* Oregon State Standards provide foundational skills to approach the rigor and specific content of NGSS.
* Content for Oregon Standards K-1 combined is a strong alignment to NGSS.
* Cause and effect is newly stated, and implied previously in 1.2P.1
* NGSS is more specific to plant and animal survival, and moves deeper into constructing an argument.
* NGSS moves beyond observation to describing patterns. Observation is an element/precursor to planning and carrying out investigations.
* NGSS shifts from exploring questions to asking questions, requires greater specificity, and expects students to obtain and communicate information.
* Temperature Patterns (ORSS 2nd Grade Earth/Space Science Standard) shifts to K and 3rd Grade in NGSS.

| NGSS PE | ORSS | Content | Practice  | CCC | Notes on Alignment |
| --- | --- | --- | --- | --- | --- |
| K-PS2 Motion and Stability: Forces and Interactions |
| K-PS2-1.Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.  | K.2P.11.2P.1K.3S.22.4D.2 | PD | PD | N | Content for K-1 combined is StrongCause and effect is newly stated, and implied previously in 1.2P.1 |
| K-PS2-2.Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. | K.3S.11.3S11.3S.22.3S.12.3S.2K.2P.11.2P.1 | PD | PDDDD | N |  |
| K-PS3 Energy |
| K-PS3-1.Make observations to determine the effect of sunlight on Earth’s surface. | K.1E.1K.3S.2 | S | S | N |  |
| K-PS3-2.Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. | K.1E.1K.4D.1 | S | S | N | NGSS is task specific |
| K-LS1 From Molecules to Organisms: Structures and Processes |
| K-LS1-1.Use observations to describe patterns of what plants and animals (including humans) need to survive. | K.1L.11.2L.1K.3S.1K.3S.2 | SD | PP | N | Practices together are strong |
| K-ESS2 Earth's Systems |
| K-ESS2-1.Use and share observations of local weather conditions to describe patterns over time. | K.2E.1K.3S.22.3S.2 | P | PD | D(2) | NGSS moves beyond observation into patterns |
| K-ESS2-2.Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. | 2.1L.1 | D/P | N | N | NGSS is more specific to plant and animal survival, and moves deeper into constructing an argument. |
| K-ESS3 Earth and Human Activity |
| 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. | K.1L.11.2L.1 | PD/P | N | N |  |
| K-ESS3-2.Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. | 2.2E.2K.3S.1 | D/P | P | N | NGSS shifts from exploring questions to asking questions, requires greater specificity, and expects students to obtain and communicate information. |
| K-ESS3-3.Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. |  | N | N | N |  |
| K-2-ETS1 Engineering Design |
| 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.3S.1K.4D.11.4D.1.2.4D.12.4D.3 | PPDDD | PPDDD | P | Engineering Design content of the ORSS K-2 learning progression when combined with Science Inquiry creates a strong alignment with NGSSAll of these will be partial alignment because they are based on a grade k-2 band.Structure and function is a core idea in Oregon Standards, and also addressed in K.4D.1 |
| 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. | K.4D.22.4D.3 | PD | PD | P |  |
| K-2-ETS1-3.Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. | K.4D.12.3S.12.4D.3 | PD | PDD | P |  |
|  |
| The following ORSS is not aligned to any NGSS: |
| K.1P.1 Compare and contrast characteristics of living and non-living things. |