



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:  
**INFORMATIONAL TEXT**

**Grade 3**

**English Language Arts Standards » Reading: Informational Text**

**Grade 3**

**Key Ideas and Details**

<p>CCSS.ELA-Literacy .RI.3.1</p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p align="center">SB</p>	<p><b>Measuring Matter</b></p>	<p>All Grade 3 SRBs give students the opportunity to ask and answer questions to demonstrate understanding of a text, with the expectation that they will refer to the text as the basis for answers.</p> <p>Examples: Measuring Matter "The Unit," pp. 3-6, (p. 6, q1-2) "Opinion and Evidence," pp. 20-23 (p. 23, q1-4)</p> <p>Water "Which Way Does It Go?" pp. 8-9 (title question; embedded questions) "Water: Hot and Cold," pp. 10-12 (embedded questions) "Natural Resources," pp. 31-34 (p. 34, review questions)</p> <p>Structures of Life "The Most Important Seed," pp. 8-11 (embedded questions, review questions) "Crayfish," pp. 34-41 (subheading questions, embedded questions, review questions)</p>
			<p><b>Water</b></p>	
			<p><b>Structures of Life</b></p>	
		<p align="center">IG</p>	<p><b>Measuring Matter</b></p>	<p>Examples: Measuring Matter Inv. 1, Part 1, p. 65, s17-18 (s18, bullets 1-2) Inv. 2, Part 1, p. 109, s15-16 (s16, bullets 1-5) Inv. 2, Part 4, p. 135, s12-13 (s13, bullets 1-4)</p>
			<p><b>Water</b></p>	<p>Water Inv. 1, Part 1, p. 62, s14-15 (s15, bullets 1-7, "find evidence in the reading to support answers") Inv. 1, Part 3, p. 76, s16-17 (s17, bullet 1, title question)</p>
			<p><b>Structures of Life</b></p>	<p>Structures of Life Inv. 1, Part 2, p. 83, s19-20 (s20, bullets 1-3) Inv. 3, Part 1, p. 158, s20-21 (s21, bullets 1-6)</p>
		<p align="center">TR</p>	<p><b>Measuring Matter</b></p>	<p>Same citation for <b>all three</b> Grade 3 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 3, 6, 8-11, 21-22, 23-29</p>
			<p><b>Water</b></p>	
			<p><b>Structures of Life</b></p>	

CCSS.ELA-Literacy .RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	SB	Measuring Matter	All Grade 3 SRBs give students the opportunity to determine main idea and recount key details.  Examples: Measuring Matter "Water Everywhere," pp. 16-17 (opportunity)
			Water	Water "Drying Up," pp. 19-20 (opportunity) "The Power of Water," pp. 35-37 (opportunity)
			Structures of Life	Structures of Life "The Reason for Fruit," pp. 3-7 (p. 7, q1-4, main idea and key details) "Adaptations," pp. 42-49 (p. 49, q1, main idea; q2-6, key details)
		IG	Measuring Matter	Examples: Measuring Matter Inv. 2, Part 2, p. 118, s18-19 Inv. 3, Part 2, p. 174, s21-22 (s22, bullets elicit main idea and key details)
			Water	Water Inv. 3, Part 1, p. 138, s9-10 (s10, bullets elicit recounting of key details)
			Structures of Life	Inv. 3, Part 4, p. 159, s17 (opportunity in pair/share reading) Inv. 4, Part 2, p. 190, s14-15 (s15, bullets elicit main idea, key details)  Structures of Life Inv. 1, Part 1, p. 73, s17-18 (s18, bullets elicit main ideas and key details) Inv. 3, Part 2, p. 168, s18-19 (s19, bullets 1, main idea; bullets 2-6, key details) Inv. 4, Part 2, p. 228, s17-18 (main idea and key details)
		TR	Measuring Matter	Same citation for <b>all three</b> Grade 3 FOSS Teacher Resources:  Science-Centered Language Development chapter, pp. 3-4, 15, 18, 24-29
			Water	
			Structures of Life	

CCSS.ELA-Literacy .RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	SB	Measuring Matter	<p>All Grade 3 SRBs give students the opportunity to describe relationships in a text using time, sequence, and cause/effect language.</p> <p>Examples: Measuring Matter "The Metric System," pp. 18-19 (time) "Melt and Freeze," pp. 29-30 (cause/effect) "The Water Cycle," pp. 34-37 (sequence)</p>
			Water	<p>Water "Which Way Does It Go?" pp. 8-9 (cause/effect of scientific idea: why water always moves down; sequence of water flow) "Ellen Swallow Richards: An Early Ecologist," pp. 38-41 (time, series of historical events [biography]) "Solar Disinfection System," pp. 42-43 (sequence of steps in technical procedure)</p>
			Structures of Life	<p>Structures of Life "Life Cycles," pp. 26-33 (p. 33, q2, 3, sequence) "A Change in the Environment," pp. 66-69 (p. 69, q1-3, cause/effect) "Food Chains," pp. 70-73 (sequence in food chains; p. 73, q1-3, cause/effect of changes in food chain populations) "Fingerprints," pp. 91-94 (Opportunity to describe chronology of fingerprint technology; time.)</p>
		IG	Measuring Matter	<p>Examples: Measuring Matter Inv. 2, Part 3, p. 129, s24-25 (Opportunity to describe series of events in development of metric system.) Inv. 3, Part 2, p. 174, s21-22 (s22, bullet 4, cause/effect) Inv. 3, Part 3, p. 186, s17-18 (s18, bullet 1, cause/effect) Inv. 3, Part 4, p. 194, s17-18 (sequence in water cycle)</p>
			Water	<p>Inv. 4, Part 3, p. 228, s16-17 (s17, bullets 1, 2, cause/effect) Inv. 4, Part 4, p. 234, s11-12 (s12, bullets 1, 2, comparison [tools and skills used in different careers])</p> <p>Water Inv. 1, Part 3, p. 76, s16-17 (sequence of water flow) Inv. 2, Part 2, p. 106, s14-15 (cause/effect of expansion/contraction, sink/float) Inv. 3, Part 3, p. 151, s11-12 (relationship between surface area and evaporation, cause/effect)</p>
			Structures of Life	<p>Inv. 3, Part 4, p. 159, s17 (bullets 1-2, cause/effect of scientific ideas [evaporation/condensation])</p> <p>Structures of Life Inv. 2, Part 2, p. 125, s15-16 (s16, bullets 2, 3, sequence of life cycle stages) Inv. 3, Part 3, p. 178, s19-20 (Opportunity to describe relationship between environments and organisms that live in them.) Inv. 3, Part 4, p. 184, s17-18 (cause/effect)</p>
		TR	Measuring Matter	<p>Same citation for <b>all three</b> Grade 3 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 3, 18-19, 21-22, 23-24, 26-27</p>
			Water	
			Structures of Life	

Craft and Structure				
CCSS.ELA-Literacy .RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	SB	Measuring Matter	All Grade 3 SRBs give students the opportunity to determine meaning of general academic and domain-specific (science) words and phrases.  Examples: Measuring Matter "Glossary," pp. 50-51 (Also, throughout, bold print, highlighting and underlining, hyperlinks, and picture and context clues.)  Water "Glossary," pp. 45-47 (Also, throughout, bold print, highlighting and underlining, hyperlinks, and picture and context clues.)
			Water	"Glossary," pp. 45-47 (Also, throughout, bold print, highlighting and underlining, hyperlinks, and picture and context clues.)  Structures of Life "Skeletons on the Outside," pp. 80-81 (Opportunity to determine meaning of exoskeleton.) "Glossary," pp. 98-99 (Also, throughout, bold print, highlighting and underlining, hyperlinks, and picture and context clues.)
			Structures of Life	"Glossary," pp. 98-99 (Also, throughout, bold print, highlighting and underlining, hyperlinks, and picture and context clues.)
		IG	Measuring Matter	Examples: Measuring Matter Inv. 1, Part 1, p. 65, s19 (s19, introduce glossary) Inv. 2, Part 4, p. 135, s12-13 (s13, determine meaning of opinion, evidence, observation, data) Inv. 4, Part 1, p. 212, s12-13 (determine meaning of mixture)
			Water	Water Inv. 4, Part 1, p. 184, s14-15 (s15, determine meaning of nonrenewable, renewable, perpetual renewable, natural resources)
			Structures of Life	Structures of Life Inv. 1, Part 1, p 73, s17-18 (s17, introduce glossary; s18, q1, 3, define fruit, seed)
		TR	Measuring Matter	Same citation for <b>all three</b> Grade 3 FOSS Teacher Resources:  Science-Centered Language Development chapter, pp. 3, 7, 18-19, 24, 30-35
			Water	
			Structures of Life	

CCSS.ELA-Literacy .RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	SB	Measuring Matter	<p>All Grade 3 SRBs give students the opportunity to use text features and search tools to locate information efficiently.</p> <p>Examples:          Measuring Matter          "The Metric System," pp. 18-19 (key words, hyperlinks, sidebars)          "Liquid and Gas Changes," pp. 31-33 (key words, hyperlinks, sidebars)</p> <p>Water          "The Water Cycle," pp. 23-25 (key words, hyperlinks, water cycle diagram with key)          "Natural Resources," pp. 31-34 (key words, hyperlinks, sidebars)</p> <p>Structures of Life          "Barbara McClintock," pp. 12-15 (key words, hyperlinks, sidebar)          "The Human Skeleton," pp. 74-77 (key words, hyperlinks, sidebars)          "Joints and Muscles," pp. 85-90 (key words, hyperlinks, sidebars)</p>
			Water	
			Structures of Life	
		IG	Measuring Matter	<p>Examples:          Measuring Matter          Inv. 2, Part 2, p. 119, s18-19 (s18, "look for interesting facts")          Inv. 2, Part 3, p. 129, s24-25 (use sidebars in s25)          Inv. 3, Part 3, p. 186, s17-18 (opportunity)</p>
Water	<p>Water          Inv. 4, Part 1, p. 184, s14-15 (opportunity)</p>			
Structures of Life	<p>Structures of Life          Inv. 1, Part 3, p. 90, s18-19 (opportunity to use sidebar to answer questions)          Inv. 4, Part 1, p. 221, s30-31 (s31, use text features to answer questions)          Inv. 4, Part 3, p. 243, s46-47 (s47, use features to answer questions)</p>			
		TR	Measuring Matter	<p>Same citation for <b>all three</b> Grade 3 FOSS Teacher Resources:           Science-Centered Language Development chapter, pp. 22, 24, 28</p>
			Water	
			Structures of Life	

CCSS.ELA-Literacy .RI.3.6	Distinguish their own point of view from that of the author of a text.	SB	Measuring Matter	All Grade 3 SRBs give students the opportunity to distinguish their own point of view from that of the author of a text. Examples: Measuring Matter "Opinion and Evidence," pp. 20-23 (opportunity)
			Water	Water "Water: A Vital Resource," pp. 26-30 (p. 30, q1-3, opportunity to distinguish own point of view from those of authors of text "reports")
			Structures of Life	Structures of Life NA
		IG	Measuring Matter	Examples: Measuring Matter Inv. 1, Part 2, p. 73, s17 (Opportunity to distinguish own point of view from that of a "character" in a text.) Inv. 2, Part 4, p. 135, s12-13
			Water	Water Inv. 4, Part 1, p. 184, s12-13 (s13, bullets, opportunity to distinguish points of view)
			Structures of Life	Structures of Life NA
		TR	Measuring Matter	NA
			Water	
			Structures of Life	

Integration of Knowledge and Ideas			
CCSS.ELA-Literacy .RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	SB	<b>Measuring Matter</b> All Grade 3 SRBs give students the opportunity to use information gained from illustrations and words in a text to demonstrate understanding of the text.  Examples: Measuring Matter "The Metric System," pp. 18-19 (map) "Celsius and Fahrenheit," p. 28 (illustrations) "The Water Cycle," pp. 34-37 (diagrams) "Solids and Liquids," p. 40 (photographs)
			<b>Water</b> Water "A Report from the Blue Planet," pp. 3-5 (circle graphs) "Which Way Does It Go?" pp. 8-9 (photographs with arrows) "Water: Hot and Cold," pp. 10-12 (photographs, diagrams)
			<b>Structures of Life</b> Structures of Life "How Seeds Travel," pp. 16-21 (photographs of seed dispersal) "Life Cycles," pp. 26-33 (life cycle diagrams) "Adaptations," pp. 42-49 (photographs/captions of adaptations) "Food Chains," pp. 70-73 (food chain diagrams)
	IG	<b>Measuring Matter</b> Examples: Measuring Matter Inv. 2, Part 3, p. 129, s24-25 (Opportunity to use information from map, metric prefixes chart.) Inv. 3, Part 1, p. 164, s19 (Opportunity to use information from thermometer/temperature scale illustrations.) Inv. 3, Part 4, p. 194, s17-18 (s18, bullet 3) Inv. 4, Part 2, p. 220, s13-14 (s14, use information from photographs to answer question)	
		<b>Water</b> Water Inv. 1, Part 1, p. 62, s14-15 (Use information from circle graphs as evidence to support answers.) Inv. 1, Part 3, p. 76, s16-17 (Use annotated [arrows] photographs.) Inv. 2, Part 2, p. 106, s14-15 (s15, bullets 1-2, use the illustrations) Inv. 3, Part 4, p. 159, s17 (Opportunity to use information from diagram and words in text to understand where, when, why, and how of water cycle.)	
		<b>Structures of Life</b> Structures of Life Inv. 1, Part 4, p. 97, s16-17 (s17, bullet, use information from photographs to answer question) Inv. 2, Part 2, p. 125, s15-16 (Opportunity to use information from life cycle diagrams to demonstrate understanding.) Inv. 3, Part 2, p. 168, s18-19 (s19, bullets 2-5, use information from photographs and words to answer)	
	TR	<b>Measuring Matter</b> Same citation for <b>all three</b> Grade 3 FOSS Teacher Resources:  Science-Centered Language Development chapter, pp. 21-22, 24, 28	
		<b>Water</b>	
		<b>Structures of Life</b>	



<p>CCSS.ELA-Literacy .RI.3.8</p>	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>SB</p>	<p>Measuring Matter</p>	<p>All Grade 3 SRBs give students the opportunity to demonstrate understanding of connections between sentences and paragraphs in a text.</p> <p>Examples: Measuring Matter "Measure This!" p. 11 (first, then sequence) "States of Matter," pp. 12-15 (comparison) "Liquid and Gas Changes," pp. 31-33 (cause/effect)</p> <p>Water "Natural Resources," pp. 31-34 (comparison: renewable, nonrenewable, perpetual renewable)</p> <p>Structures of Life "The Most Important Seed," pp. 8-11 (pp.10-11, cause/effect) "Germination," pp. 22-25 (sequence) "Crayfish, Snails, and Humans," pp. 82-83 (comparison)</p>	
			<p>IG</p>	<p>Water</p>	<p>Water Inv. 4, Part 1, p. 184, s14-15 (opportunity, comparison)</p>
				<p>Structures of Life</p>	<p>Structures of Life Inv. 1, Part 2, p. 83, s19-20 (s20, bullets 2, 3, cause/effect) Inv. 2, Part 1, p. 117, s15-16 (opportunity, sequence, steps in process of germination) Inv. 4, Part 2, p. 228, s20-21 (s21, bullet, comparison) Inv. 4, Part 3, p. 243, s46-47 (s47, bullets 1-3, commparison [contrast])</p>
		<p>Measuring Matter</p>		<p>Examples: Measuring Matter Inv. 1, Part 3, p. 79, s14-15 (comparison, sequence) Inv. 2, Part 1, p. 109, s15-16 (s16, bullets 2-4, bullet 5, comparison)</p>	
		<p>TR</p>	<p>Measuring Matter</p>	<p>Same citation for <b>all three</b> Grade 3 FOSS Teacher Resources: Science-Centered Language Development chapter, pp. 3, 6, 21-22, 23, 26, 41</p>	
			<p>Water</p>		
			<p>Structures of Life</p>		

CCSS.ELA-Literacy .RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	SB	<b>Measuring Matter</b>	All Grade 3 SRBs, which contain texts on the same or related topics, give students the opportunity to compare and contrast key points and details presented in two texts.  Examples: Measuring Matter
			<b>Water</b>	"The Unit," pp. 3-6, and "A Royal Measurement Mess," pp. 7-10 (Opportunity to compare and contrast two texts on same topic: standard units.) Inv. 3, Part 1, p. 164, s19 (Compare and contrast two sections of a text.)
			<b>Structures of Life</b>	Water NA  Structures of Life "Crayfish," pp. 34-41, and "Adaptations," pp. 42-49 (Opportunity to compare and contrast two texts on adaptations.)
		IG	<b>Measuring Matter</b>	Examples: Measuring Matter Inv. 1, Part 1, p. 65, s17-18, and Inv. 1, Part 2, p. 73, s17-18 (Opportunity to compare and contrast two texts on same topic: standard units. Could expand to include texts from Language Extensions, p. 88, Research other measuring units and Find stories about measurement.) Inv. 3, Part 1, p. 164, s19 (Compare and contrast two sections of a text. Could expand to include Language Extension, p. 196, Research the Fahrenheit system.)
			<b>Water</b>	Water NA
			<b>Structures of Life</b>	Structures of Life Inv. 2, Part 2, p. 125, s16-17 (s16, text sections "contrast" life cycle of bean with other organisms; opportunity to compare and contrast point in six sections of one text) Inv. 3, Part 1, p. 158, s20-21, and Inv. 3, Part 2, p. 168, s18-19 (Opportunity to compare and contrast two texts on same topic: adaptations [detailed discussion of one organism and general discussion with many examples].) Inv. 3, Part 3, p. 176, s19-20 (compare/contrast text with Habitat Organism cards)
		TR	<b>Measuring Matter</b>	NA
			<b>Water</b>	
			<b>Structures of Life</b>	

Range of Reading and Level of Text Complexity			
CCSS.ELA-Literacy .RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	SB	<b>Measuring Matter</b> All Grade 3 SRBs give students the opportunity to read and comprehend science texts independently and proficiently by the end of the year.  Examples: Measuring Matter (end-of-module texts) "Reactions," pp. 41-42 "Careers You Can Count On," pp. 43-48
			<b>Water</b>  Water (End-of-module texts) "Ellen Swallow Richards: An Early Ecologist," pp. 38-41 "Solar Disinfection System," pp. 42-43
			<b>Structures of Life</b>  Structures of Life (end-of-module texts) "Fingerprints," p. 91-94 "Supertwins," pp. 95-96
	IG	<b>Measuring Matter</b>  Examples: Measuring Matter Inv. 4, Part 3, p. 228, s16-17 Inv. 4, Part 4, p. 234, s11-12	
		<b>Water</b>  Water Inv. 4, Part 3, p. 199, s14-15 Inv. 4, Part 3, p. 199, s16-17	
		<b>Structures of Life</b>  Structures of Life Inv. 4, Part 4, p. 251, s16-17 Inv. 4, Part 4, p. 251, s18-19	
	TR	<b>Measuring Matter</b>  Same citation for <u>all three</u> FOSS Grade 3 Teacher Resources:  Science-Centered Language Development chapter, pp. 1-5, 21-22, 23-28	
		<b>Water</b>	
		<b>Structures of Life</b>	