



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:  
**SPEAKING AND LISTENING**

**Grade 1**

**English Language Arts Standards » Reading: Speaking & Listening**

**Grade 1**

<b>Comprehension and Collaboration</b>				
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SB	<b>Balance and Motion</b>	All Grade 1 SRBs give students the opportunity to participate in collaborative discussions about Grade 1 topics and texts with peers and adults in small and large groups. Examples (collaborative conversations around embedded and “Thinking about” questions): “Make It Balance!” pp. 3-12 (pp. 5, 6, 8, 9, 10, embedded questions; p. 12, Thinking about, q1-4)
			<b>Air and Weather</b>	Examples: “Understanding the Weather,” pp. 25-30 (p. 30, “Thinking about” q1-3) “Changes in the Sky,” pp. 31-42 (pp. 31-35, 42, embedded questions)
			<b>Plants and Animals</b>	Examples: “What Does a Plant Need?” pp. 3-9 (p. 8, embedded question; p.9, “Thinking about” q1-4) “Animals and Their Young,” pp. 57-70 (pp. 60, 63, 65, 66, 68, embedded questions; p. 70, “Thinking about” q1-4)
		IG	<b>Balance and Motion</b>	In addition to embedded opportunities throughout Guiding the Investigations, all Grade 1 FOSS IGs give students the opportunity to participate in collaborative conversations about Grade 1 topics with a peer partner in “Wrap-Up/Warm Up” steps. All Grade 1 FOSS IGs give students the opportunity to participate in whole-class discussions of Grade 1 texts in all “Reading in Science Resources/Discuss the reading” steps. Examples: Inv. 1, Part 1, pp. 56-57, s6-10 (small-group collaborative conversation, sharing ideas and reasoning about balancing crayfish) Inv. 1, Part 2, p. 64, s14 (Wrap-Up/Warm-Up) Inv. 1, Part 3, p. 72, s21 (sharing circle) Inv. 2, Part 2, p. 103, s10 (partner and whole-class discussion) Inv. 2, Part 3, p. 114, s21-22 (collaborative conversations about SRB text) Inv. 3, Part 1, p. 132, s18 (Wrap-Up/Warm-Up) Inv. 3, Part 3, pp. 142-145, s3-8, 10-13 (collaborative conversations while conducting runway investigations) Inv. 4, Part 2, p. 182, s17-18 (collaborative conversations about SRB text) Inv. 4, Part 3, p. 187, s9 (outdoor sharing circle)

	<b>Air and Weather</b>	<p>Examples:</p> <p>Inv. 1, Part 1, p. 62, s14 (Wrap-Up/Warm-Up; peer partner)</p> <p>Inv. 1, Part 3, pp. 75-78, s6-12 (collaborative discussion with science partner during syringe investigations)</p> <p>Inv. 1, Part 5, p. 92, s6 (whole-class discussion of results)</p> <p>Inv. 2, Part 1, p. 110, s13 (Wrap-Up/Warm-Up; peer partner)</p> <p>Inv. 2, Part 3, pp. 122-123, s5-6, 9-10 (discuss grade 1 texts)</p> <p>Inv. 3, Part 1, p. 149, s6 (small-group and teacher, to structure observations)</p> <p>Inv. 3, Part 2, p. 154, s13 (Wrap-Up/Warm-Up; peer partner)</p> <p>Inv. 3, Part 5, p. 164, s7 (whole-class outdoor discussion about cloud movement)</p> <p>Inv. 4, Part 2, pp. 194-195, s14, 16 (whole-class [large group]discussions)</p> <p>Inv. 4, Part 3, pp. 203-205, s9-10, 11-12, 13-14 (discuss grade 1 texts)</p>
	<b>Plants and Animals</b>	<p>Examples:</p> <p>Inv. 1, Part 1, p. 65, s27 (Wrap-Up/Warm-Up; peer partner)</p> <p>Inv. 1, Part 3, p. 81, s19-20 (whole-class discussion on grade 1 text)</p> <p>Inv. 2, Part 1, pp. 105, 107, s1, 13 (large-group collaborative conversation; brainstorming; sharing observations)</p> <p>Inv. 2, Part 1, p. 108, s16 (small-group discussion of plant growth)</p> <p>Inv. 2, Part 2, p. 114, s17 (interviews with teacher)</p> <p>Inv. 3, Part 1, p. 140, s7-9 (small-group collaborative conversations to create team terrariums)</p> <p>Inv. 3, Part 2, pp. 147, 149, s3, 10 (science partner, compare terrarium maps; outdoor sharing circle)</p> <p>Inv. 3, Part 2, pp. 152-153, s22-23 (discussion of grade 1 text)</p> <p>Inv. 3, Part 2, p. 154, s27 (Wrap-Up/Warm-Up; peer partner)</p> <p>Inv. 3, Part 3, p. 160, s9-10 (small-group collaborative conversation to create habitat games)</p> <p>Inv. 4, Part 3, pp. 199-201, s5, 11-13 (whole-class and small-group collaborative discussions on criteria for living-nonliving)</p>
<b>TR</b>	<b>Balance and Motion</b>	<p>Same citation for ALL THREE Grade 1 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11</p> <p>Science Notebooks in Grades K-2 chapter, pp. 3, 14, 17, 19-21, 23-24</p>
	<b>Air and Weather</b>	
	<b>Plants and Animals</b>	

CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SB	<b>Balance and Motion</b>	All Grade 1 SRBs give students the opportunity to ask and answer questions about key details in a text read aloud. Examples: "Push or Pull?" pp. 13-17 (pp. 15, 16, embedded questions; p. 17, "Thinking about" q1-4) "Things That Spin," pp. 18-22 (pp. 18, 20, embedded questions; p. 22, "Thinking about" q1-4)
			<b>Air and Weather</b>	Examples: "Seasons," pp. 43-49 (p. 49, "Thinking about" question) "Resources," pp. 50-59 (p. 58, embedded questions)
			<b>Plants and Animals</b>	Examples: "What Does a Plant Need?" pp. 3-9 (p. 8, embedded question; p.9, "Thinking about" q1-4) "How Seeds Travel," pp. 19-26 (pp. 19, 25, embedded questions; p. 26, "Thinking about" q1-4)
			IG	<b>Balance and Motion</b>
			<b>Air and Weather</b>	Examples: Inv. 2, Part 2, p. 70, s15-16 Inv. 2, Part 4, p. 130, s8-9 Inv. 3, Part 4, p. 166, s12-13 Inv. 4, Part 2, p. 192, s6-8 Inv. 4, Part 3, pp. 203-205, s9-10, 11-12, 13-14
			<b>Plants and Animals</b>	Examples: Inv. 1, Part 1, p. 64, s24-26 Inv. 1, Part 3, pp. 81, 82, s19-20, 22-23 (text; other media) Inv. 1, Part 4, p. 90, s13-15 Inv. 3, Part 1, p. 143, s20-21 Inv. 3, Part 2, pp. 152-153, s22-23 Inv. 4, Part 3, p. 202, s15-16

<b>TR</b>	<b>Balance and Motion</b>	<p>Same citation for ALL THREE Grade 1 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11, 21-22</p> <p>Science Notebooks in Grades K-2 chapter, pp. 19-21, 24 (RE: making sense of data and next steps, but NOT specifically about information presented via text read aloud)</p>
	<b>Air and Weather</b>	
	<b>Plants and Animals</b>	

CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SB	<b>Balance and Motion</b>	All Grade 1 SRBs give students the opportunity to ask and answer questions about what a speaker/narrator says (e.g., about text and/or photographs in articles) in order to get additional information or clarify something that is not understood. Examples: "Make It Balance!" pp. 3-12 (pp. 5, 6, 8, 9, 10, embedded questions; p. 12, "Thinking about" q1-4) "Strings in Motion," pp. 30-35 (pp. 30, 34, embedded questions; p. 35, "Thinking about" q1-4)
			<b>Air and Weather</b>	Examples: "Water in the Air," pp. 19-24 (pp. 20, 22, embedded questions) "Getting Through Winter," pp. 60-66 (pp. 63, 66, embedded questions)
			<b>Plants and Animals</b>	Examples: "The Story of Wheat," pp. 10-18 (pp. 11, 14, 17, embedded questions; p. 18, "Thinking about" questions 1-4) "How Seeds Travel," pp. 19-26 (pp. 19, 25, embedded questions; p. 26, "Thinking about" q1-4)
		IG	<b>Balance and Motion</b>	All Grade 1 FOSS IGs give students the opportunity to ask and answer questions during investigations to gather additional information or clarify something not understood. Examples: Inv. 1, Part 2, p. 63, s7 Inv. 1, Part 4, p. 76, s3-5 Inv. 2, Part 1, pp. 93-94, s5, 7, 9 Inv. 3, Part 4, pp.151-152, s6-8 Inv. 4, Part 1, pp. 172-173, s8-12 Inv. 4, Part 2, p. 178, s3 Inv. 5, Part 1, pp. 202-205, s2-9
			<b>Air and Weather</b>	Examples: Inv. 1, Part 2, p. 67, s3-5 (clarifying, troubleshooting; additional information) Inv. 1, Part 4, pp. 83-84, s2-11 Inv. 3, Part 3, pp. 158-159, s6, 8 Inv. 3, Part 5, p. 172, s8 Inv. 4, Part 1, pp. 186-187, s2-3, 5-7 Inv. 4, Part 2, p. 193, s12 Inv. 4, Part 3, pp. 200-201, s1-6

		<b>Plants and Animals</b>	<p>Examples:</p> <p>Inv. 1, Part 2, p. 70, s12          Inv. 1, Part 3, p. 82, s21 (clarification on using glossary)          Inv. 1, Part 4, p. 88, s10-11          Inv. 2, Part 2, p. 115, s18          Inv. 2, Part 3, p. 121, s12          Inv. 3, Part 2, p. 151, s19          Inv. 3, Part 3, pp. 158-159, s5-6          Inv. 4, Part 1, pp. 185-187, s1, 12, 13          Inv. 4, Part 2, pp. 193-194, 195, s11, 18          Inv. 4, Part 3, p. 200, s10</p>
	<b>TR</b>	<b>Balance and Motion</b>	<p>Same citation for ALL THREE Grade 1 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11</p>
		<b>Air and Weather</b>	<p>Science Notebooks in Grades K-2 chapter, pp. 19-21, 22-24</p>
		<b>Plants and Animals</b>	

Presentation of Knowledge and Ideas				
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SB	<b>Balance and Motion</b>	<p>All Grade 1 SRBs give students the opportunity to provide descriptions with relevant details, expressing ideas and feelings clearly.</p> <p>Examples:            "Push or Pull?" pp. 13-17 (p. 17, q1-4, describe events)            "Rolling, Rolling, Rolling!" pp. 23-29 (p. 29, q2, 4, describe events)            "Strings in Motion," pp. 30-35 (p. 35, q1, describe events)            "Tools and Machines," pp. 41-46 (p. 46, q1-4, describe things [tools, work, force, machines])</p>
			<b>Air and Weather</b>	<p>Examples:            "What Is the Weather Today?" pp. 10-18 (title question: describe today's weather)            "Understanding the Weather," pp. 25-30 (p. 30, "Thinking about" q1-3, describe people, events: meteorologist; dangerous storms)            "Seasons," p. 43-49 (p. 48, "Thinking about" question; describe seasons)</p>
			<b>Plants and Animals</b>	<p>Examples:            "How Seeds Travel," pp. 19-26 (p. 26, q1-4, describe events)            "What Do Animals Need?" pp. 27-33 (p. 33, q3, describe thing)            "Animals and Their Young," pp. 57-70 (p. 70, q1-4, describe events)</p>
		IG	<b>Balance and Motion</b>	<p>Examples:            Inv. 1, Part 3, p. 69, s12 (event)            Inv. 2, Part 3, pp. 110, 112, s9, 15 (thing, event: twirlers and how they work; things that spin or rotate)            Inv. 3, Part 1, p. 130, s11 (thing: wheel systems)            Inv. 3, Part 2, p. 137, s11 (event: investigation results)            Inv. 4, Part 1, pp. 170-171 (thing/event: observations of motion)            Inv. 5, Part 1, p. 206, s12 (thing/event: magnetic interactions)</p>
			<b>Air and Weather</b>	<p>Examples:            Inv. 1, Part 1, p. 60, s8 (describe experiences with objects and air)            Inv. 1, Part 4, p. 88, s22 (describe observations and explanations)            Inv. 2, Part 1, p. 107, 108-109, s3, 7, 9 (describe weather conditions)            Inv. 2, Part 3, p. 120-121, 125, s2, 4, 15 (describe clouds)            Inv. 2, Part 4, p. 129, s6 (describe sources of water)            Inv. 3, Part 4, p. 163, s1 (describe wind vanes)            Inv. 4, Part 2, p. 191, s2 (describe objects in the sky)</p>
			<b>Plants and Animals</b>	<p>Examples:            Inv. 1, Part 1, p. 58, s1 (thing)            Inv. 1, Part 3, p. 75, s1 (thing)            Inv. 1, Part 3, pp. 79-80, s15-16 (thing, event)            Inv. 1, Part 4, p. 86, s1 (things)            Inv. 3, Part 1, p. 139, s1 (thing)            Inv. 3, Part 2, p. 154, s26 (place)</p>



TR	<b>Balance and Motion</b>	Same citation for ALL THREE Grade 1 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 6-11
	<b>Air and Weather</b>	
	<b>Plants and Animals</b>	

CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	SB	Balance and Motion	NA
			Air and Weather	NA
			Plants and Animals	NA
		IG	Balance and Motion	<p>All Grade 1 FOSS IGs give students the opportunity to add drawings or other visual displays to descriptions when appropriate; students use pictures and/or words in science notebooks when collecting data, recording observations, answering focus questions, and so on.</p> <p>Examples:  Inv. 1, Part 2, p. 63, s9  Inv. 2, Part 3, p. 69, s14  Inv. 3, Part 1, p. 132, s16  Inv. 3, Part 2, p. 138, s 14  Inv. 4, Part 2, pp. 180, 181, s11, 15-16</p>
Air and Weather	<p>Examples:  Inv. 1, Part 1, p. 61, s12  Inv. 1, Part 5, p. 93, s8 (notebook sheet 5)  Inv. 2, Part 1, p. 110, s11  Inv. 2, Part 3, p. 124, s12  Inv. 2, Part 4, p. 131, s14  Inv. 3, Part 3, p. 153, s11 (notebook sheet 8)  Inv. 4, Part 2, p. 193, s10 (Night-Sky Home Log)</p>			
Plants and Animals	<p>Examples:  Inv. 1, Part 1, p. 63, s22 (notebook sheet 1)  Inv. 1, Part 2, pp. 68-69, s2, 6, 10 (notebook sheet 1)  Inv. 1, Part 4, p 89, s12  Inv. 2, Part 1, p. 108, s17 (notebook sheet 4)  Inv. 3, Part 1, pp. 140-141, s9, 12 (notebook sheet 5)  Inv. 3, Part 2, p. 147, s2  Inv. 4, Part 1, pp. 186, 187, s11, 13-14  Inv. 4, Part 3, pp. 199, 201, s4, 14</p>			

<b>TR</b>	<b>Balance and Motion</b>	<p>Same citation for ALL THREE Grade 1 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 12-15, 18-20, 33</p> <p>Science Notebooks in Grades K-2 chapter, pp. 2-4, 7, 11, 15-18, 19 (drawings or visual displays)</p>
	<b>Air and Weather</b>	
	<b>Plants and Animals</b>	

CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 and 3 here for specific expectations.)	SB	<b>Balance and Motion</b>	All Grade 1 SRBs give students the opportunity to produce complete sentences when appropriate to task and situation. Examples: "Push or Pull?" pp. 13-17 (p. 17, q1-4) "Move It, but Don't Touch It," pp. 36-40 (p. 40, q1, 2, 4)
			<b>Air and Weather</b>	Examples: "Seasons," pp. 43-49 (p. 48, "Thinking about" question)
			<b>Plants and Animals</b>	Examples: "What Do Animals Need?" pp. 27-33 (p. 33, "Thinking about" q2, 4) "Plants and Animals around the World," pp. 34-56 (p. 56, "Thinking about" question)
		IG	<b>Balance and Motion</b>	All Grade 1 FOSS IGs give students the opportunity to produce complete sentences when appropriate to task and situation. Examples: Inv. 1, Part 3, p. 68, s10 (think-aloud interviews with teacher) Inv. 1, Part 4, p. 77, s10 (wrap-up discussion) Inv. 2, Part 3, pp. 111, 113, s12, 19 (share twirler observations and ideas) Inv. 3, Part 1, pp. 130-132, s11-14 (describe systems; explain outcomes) Inv. 3, Part 2, p. 137, s13 (cause-effect sentence frame) Inv. 4, Part 3, p. 186, s1 (review sound) Inv. 5, Part 1, p. 211, s1 (examples of using forces, tools, machines)
<b>Air and Weather</b>	Examples: Inv. 1, Part 2, p. 66, s1 Inv. 1, Part 4, p. 86, s12 Inv. 2, Part 2, p. 117, s14 (sharing answers to notebook entries) Inv. 2, Part 4, p. 128, s1-3 Inv. 3, Part 2, p. 152, s1 Inv. 3, Part 3, p. 158, s5			
<b>Plants and Animals</b>	Examples: Inv. 1, Part 1, p. 61, s16 (predictions; sentence frame) Inv. 2, Part 1, p. 108, s18 (opportunity when sharing notebook entries) Inv. 2, Part 2, p. 114, s17 (opportunity during teacher interviews) Inv. 2, Part 3, p. 119, s1 (reports; sentence frame) Inv. 3, Part 2, p. 147, s1 (observations; sentence frames) Inv. 3, Part 2, p. 150, s17 (opportunity when predicting) Inv. 3, Part 4, p. 164, s1 (opportunity when reviewing) Inv. 4, Part 2, p. 195, s18 (opportunity when communicating ideas)			

		<b>TR</b>	<b>Balance and Motion</b>	Same citation for ALL THREE Grade 1 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 5, 6-11, 12, 18-20 (sentence frames), 31, 33, 35  Science Notebooks in Grades K-2 chapter, pp. 12, 13, 15, 19-21
			<b>Air and Weather</b>	
			<b>Plants and Animals</b>	
<b>CCSS.ELA-Literacy.SL.1.7</b>	<b>No Standard for Grade 1</b>			
<b>CCSS.ELA-Literacy.SL.1.8</b>	<b>No Standard for Grade 1</b>			
<b>CCSS.ELA-Literacy.SL.1.9</b>	<b>No Standard for Grade 1</b>			
<b>CCSS.ELA-Literacy.SL.1.10</b>	<b>No Standard for Grade 1</b>			