



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

## English Language Arts: **SPEAKING AND LISTENING**

**Grade 3**

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

**Grade 3**

<b>Comprehension and Collaboration</b>			
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SB	<b>Measuring Matter</b>  All Grade 3 SRBs give students the opportunity to engage effectively in collaborative conversations, building on others' ideas and expressing their own clearly. Examples: "Measure This!" p. 11 (caption questions) "Water Everywhere," pp. 16-17 (p. 16, subheading question; p. 17, embedded question)
			<b>Water</b>  "Which Way Does It Go?" pp. 8-9 (title and embedded questions) "Water: Hot and Cold," pp. 10-12 (embedded questions)
			<b>Structures of Life</b>  "A Change in the Environment," pp. 66-69 (p. 69, q1-4) "Food Chains," pp. 70-73 (p. 73, q1-3) "Skeletons on the Outside," pp. 80-81 (p. 80, embedded quiz)
		IG	<b>Measuring Matter</b>  All Grade 3 FOSS IGs give students the opportunity to engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly. "Wrap-Up/Warm-Up" steps involve one-on-one conversations; "Reading in Science Resources/Discuss the reading" steps involve group conversations; discussions of investigation procedures and results involve teacher-led conversations. Examples: Inv. 1, Part 1, p. 65, s20 (Wrap-Up/Warm-Up) Inv. 1, Part 2, p. 69, 70, 73, s5, 11, 18 (small-group discussions; science partner collaborations; whole-class discussion of grade 3 text) Inv. 1, Part 4, p. 84, 85, s2 (whole-class brainstorming; science partner collaboration) Inv. 2, Part 3, pp. 124-127, s5-17 (teacher-led, whole-class) Inv. 2, Part 4, pp. 132-133, 135, s3-6, 14 (small-group discussions to design and implement investigation; one-on-one wrap-up) Inv. 3, Part 1, p. 164, s17-19 (large-group discussion about grade 3 texts) Inv. 3, Part 3, p. 181, s9 (teacher-led discussion of real-world situations) Inv. 4, Part 1, pp. 210-211, s4-5, 7 (small group collaboration on investigation and discussion questions; notebook sheets 19-20) Inv. 4, Part 2, p. 220, s15 (Wrap-Up/Warm-Up; one-on-one) Inv. 4, Part 4, pp. 232-233, s1-9 (small-group discussions to plan and execute events on metric field day)

	<b>Water</b>	<p>Inv. 1, Part 1, p. 60-61, s8, 10 (small-group; teacher-led and collaborative)</p> <p>Inv. 1, Part 2, p. 68, s14 (small-group discussion of experiments)</p> <p>Inv. 1, Part 3, p. 74, 76, s13, 18 (small-group discussion of water on slopes [notebook sheet 4]; Wrap-Up/Warm-Up, one-on-one with peer partner)</p> <p>Inv. 2, Part 1, p. 98, s8 (small-group discussion of observations before reporting to class)</p> <p>Inv. 2, Part 3, pp. 111-113, s7-14 (teacher-led collaborative discussions during investigation)</p> <p>Inv. 2, Part 4, pp. 121-122, s7 (teacher-led outdoor sharing circle)</p> <p>Inv. 3, Part 1, p. 138, s11 (Wrap-Up/Warm-Up; one-on-one)</p> <p>Inv. 3, Part 2, p. 144, s15 (small-group discussion to find patterns in data)</p> <p>Inv. 3, Part 3, p. 151, s13 (Wrap-Up/Warm-Up, review and discuss Response Sheet one-on-one)</p> <p>Inv. 3, Part 4, pp. 154-155, s4-6 (small-group discussion to develop plan, share and compare ideas, determine cause of condensation)</p> <p>Inv. 3, Part 5, p. 166, s14 (teacher-led review of water cycle)</p> <p>Inv. 4, Part 1, p. 184, s12-15 (small groups read and discuss grade 3 texts)</p> <p>Inv. 4, Part 2, pp. 187-188, s4-7 (small-group collaborative discussions to engineer waterwheel)</p> <p>Inv. 4, Part 3, p. 196, s10 (sharing circle collaborative discussion so that everyone has complete data set)</p>
	<b>Structures of Life</b>	<p>Inv. 1, Part 1, p. 72, s11, 14 (small-group discussion)</p> <p>Inv. 1, Part 2, p. 82, s17 (teacher-led whole-class discussion)</p> <p>Inv. 1, Part 3, p. 90, s19, 20 (class-discussion of grade 3 text; one-on-one Wrap-Up/Warm-Up)</p> <p>Inv. 2, Part 1, p. 113, 114-115, s1, 4-7 (teacher-led whole-class discussion; small-group collaborative discussions)</p> <p>Inv. 2, Part 2, p. 121, s1 (whole-class brainstorming)</p> <p>Inv. 3, Part 1, pp. 152-156, s1-8, 10-13 (collaborative small-groups)</p> <p>Inv. 3, Part 3, p. 172, 174, s1-4, 13-14 (small-group discussion to design an investigation; discuss data)</p> <p>Inv. 3, Part 4, p. 180-181, s1, 7-9 (small-group collaborative discussion during outdoor investigation)</p> <p>Inv. 3, Part 4, p. 184, s19 (Wrap-Up/Warm-Up; one-on-one)</p> <p>Inv. 3, Part 5, p. 192, s18 (whole-class discussion of grade 3 text)</p> <p>Inv. 4, Part 1, p. 216-218, s7-16 (collaborative groups to count bones)</p> <p>Inv. 4, Part 2, p. 228, s18, 19, 21 (whole-class discussions about grade 3 texts)</p> <p>Inv. 4, Part 4, pp. 251-252, s19 (teacher-led discussion of grade 3 text)</p>
<b>TR</b>	<b>Measuring Matter</b>	<p>Same citation for ALL THREE Grade 3 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11</p> <p>Science Notebooks in Grades 3-6 chapter, pp. 5, 10-11, 13-14, 18-21, 22-25</p>
	<b>Water</b>	
	<b>Structures of Life</b>	

<p><b>CCSS.ELA-Literacy.SL.3.2</b></p>	<p><b>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p>	<p><b>SB</b></p>	<p><b>Measuring Matter</b></p>	<p>All Grade 3 SRBs give students the opportunity to determine the main ideas and supporting details of a text.          Examples:          "Opinion and Evidence," pp. 20-23 (p. 23, "Thinking about" q1-4)          "The Water Cycle," pp. 34-37 (p. 37, "Think about" question)</p>
			<p><b>Water</b></p>	<p>"Natural Resources," pp. 31-34 (p. 34, q1-4 elicit main ideas and supporting details)</p>
			<p><b>Structures of Life</b></p>	<p>"The Reason for Fruit," pp. 3-7 (p. 7, q1-4 elicit main ideas and supporting details)          "Crayfish," pp. 34-41 (pp. 35-39, subheading questions, and p. 40, q1-5, elicit main ideas)          "Adaptations," pp. 42-49 (p. 49, q1-6 elicit main idea [q1] and details [q2-6])          "Life on Earth," pp. 50-63 (p. 63, q1-6)</p>
		<p><b>IG</b></p>	<p><b>Measuring Matter</b></p>	<p>All Grade 3 FOSS IGs give students the opportunity to determine key ideas and supporting details of a text read aloud in all "Reading in Science Resources/Discuss the reading" steps.          Examples:          Inv. 1, Part 1, p. 65, s18          Inv. 1, Part 2, p. 73, s18          Inv. 2, Part 4, p. 135, s13          Inv. 3, Part 2, p. 174, s22          Inv. 3, Part 3, p. 184, s18          Inv. 3, Part 4, p. 194, s18          Inv. 4, Part 1, p. 212, s13</p>
<p><b>Water</b></p>	<p>Inv. 1, Part 1, p. 62, s15          Inv. 1, Part 3, p. 76, s16-17          Inv. 2, Part 2, p. 106, s14-15          Inv. 2, Part 3, p. 115, s20-21          Inv. 3, Part 1, p. 138, s10          Inv. 3, Part 4, pp. 158-159, s13, 17 (opportunity to determine main idea/details of video and SRB article on water cycle)          Inv. 4, Part 1, p. 184, s15          Inv. 4, Part 2, p. 190, s15</p>			
<p><b>Structures of Life</b></p>	<p>Inv. 1, Part 1, p. 73, s18          Inv. 1, Part 2, p. 83, s20          Inv. 1, Part 4, p. 94, s4 (opportunity to determine main idea of video)          Inv. 2, Part 1, p. 117, s16          Inv. 2, Part 2, p. 121, s4 (video)          Inv. 3, Part 1, p. 158, s21          Inv. 3, Part 2, p. 163, 168, s8-9, 19 (video; text)          Inv. 3, Part 3, p. 176, s20          Inv. 3, Part 4, p. 184, s18          Inv. 3, Part 5, p. 192, s18          Inv. 4, Part 1, p. 221, s31          Inv. 4, Part 3, p. 225, 243, s11, 47</p>			

<b>TR</b>	<b>Measuring Matter</b>	Same citation for ALL THREE Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 6-11, 23-29
	<b>Water</b>	Science Notebooks in Grades 3-6 chapter, pp. 18-21, 24 (RE: making sense of data and next steps, but NOT specifically about information presented via text read aloud)
	<b>Structures of Life</b>	

CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SB	Measuring Matter	All Grade 3 SRBs give students the opportunity to ask and answer questions about information from a speaker/reader/narrator. Examples: "The Unit," pp. 3-6 (p. 6, q1-2) "Liquid and Gas Changes," pp. 31-33 (embedded questions)
			Water	"Surface Tension," pp. 6-7 (opportunity to ask and answer embedded questions) "Water: Hot and Cold," pp. 10-12 (opportunity to ask and answer embedded questions about diagrams) "Natural Resources," pp. 30-34 (p. 34, q1-4)
			Structures of Life	"The Most Important Seed," pp. 8-11 (p. 11, q1-3) "Barbara McClintock," pp. 12-15 (p. 15, sidebar question and "Thinking about" questions 1-2) "Adaptations," pp. 42-49 (p. 49, q1-6) "Life on Earth," pp. 50-63 (p. 63, q1-6)
		IG	Measuring Matter	Inv. 1, Part 1, pp. 62-63, s5-10 Inv. 1, Part 3, p. 77, s6-10 Inv. 1, Part 4, p. 86, s10 Inv. 2, Part 1, pp. 106-107, s6-10 Inv. 3, Part 1, pp. 162-163, s12 Inv. 3, Part 2, pp. 170, 172, 173, s5, 15, 16 Inv. 3, Part 3, pp. 180-183, s7, 11, 12, 14 Inv. 3, Part 4, p. 189, s2 Inv. 4, Part 2, pp. 217-219, s4-8 Inv. 4, Part 3, pp. 226-227, s8-11
			Water	Inv. 1, Part 2, pp. 66-67, s6-12 Inv. 1, Part 3, pp. 73-74, s6-11 Inv. 2, Part 2, pp. 104-105, s6-10 Inv. 3, Part 5, p. 165, s10-11 Inv. 4, Part 1, pp. 182-183, s8
			Structures of Life	Inv. 1, Part 2, p. 78, s2 Inv. 1, Part 3, pp. 86-87, s4, 6 Inv. 1, Part 4, p. 96, s14 Inv. 2, Part 3, p. 130-131, s8-9 Inv. 3, Part 3, p. 175, s15 Inv. 3, Part 5, p. 191, s14 Inv. 4, Part 1, p. 218, s18
		TR	Measuring Matter	Same citation for ALL THREE Grade 3 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 6-11  Science Notebooks in Grades 3-6 chapter, pp. 12-14, 18-21, 22-25
Water				
Structures of Life				

<b>Presentation of Knowledge and Ideas</b>			
<b>CCSS.ELA-Literacy.SL.3.4</b>	<b>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</b>	<b>SB</b>	<b>Measuring Matter</b> All Grade 3 SRBs give students the opportunity to report on a text or retell a story with appropriate facts and details, speaking clearly at an understandable pace. Examples: "Water Everywhere," pp. 16-17 (p. 16, subheading question; p. 17, embedded question; opportunities to report on topics) "The Water Cycle," pp. 34-37 (p. 37, "Think about" question; opportunity to retell the "story" of the water cycle) "Careers You Can Count On," pp. 43-48 (p. 48, sidebar, "Hunt for Metrics"; opportunity to report on a topic/recount an experience)
			<b>Water</b> "Surface-Area Experiment," pp. 21-22 (p. 22, embedded assignment; report on effect of surface area on evaporation) "Water: A Vital Resource," pp. 26-30 (p. 30, q-13, report on local water)
			<b>Structures of Life</b> "Life Cycles," pp. 26-33 (p. 33, q2, 3; opportunity to retell animal and plant life cycle sequences from story) "Crayfish," pp. 34-41 (p. 41, q6; opportunity to report on local invasive plant or animal) "A Change in the Environment," pp. 66-69 (p. 69, q4; opportunity to report on local endangered organism)
		<b>IG</b>	<b>Measuring Matter</b> Inv. 1, Part 3, p. 79, s15 (opportunity to report on topic: optical illusions) Inv. 2, Part 2, p. 118, s18-19 (opportunity to report on topic and/or text: water consumption/conservation) Inv. 2, Part 5, p. 140, s14 (opportunity to recount experiences in investigation) Inv. 3, Part 4, p. 194, s18 (bullet 3, retell water cycle sequence from text) Inv. 4, Part 4, p. 234, s12 (opportunity to report on careers and on "metric hunt")
			<b>Water</b> Inv. 3, Part 3, p. 151, s11 (report on experiment) Inv. 3, Part 4, p. 157, s12 (opportunity to recount condensation chamber experience/investigation and tell water cycle sequence) Inv. 4, Part 1, p. 184, s13 (opportunity to report on topic) Inv. 4, Part 3, p. 197, s17 (report on text)
			<b>Structures of Life</b> Inv. 2, Part 2, p. 125, s16 (report on text; retell life cycle sequence) Inv. 3, Part 2, p. 163, s6 (opportunity to recount experience [investigation observations]/report on topic) Inv. 3, Part 3, p. 174, s13-14 (report on topic/investigation results) Inv. 4, Part 1, p. 215, s4 (report on topic/recount experience) Inv. 4, Part 3, p. 242, s41 (report on topic: leg model)

TR	Measuring Matter	Same citation for ALL THREE Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 6-11 Science Notebooks in Grades 3-6 chapter, p. 3, 9
	Water	
	Structures of Life	



CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SB	Measuring Matter	NA
			Water	"Surface-Area Experiment," pp. 21-22 (p. 22, embedded assignment; T-table and graph)
			Structures of Life	NA
		IG	Measuring Matter	Inv. 3, Part 1, pp. 161-162, s9-11 (notebook sheet 12) Inv. 3, Part 2, p. 168, 171, s3, 11 (create tables, or use notebook sheets 14, 15) Inv. 3, Part 4, pp. 190-193, s5-10, 13-14 (data table and graph; notebook sheets 17, 18)
Water	Inv. 1, Part 1, pp. 60-61, s6, 12-13 (notebook sheet 1) Inv. 2, Part 2, pp. 104-105, s5, 7, 13 (notebook sheet 6) Inv. 2, Part 3, p. 114, s16 (notebook sheet 7) Inv. 2, Part 4, pp. 120-122, s2, 7 (data table) Inv. 3, Part 4, p. 157, s11 (notebook sheet 12) Inv. 4, Part 1, p. 182, s6 (data table) Inv. 4, Part 2, p. 189, s10			
Structures of Life	Inv. 1, Part 2, pp. 78, 82, s4, 17 (notebook sheet 2) Inv. 1, Part 4, p. 96, s15 Inv. 2, Part 3, p. 131, s13-14 Inv. 3, Part 4, p. 182-183, s11, 13, 14 (Venn diagram) Inv. 4, Part 4, p. 249-250, s8-9, 13 (fingerprints, bar graph; notebook sheet 28, teacher master 19)			
		TR	Measuring Matter	Same citation for ALL THREE Grade 3 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 12-15, 18-20, 33
			Water	Science Notebooks in Grades 3-6 chapter, pp. 2-4, 7, 9, 11, 15-17, 20 (visual displays)
			Structures of Life	

CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	SB	Measuring Matter	All Grade 3 SRBs give students the opportunity to speak in complete sentences when appropriate to task and situation. Examples: "The Unit," pp. 3-6 (p. 6, "Thinking about" q1) "Opinion and Evidence," pp. 20-23 (p. 23, "Thinking about" q1-4)
			Water	"Surface-Area Experiment," pp. 21-22 (p. 22, embedded assignment and "Thinking about" question) "Natural Resources," pp. 30-34 (p. 34, q1-4)
			Structures of Life	"Nature Journal--How Seeds Travel," pp. 16-21 (p. 21, embedded question; expectation of complete sentences as answers) "Germination," pp. 22-25 (p. 25, q1-3) "Fingerprints," pp. 91-94 (p. 94, q1-3)
		IG	Measuring Matter	All Grade 3 FOSS IGs give students the opportunity to speak in complete sentences when appropriate to task and situation. Examples: Inv. 1, Part 2, p. 73, s 18, 19 (discuss reading; share notebook entries) Inv. 2, Part 1, p. 108, 109, s13, 16 (discuss answers to focus question; discuss reading) Inv. 2, Part 4, p. 132, s1 (review ways to measure) Inv. 3, Part 1, p. 165, s20 (discuss measuring procedures and reference temperatures) Inv. 3, Part 4, p. 194, s18 (water cycle discussion questions)
Water	Inv. 1, Part 2, p. 65, s3 (sentence frame) Inv. 1, Part 2, p. 69, s17 (recall text and share experiences) Inv. 1, Part 4, p. 83, s15 (Wrap Up; review answers to focus questions) Inv. 2, Part 2, p. 106, s14-15 (explain text, illustrations) Inv. 3, Part 2, p. 140, s1 (review previous investigation results) Inv. 3, Part 3, p. 148, 150, s1, 10 (make predictions; make claim with evidence [sentence frame]) Inv. 4, Part 3, p. 196, s13 (sentences using data from table)			
Structures of Life	Inv. 1, Part 2, p. 82, s17 (share and compare observations; sentence frame) Inv. 1, Part 4, p. 97, s17 (bulleted question, opportunity) Inv. 2, Part 1, p. 118, s17 (Wrap-Up/Warm-Up; share notebook entries; sentence frame on p. 117) Inv. 2, Part 2, p. 124, s12 (discuss life cycles; sentence frames) Inv. 3, Part 2, p. 163, s6 (answer focus question; sentence frames on p. 198) Inv. 3, Part 5, p. 193, s20 (Wrap-Up; opportunity)			
		TR	Measuring Matter	Same citation for ALL THREE Grade 3 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 5, 6-11, 12, 18-20 (sentence frames), 31, 33, 35
			Water	Science Notebooks in Grades 3-6 chapter, pp. 7, 10, 12-14, 15, 19-20, 22
			Structures of Life	

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CCSS.ELA-Literacy.SL.3.7	No Standard for Grade 3
CCSS.ELA-Literacy.SL.3.8	No Standard for Grade 3
CCSS.ELA-Literacy.SL.3.9	No Standard for Grade 3
CCSS.ELA-Literacy.SL.3.10	No Standard for Grade 3