

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Vertebrates 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	<i>Vertebrates</i> (3 reading levels)	3-LS1-1; 3-LS3-1; 3-LS4-2; 3-LS4-3; 4-LS1-1
Project-Based Learning Pack	<i>Skeletal Structure and Movement</i>	3-LS4-3; 4-LS1-1
Process Activity	<i>Pipe Cleaner Skeletons</i>	4-LS1-1
FOCUS Book	<i>Extreme Amphibians</i>	2-LS4-1; 3-LS3-1; 3-LS4-3
FOCUS Book	<i>Animals in Groups</i>	3-LS2-1; 4-LS1-2
FOCUS Book	<i>Mammals of the Trees</i>	3-LS4-3; 4-LS1-1
FOCUS Book	<i>Our Wild Pets</i>	3-LS3-1; 3-LS3-2
FOCUS Book	<i>Vertebrates of Madagascar</i>	3-LS3-2; 3-LS4-3; 4-LS1-1
Investigation Pack	<u>Topic:</u> Reptiles <u>I. Files:</u> <i>King Cobra; Flying Dragon; Galapagos Tortoise; Nile Crocodile; Tuatara; Panther Chameleon</i> <u>Mystery File:</u> <i>Caecilian</i>	3-LS1-1; 3-LS3-1; 3-LS3-2; 3-LS4-2; 3-LS4-3; 4-LS1-1
Debate	<i>Mammal, Bird, or Reptile?</i>	4-LS1-1
Science Video	<i>A Day in the Life of a Sea Otter</i>	2-LS4-1; 3-LS2-1; 3-LS3-1; 3-LS3-2; 4-LS1-1
Science Video	<i>Adventures of the Atlantic Spotted Dolphin</i>	2-LS4-1; 3-LS2-1; 4-LS1-1; 4-LS1-2
Science Video	<i>Creatures of the Deep: Anglerfish</i>	2-LS4-1; 3-LS3-2; 3-LS4-3; 4-LS1-1
Science Video	<i>Creatures of the Deep: Chimaera</i>	2-LS4-1; 3-LS3-2; 3-LS4-3; 4-LS1-2
Science Video	<i>Dinosaur Bird Bones</i>	3-LS4-1
Science Video	<i>Dolphins at the Doctor</i>	3-LS4-4

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 Video	<i>Five Classes of Vertebrates</i>	4-LS1-1
Science Video	<i>Manatees in the Crystal River National Wildlife Refuge</i>	3-LS4-3; 3-LS4-4
Science Video	<i>Open Rivers: Abundant Fish</i>	3-LS4-3; 3-LS4-4
Science Video	<i>The Harbor Seal in Seaside Homebody</i>	2-LS4-1; 3-LS3-2; 3-LS4-3; 4-LS1-1
Science Video	<i>The Killer Whale in Three of a Kind</i>	2-LS4-1; 3-LS2-1; 3-LS3-1; 3-LS3-2; 3-LS4-3; 4-LS1-1; 4-LS1-2
Science Video	<i>The Manatee in Destination: Warm Waters</i>	3-LS2-1; 3-LS3-2; 3-LS4-3; 3-LS4-4
Science Video	<i>Wandering Seals</i>	2-LS4-1; 3-LS2-1; 3-LS4-3
Science Video	<i>Weird Animals: Blackspotted Puffer Fish</i>	2-LS4-1; 4-LS1-1
Science Video	<i>Weird Animals: Giant Moray Eel</i>	2-LS4-1; 4-LS1-1
Science Video	<i>Weird Animals: Manta Ray</i>	2-LS4-1; 4-LS1-1
Science Video	<i>Weird Animals: Painted Flutemouth Fish</i>	2-LS4-1; 4-LS1-1
Career Files	<i>Farrier; Paleontologist; X-ray Technician</i>	3-LS4-1
Quick Read	<i>Be a Skull Detective!</i> (3 reading levels)	3-LS4-1; 4-LS1-1; 4-LS1-2
Quick Read	<i>Bones in the Trash</i> (3 reading levels)	3-LS3-2; 3-LS4-1; 3-LS4-2
Quick Read	<i>How Fossils Are Made</i> (3 reading levels)	3-LS4-1
Quick Read	<i>Shark Cartilage</i> (3 reading levels)	3-LS3-2; 3-LS4-3; 4-LS1-1
Science Diagram	<i>Comparing Limb Bones of Vertebrates</i>	4-LS1-1
Science Diagram	<i>Examples of Skeletons</i>	4-LS1-1
Science Diagram	<i>Life Cycle of a Frog</i>	3-LS1-1
Science Diagram	<i>Skeletal System</i>	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-LS2-1. Construct an argument that some animals form groups that help members survive.

Continued on next page

- 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-LS4-1.** 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.