

# Be an Animal Champion

Inspired by



# JANE



**Common Core State Standards English Language Arts\***  
**and Next Generation Science Standards\*\***  
**Grades 1-2**

Grade 1 English Language Arts Standards	Activity 1	Activity 2	Activity 3
Reading for Informational Text: Key Ideas and Details			
1. Ask and answer questions about key details in a text.	✓		✓
Reading: Craft and Structure			
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓		
Writing: Test Types and Purposes			
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	✓		

Grade 1 English Language Arts Standards (continued)	Activity 1	Activity 2	Activity 3
Writing: Research to Build and Present Knowledge			
7. Participate in shared research and writing projects	✓	✓	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓
Speaking and Listening: Comprehension and Collaboration			
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓
Speaking and Listening: Presentation of Knowledge and Ideas			
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		✓	
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		✓	✓
Language: Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓	

Grade 2 English Language Arts Standards	Activity 1	Activity 2	Activity 3
Reading for Informational Text: Key Ideas and Details			
1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	✓		✓
Reading: Craft and Structure			
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	✓		
Writing: Test Types and Purposes			
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	✓		
Writing: Production and Distribution			
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	✓		
Writing: Research to Build and Present Knowledge			
7. Participate in shared research and writing projects.	✓	✓	
8. Recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓
Speaking and Listening: Comprehension and Collaboration			
1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓

<b>Grade 2 English Language Arts Standards</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>
Speaking and Listening: Presentation of Knowledge and Ideas			
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		✓	
Language: Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓	

© Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

<b>Grade 1 Next Generation Science Standards**</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>
1-LS1-2 From Molecules to Organisms: Structures and Processes Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	✓	✓	
1-LS3-1 Heredity: Inheritance and Variation of Traits Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	✓	✓	
<b>Grade 2 Next Generation Science Standards**</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>
2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats.	✓	✓	

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

# Be an Animal Champion

Inspired by



# JANE



**Common Core State Standards English Language Arts\*  
and Next Generation Science Standards\*\*  
Grades 3-5**

Grade 3 English Language Arts Standards	Activity 1	Activity 2	Activity 3	Activity 4
Reading for Informational Text: Key Ideas and Details				
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			✓	✓
Reading: Craft and Structure				
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		✓	✓	

\*© Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

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

Grade 3 English Language Arts Standards (continued)	Activity 1	Activity 2	Activity 3	Activity 4
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	✓	✓	✓	
Reading: Integration of Knowledge and Ideas				
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			✓	
Writing: Research to Build and Present Knowledge				
7. Conduct short research projects that build knowledge about a topic.	✓	✓		
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✓	✓	✓	✓
Speaking and Listening: Comprehension and Collaboration				
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.				✓
Speaking and Listening: Presentation of Knowledge and Ideas				
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.				✓
Language: Vocabulary Acquisition and Use				
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.		✓	✓	

Grade 4 English Language Arts Standards	Activity 1	Activity 2	Activity 3	Activity 4
Reading for Informational Text: Key Ideas and Details				
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			✓	✓
Reading: Craft and Structure				
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		✓	✓	
Reading: Integration of Knowledge and Ideas				
7. 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.			✓	
Writing: Research to Build and Present Knowledge				
7. Conduct short research projects that build knowledge about a topic.	✓	✓		
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	✓	✓	✓	✓
Speaking and Listening: Comprehension and Collaboration				
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.				✓

<b>Grade 4 English Language Arts Standards (continued)</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>
Speaking and Listening: Presentation of Knowledge and Ideas				
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				✓
Language: Vocabulary Acquisition and Use				
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.		✓	✓	

<b>Grade 5 English Language Arts Standards</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>
Reading: Key Ideas and Details				
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			✓	✓
Reading: Craft and Structure				
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .		✓	✓	
Writing: Research to Build and Present Knowledge				
7. Conduct short research projects that build knowledge about a topic.	✓	✓		



Grade 5 English Language Arts Standards (continued)	Activity 1	Activity 2	Activity 3	Activity 4
Writing: Research to Build and Present Knowledge				
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	✓	✓	✓	✓
Speaking and Listening: Comprehension and Collaboration				
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.				✓
Speaking and Listening: Presentation of Knowledge and Ideas				
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				✓
Language: Vocabulary Acquisition and Use				
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.		✓	✓	

\*© Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

<b>Grade 3 Next Generation Science Standards**</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>
<p>3-LS1-1 From molecules to Organisms: Structures and Processes</p> <p>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>	✓	✓		
<p><u>3-LS3-2 Heredity: Inheritance and Variation of Traits</u></p> <p>Use evidence to support the explanation that traits can be influenced by the environment.</p>	✓	✓		
<p>3-LS4-3 Biological Evolution: Unity and Diversity</p> <p>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.</p>	✓	✓		
<p>3-LS4-4 Biological Evolution: Unity and Diversity</p> <p>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.</p>		✓	✓	✓
<b>Grade 4 Next Generation Science Standards**</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>
<p>4-LS1-1 From Molecules to Organisms: Structures and Processes</p> <p>Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	✓	✓		
<p>4-LS1-2 From Molecules to Organisms: Structures and Processes</p> <p>Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p>	✓	✓		

<b>Grade 4 Next Generation Science Standards** (continued)</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>
<p>4-ESS3-1 Earth and Human Activity</p> <p>Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>		✓	✓	
<p>4-ESS3-2 Earth and Human Activity</p> <p>Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>			✓	✓
<b>Grade 5 Next Generation Science Standards**</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>
<p>5-ESS2-1 Earth's Systems</p> <p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>			✓	
<p>5-ESS3-1 Earth and Human Activity</p> <p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>	✓	✓	✓	✓

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