NEXT GENERATION SCIENCE STANDARDS*

Grades K-2	
K-LS1-1 **From Molecules to Organisms: Structures and Processes**	Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS3-1 **Earth and Human Activity**	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 **From Molecules to Organisms: Structures and Processes**	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.
2-LS4-1 **Biological Evolution: Unity and Diversity**	Make observations of plants and animals to compare the diversity of life in different habitats.
Grades 3-5	
3-PS2-3 **Motion and Stability: Forces and Interactions**	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
3-LS2-1 **Ecosystems: Interactions, Energy, and Dynamics**	Construct an argument that some animals form groups that help members survive.
3-LS4-3 **Biological Evolution: Unity and Diversity**	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-LS1-2 **From Molecules to Organisms: Structures and Processes**	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.
5-PS1-3 **Matter and Its Interactions**	Make observations and measurements to identify materials based on their properties.
Grades 6-8	
MS-LS1-8 **From Molecules to Organisms: Structures and Processes**	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
MS-LS2-1 **Ecosystems: Interactions, Energy, and Dynamics**	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
MS-LS2-4 **Ecosystems: Interactions, Energy, and Dynamics**	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
MS-LS2-5 **Ecosystems: Interactions, Energy, and Dynamics**	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
MS-ESS2-2 **Earth's Systems**	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
MS-ESS3-3 **Earth and Human Activity**	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

*NGSS Lead States. (2013). *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press

COMMON CORE STATE STANDARDS**

Grades K-2	
CCSS.ELA-LITERACY.RI.K.3 **Grade K, Reading: Informational Text, Key Ideas and Details**	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-LITERACY.RI.K.4 **Grade K, Reading: Informational Text, Craft and Structure**	With prompting and support, ask and answer questions about unknown words in a text.
CCSS.ELA-LITERACY.RI.1.4 **Grade 1, Reading: Informational Text, Craft and Structure**	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCSS.ELA-LITERACY.RF.1.4 **CCSS.ELA-LITERACY.RF.2.4** **Grades 1 and 2, Reading: Foundational Skills, Fluency**	Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-LITERACY.RI.2.1 **Grade K, Reading: Informational Text, Key Ideas and Details**	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
Grades 3-5	
CCSS.ELA-LITERACY.RI.3.2 **Grade 3, Reading: Informational Text, Key Ideas and Details**	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-LITERACY.W.3.2 **CCSS.ELA-LITERACY.W.4.2** **CCSS.ELA-LITERACY.W.5.2** **Grades 3 to 5, Writing, Text Types and Purposes**	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-LITERACY.W.4.4 **Grade 4, Writing, Production and Distribution of Writing**	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.RI.5.3 **Grade 5, Reading: Informational Text, Key Ideas and Details**	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Grades 6-8	
CCSS.ELA-LITERACY.RI.6.4 **Grade 6, Reading: Informational Text, Craft and Structure**	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-LITERACY.W.6.2 **CCSS.ELA-LITERACY.W.7.2** **CCSS.ELA-LITERACY.W.8.2** **Grades 6-8, Writing, Text Types and Purposes**	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.6.7 **Grade 6, Writing, Research to Build and Present Knowledge**	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCSS.ELA-LITERACY.W.7.7 **CCSS.ELA-LITERACY.W.8.7** **Grades 7 and 8, Writing, Research to Build and Present Knowledge**	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.