

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Living/Non-Living 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>Living and Non-Living Things</i> (3 reading levels)	K-LS1-1; 2-LS2-1; 3-LS1-1
Project-Based Learning Pack	<i>What Living Things Need</i>	K-LS1-1; K-ESS3-1; 2-LS2-1; 3-LS1-1; 3-LS4-3
Process Activity	<i>Testing for Life</i>	K-LS1-1; 2-PS1-1
FOCUS Book	<i>Babies and Parents</i>	1-LS1-2; 1-LS3-1; 3-LS3-1
FOCUS Book	<i>Baobab Trees</i>	K-LS1-1; K-ESS3-1; 1-LS1-1; 2-LS4-1
FOCUS Book	<i>Plastic</i>	2-PS1-1; 2-PS1-2; K-2-ETS1-2
FOCUS Book	<i>Wonderful Water</i>	2-PS1-1; 2-ESS2-3
FOCUS Book	<i>Amazing Cells</i>	2-PS1-1; 2-LS2-1
Investigation Pack	<u>Topic:</u> Living Things <u>I. Files:</u> <i>Pumpkin; Daddy Longlegs; Giant Anteater; Sea Star</i> <u>Mystery File:</u> <i>Mold</i>	K-LS1-1; 1-LS1-1; 1-LS1-2; 1-LS3-1; 2-LS4-1; 3-LS1-1; 3-LS2-1; 3-LS3-1; 3-LS4-2
Debate	<i>A Burning Question</i>	K-LS1-1; 3-LS1-1
Science Video	<i>Bacteria</i>	3-LS1-1; 3-LS4-3
Science Video	<i>Grizzly Bears</i>	K-LS1-1; K-ESS3-1; 2-LS4-1; 3-LS4-3
Science Video	<i>Is It Alive?</i>	K-LS1-1; 3-LS1-1
Science Video	<i>Living or Non-Living?</i>	K-LS1-1
Science Video	<i>Soil</i>	2-PS1-1; 2-PS1-2
Career Files	<i>Dog Groomer; Dentist; Mason; Jewelry Maker</i>	K-2-ETS1-2

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Resource Type	Resource Title	Performance Expectations
Quick Read	<i>Hair, Skin, and Nails</i> (3 reading levels)	1-LS1-1
Quick Read	<i>Nurse Logs</i> (3 reading levels)	K-ESS3-1; 2-LS4-1
Concept Books	<i>Living Things Grow; Living Things Need Energy; Living Things Reproduce; Living Things Are Made of Cells; Living Things Respond; Living Things Adapt; Non-Living Things</i>	K-LS1-1; 1-LS1-1; 1-LS1-2; 2-LS2-1; 3-LS1-1

Performance Expectations Key

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

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

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

2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

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-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.