Cats, Dogs, and Us

U.S. Standards Correlation
Young Reader—Grades 3–5

	Lesson					
	1	2	3	4	5	6
English Language Arts						
Reading						
Key Ideas and Details						
1. Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		✓		✓		✓
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		✓		✓		✓
Craft and Structure						
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		✓				✓
Integration of Knowledge and Ideas						
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	✓			✓	✓	
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						✓
Writing						
Text Types and Purposes						
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					✓	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				✓		
Research to Build and Present Knowledge						
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				✓		
Speaking and Listening						
Comprehension and Collaboration						
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓	✓	✓
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓			✓	✓	✓
Presentation of Knowledge and Ideas						
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.					✓	✓

		Lesson					
		1	2	3	4	5	6
Social Studies							
Culture (Early Grades) Students will understand: 1. How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. 2. How people from different cultures develop different values and ways of interpreting experience.	(Middle Grades) Students will understand: 1. How culture influences the ways in which human groups solve the problems of daily living. 2. How people from different cultures develop different values and ways of interpreting experience.	✓	✓				
Production, Distribution, and Consumption (Early Grades) Students will understand: 1. The difference between needs and wants.						✓	
Science, Technology, and Society (Early Grades) Students will be able to: 1. Use diverse types of media technology to research and share information.	(Middle Grades) Students will be able to: 1. Use diverse types of media technology to read, write, create, and review a variety of messages.	✓	✓				
Civic Ideals and Practices (Early Grades) Students will understand: 1. The importance of gathering information as the basis for informed civic action. Students will be able to: 1. Evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position.	(Middle Grades) Students will understand: 1. The importance of becoming informed in order to make positive civic contributions. Students will be able to: 1. Identify, seek, describe, and evaluate multiple points of view about selected issues, noting the strengths, weaknesses, and consequences associated with holding each position. 2. Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.	✓				✓	✓

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U.S. Standards Correlation—Young Reader (continued)

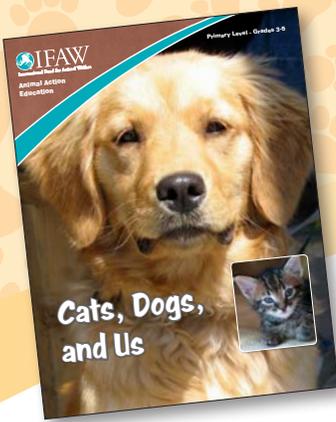|	Lesson					
	1	**2**	**3**	**4**	**5**	**6**
Science						
Scientific and Engineering Practices 1. Asking questions (for science) and defining problems (for engineering) 8. Obtaining, evaluating, and communicating information	✓		✓			
Crosscutting Concepts 1. **Patterns.** Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them. 6. **Structure and function.** The way in which an object or living thing is shaped and its substructure determine many of its properties and functions. 7. **Stability and change.** For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.	✓		✓			
Disciplinary Core Ideas *Life Sciences*						
From molecules to organisms: Structures and processes LS1.A Structure and function. *How do the structures of organisms enable life's functions?* LS1.C Organization for matter and energy flow in organisms. *How do organisms obtain and use the matter and energy they need to live and grow?* LS1.D Information processing. *How do organisms detect, process, and use information about the environment?*	✓	✓	✓	✓		
Ecosystems: Interactions, energy, and dynamics LS2.A Interdependent relationships in ecosystems. *How do organisms interact with the living and nonliving environments to obtain matter and energy?*		✓				
Heredity: Inheritance and variation of traits LS3.A Inheritance of traits. *How are the characteristics of one generation related to the previous generation?* LS3.B Variation of traits. *Why do individuals of the same species vary in how they look, function, and behave?*			✓			
Biological evolution: Unity and diversity LS4.B Natural selection. *How does genetic variation among organisms affect survival and reproduction?* LS4.C Adaptation. *How does the environment influence populations of organisms over multiple generations?*			✓			

Sources:

English Language Arts Standards
Anchor standards from the Common Core State Standards
for English Language Arts
http://www.corestandards.org

Social Studies Standards
From the National Council for the Social Studies
http://www.socialstudies.org/standards

Science Standards
From the National Research Council
http://www.nationalacademies.org/education

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Correlation to IFAW Expected Student Learning Outcomes
Young Reader—Grades 3–5

	Lesson					
	1	**2**	**3**	**4**	**5**	**6**
Cognitive Outcomes						
C1. Understands key characteristics of the target animal(s) (dogs and cats)						
Identifies distinguishing physical traits (physiology and anatomy) of the target animal(s).	✓	✓	✓			
Describes adaptive functions served by the distinguishing physical traits of the target animal(s).	✓	✓	✓			
Identifies distinguishing behaviors of the target animal(s).	✓	✓		✓		
Describes adaptive functions served by the distinguishing behaviors of target animal(s).	✓	✓		✓		
Identifies misinformation about the target animal(s).	✓	✓		✓		
C2. Understands key animal welfare and ecological concepts that are relevant to the target animal(s)						
Defines essential vocabulary related to the target animal(s).		✓				✓
Lists the conditions that the individual target animal(s) or the populations needs to survive.	✓	✓	✓		✓	✓
Describes the physical, social, and behavioral requirements necessary for the target animal(s) to thrive.	✓	✓	✓	✓	✓	✓
Analyzes connections between the target animal(s), other animals including humans, and the environment.	✓	✓	✓	✓	✓	✓
Examines the consequences of the absence of the animal to the environment, including communities and society.	✓	✓				✓
C3. Understands human behaviors that impact the target animal(s) both positively and negatively						
Describes human behaviors that cause harm to the individuals and population(s) of target animal(s).		✓			✓	✓
Describes human behaviors that help individuals and population(s) of target animal(s).		✓		✓	✓	✓
Distinguishes between harmful and helpful human behaviors towards the target animal(s).		✓		✓	✓	✓
Interprets information, critiques claims, and evaluates evidence about animal welfare and conservations issues related to the target animal(s) based on specific criteria.					✓	✓
Explains underlying causes of human behaviors that affect the target animal(s).		✓				✓
Formulates and expresses personal points of view, and understands multiple perspectives on, animal welfare and conservation issues related to the target animal(s).	✓	✓				✓

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Correlation to IFAW Expected Student Learning Outcomes—Young Reader (continued)

Affective Outcomes	1	2	3	4	5	6
A1. Builds curiosity about the target animal(s)						
Asks questions about target animal(s).	✓	✓				✓
Participates in discussion around target animal(s).	✓	✓	✓	✓	✓	✓
Seeks out independently further information on target animal(s).	✓	✓		✓		
Shares information with others about target animal(s).	✓	✓		✓		✓
Chooses to participate in extra-curricular activity about target animal(s).						
Expresses a reduction in fear or negative perception of target animal(s).	*	*		*		*
Demonstrates that they are positively inspired by target animal(s) and the environment though artistic expression, language, expressive thought, etc.	✓			✓		
A2. Demonstrates the willingness to treat the target animal(s) with respect						
Expresses willingness not to degrade, hurt, harm or scare the target animal(s).				*	*	*
Willing to show tolerance for the target animal(s).	*	*		*	*	*
Expresses appreciation for the target animal(s).	*	*		*		*
Willing to consider the natural behaviors and needs of the target animal(s).	✓	✓		✓	✓	✓
A3. Expresses empathy and compassion for the target animal(s)						
Indicates awareness of the "feelings" of target animal(s).		✓		✓	✓	✓
Identifies with the "feelings" of target animal(s).				✓		✓
Conveys a desire to help relieve the suffering of animal(s).				*	*	*
A4. Demonstrates the willingness to take responsibility for the welfare and conservation of animals						
Willing to undertake behaviors that contribute to protecting individual animals and populations.				✓	✓	
Willing to inform others about how to be personally responsible for minimizing the harm they cause to individual animals and populations.				✓	✓	
Willing to influence others to be personally responsible for minimizing the harm they cause to individual animals and populations.				✓	✓	

Outcome is supported by instruction, but is not a direct part of instruction.

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