Russell the Mussel

Integrating NYS Learning Standards

*For more information please visit NYS P-12 Science Learning Standards and NYS Next Generation ELA Standards

Pre-Kindergarten Learning Standards

P. LIFE SCIENCES
P-LS1-1 Observe familiar plants and animals (including humans) and describe what they need to survive. (Clarification Statement: Emphasis should be on determining what a variety of living organisms need to live and grow.)
P-LS1-2 Plan and conduct an investigation to determine how familiar plants and/or animals use their external parts to help them survive in the environment. (Clarification Statement: Emphasis should be on the relationships between the physical and living environment. Examples of external parts could include roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals.)

New York State Next Generation Learning Standards Connections: ELA/Literacy

PKR4 Exhibit an interest in learning new vocabulary. (P-LS1-1),(P-LS1-2),(P-LS3-1)
PKW1 Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning. (P-LS1-1),(P-LS1-2),(P-LS3-1)
PKW2 Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning. (P-LS1-1),(P-LS1-2),(P-LS3-1)
PKW3 Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence. (P-PS1-1),(P-PS2-1),(PPS4-1)
PKW7 Engage in a discussion using gathered information from experiences or provided resources. (P-LS1-1),(P-LS1-2),(P-LS3-1)
PKSL2 Interact with diverse formats and texts. (P-LS1-1),(P-LS1-2),(P-LS3-1)
PKSL3 Identify the speaker. (P-LS1-1),(P-LS1-2),(P-LS3-1)
PKSL5c Use words to identify and describe the world around them.

Kindergarten Learning Standards

K. INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS, ANIMALS, PLANTS AND THEIR ENVIRONMENT
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water and other materials to live, grow and thrive.)
K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (Clarificaiton Statement: Examples of relationships could include that deer eat buds and leaves, therefore they usually live in forest areas, and grasses need sunlight so they often grow in meadows.)

New York State Next Generation Learning Standards Connections: ELA/Literacy

KW1 Use a combination of drawing, dictating, oral expression and/or emergent writing to state an opinion piece about a familiar topic, personal experience and state a reason to support that topic. (K-ESS2-2)

KW2 Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. (K-ESS2-2),(K-ESS2-3)

KW7 Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge. (K-LS1-1)

KSL5c Use words to identify and describe the world making connections between words and their use.

First Grade Learning Standards

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1. STRUCTURE, FUNCTION, AND INFORMATION PROCESSING

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

New York State Next Generation Learning Standards Connections: ELA/Literacy

1R2   Identify a main topic or idea in a text and retell important details. (1-LS1-2)

1R3   Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

1W4   Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other.

1W6   Develop questions and participate in shared research and explorations to answer questions and to build knowledge. (1-PS4-1),(1-PS4-2),(1-PS4-3),(1-PS4-4)

1W7   Recall and represent information from experiences or gather information from provided sources to answer a question. (1-LS3-1)

1L5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

1L5c Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).

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Second Grade Learning Standards

INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS
2-LS2-2 Develop a simple model that illustrates how plants and animals depend on each other for survival. [Clarification Statement: Examples could include animals dispersing seeds or pollinating plants, and plants providing food, shelter, and other materials for animals.]   **2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

New York State Next Generation Learning Standards Connections: ELA/Literacy

2W4   Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

2W6   Develop questions and participate in shared research and explorations to answer questions and to build knowledge. (2-LS2-1),(2-LS4-1)

2W7   Recall and represent relevant information from experiences or gather information from provided sources to answer a question. (2-LS2-1),(2-LS4-1)

2SL5b Use words for identification and description, making connections between words and their use.

Third Grade Learning Standards

INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS

3-LS2-1. Construct an argument that some animals form groups that help members survive. [Clarification Statement: Examples of groups could include a herd of cattle, a swarm of bees, a flock of geese, a pod of whales, etc.]

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. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]

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.* [Clarification Statement: Examples of environmental changes could include both natural and human-influenced changes in land characteristics, water distribution, temperature, food, and other organisms.]

New York State Next Generation Learning Standards Connections: ELA/Literacy

3R3 In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (3-LS2-1), (3-LS4-1), (3-LS4-3), (3-LS4-4)

3W1 Write an argument to support claim(s), using clear reasons and relevant evidence. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)

3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4 3),(3-LS4-4)

Fourth Grade Learning Standards

STRUCTURE, FUNCTION, AND INFORMATION PROCESSING
4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]

New York State Next Generation Learning Standards Connections: ELA/Literacy

4W1 Write an argument to support claim(s), using clear reasons and relevant evidence. (4-LS1-1)
4SL5 Include digital media and/or visual displays in presentations to emphasize central ideas or themes. (4-PS4-2),(4-LS1-2)