



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:
WRITING

Grade 1

English Language Arts Standards » Reading: Writing

Grade 1

Text Types and Purposes				
CCSS.ELA-Literacy.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	SB	Balance and Motion	"Make It Balance!" pp. 3-12 (p. 12, q2, opportunity to state an opinion and supply a reason about a topic) "Move It, but Don't Touch it," pp. 36-40 (p. 40, q4, opportunity to state an opinion and supply a reason about a topic)
			Air and Weather	"Seasons," pp. 43-47 (opportunity to elicit opinion piece about seasonal activities, weather, clothing)
			Plants and Animals	"What Do Plants Need?" pp. 3-9 (p. 8, embedded question elicits opinion) "The Story of Wheat," pp. 10-18 (p. 17, embedded question, opportunity to elicit opinion piece about things to eat made from flour) "What Do Animals Need?" pp. 27-33 (p. 33, q3, opportunity)
		IG	Balance and Motion	Inv. 4, Part 3, pp. 187-188, s5, 7, 8, 9, 11 (introduce topic [outdoor sounds], state opinions and reasons, draw conclusions [closure])
			Air and Weather	Inv. 1, Part 2, p. 70, s15 (Students "guess" the answer to title question before reading; opportunity to state opinion in writing, with reason.) Inv. 2, Part 2, p. 114, s1, 4 (state opinion about topic, air temperature; opportunity to add writing component) Inv. 3, Part 2, p. 153, s8-9 (state opinion about wind strength, supply reason from Wind Scale) Inv. 4, Part 3, pp. 204-205, s13-14 (s14, bullet 4 elicits opinion; opportunity to write)
			Plants and Animals	Inv. 1, Part 1, p. 64, s25 (bullet elicits opinion; students can write answer and supply a reason) Inv. 2, Part 1, p. 105, s1 (opportunity) Inv. 2, Part 2, p. 112, s1 (opportunity; bullets 3, 6 elicit opinions) Inv. 4, Part 3, pp. 199-201, s5, 8, 10-13 (express and defend opinions about living-nonliving sort; opportunity to expand writing component)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Teacher Resources. Science Centered Language Development chapter, p. 14
			Air and Weather	
			Plants and Animals	
		CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	SB
Air and Weather	"Understanding the Weather," pp. 25-30 (p. 30, q1-3, opportunity)			
Plants and Animals	"What Do Plants Need?" pp. 3-9, (p. 9, q1-4, opportunity) "How Seeds Travel," pp. 19-26 (p. 26, q1-4, opportunity) "Plants and Animals around the World," pp. 34-56 (p. 56, opportunity to write explanatory text to answer "Thinking about" question)			
IG	Balance and Motion			Inv. 2, Part 3, p. 112, s14 (write cause/effect explanatory text to answer focus question; sense of closure is description of observation) Inv. 4, Part 1, p. 174, s14 (write informative text, supply facts about sound) Inv. 5, Part 1, p. 206, s13 (write information text, supply facts about magnets)
	Air and Weather			Inv. 1, Part 1, p. 61, s12 (supply facts about topic, what air can do) Inv. 1, Part 5, p. 93, s8 (explanatory text; Notebook Sheet 5) Inv. 3, Part 4, p. 165, s10 (informative text about wind vane/wind; Notebook Sheet 9) Inv. 4, Part 2, p. 195, s17 (explanatory text)
	Plants and Animals			Inv. 1, Part 1, p. 64, s24, 26 (s26, bullets 1-4) Inv. 1, Part 2, p. 69, s10 (informative text describing observations) Inv. 1, Part 4, p. 89, s12 Inv. 3, Part 1, pp. 142-143, s19-21 (informative text; supply facts)
TR	Balance and Motion			Same citation for all three Grade 1 FOSS Teacher Resources. Science Centered Language Development chapter, pp. 12-16, 18-20
	Air and Weather			
	Plants and Animals			

CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	SB	Balance and Motion	"Push or Pull?" pp. 13-17 (opportunity to narrate sequence of force-motion with details and temporal words)
			Air and Weather	"Changes in the Sky," pp. 31-42 (embedded question; opportunity to narrate sequence/pattern of changing Moon shapes) "Seasons," pp. 43-47 (opportunity to narrate sequence in cycle of seasons)
			Plants and Animals	"The Story of Wheat," pp. 10-18 (opportunity to write narrative recounting the story of wheat [temporal words in text: first, soon, later, when])
		IG	Balance and Motion	Inv. 1, Part 3, p. 69, s14 (first, next, then) Inv. 1, p. 79, Language Extension, Write a how-to-guide (opportunity; sequence of steps) Inv. 2, Part 1, p. 103, s9 (first, then) Inv. 3, p. 154, Language Extension, Write or illustrate the travels of a sphere
			Air and Weather	Inv. 1, Part 3, p. 78, s14-15 (opportunity to narrate what happens, in order; Notebook Sheet 3) Inv. 2, Part 4, p. 131, s14 (opportunity to narrate water cycle sequence) Inv. 4, Part 2, pp. 192-193, 195, s8, 10, 13, 16-17 (opportunity to recount sequence of Moon shape changes/phases) Inv. 4, Part 3, pp. 202-203, s8-10 (opportunity to describe pattern of seasons to answer focus question and in discussion of SRB article)
			Plants and Animals	Inv. 1, Part 3, p. 81, s20 (sequence the events of the story of wheat Inv. 2, P1, Inv. 2, Part 1, p. 108, s17 (opportunity to sequence steps) Inv. 4, Part 1, p. 187-188, s16 (sequence steps; first roots, then leaves)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Teacher Resources.
			Air and Weather	
			Plants and Animals	

Production and Distribution of Writing

CCSS.ELA-Literacy.W.1.4	No Standard for Grade 1			
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	SB	Balance and Motion	NA in SRB
			Air and Weather	NA in SRB
			Plants and Animals	NA in SRB
		IG	Balance and Motion	All Grade 1 FOSS IG Wrap-Up and Wrap-Up/Warm-Up steps give students the opportunity to strengthen writing by responding to peer questions and adding details as they share and explain their notebook entries with a partner. Examples: Inv. 1, Part 1, p. 59, s15 (Wrap-Up/Warm-Up) Inv. 2, Part 1, p. 97, s19 (Wrap-Up/Warm-Up) Inv. 4, Part 2, p. 183, s20 (Wrap-Up/Warm-Up)
			Air and Weather	Inv. 1, Part 1, p. 62, s14 (Wrap-Up/Warm Up) Inv. 1, Part 4, p. 88, s22 (Wrap-Up/Warm-Up) Inv. 2, Part 3, p. 124, s12 (add weather details to notebook entry) Inv. 3, Part 2, p. 153, 154, s11, 13 (add wind details; Wrap-Up/Warm-Up)
			Plants and Animals	Inv. 1, Part 4, p. 90, s13, 15 (add details to strengthen writing) Inv. 2, Part 1, p. 108, s18 (Wrap-Up/Warm-Up) Inv. 2, Part 2, p. 114-115, s14, 16, 19 (add details over time) Inv. 2, Part 3, p. 120-121, s11-12 (add details over time) Inv. 4, Part 3, p. 201, s14 (add details over time)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Teacher Resources.
			Air and Weather	
			Plants and Animals	

CCSS.ELA-Literacy.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	SB	Balance and Motion	NA in SRB
			Air and Weather	NA in SRB
			Plants and Animals	NA in SRB
		IG	Balance and Motion	No use of digital tools to produce or publish writing in IG.
			Air and Weather	Inv. 3, p. 173, Language Extension, Read wind poetry and stories (opportunity to extend the writing component to include publishing)
		TR	Plants and Animals	Inv. 3, p. 169, Language Extension, Write about life in the terrarium (opportunity to extend to include publishing)
			Balance and Motion	Same citation for all three Grade 1 FOSS Teacher Resources. Science Centered Language Development chapter, NA
Air and Weather				
Plants and Animals				
Research to Build and Present Knowledge				
CCSS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	SB	Balance and Motion	NA in SRB
			Air and Weather	NA in SRB
			Plants and Animals	NA in SRB
		IG	Balance and Motion	No shared research and writing projects in IG.
			Air and Weather	Inv. 2, p. 132, Language Extensions, Explore weather lore and Read weather literature and poetry (shared research; opportunity to extend to include a writing project) Inv. 3, p. 174, Social Studies Extension, Research kite culture (shared research; opportunity to extend to include a writing project) Inv. 4, p. 206, Language Extension, Create seasonal acrostic poems (shared writing project)
			Plants and Animals	Inv. 1, p. 92, Language Extension, Write a how-to guide for growing plants Inv. 3, Part 2, p. 153, s24 (shared writing; class structures chart) Inv. 3, p. 169, Language Extension, Make a terrarium poster (shared writing project)
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Teacher Resources. Science Centered Language Development chapter, p. 11, 17, 25, 27, 28 Science Notebooks in Grades K-2 chapter, p. 13, 19
			Air and Weather	
			Plants and Animals	

CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	SB	Balance and Motion	All Grade 1 SRBs give students the opportunity to gather information from provided sources (articles in student book) to answer "Thinking about" review questions. Examples: "Push or Pull?" pp. 13-17 (p. 17, q1-4) "Strings in Motion," pp. 30-35 (p. 35, q1-4)
			Air and Weather	Examples: "Clouds," pp.8-9 (gather information from text to answer embedded question) "What is the Weather Today?" pp. 10-18 (gather information from text to answer title question) "Understanding the Weather," pp. 25-30 (p. 30, q1-3) "Changes in the Sky,": pp. 31-42 (gather information from Moon phase chart to answer embedded question)
			Plants and Animals	Examples: "What Do Plants Need?" pp. 3-9 (p. 9, q1-4) "Animals and Their Young," pp. 57-70 (p. 70, q1-4)
		IG	Balance and Motion	Inv. 2, Part 3, p. 114, s22 (bullets 1-7, gather information from source [article] to answer questions; opportunity to add writing) Inv. 3, Part 4, p. 152, s10 (recall information from outdoor investigation to answer focus question) Inv. 4, Part 2, p. 213, s6-7 (recall information from investigation and gather information from video and SRB to answer questions)
Air and Weather	Inv. 2, Part 3, pp. 121-122, 126, s4-8, 12 (recall information from outdoor investigation and gather information poster and SRB text to answer focus question) Inv. 3, Part 2, p. 153, s9, 11 (recall information from outdoor investigation and gather information from Wind Scale poster, measurement tool [anemometer] and Notebook Sheet 8 to answer questions)			
Plants and Animals	Inv. 3, Part 1, p. 139, 142, s3, 15, 19 (recall/gather information from previous and current investigation and SRB story to answer question) Inv. 3, Part 3, p. 159, 160, s6, 8, 9, 11 (gather information from provided sources [previous SRB story, Notebook Sheet 6, habitat mats and cards, video] to answer focus question) Inv. 3, Part 4, p. 168, s15 (gather information from simulation chart to answer focus question)			
		TR	Balance and Motion	Same citation for all three Grade 1 FOSS Teacher Resources.
			Air and Weather	Science Centered Language Development chapter, pp. 13-17
			Plants and Animals	Science Notebooks in Grades K-2 chapter, pp. 2-4, 19-21, 28
CCSS.ELA-Literacy.W.1.9	No Standard for Grade 1			
Range of Writing				
CCSS.ELA-Literacy.W.1.10	No Standard for Grade 1			