Science A–Z

HABITATS/ENVIRONMENTS (3–4)

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Habitats/Environments unit support certain Next Generation Science Standards (NGSS). While a single reading resource, science activity, comprehension support, or lesson cannot satisfy an entire Performance Expectation, using these resources together can help students develop the understandings and abilities they will need in order to satisfy each standard listed below. Most standards cited align with the grade level of this Science A–Z unit. For a reverse correlation tool that connects the standards to resources, visit our NGSS correlations page: www.sciencea-z.com/main/NextGenerationScienceStandards.*

Check the Performance Expectations Key below this chart for the complete text of the standards cited for each resource.

Resource Type	Resource Title	Performance Expectations
Unit Nonfiction Book	*Habitats and the Environment* (3 reading levels)	**3-LS3-2; 3-LS4-3; 3-LS4-4; 3-ESS2-2; 4-ESS2-2**
Project-Based Learning Pack	*Protect Your Local Environment*	**3-LS4-3; 3-LS4-4; 5-ESS3-1; 3-5-ETS1-1; 3-5-ETS1-2**
Process Activity	*Habitat in a Bottle*	**3-LS3-2; 3-LS4-3**
FOCUS Book	*Bloomin' Algae*	**3-LS4-3; 3-LS4-4; 5-ESS3-1**
FOCUS Book	*Clever Camouflage*	**3-LS3-2; 3-LS4-3**
FOCUS Book	*Extreme Environments*	**3-LS4-2; 3-LS4-3**
FOCUS Book	*Life Along the Colorado*	**3-LS4-3; 3-LS4-4; 4-ESS2-2; 5-ESS3-1; 3-5-ETS1-2; 3-5-ETS1-3**
FOCUS Book	*Clever Animals*	**3-LS3-2; 3-LS4-2**
FOCUS Book	*Habitats Then and Now*	**3-LS4-1; 4-ESS1-1; 4-ESS2-2**
Investigation Pack	Topic: Animals in Their Environment I. Files: *Animals of the Florida Keys; Animals of the Midwestern Prairie; Animals of the Namib Desert; Animals of Papua New Guinea* Mystery File: *Mammoth Hot Springs*	**3-LS3-2; 3-LS4-2; 3-LS4-3; 3-ESS2-2**
Debate	*The New Zoo*	**3-LS4-3**
Science Video	*Coral Forests of the Deep*	**3-LS4-3; 3-LS4-4**
Science Video	*Deep Ocean*	**3-LS3-2; 3-LS4-3**
Science Video	*In the Zone*	**3-LS4-3; 3-LS4-4**
Science Video	*Marine Protected Areas*	**5-ESS3-1**

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Resource Type	Resource Title	Performance Expectations
Science Video	*Open Rivers: Abundant Fish*	**3-LS4-2; 3-LS4-4; 5-ESS3-1**
Science Video	*Teens, Frogs, and Climate Change*	**3-LS4-4; 5-ESS3-1**
Career Files	*Aquarist; Habitat Restoration Specialist; Landscape Architect*	**3-LS4-4**
Quick Read	*City Habitats* (3 reading levels)	**3-LS4-3; 3-LS4-4**
Quick Read	*In a Tropical Rainforest* (3 reading levels)	**3-LS4-3; 3-ESS2-2**
Science Diagram	*Earth's Latitudes*	**3-ESS2-2**
Science Diagram	*Forest Food Web*	**5-PS3-1; 5-LS2-1**
Science Diagram	*Ocean Food Web*	**5-PS3-1; 5-LS2-1**

Performance Expectations Key

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3. 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.

3-LS4-4. 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.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.