



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:
INFORMATIONAL TEXT

Grade 1

English Language Arts Standards » Reading: Informational Text

Grade 1

Key Ideas and Details				
CCSS.ELA-Literacy .RI.1.1	Ask and answer questions about key details in a text.	SB	Balance and Motion	All Grade 1 SRBs give students the opportunity to ask and answer questions about key details in a text. Examples: Balance and Motion "Push or Pull?" pp.13-17 (embedded questions and review questions) "Strings in Motion," pp. 30-35 (embedded questions and review questions)
			Air and Weather	Air and Weather "What is All Around Us?" pp. 3-7 (embedded questions) "Changes in the Sky," pp. 31-42 (embedded questions)
			Plants and Animals	Plants and Animals "How Seeds Travel," pp. 19-26 (p. 26, q1-4, key details) "The Story of Wheat," pp. 10-18 (p. 11, 14, 17, embedded questions; p. 18, q1-4)
		IG	Balance and Motion	Examples: Balance and Motion Inv. 1, Part 3, p. 70, s15-16 Inv. 2, Part 1, p. 97, s17-18 Inv. 3, Part 2, p. 139, s16-17 (s17, think-pair-share)
			Air and Weather	Air and Weather Inv. 4, Part 2, p. 192, s6-7 Inv. 4, Part 3, p. 203, s9-10 (s10, bullets 1, 2)
			Plants and Animals	Plants and Animals Inv. 1, Part 4, p. 90, s13-15 (s14-15, bulleted questions elicit key details)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Module Teacher Resources: Science-Centered Language Development chapter, pp. 3, 6-11, 21-22
			Air and Weather	
			Plants and Animals	

CCSS.ELA-Literacy .RI.1.2	Identify the main topic and retell key details of a text.	SB	Balance and Motion	All Grade 1 SRBs give students the opportunity to identify the main topic and retell key details of a text. Examples: Balance and Motion "Make It Balance!" pp. 3-12 (p. 12, q3, main topic; q1, 2, 4, key details)
			Air and Weather	"Things That Spin," pp. 18-22 (p. 22, q1, main topic; q2-4, key details) Air and Weather "Understanding the Weather," pp. 25-30 (p. 30, q1, main topic; q2-3, key details)
			Plants and Animals	"What's the Weather Today?" pp. 10-18 (Opportunity; main topic, weather; key details, different weather factors.) Plants and Animals "What Do Plants Need?" pp. 3-9 (p. 9, q1, main topic; q2-4, key details) "Animals and Their Young," pp. 57-70 (p. 70, q1, main topic; q2-4, key details)
		IG	Balance and Motion	Examples: Balance and Motion Inv. 2, Part 1, p. 97, s17-18 (Bulleted questions elicit main topic and key details.) Inv. 5, Part 1, p. 207, s15-17 (Bulleted questions elicit main topic and key details.)
			Air and Weather	Air and Weather Inv. 1, Part 2, p. 70, s15-16 Inv. 2, Part 3, p. 123, s9-10 (bullet 3, main topic; bullets 4-6, key details)
			Plants and Animals	Inv. 3, Part 4, p.166, s12-13 (s13, bullet 1, main topic; bullets 2-3, key details) Plants and Animals Inv. 1, Part 2, p. 64, s24-26 Inv. 3, Part 1, p. 143, s20-21 (s21, bullet 1, main topic; bullets 2, 4, key details) Inv. 4, Part 3, p. 202, s15-16 (s16, bullet 1, main topic; bullets 2-4, key details)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Module Teacher Resources:
			Air and Weather	Science-Centered Language Development chapter, pp. 4, 7-10, 21-22
			Plants and Animals	

CCSS.ELA-Literacy .RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	SB	Balance and Motion	Balance and Motion "Push or Pull?" pp. 13-17 (p. 17, q1-3, connection between push, pull, and force) "Tools and Machines," pp. 41-44 (p. 44, q1, 4, connection between uses of tools and machines)
			Air and Weather	Air and Weather "Clouds," pp. 8-9 (Connection between clouds and weather.) "Resources," pp. 50-59 (Connection between natural resources and human-made resources.)
			Plants and Animals	Plants and Animals "The Story of Wheat," pp. 10-18 (Connection between steps in growing, harvesting, processing, and using wheat.) "Plants and Animals around the World," pp. 34-56 (Connection between habitats and the kinds of plants and animals that live there.)
		IG	Balance and Motion	Balance and Motion Inv. 4, Part 2, p. 183, s17-18 (Student describes connection between vibrating strings and sound and between length and pitch.) Inv. 5, Part 2, p. 213, s5-6 (Student describes connection between tools and machines and how they make things move.)
Air and Weather	Air and Weather Inv. 4, Part 2, p. 192, s6-7 (Connection between day and night sky; between summer sky and winter sky.) Inv. 4, Part 3, p. 203, s9-10 (Connection between seasons and human activities, between seasons and weather.)			
Plants and Animals	Plants and Animals Inv. 1, Part 3, p. 81, s19-20 (s20, sequence of events) Inv. 3, Part 1, p. 143, s20-21 (s21, bullet 4, animals and plants) Inv. 3, Part 2, p. 152-153, s22-23 (s23, bullets elicit connection between habitat and needs of living things; between structures and survival; between plants and animals in each area.)			
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Module Teacher Resources: Science-Centered Language Development chapter, pp. 21-22
			Air and Weather	
			Plants and Animals	

Craft and Structure				
CCSS.ELA-Literacy .RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	SB	Balance and Motion	All Grade 1 SRBs give students the opportunity to ask and answer questions to help determine or clarify the meanings of words and phrases in a text.
			Air and Weather	Examples: Balance and Motion "Make It Balance!" pp. 3-12 (p. 12, q3, 4) "Things That Spin," pp. 18-22 (p. 22, q1-3)
			Plants and Animals	Air and Weather "Water in the Air," pp. 19-24 (opportunity) "Getting through the Winter," pp. 60-68 (opportunity) Plants and Animals "What Do Animals Need?" pp. 27-32 (opportunity)
		IG	Balance and Motion	Examples: Balance and Motion Inv. 1, Part 3, p. 70-71, s15-17 Inv. 2, Part 3, p. 114, s22 (bullets 3, 4, 5, 6)
			Air and Weather	Air and Weather Inv. 2, Part 4, p. 130, s8-9 (s9, bullets 2, 5, 7, 8) Inv. 3, Part 4, p. 166, s12-14 Inv. 4, Part, 3, pp. 204-205, s13-14 (s14, bullets 1, 2, 3)
			Plants and Animals	Plants and Animals Inv. 1, Part 3, pp. 81-82, s19, 21 Inv. 3, Part 3, pp. 152-153, s22-23 (Opportunity to ask and answer questions about habitat vocabulary.)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Module Teacher Resources: Science-Centered Language Development chapter, pp. 21-22, 30-35
			Air and Weather	
			Plants and Animals	

<p>CCSS.ELA-Literacy .RI.1.5</p>	<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>SB</p>	<p>Balance and Motion</p>	<p>All Grade 1 SRBs give students the opportunity to use various text features to locate key facts or information in a text.</p> <p>Examples: Balance and Motion, p. 2 (table of contents); p. 47 (glossary) "Make It Balance!" pp. 3-12 (p. 12, heading; pp. 3, 9, electronic menu; pp. 4-10, 12, audio icon)</p> <p>Air and Weather, p. 2 (table of contents; pp. 67-68 (glossary) "Seasons," pp. 43-49 (pp. 44, 45, 46, 47, 48, headings; p. 43, electronic menu; pp. 43-48, audio icon)</p> <p>Plants and Animals, p. 2 (table of contents); pp. 71-72 (glossary) "What Do Plants Need?" pp. 3-9 (pp. 3-6, electronic menu; p. 9, heading; pp. 3-9, audio icon)</p>	
			<p>IG</p>	<p>Balance and Motion</p>	<p>Examples: Balance and Motion Inv. 1, Part 3, p. 70-71, s15-17 (s15, table of contents; s16, heading; s17, glossary)</p> <p>Air and Weather Inv. 1, Part 2, pp. 70-71, s15-17 (s15, table of contents; s17, glossary) Inv. 3, Part 4, p. 166, s14 (glossary)</p> <p>Plants and Animals Inv. 1, Part 1, p. 65, s24 (table of contents) Inv. 1, Part 3, p. 82, s21 (glossary)</p>
				<p>Air and Weather</p>	
		<p>Plants and Animals</p>			
		<p>TR</p>	<p>Balance and Motion</p>	<p>Same citation for all three Grade 1 FOSS Module Teacher Resources: Science-Centered Language Development chapter, pp. 4, 22, 24, 28</p>	
			<p>Air and Weather</p>		
			<p>Plants and Animals</p>		

CCSS.ELA-Literacy .RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SB	Balance and Motion	<p>All Grade 1 SRBs give students the opportunity to distinguish between information provided by illustrations and words in a text.</p> <p>Examples: Balance and Motion "Rolling, Rolling, Rolling!" pp. 23-29 "Strings in Motion," pp. 30-35</p>
			Air and Weather	<p>Air and Weather "Clouds," pp. 8-9 (Students identify clouds in pictures based on words in text.) "Changes in the Sky," pp. 31-42 (pp. 38-42, words, pictures, and diagram of moon phases)</p>
			Plants and Animals	<p>Plants and Animals "Animals and Their Young," pp. 57-70 (pp. 60, 63, 65, 66, 69, students answer embedded questions about information provided by pictures, supporting information provided by words in text.)</p>
		IG	Balance and Motion	<p>Examples: Balance and Motion Inv. 4, Part 2, p. 182, s17-18 (s18, opportunity, information in photos and text about length, strings, vibrations, sound, and pitch) Inv. 5, Part 1, p. 207, s16 (Student distinguishes between info from photographs and from text [definition of compass], and also from info derived from investigation.)</p>
			Air and Weather	<p>Air and Weather Inv. 2, Part 3, p. 122, s5-6 (Bulleed questions elicit information from words and from picture.)</p>
			Plants and Animals	<p>Plants and Animals Inv. 1, Part 3, p. 81, s19-20 (s19, grafs 3, 4) Inv. 1, Part 4, p. 90, s14-15 (s15, bullets 4, 5) Inv. 3, Part 1, p. 143, s20-21 (s21, bullet 3)</p>
		TR	Balance and Motion	<p>Same citation for all three Grade 1 FOSS Module Teacher Resources: Science-Centered Language Development chapter, pp. 21-22, 24, 28</p>
			Air and Weather	
			Plants and Animals	

Integration of Knowledge and Ideas				
CCSS.ELA-Literacy .RI.1.7	Use the illustrations and details in a text to describe its key ideas.	SB	Balance and Motion	All Grade 1 SRBs give students the opportunity to use the illustrations and details in a text to describe its key ideas. Examples: Balance and Motion
			Air and Weather	"Move It, but Don't Touch It," pp. 36-40 (pp. 37, 38, 39, use pictures to describe key idea of text) "Tools and Machines," pp. 41-46 (p. 46, use pictures to answer questions)
			Plants and Animals	Air and Weather "Seasons," pp. 43-49 (Opportunity to use photographs and details to describe key ideas about seasons.) "Resources," pp. 50-59 (Opportunity to use photographs, inset photographs, and text to describe different kinds of resources.) Plants and Animals "What Do Animals Need?" pp. 27-33 (Opportunity; photographs and details in text describe needs of animals; p. 32 embedded question; p. 33, q3)
		IG	Balance and Motion	Examples: Balance and Motion Inv. 2, Part 1, p. 97, s17 Inv. 2, Part 3, p. 114, s22 Inv. 5, Part 2, p. 213, s6
			Air and Weather	Air and Weather Inv. 4, Part 3, p. 204, s11-12 (s12; differentiate natural and human-made resources based on illustrations and details.)
			Plants and Animals	Plants and Animals Inv. 3, Part 2, pp. 152-153, s22-23 (Opportunity to use illustrations and details to describe key ideas and to answer bulleted questions.) Inv. 4, Part 3, p. 202, s15-16 (Opportunity)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Module Teacher Resources: Science-Centered Language Development chapter, pp. 3-5, 27
			Air and Weather	
			Plants and Animals	

CCSS.ELA-Literacy .RI.1.8	Identify the reasons an author gives to support points in a text.	SB	Balance and Motion	Balance and Motion, NA Air and Weather "Resources," pp. 50-59 (reasons that support classifying resources)
			Air and Weather	Plants and Animals "The Story of Wheat," pp. 10-18 (reasons why wheat is important)
			Plants and Animals	
		IG	Balance and Motion	Balance and Motion, NA Air and Weather Inv. 4, Part 3, p. 204, s11-12 (reasons for classifying resources)
			Air and Weather	Plants and Animals Inv. 1, Part 3, p. 81, s19-20 (identify and infer reasons why wheat is important)
			Plants and Animals	
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Module Teacher Resources: Science-Centered Language Development chapter, pp. 4, 8-9, 14-15, 20
			Air and Weather	
			Plants and Animals	

CCSS.ELA-Literacy .RI.1.9	Identify the basic similarities in and differences between two texts on the same topic (e.g., in illustrations, description, or procedures).	SB	Balance and Motion	Balance and Motion "Things that Spin," pp. 18-22, and "Rolling, Rolling, Rolling!" pp. 23-29 (p. 29, q4)
			Air and Weather	Air and Weather "Seasons," pp. 43-49 (Opportunity to compare-contrast the four parallel sections on seasons--illustrations and descriptions.)
			Plants and Animals	Plants and Animals "What Do Plants Need?" pp. 3-9, and "What Do Animals Need?" pp. 27-33 (Opportunity to find similarities and differences in two texts about needs of living things.)
		IG	Balance and Motion	Balance and Motion Inv. 1, p. 79, Language Extension, Read <u>Mirette on the High Wire</u> . Inv. 3, Part 2, p. 139, s16-17 (s17, bullet 4; Opportunity to compare and contrast article on spinning in Inv. 2 with this article on rolling.)
			Air and Weather	Air and Weather Inv. 4, Part 3, p. 203, s9-10 (Opportunity to identify similarities and differences in descriptions and photographs of each season.)
			Plants and Animals	Plants and Animals Inv. 3, Part 1, p. 143, s20-21 (Opportunity to revisit parallel article, from Inv. 1, Part 1, p. 64, s24-25, to identify similarities and differences in texts about what plants need and animals need.)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Module Teacher Resources:
			Air and Weather	Science-Centered Language Development chapter, pp. 21-22
			Plants and Animals	

Range of Reading and Level of Text Complexity				
CCSS.ELA-Literacy .RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	SB	Balance and Motion	All Grade 1 SRBs give students the opportunity to read informational texts appropriately complex for grade 1, with prompting and support.
			Air and Weather	
			Plants and Animals	
		IG	Balance and Motion	All Grade 1 IGs provide literacy strategies in "Reading in Science Resources" steps for each SRB article, with the expectation that, with such prompting and support, students will read the appropriately complex Literacy in the student books.
			Air and Weather	
			Plants and Animals	
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Module Teacher Resources: Science-Centered Language Development chapter, pp. 1-2, 3-5, 21-22
			Air and Weather	
			Plants and Animals	