



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:  
**INFORMATIONAL TEXT**

**Grade 5**

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

**Grade 5**

**Key Ideas and Details**

<p>CCSS.ELA-Literacy .RI.5.1</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p align="center"><b>SB</b></p>	<p><b>Mixtures and Solutions</b></p>	<p>Mixtures and Solutions                      "Solutions Up Close," pp. 14-15 (p. Interpreting the Diagrams)</p> <p>Weather on Earth                      "Uneven Heating," pp. 17-20 (p. 20, q1, 2, explain; q3, infer)                      "Wind and Convection," pp. 27-31 (p31, q2, explain; q4, infer)</p> <p>Sun, Moon, and Planets                      "Changing Shadows," pp. 3-7 (p. 7, q1-4, explain; q5, infer)                      "The Night Sky," pp. 14-18 (p. 18, q1-3, explain; q4, infer)                      "Stargazing," pp. 58-62 (p. 62, q1-3, explain; q4, infer)</p> <p>Living Systems                      "Introduction to Systems," pp. 3-4, (p. 4, q1-8, infer)                      "The Biosphere," pp. 7-11, (p. 11, q1-4, explain; q5, infer)</p>	
			<p><b>Weather on Earth Sun, Moon, and Planet</b></p>	<p><b>Living Systems</b></p>	
			<p align="center"><b>IG</b></p>	<p><b>Mixtures and Solutions</b></p>	<p>Mixtures and Solutions                      Inv. 2, Part 3, p. 120, s7-8 (s8, bullet 2: Students use information in reading to explain and draw inferences about how evaporation is involved in water cycle.)                      Inv. 4, Part 3, p. 203, s14-15 (Expectation is that students will quote accurately from the text when explaining and inferring.)</p> <p>Weather on Earth                      Inv. 1, Part 2, p. 81, s11 (bullets 1-4, explain; bullet 5; infer)                      Inv. 2, Part 1, p. 128, s23-24 (s24, bullets 1-2, explain; bullet 3, infer)</p> <p>Sun, Moon, and Planets                      Inv. 1, Part 2, p. 73, s20-21 (s21, bullets 1-4, explain; bullet 5, infer)                      Inv. 2, Part 1, p 110, s14-15 (s15, bullets 1-3, explain; bullet 4, infer)                      Inv. 4, Part 1, p. 184, s16-17 (s17, bullet s1-3, explain; bullet 4, infer)</p> <p>Living Systems                      Inv. 1, Part 2, p. 77, s23-24 (s24, bullets 1-4, explain; bullet 5, infer)                      Inv. 2, Part 2, p. 118, s7-8 (s8, bullets 1-6, explain)                      Inv. 2, Part 3, p. 130, s7-8 (s8, bullet 1, explain; bullets 2, 3, infer)                      Inv. 4, Part 4, p 236, s9-10 (s10, bullet 1, explain; bullets 2, 3, infer)</p>
		<p><b>Weather on Earth Sun, Moon, and Planet</b></p>		<p><b>Living Systems</b></p>	
		<p align="center"><b>TR</b></p>		<p><b>Mixtures and Solutions</b></p>	
			<p><b>Weather on Earth Sun, Moon, and Planet</b></p>	<p><b>Living Systems</b></p>	

CCSS.ELA-Literacy .RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	SB	Mixtures and Solutions	<p>Mixtures and Solutions  "Carbon Dioxide Concentration in the Air," pp. 26-28 (p. 28, Thinking about Carbon Dioxide, q1 and 2)</p>
			Weather on Earth Sun, Moon, and Planet	<p>Weather on Earth  "The Water Cycle," pp. 48-52 (p. 52, q1, main ideas; q2, details; q3, 4, summarize)</p>
			Living Systems	<p>Sun, Moon, and Planets  "Exploring the Solar System," pp. 39-52 (p. 52, main ideas and details)  "Looking through Telescopes," pp. 63-66 (p. 66, q1, 2, main ideas; q3, details)</p> <p>Living Systems  "Producers," pp. 17-20 (p. 20, q1-5, main ideas and details; q6, summarize)  "Leaf Classification," pp. 28-29 (p. 29, q1, main ideas; q2, details)</p>
		IG	Mixtures and Solutions	<p>Mixtures and Solutions  Inv. 3, Part 3, p. 167, s19-20 (s20: Students summarize text by writing a procedure for making rock candy.)</p> <p>Weather on Earth  Inv. 1, Part 1, p. 73, s20 (main ideas and details)  Inv. 4, Part 2, p. 233-234, s8-9 (s8, main ideas and details; s9, summarize)</p>
			Weather on Earth Sun, Moon, and Planet	<p>Sun, Moon, and Planets  Inv. 2, Part 2, p. 118, s10-11 (s11, q1-4, summarize)  Inv. 3, Part 2, p. 159, s11-12 (s12, bullet 2, summarize)  Inv. 4, Part 2, p. 193, s17-18 (main ideas and details)</p>
			Living Systems	<p>Living Systems  Inv. 1, Part 3, p. 87, s14-15 (s15, bullets 1, 2, main ideas and summarize)  Inv. 3, Part 1, p. 163, s30-31 (s31, bullets elicit main ideas and details.)  Inv. 3, Part 2, p. 170, s6-7 (s7, bullets focus on "key points")  Inv. 4, Part 2, pp. 219-220, s15-16 (s16, bullets 1-5, main ideas and details; bullets 6-8, summarize)</p>
		TR	Mixtures and Solutions	<p>Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources:   Science-Centered Language Development chapter, p. 23-29, 39-40 (p. 29, Summarize and Synthesize; p. 40, Supported Reading)</p>
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	

<p>CCSS.ELA-Literacy .RI.5.3</p>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>SB</p>	<p><b>Mixtures and Solutions</b></p>	<p>Mixtures and Solutions          "Concentrated Solutions," pp. 16-19 (p. 19, q1 and 2; seriation)          "Famous Scientists," pp. 24-25 (Opportunity to explain relationship among four scientists with important historical contributions.)</p> <p>Weather on Earth          "Condensation," pp. 43-46 (p. 46, relationship between temperature and condensation)          "Severe Weather," pp. 53-61 (p. 61, q3, 4, interactions between water cycle and weather and between ocean and weather)</p> <p>Sun, Moon, and Planets          "Why Doesn't Earth Fly Off into Space?" pp. 54-55 (p. 55, q1-3, explain relationship between gravity and orbit)          "Eclipses," pp. 35-38 (Opportunity to explain interactions between Sun, Moon, and Earth based on information in article.)</p> <p>Living Systems          "The Biosphere," pp. 7-11 (p. 11, q3, 5, interactions)          "Monarch Migration," pp. 64-66 (p. 66, q1-3, interactions between parts of migration system; between milkweed plant and monarchs; between logging and migration patterns, based on info in text)</p>	
			<p><b>Weather on Earth Sun, Moon, and Planet</b></p>		
			<p><b>Living Systems</b></p>		
		<p>IG</p>	<p><b>Mixtures and Solutions</b></p>	<p>Mixtures and Solutions          Inv. 2, Part 2, p. 106, s16-17 (interpret sequence of diagrams)          Inv. 2, Part 2, p. 114, s17 (bullet 1)          Inv. 2, Part 3, p.120, s8 (bullet 2)</p> <p>Weather on Earth          Inv. 3, Part 1, p. 184, s20-21          Inv. 4, Part 1, p. 226, s6-7 (s7, bullets 3-4)</p>	
			<p><b>Weather on Earth Sun, Moon, and Planet</b></p>	<p>Sun, Moon, and Planets          Inv. 1, Part 3, p. 87, s23-24 (s24, interactions between Earth and Sun that cause day and night, sunrise and sunset)          Inv. 2, Part 3, pp. 128-129, s14-17 (Explain interactions in the Earth-Moon-Sun system based on information in text--three articles.)          Inv. 3, Part 2, p. 156, s5-6 (Explain relationship between gravity and orbit.)</p>	
			<p><b>Living Systems</b></p>	<p>Living Systems          Inv. 1, Part 2, p. 71, s4-5 (s5, bullet 2, interactions among parts of biosphere)          Inv. 2, Part 3, p. 129, s5-6 (relationships among producers, consumers, decomposers)          Inv. 3, Part 1, p. 163, s32 (connection between tree's vascular system and production of maple syrup)          Inv. 3, Part 3, p. 170, s7 (relationship between structure and function)</p>	
		<p>TR</p>	<p><b>Mixtures and Solutions</b></p>	<p>Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources:           Science-Centered Language Development chapter, pp. 23-29 (p. 25-26, Note Making)</p>	
			<p><b>Weather on Earth Sun, Moon, and Planet</b></p>		
			<p><b>Living Systems</b></p>		

Craft and Structure				
CCSS.ELA-Literacy .RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	SB	Mixtures and Solutions	In all FOSS SRBs, the expectation is that students will use graphic devices (boldface type, underlining, highlighting), context clues, and the glossary to determine the meaning of general academic and domain-specific (science) vocabulary.
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	
	IG	Mixtures and Solutions	Mixtures and Solutions Inv. 1, Part 2, p. 74, s18-19 (s18, introduce glossary; revisit key definitions)	
			Weather on Earth Sun, Moon, and Planet	Weather on Earth Inv. 1, Part 1, p. 73, s19 (glossary) Inv. 1, Part 2, p. 81, s8-10 (atmosphere-related vocabulary) Inv. 2, Part 2, p. 139, s24
			Living Systems	Sun, Moon, and Planets Inv. 1, Part 2, p. 73, s20 (glossary)  Living Systems Inv. 1, Part 1, p. 67, s10 (glossary) Inv. 1, Part 2, p. 77, s24 (bullets 1, 2); s25 (review vocab after reading) Inv. 2, Part 1, p. 111, s22-24 (s24, review vocab after reading) Inv. 2, Part 2, p. 118, s7-8 (s8, bullet 3, word wall)
	TR	Mixtures and Solutions	Mixtures and Solutions	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources:  Science-Centered Language Development chapter, pp. 24, 30-35 (p. 24, Draw Attention to Vocabulary; pp.31-32, Bridging Informal Language to Science Vocabulary; pp. 33-35, Using Science Vocabulary in Context)
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	

<p>CCSS.ELA-Literacy .RI.5.5</p>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>SB</p>	<p><b>Mixtures and Solutions</b></p>	<p>Mixtures and Solutions          "The Bends," pp. 30-34 (Students compare and contrast the bends and caisson disease, which are presented in cause/effects structure in two sections of the article.)</p>
			<p><b>Weather on Earth Sun, Moon, and Planet</b></p>	<p>Weather on Earth          "Severe Weather," pp. 53-61 (p. 61, q1, 2; compare and contrast cause/effect structure in two sections of article)          Inv. 3, Part 3, p. 203, s21-22</p>
			<p><b>Living Systems</b></p>	<p>Sun, Moon, and Planets          "Changing Shadows," pp. 3-7, and "Sunrise and Sunset," pp. 8-13 (Read about shadows in two articles; opportunity to compare and contrast structure [cause/effect] of information.)          "Changing Moon," pp. 24-29, and "The Lunar Cycle," pp. 30-33 (Opportunity to compare contrast structure of information about Moon phases: cause/effect in first article; chronology in second.)          "Star Scientists," pp. 67-71 (Opportunity to compare and contrast bios of five scientists who have "taken star study in different directions.")           Living Systems          "The Human Digestive System," pp. 26-27, "The Human Circulatory System," pp. 42-47, and "The Human Respiratory System," pp. 48-49 (Opportunity to compare structure of information [problem/solution; chronology] in three articles about human body systems.)          "Other Circulatory and Respiratory Systems," pp. 50-51 (p. 51, q, compare human systems with that of butterfly, drawing on information in this and two previous articles.)</p>
		<p>IG</p>	<p><b>Mixtures and Solutions</b></p>	<p>Mixtures and Solutions          Inv. 2, Part 4, p. 129, s14-15 (s15: Students compare information in three articles and connect concept of concentration ["Concentrated Solutions"; "Carbon Dioxide Concentration in the Air"] with work of biologist ["The Frog Story"]; cause/effect structure.)</p>
<p><b>Weather on Earth Sun, Moon, and Planet</b></p>	<p>Weather on Earth          Inv. 2, Part 4, p. 161, s25-27 (s26, compare problem/solution structure of four sections of article [four solar technologies])          Inv. 3, Part 3, p. 203, s21-22 (s22, bullet 3-4, compare chronology between large and small water cycle)</p>			
<p><b>Living Systems</b></p>	<p>Sun, Moon, and Planets          Inv. 2, Part 2, p128-129, s14-15 (s14, compare structure of information about moon phases in two articles.)          Inv. 4, Part 2, p 193, s19-20 (s20, compare and Contrast key contribution of each of five star scientists.)           Living Systems          Inv. 3, Part 3, p. 179, s3-5 (Opportunity to compare and contrast structure of ideas in text on human respiratory system with texts on human digestive system [Inv. 2, Part 3] and human circulatory system [Inv. 3, Part 2].)</p>			
		<p>TR</p>	<p><b>Mixtures and Solutions</b></p>	<p>Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources:           Science-Centered Language Development chapter, pp. 23-29 (p. 24, Preview the Text; p. 27, Summarize and Synthesize)</p>
			<p><b>Weather on Earth Sun, Moon, and Planet</b></p>	
			<p><b>Living Systems</b></p>	

CCSS.ELA-Literacy .RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	SB	Mixtures and Solutions	Multiple accounts not addressed in student books.
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	
		IG	Mixtures and Solutions	NA
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	
		TR	Mixtures and Solutions	NA
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	

Integration of Knowledge and Ideas				
CCSS.ELA-Literacy .RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	SB	Mixtures and Solutions	Mixtures and Solutions "Mixtures," pp. 3-7 (p. 7, The Universal Solvent; posed problem implies the expectation that students will use resources to answer question, "Does everything dissolve in water?")
			Weather on Earth Sun, Moon, and Planet	Weather on Earth "Weather Maps," pp. 62-70 (p. 70, q4-6, draw on information from text and graphics to answer to map questions about hypothetical weather)
			Living Systems	Living Systems "The Story of Maple Syrup," pp. 37-41 (p. 41, q4)
		IG	Mixtures and Solutions	Mixtures and Solutions Inv. 2, Part 3, p. 120, s9-10 (Students asked to do additional research, including Internet research, on one of the scientists in the article.) Inv. 3, Part 1, p. 153, s21-22 (s22: Students locate answer/solve problem by conducting demonstration described in article.) Inv. 4, Part 1, p. 190, s20-21 (s21: Students locate answer by generating interview question based on article.)
			Weather on Earth Sun, Moon, and Planet	Weather on Earth Inv. 1, p. 100, Language Extension: Explore weather topics Inv. 2, Part 3, p. 149, s24 Inv. 3, p. 205, Language Extension: Write to a TV meteorologist
			Living Systems	Sun, Moon, and Planets Inv. 1, Part 2, p. 73, s21 and TN (SB and Shadow Tracker multimedia) Inv. 2, p. 131, Language Extension: Research Apollo Missions  Living Systems Inv. 1, p. 91, Language Extension, Research vermicomposting Inv. 2, Part 3, p. 130, s7, 9 (s9, multimedia) Inv. 3, Part 3, p. 179, s4-6 Inv. 4, Part 4, pp. 236-237, s9-12
		TR	Mixtures and Solutions	Same citation for <u>all four</u> Grade 5 FOSS Teacher Resources:  Science-Centered Language Development chapter, pp. 23-29 (p. 23, Build on Background Knowledge)
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	



CCSS.ELA-Literacy .RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	SB	Mixtures and Solutions	Mixtures and Solutions "Ask a Chemist," pp. 38-41 (Opportunity to explain how "interviewee" uses reasons and evidence in her answers to questions about chemistry as a career.)
			Weather on Earth Sun, Moon, and Planet	Weather on Earth "Global Climate Change," pp. 76-83 (Opportunity to explain how author uses reasons and evidence to support global climate change.)
			Living Systems	Living Systems "Is Earth a System?" pp. 5-6 (Opportunity to explain reasons and evidence presented to answer the title question.)
		IG	Mixtures and Solutions	Mixtures and Solutions Inv. 4, Part 1, p. 190, s20-21 Inv. 4, Part 2, p. 196, s15-16 (Students use and describe evidence and reasoning from article to support answer to s16, bullet 3.)
			Weather on Earth Sun, Moon, and Planet	Weather on Earth Inv. 4, Part 3, p. 243, s17-18 (Opportunity to explore reasoning and evidence in article about global climate change.)  Sun, Moon, and Planets Inv. 3, Part 1, p. 149, s18-19 (s18, opportunity to explore reasons and evidence for classification of planets into groups) Inv. 3, Part 2, p. 159, s11-12 (Opportunity to explain reasons and evidence behind "latest theory on the sequence of events that resulted in Earth's Moon.")
			Living Systems	Living Systems Inv. 3, Part 1, p. 158, s11-12 (Opportunity to explain reasons behind different classification systems; also, bullet 3, students propose and defend own classification system) Inv. 4, Part 5, p. 244, s9-10 (s10, bullet 3)
		TR	Mixtures and Solutions	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources:  Science-Centered Language Development chapter, pp. 3-5, 9-10,
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	

CCSS.ELA-Literacy .RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	SB	Mixtures and Solutions	Not addressed specifically, but all the articles in a given SB are generally on the same topic, and students are expected to be able to make connections, synthesize, and integrate information from the readings to make meaning and build understanding of the subject.
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	
		IG	Mixtures and Solutions	Mixtures and Solutions Inv. 2, Part 4, p. 129, s14-15 (s15: Students integrate information from three articles about concentration ["Concentrated Solutions"; "Carbon Dioxide Concentration in the Air"; "The Frog Story"].
			Weather on Earth Sun, Moon, and Planet	Weather on Earth Inv. 2, Part 3, p. 149, s22-24 (Opportunity to integrate information from two articles about wind.) Inv. 3, Part 3, pp. 195-203, s2-3, 5, 14-15, 21-22 (Integrate information from globe, two SB articles, and poster to write/speak about the water cycle) Inv. 4, Part 3, pp. 242-243, s12-13, 17-18 (Opportunity to integrate information from two articles about climate.)
			Living Systems	Sun, Moon, and Planets Inv. 1, p. 89, Language Extension, Read Sun and shadow stories Inv. 2, p. 132, Social Studies Extension, Read Moon myths and legends Inv. 3, p. 161, Language Extension, Study planet myths and legends Inv. 4, Part 2, p. 195, s22 (Article integrates information from all the readings as well as the investigations.)  Inv. 3, Part 3, p. 183, s15-16 (Opportunity to integrate information from three texts on circulatory and respiratory systems.)
		TR	Mixtures and Solutions	
			Weather on Earth Sun, Moon, and Planet	
			Living Systems	

Range of Reading and Level of Text Complexity										
CCSS.ELA-Literacy .RI.5.10	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 4–5 text complexity band independently and proficiently.	SB	Mixtures and Solutions	The expectation is that, by the end of the year, students will read and comprehend the articles in all FOSS SBs (science informational text) independently and proficiently.						
			Weather on Earth Sun, Moon, and Planet							
			Living Systems							
	IG	Mixtures and Solutions	Weather on Earth Sun, Moon, and Planet	Living Systems	Mixtures and Solutions Inv. 4, Part 4, p 210, s13-14					
						TR	Mixtures and Solutions	Weather on Earth Sun, Moon, and Planet	Living Systems	Same citation for <u>all four</u> Grade 5 FOSS Teacher Resources: Science-Centered Language Development chapter,
	Weather on Earth Sun, Moon, and Planet	Living Systems								