

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Plants 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>Plants</i> (3 reading levels) | K-LS1-1; K-ESS3-1; 1-LS1-1; 2-LS2-1; 2-LS4-1 |
| Project-Based Learning Pack | <i>How Animals Spread Seeds</i> | 2-LS2-2; K-2-ETS1-1; K-2-ETS1-2 |
| Process Activity | <i>Fruit Seeds</i> | K-LS1-1; 1-LS3-1; 3-LS3-1 |
| Process Activity | <i>Plants, Water, and Sunlight</i> | K-LS1-1; 1-LS3-1; 2-LS2-1 |
| Process Activity | <i>Sorting Leaves</i> | K-LS1-1; 2-PS1-1; 3-LS3-1 |
| FOCUS Book | <i>Roses</i> | 1-LS3-1; 2-PS1-1; 2-LS4-1 |
| FOCUS Book | <i>City Gardening</i> | K-LS1-1; K-ESS3-1; 2-LS2-1; K-2-ETS1-1; K-2-ETS1-2 |
| FOCUS Book | <i>Giant Sequoias</i> | K-ESS3-1; 1-LS1-1; 2-LS4-1 |
| FOCUS Book | <i>Pinecones</i> | K-LS1-1; 2-LS4-1 |
| FOCUS Book | <i>Powerful Plants</i> | K-ESS2-2; 2-LS4-1 |
| Investigation Pack | <u>Topic:</u> What Plants Need <u>I. Files:</u> <i>Water Lily; Corn; Maple Tree; Saguaro; Sunflower; Pitcher Plant</i> <u>Mystery File:</u> <i>Mushroom</i> | K-LS1-1; K-ESS3-1; 1-LS1-1; 2-LS2-1; 2-LS4-1 |
| Debate | <i>Insect Control</i> | K-LS1-1; 1-LS1-1; 2-LS2-1 |
| Science Video | <i>Vampire Weed</i> | K-LS1-1; 3-LS3-2 |
| Science Video | <i>Kinds of Plants</i> | K-LS1-1; K-ESS3-1; 2-LS4-1 |
| Science Video | <i>Plants Seeking Light</i> | K-LS1-1; K-ESS3-1; 1-LS1-1; 2-LS2-1 |
| Drama Activity | <i>Tree Pantomime</i> | 3-LS1-1 |
| Career Files | <i>Landscape Gardener; Plant Grower; Logger; Maple Tapper</i> | 2-LS2-1; K-LS1-1 |

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| Resource Type | Resource Title | Performance Expectations |
|-----------------|--|-----------------------------------|
| Quick Read | <i>Dangerous Plants</i> (3 reading levels) | 1-LS1-1 |
| Quick Read | <i>Do Not Touch!</i> (3 reading levels) | 1-LS1-1 |
| Quick Read | <i>Food from Trees</i> (3 reading levels) | K-LS1-1 |
| Quick Read | <i>Grains</i> (3 reading levels) | K-LS1-1 |
| Quick Read | <i>Plants in the Desert</i> (3 reading levels) | K-LS1-1; K-ESS3-1; 2-LS4-1 |
| Quick Read | <i>The Wonderful Tree</i> (3 reading levels) | 2-PS1-1 |
| Concept Books | <i>Flowers; Fruits; Shrubs, Bushes, and Vines; Trees; Vegetables; Water Plants</i> | 2-LS4-1 |
| Science Diagram | <i>Parts of a Flower</i> | K-LS1-1; 1-LS1-1 |
| Science Diagram | <i>Parts of a Tomato Plant</i> | K-LS1-1; 1-LS1-1 |

Performance Expectations Key

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

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

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-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-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.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

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.

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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.