



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:  
**FOUNDATION SKILLS**

**Grade 4**

**English Language Arts Standards » Reading: Foundational Skills**

**Grade 4**

CCSS.ELA-Literacy.RF.4.1	No Standard for Grade 4			
CCSS.ELA-Literacy.RF.4.2	No Standard for Grade 4			
<b>Phonics and Word Recognition</b>				
CCSS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	SB	<b>Energy and Electromagnetism</b>	All Grade 4 SRBs give students the opportunity to apply grade-level phonics and word analysis skills in decoding words. Examples: All SRB articles, including "Edison Sees the Light," pp. 3-7 (esp. bold words on pp. 3, 4) "Series and Parallel Circuits," pp. 22-27 (esp. bold words on pp. 22, 23, 24) "When Magnet Meets Magnet," pp. 36-42 (esp. bold words on pp. 36, 37, 38, 39, 40) "Light Interactions," pp. 73-78 (esp. bold words on pp. 73, 74, 75, 78)
			<b>Motion, Force, and Models</b>	Examples: All SRB articles, including "Galileo and Pendulums," pp. 7-13 (esp. bold words on pp. 7, 8, 9, 10, 11) "Force and Energy," pp. 15-18 (esp. bold words on pp. 15, 16, 17, 18) "Graphing Data," pp. 38-43 (esp. bold words on pp. 39) "Scientists and Models," pp. 44-51 (esp. bold words on pp. 44, 48, 51)
			<b>Soils, Rocks, and Landforms</b>	Examples: All SRB articles, including "Weathering," pp. 6-8 (esp. bold words on pp. 6, 7, 8) "Mohs' Scale and Birthstones," pp. 41-44 (esp. bold words on pp. 41, 42, 44) "Identifying Minerals," pp. 45-49 (esp. bold words on pp. 45, 47, 48) "Geoscientists at Work," pp. 59-63 (esp. bold words on pp. 59 and 60 and subheadings [names of scientists])
			<b>Environments</b>	Examples: All SRB articles, including "Two Terrestrial Environments," pp. 3-12 (esp. bold words on pp. 3, 4, 5, 6, 8, 9, 10, 11) "Amazon Rain Forest Journal," pp. 18-26 (esp. bold words on pp. 18, 19, 21, 26) "Food Chains and Food Webs," pp. 35-41 (esp. bold words on pp. 35, 36, 37, 38, 39, 40, 41) "Variation and Selection," pp. 73-79 (esp. bold words on pp. 73, 74, 75, 79)

IG	<b>Energy and Electromagnetism</b>	All Grade 4 FOSS IGs give students the opportunity to apply grade level phonics and word analysis skills in decoding words as they read informational text in "Guiding the Investigation/Reading in Science Resources" steps. Examples: Inv. 1, Part 1, p. 79, s18-19 Inv. 2, Part 2, p. 134, s14-15 Inv. 3, Part 2, p. 177, s17-18 Inv. 5, Part 1, p. 265, s21-22
	<b>Motion, Force, and Models</b>	Examples: Inv. 1, Part 3, p. 88, s13-14 Inv. 2, Part 3, p. 128, s14-15 Inv. 3, Part 3, p. 173, s14-15 Inv. 4, Part 1, p. 198, s30-31
	<b>Soils, Rocks, and Landforms</b>	Examples: Inv. 1, Part 3, p. 88, s18-19 Inv. 3, Part 2, p. 175, s22-23 Inv. 3, Part 3, p. 182, s13, 14, 17 Inv. 4, Part 1, p. 212, s9, 11, 12
	<b>Environments</b>	Examples: Inv. 1, Part 1, p. 78, s16-17 Inv. 1, Part 3, pp. 102-103, s12-13 Inv. 2, Part 2, pp. 135-136, s19-20 Inv. 3, Part 4, p. 205, s17-18
TR	<b>Energy and Electromagnetism</b>	Science-Centered Language Development chapter, pp. 23-29, 33-35  Notebook Sheets 1-22 (opportunity to apply grade-level phonics and word analysis skills in decoding words)
	<b>Motion, Force, and Models</b>	Science-Centered Language Development chapter, pp. 23-29, 33-35  Notebook Sheets 1-16 (opportunity to apply grade-level phonics and word analysis skills in decoding words)
	<b>Soils, Rocks, and Landforms</b>	Science-Centered Language Development chapter, pp. 23-29, 33-35  Notebook Sheets 1-20 (opportunity to apply grade-level phonics and word analysis skills in decoding words)
	<b>Environments</b>	Science-Centered Language Development chapter, pp. 23-29, 33-35  Notebook Sheets 1-25 (opportunity to apply grade-level phonics and word analysis skills in decoding words)

Fluency					
CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	SB	<b>Energy and Electromagnetism</b>	All Grade 4 SRBs give students the opportunity to read with sufficient accuracy and fluency to support understanding. Titles and subheadings phrased as questions, embedded questions, and "Thinking about" questions help students self-monitor comprehension. Examples: All SRB articles, including "Electricity," pp. 8-12 "Energy," pp. 13-21 "Electromagnets Everywhere," pp. 55-63 "Throw a Little Light on Sight!" pp. 79-83	
			<b>Motion, Force, and Models</b>	Examples: All SRB articles, including "What Causes Change of Motion?" pp. 3-6 "Potential and Kinetic Energy at Work," pp. 19-20 "Coming to a Stop," pp. 21-26 "Concussion Discussion," pp. 27-33	
			<b>Soils, Rocks, and Landforms</b>	Examples: All SRB articles, including "What Is Soil?" pp. 3-5 "Erosion and Deposition," pp. 9-14 "Where Do Rocks Come From?" pp. 34-40 "Monumental Rocks," pp. 54-58	
			<b>Environments</b>	Examples: All SRB articles, including "What Is an Ecosystem?" pp. 32-34 "The Mono Lake Story," pp. 53-59 "What Happens When Ecosystems Change?" pp. 60-64 "How Organisms Depend on One Another." pp. 87-89	
			IG	<b>Energy and Electromagnetism</b>	All Grade 4 FOSS IGs give students the opportunity to read with sufficient accuracy and fluency to support comprehension. In all "Guiding the Investigation/Reading in Science Resources" steps, pre-reading activities and interactions, reading strategies, and post-reading discussion questions and guidelines help deepen understanding and check comprehension. Examples: Inv. 1, Part 2, p. 90, s21-22 Inv. 1, Part 5, p. 105, s12-13 Inv. 4, Part 2, p. 231, s12-14 Inv. 5, Part 2, p. 275, s15-16
				<b>Motion, Force, and Models</b>	Examples: Inv. 1, Part 1, p. 71, s23-24 Inv. 2, Part 3, p. 128, s16-17 Inv. 2, Part 4, p. 138, s12-14 Inv. 2, Part 4, p. 140, s18-19
				<b>Soils, Rocks, and Landforms</b>	Examples: Inv. 1, Part 1, p. 71, s19-20 Inv. 2, Part 1, p. 120, s18-19 Inv. 3, Part 1, p. 166, s14-15 Inv. 4, Part 1, p. 212, s9-10
				<b>Environments</b>	Examples: Inv. 2, Part 2, p. 135, s17-18 Inv. 3, Part 2, p. 186, s6-8 Inv. 3, Part 2, p. 187, s9-10 Inv. 4, Part 1, p. 239, s50-51

<b>TR</b>	<b>Energy and Electromagnetism</b>	Science-Centered Language Development chapter, pp. 23-29
	<b>Motion, Force, and Models</b>	Science-Centered Language Development chapter, pp. 23-29
	<b>Soils, Rocks, and Landforms</b>	Science-Centered Language Development chapter, pp. 23-29
	<b>Environments</b>	Science-Centered Language Development chapter, pp. 23-29

<b>CCSS.ELA-Literacy.RF.4.5</b>	<b>No Standard for Grade 4</b>	
<b>CCSS.ELA-Literacy.RF.4.6</b>	<b>No Standard for Grade 4</b>	
<b>CCSS.ELA-Literacy.RF.4.7</b>	<b>No Standard for Grade 4</b>	
<b>CCSS.ELA-Literacy.RF.4.8</b>	<b>No Standard for Grade 4</b>	
<b>CCSS.ELA-Literacy.RF.4.9</b>	<b>No Standard for Grade 4</b>	
<b>CCSS.ELA-Literacy.RF.4.10</b>	<b>No Standard for Grade 4</b>	