

Cats, Dogs, and Us

U.S. Standards Correlation Primary Reader—Grades K–2

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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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U.S. Standards Correlation—Primary (continued)

Social Studies
Time, Continuity, and Change Students will understand: (1) Concepts such as: past, present, future, similarity, difference, and change.
Production, Distribution, and Consumption Students will understand: (1) The difference between needs and wants.
Science
Scientific and Engineering Practices 1. Asking questions and defining problems
Crosscutting Concepts 4. Systems and system models. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering. 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.
Disciplinary Core Ideas Life Sciences LS1.A Structure and function. <i>How do the structures of organisms enable life's functions?</i> LS1.C Organization for matter and energy flow in organisms. <i>How do organisms obtain and use the matter and energy they need to live and grow?</i> LS1.D Information processing. <i>How do organisms detect, process, and use information about the environment?</i> LS2.A Interdependent relationships in ecosystems. <i>How do organisms interact with the living and nonliving environments to obtain matter and energy?</i> LS2.D Social interactions and group behavior. <i>How do organisms interact in groups so as to benefit individuals?</i> LS4.C Adaptation. <i>How does the environment influence populations of organisms over multiple generations?</i>

Sources:

English Language Arts Standards

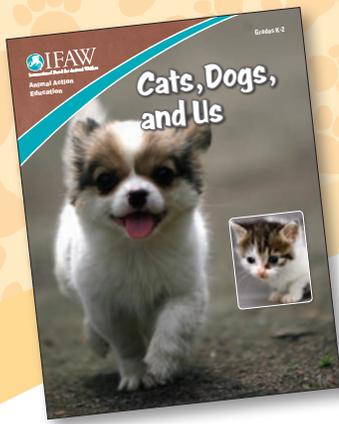
Anchor standards from the Common Core State Standards for English Language Arts
<http://www.corestandards.org>

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>



Cats, Dogs, and Us

Correlation to IFAW Expected Student Learning Outcomes Primary Reader—Grades K–2

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 help individuals and population(s) of target animal(s).
- Distinguishes between harmful and helpful human behaviors towards the target animal(s).

Affective Outcomes

A1. Builds curiosity about the target animal(s)

- Asks questions about target animal(s).
- Participates in discussion around target animal(s).
- Shares information with others 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 through 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).

A4. Demonstrates the willingness to take responsibility for the welfare and conservation of animals*

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