



Join the Cat in the Hat on a Nonfiction Tour!

The Cat in the Hat's Learning Library
 Grades 1 to 4 English Language Arts Common Core State Standards¹, National Curriculum Standards for Social Studies², and Next Generation Science Standards³

ENGLISH LANGUAGE ARTS STANDARDS		
FIRST GRADE	Activity 1	Activity 2
READING: INFORMATIONAL TEXT		
Key Ideas and Details: <u>CCSS.ELA-LITERACY.RI.1.1</u> Ask and answer questions about key details in a text. <u>CCSS.ELA-LITERACY.RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	 √ √	 √
Craft and Structure: <u>CCSS.ELA-LITERACY.RI.1.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>CCSS.ELA-LITERACY.RI.1.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	 √ √	 √ √
Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RI.1.9</u> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	 √	
Range of Reading Level and Text Complexity: <u>CCSS.ELA-LITERACY.RI.1.10</u> With prompting and support, read informational texts appropriately complex for grade 1.	 √	 √
READING: FOUNDATIONAL SKILLS		
Print Concepts: <u>CCSS.ELA-LITERACY.RF.1.1</u> Demonstrate understanding of the organization and basic features of print.	 √	 √
Phonological Awareness: <u>CCSS.ELA-LITERACY.RF.1.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	 √	 √

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2 Copyright © 2010 National Council for the Social Studies. Available at socialstudies.org/standards/strands.

3 NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.

Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.1.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	√	√
Fluency: <u>CCSS.ELA-LITERACY.RF.1.4</u> Read with sufficient accuracy and fluency to support comprehension.	√	√
SPEAKING & LISTENING		
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	√	√
<u>CCSS.ELA-LITERACY.SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	√	√
<u>CCSS.ELA-LITERACY.SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	√	√
LANGUAGE		
Conventions of Standard English: <u>CCSS.ELA-LITERACY.L.1.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	√	√
<u>CCSS.ELA-LITERACY.L.1.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	√	√
Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.1.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	√	√
<u>CCSS.ELA-LITERACY.L.1.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	√	√

SECOND GRADE	Activity 1	Activity 2
READING: INFORMATIONAL TEXT		
Key Ideas and Details: <u>CCSS.ELA-LITERACY.RI.2.3</u> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	√	
Craft and Structure: <u>CCSS.ELA-LITERACY.RI.2.4</u> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	√	√
<u>CCSS.ELA-LITERACY.RI.2.5</u> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	√	√
Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RI.2.9</u> Compare and contrast the most important points presented by two texts on the same topic.	√	

READING: FOUNDATIONAL SKILLS		
Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	√	√
Fluency: <u>CCSS.ELA-LITERACY.RF.2.4</u> Read with sufficient accuracy and fluency to support comprehension.	√	√
SPEAKING & LISTENING		
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.2.1</u> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <u>CCSS.ELA-LITERACY.SL.2.2</u> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <u>CCSS.ELA-LITERACY.SL.2.3</u> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	√ √ √	√ √ √
LANGUAGE		
Conventions of Standard English: <u>CCSS.ELA-LITERACY.L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>CCSS.ELA-LITERACY.L.2.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	√ √	√ √
Knowledge of Language: <u>CCSS.ELA-LITERACY.L.2.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√
Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <u>CCSS.ELA-Literacy.L.2.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	√ √	√ √

THIRD GRADE	Activity 1	Activity 2
READING: INFORMATIONAL TEXT		
Key Ideas and Details: <u>CCSS.ELA-LITERACY.RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	√	√
Craft and Structure: <u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <u>CCSS.ELA-Literacy.RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	√ √	√ √

Integration of Knowledge and Ideas: <u>CCSS.ELA-Literacy.RI.3.9</u> Compare and contrast the most important points and key details presented in two texts on the same topic.	√	
READING: FOUNDATIONAL SKILLS		
Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	√	√
Fluency: <u>CCSS.ELA-LITERACY.RF.3.4</u> Read with sufficient accuracy and fluency to support comprehension.	√	√
SPEAKING & LISTENING		
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	√	√
LANGUAGE		
Conventions of Standard English: <u>CCSS.ELA-LITERACY.L.3.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>CCSS.ELA-LITERACY.L.3.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	√ √	√ √
Knowledge of Language: <u>CCSS.ELA-LITERACY.L.3.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√
Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. <u>CCSS.ELA-LITERACY.L.3.6</u> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	√ √	√ √

FOURTH GRADE	Activity 1	Activity 2
READING: INFORMATIONAL TEXT		
Key Ideas and Details: <u>CCSS.ELA-LITERACY.RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	√	√
Craft and Structure: <u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	√ √	√

<p>Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>CCSS.ELA-LITERACY.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	√	√
READING: FOUNDATIONAL SKILLS		
<p>Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.4.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	√	√
<p>Fluency: <u>CCSS.ELA-LITERACY.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension.</p>	√	√
SPEAKING & LISTENING		
<p>Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	√	√
LANGUAGE		
<p>Conventions of Standard English: <u>CCSS.ELA-LITERACY.L.4.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-LITERACY.L.4.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	√ √	√ √
<p>Knowledge of Language: <u>CCSS.ELA-LITERACY.L.4.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	√	√
<p>Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.4.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p><u>CCSS.ELA-LITERACY.L.4.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	√ √	√ √

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES THEMES

FIRST TO FOURTH GRADES	Activity 1	Activity 2
Thematic Strand 3: People, Places, and Environments		
Social studies programs should include experiences that provide for the study of people, places, and environments.	√	√

NEXT GENERATION SCIENCE STANDARDS

GRADES 1-2	Activity 1	Activity 2
Earth and Space Sciences		
<u>K-ESS3-1 Earth and Human Activity</u> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	√	
<u>K-ESS3-3 Earth and Human Activity</u> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	√	
<u>1-ESS1-1 Earth's Place in the Universe</u> Use observations of the sun, moon, and stars to describe patterns that can be predicted.		√
Life Sciences		
<u>K-LS1-1 From Molecules to Organisms: Structures and Processes</u> Use observations to describe patterns of what plants and animals (including humans) need to survive.	√	
<u>2-LS4-1 Biological Evolution: Unity and Diversity</u> Make observations of plants and animals to compare the diversity of life in different habitats.	√	
GRADES 3-4	Activity 1	Activity 2
Earth and Space Sciences		
<u>3-ESS2-2 Earth's Systems</u> Obtain and combine information to describe climates in different regions of the world.	√	
<u>5-ESS3-1 Earth and Human Activity</u> Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	√	
Life Sciences		
<u>3-LS4-3 Biological Evolution: Unity and Diversity</u> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	√	
<u>3-LS4-4 Biological Evolution: Unity and Diversity</u> Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	√	