Science A–Z

INVERTEBRATES (3–4)

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Invertebrates 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	*Invertebrates* (3 reading levels)	**2-LS4-1; 3-LS3-2; 3-LS4-3; 4-LS1-1; 4-LS1-2**
Process Activity	*Observe Invertebrates*	**3-LS3-2; 4-LS1-1; 4-LS1-2**
FOCUS Book	*Silky Spiderwebs*	**2-LS4-1; 4-LS1-1; 3-5-ETS1-3**
FOCUS Book	*Anemones*	**3-LS4-3; 4-LS1-1**
FOCUS Book	*Annelids: World of Worms*	**3-LS4-3; 4-LS1-1**
FOCUS Book	*Invertebrate Fossils*	**3-LS4-1**
FOCUS Book	*Mouthparts for Every Meal*	**4-LS1-1**
Investigation Pack	Topic: Arthropods I. Files: *Sally Lightfoot Crab; Arizona Bark Scorpion; Giant African Millipede; Leaf Insect; Mexican Redknee Tarantula; Bombardier Beetle* Mystery File: *Tardigrades*	**3-LS1-1; 3-LS4-3; 4-LS1-1; 4-LS1-2**
Debate	*What to Do with the Bees?*	**3-LS4-4; 3-5-ETS1-2**
Science Video	*Bees' Disease*	**3-LS4-3; 3-LS4-4**
Science Video	*Coral Forests of the Deep*	**3-LS4-3; 3-LS4-4**
Science Video	*Creatures of the Deep: Basket Star*	**3-LS3-2; 3-LS4-3; 4-LS1-1**
Science Video	*Creatures of the Deep: Sea Spider*	**3-LS3-2; 3-LS4-3; 4-LS1-1**
Science Video	*The Octopus and the Coconut* (no audio)	**4-LS1-1**
Science Video	*Weird Animals: Sea Cucumber*	**3-LS3-2; 3-LS4-3; 4-LS1-1**
Career Files	*Beekeeper; Entomologist; Lobsterman*	**3-LS4-1; 3-LS4-3; 4-LS1-1**

Continued on next page

** Next Generation Science Standards is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards was involved in the production of, and does not endorse, this product.*

Resource Type	Resource Title	Performance Expectations
Quick Read	*How Spiders Grow* (3 reading levels)	**3-LS1-1; 4-LS1-1**
Quick Read	*The Changing Octopus* (3 reading levels)	**3-LS3-2; 3-LS4-3; 4-LS1-1**
Science Diagram	*Insect Body Parts*	**4-LS1-1**
Science Diagram	*Life Cycle of a Butterfly*	**3-LS1-1**
Science Diagram	*Types of Symmetry*	**4-LS1-1**

Performance Expectations Key

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

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.

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. 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.

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.