Science A–Z

LIFE CYCLES (3–4)

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Life Cycles 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	*Life Cycles* (3 reading levels)	**3-LS1-1; 4-LS1-1**
Process Activity	*Human Life Cycle Sequence*	**3-LS1-1**
Process Activity	*Inherited Traits*	**3-LS3-1**
Process Activity	*Life Cycles of Edible Plants*	**3-LS1-1**
Process Activity	*Mealworm Life Cycles*	**3-LS1-1**
FOCUS Book	*The Mermaid's Purse*	**3-LS1-1; 3-LS3-1; 4-LS1-1; 3-5-ETS1-2; 3-5-ETS1-3**
FOCUS Book	*Inheriting Stripes*	**3-LS3-1**
FOCUS Book	*Life in the Pouch*	**3-LS1-1; 3-5-ETS1-1; 3-5-ETS1-2; 3-5-ETS1-3**
FOCUS Book	*Maggots, Grubs, and Nymphs*	**3-LS1-1; 4-LS1-1**
FOCUS Book	*Pollywogs and Friends*	**3-LS1-1; 4-LS1-1; 3-5-ETS1-1; 3-5-ETS1-2**
FOCUS Book	*Hot and Cold Reptiles*	**3-LS3-2**
FOCUS Book	*Veligers and Polyps*	**3-LS1-1; 4-LS1-1**
Investigation Pack	**Topic: Adults** I. Files: *Frogs; Elephants; Moths; Parrots; Trees; Barnacles* Mystery File: *Dragonfly Naiads*	**3-LS1-1; 3-LS2-1; 3-LS3-1; 3-LS4-3; 4-LS1-1**
Debate	*Adopting a Pet*	**3-LS1-1**
Science Video	*Bees' Disease*	**3-LS4-2; 3-LS4-3**
Science Video	*Blue Butterfly Life Cycle*	**3-LS1-1**
Science Video	*Butterfly Life Cycles*	**3-LS1-1**

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Resource Type	Resource Title	Performance Expectations
Science Video	*Comparing Life Cycles*	**3-LS1-1**
Science Video	*Moms Who Listen*	**3-LS4-2**
Science Video	*Plant Life Cycles*	**3-LS1-1; 4-LS1-1**
Career Files	*Fish Hatchery Worker; Dog Breeder; Seed Farmer*	**3-LS1-1; 3-LS3-1**
Quick Read	*Extreme Life Cycles* (3 reading levels)	**3-LS1-1**
Quick Read	*Green Sea Turtles* (3 reading levels)	**3-LS1-1; 3-LS3-1**
Quick Read	*Honeybees* (3 reading levels)	**3-LS1-1; 3-LS2-1**
Quick Read	*Maple Seeds* (3 reading levels)	**3-LS1-1; 4-LS1-1**
Quick Read	*Mendel's Pea Plants* (3 reading levels)	**3-LS3-1**
Quick Read	*Salmon* (3 reading levels)	**3-LS1-1**
Science Diagram	*Life Cycle of a Butterfly*	**3-LS1-1**
Science Diagram	*Life Cycle of a Dandelion*	**3-LS1-1**
Science Diagram	*Life Cycle of a Frog*	**3-LS1-1**

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-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

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

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.

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

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.