

**SCIENTIFIC INVESTIGATION
STANDARDS GROUPING**

<p>Targeted Standards: (Standards being directly assessed)</p>	<p>Structure and Properties of Matter 2-PS1–1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>Science and Engineering Practice: Planning and Carrying Out Investigations: Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1) <p>Production and Distribution of Writing: CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Reading for Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>Supporting Standards: (Standards that support the targeted standards but are not directly assessed in this unit; oftentimes, these standards are a review of past learning or a frontload for learning that is to come)</p>	<p>Disciplinary Core Idea: Matter can be described and classified by its observable properties. (2-PS1-1)</p> <p>Science and Engineering Practice: Analyzing and Interpreting Data: Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1–2) <p>Crosscutting Concepts: Patterns in the natural and human designed world can be observed. (2-PS1-1) Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1–2)</p> <p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. *Note: 3-D learning involves knowing, thinking, and doing. The Next Generation Science Standards incorporate each of these: knowing (the Disciplinary Core Ideas), thinking (the Crosscutting Concepts), and doing (the Science and Engineering Practices). Further, this standards grouping integrates the science content standards with literacy standards to achieve the intended goals of the unit.</p> <p>*Literacy Standards from the Common Core State Standards *Science Standards from the Next Generation Science Standards; Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts from <i>A Framework for K-12 Science Education</i></p>