Level). 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.

Learning Standards for English Language Arts: Elementary Level Copyright © 1998, New York Department of Education	
Standard 1	Students will read, write, listen, and speak for information and understanding: <ul style="list-style-type: none"> • Ask specific questions to clarify and extend meaning. • Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. • Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.
Standard 2	Students will read, write, listen, and speak for literary response and expression: <ul style="list-style-type: none"> • Read works of fiction or nonfiction intended for young readers. • Recognize some features that distinguish different genres and use those features to aid comprehension. • Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. • Use inference and deduction to understand the text. • Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning. • Evaluate literary merit.
Standard 3	Students will read, write, listen, and speak for critical analysis and evaluation: <ul style="list-style-type: none"> • Make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters. • Recognize that the criteria that one uses to analyze and evaluate anything depend on one’s point of view and purpose for the analysis. • Evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully.
Standard 4	Students will read, write, listen, and speak for social interaction: <ul style="list-style-type: none"> • Listen attentively and recognize when it is appropriate for them to speak. • Take turns speaking and respond to others’ ideas in conversations on familiar topics. • Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.

Learning Standards for Social Studies: Elementary Level

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Standard 2: World History	Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (2) <ul style="list-style-type: none">• Distinguish between past, present, and future time periods.• Develop timelines that display important events and eras from world history.• Compare important events and accomplishments from different time periods in world history. (4) <ul style="list-style-type: none">• Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.• View historic events through the eyes of those who were there, as shown in their art, writings, music, or artifacts.
Standard 3: Geography	Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface. (1) <ul style="list-style-type: none">• Locate places within the local community, state, and nation. (2) <ul style="list-style-type: none">• Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from <i>National Geography Standards, 1994</i>).