Science A-Z

PLANT LIFE (3–4)

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Plant Life 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	*The Wonderful World of Plants* (3 reading levels)	**2-LS2-1; 2-LS4-1; 3-LS1-1; 3-LS4-3; 4-LS1-1; 5-PS3-1; 5-LS1-1**
Process Activity	*Gas Exchange in Leaves*	**3-LS3-2; 3-LS4-2; 4-LS1-1; 5-LS1-1**
Process Activity	*Phototropism*	**3-LS3-2**
FOCUS Book	*Traveling Seeds*	**2-LS2-2; 4-LS1-1**
FOCUS Book	*Deforestation*	**4-ESS3-1**
FOCUS Book	*How a Flower Gets Its Color*	**3-LS3-1**
FOCUS Book	*Pollinators*	**2-LS2-2; 3-LS1-1**
FOCUS Book	*Succulents*	**2-LS4-1; 3-LS4-3; 4-LS1-1; 5-LS1-1**
FOCUS Book	*Air Plants*	**2-LS4-1; 3-LS3-2; 3-LS4-3; 4-LS1-1; 5-LS1-1**
Investigation Pack	Topic: Properties of Plants I. Files: *Horsetail; Ginkgo; Orchid; Watermelon* Mystery File: *Moss*	**2-LS2-1; 2-LS4-1; 3-LS1-1; 3-LS3-2; 3-LS4-3; 4-LS1-1; 5-LS1-1**
Debate	*Going Paperless*	**K-ESS3-3; 5-ESS3-1**
Science Video	*Animal-Pollinated Flowers*	**2-LS2-2; 3-LS3-2**
Science Video	*Rafflesia*	**3-LS4-3**
Science Video	*Vampire Weeds*	**3-LS4-4**
Career Files	*Organic Farmer; Space Gardener; Arborist*	**3-LS4-3; 3-LS4-4; 4-LS1-1**
Quick Read	*Bamboo* (3 reading levels)	**2-LS4-1; 4-LS1-1**
Quick Read	*Coconuts* (3 reading levels)	**2-LS2-2; 2-LS4-1; 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
Science Diagram	*Annual Precipitation Map*	**3-ESS2-1**
Science Diagram	*Human Circulatory and Plant Vascular Systems*	**4-LS1-1**
Science Diagram	*Parts of a Flower*	**4-LS1-1**
Science Diagram	*Parts of a Tomato Plant*	**4-LS1-1**
Science Diagram	*Photosynthesis*	**3-LS1-1**
Science Diagram	*Plant Cell and Animal Cell*	**4-LS-1**
Science Diagram	*Pollination and Fertilization*	**3-LS1-1**

Performance Expectations Key

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

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-LS3-1. 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.

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-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

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-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

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-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

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