



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:
WRITING

Grade 3

English Language Arts Standards » Reading: Writing

Grade 3

Text Types and Purposes				
CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	SB	Measuring Matter	"Standard Units," pp. 3-6 (p. 6, q1, opportunity)
			Water	"Natural Resources," pp. 31-34 (p. 34, q4, opportunity to write opinion piece and support point of view with reasons)
			Structures of Life	"How Seeds Travel," pp. 16-21 (p. 21, opportunity to write opinion piece to answer embedded question)
		IG	Measuring Matter	Inv. 1, Part 1, p. 65, s18 (bullets 1, 3, 4, opportunity to expand to writing opinion answers and supporting with reasons) Inv. 2, Part 5, p. 140, s12 (support point of view with reasons)
			Water	Inv. 1, Part 2, p. 69, s17 (bullet 1, opportunity to write opinion piece and support point of view with reasons) Inv. 2, Part 2, p. 106, s15 (bullets 1, 2, opportunity to write opinions pieces and support point of view with reasons) Inv. 3, Part 3, p. 150, s10 (answer focus question: "I think <claim/opinion> because <evidence/reasons>.") Inv. 4, Part 3, p. 196, s13 (use evidence from field data to support claim/opinion)
			Structures of Life	Inv. 1, Part 4, p. 97, s17 (bullet 1, opportunity to write opinion piece and support point of view with reasons) Inv. 2, Part 3, p. 131, s13-14 (opportunity to write opinion piece and support point of view with reasons [drawing] to answer focus question) Inv. 3, Part 3, p. 175, s16 (students "support claims [opinions] with evidence [reasons]") Inv. 3, Part 4, p. 183, s14 (students support claims with evidence form Venn diagram)
		TR	Measuring Matter	Same citation for all three Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 4, 14, 20
			Water	Science Notebooks in Grades 3-6 chapter, pp. 4, 20
			Structures of Life	

CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SB	Measuring Matter	"Opinion and Evidence," pp. 20-23 (p. 23, q1-4, opportunity)
			Water	"Surface-Area Experiment," pp. 21-22 (p. 22, write a report [informational text]) "Natural Resources," pp. 31-34 (p. 34, q1-4, opportunity to write explanatory text to answer "Thinking about" questions)
			Structures of Life	"The Reason for Fruit," pp. 3-7 (p. 7, q1-4, opportunity to write explanatory text) "Life on Earth," pp. 50-63 (p. 63, q1-6, opportunity to write informative text) "Fingerprints," pp. 91-94 (p. 94, q1-3, opportunity to write informative text)
		IG	Measuring Matter	Inv. 1, Part 2, p. 72, s16 (informative text; conveying ideas and information clearly) Inv. 2, Part 2, p. 118, s19 (bullets 1-3, opportunity to write explanatory text to answer SRB review questions) Inv. 3, Part 1, p. 163, s15 (informative text) Inv. 3, Part 2, p. 174, s22 (bullets 1-4, informative text; bullet 5, explanatory text) Inv. 4, Part 2, p. 219, s12 (informative text to answer focus question)
			Water	Inv. 1, Part 1, p. 61, s12 (explanatory text to answer focus question) Inv. 1, Part 3, pp. 74-75, s13-15 (informative text about how water moves on a slope) Inv. 2, Part 3, p. 114, s18 (explanatory text to answer focus question) Inv. 3, Part 1, p. 137, 138, s7, 10 (informative text to answer focus question and SRB discussion questions) Inv. 3, Part 3, p. 176, s20 (bullets 1-6, informative text)
			Structures of Life	Inv. 1, Part 1, p. 72, 73, s14, 18 (s14, informative [compare/contrast] text; s18, bullets 1-4, opportunity to write explanatory text) Inv. 2, Part 1, p. 115, s8 (informative text) Inv. 3, Part 1, pp. 152-154, s4-5, 7 (informative text; notebook sheet 10, 11)
		TR	Measuring Matter	Same citation for all three Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 3-5, 7-10, 12-16, 18-20, 32-33
Water	Science Notebooks in Grades 3-6 chapter, pp. 2-4, 7-9, 15-17, 18-21			
Structures of Life				

CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	SB	Measuring Matter	"The Water Cycle," pp. 34-37 (p. 37, "Thinking about," opportunity to write narrative describing sequence of water cycle events)
			Water	"The Water Cycle," pp. 23-25 (opportunity to write narrative to describe water cycle) "Solar Disinfection System," pp. 42-43 (opportunity to write sequence of steps in SODIS based on text and diagram)
			Structures of Life	"Life Cycles," pp. 26-33 (p. 33, q1-3, opportunity to narrate sequence of life cycle stages to answer "Thinking about" questions) "Food Chains," pp. 70-73 (p. 73, q1-3, opportunity to write narrative pieces to describe cause/effect sequences in "Connecting the Links" sidebar)
		IG	Measuring Matter	Inv. 1, Part 2, p. 73, s18 (bullets 1, 2, opportunity to write narrative retelling story of problem/solution) Inv. 2, Part 3, pp. 127, 129, s17, 26 (write narrative of steps in measuring mass procedure; notebook sheet 9 and focus question) Inv. 3, Part 2, p. 170, 173, s6, 17 (narrate events in sequence; describe cause/effect relationship in melt/freeze investigation; notebook sheets 14, 15) Inv. 3, Part 4, p. 194, s18 (bullet 3, opportunity to write narrative to trace water cycle)
			Water	Inv. 2, Part 1, p. 100, s15 (opportunity to write cause-effect narrative of water expanding/contracting when heated/cooled) Inv. 3, Part 5, p. 166, s14 (opportunity to write narrative tracing event sequences in water cycle)
			Structures of Life	Inv. 2, Part 2, p. 125, s16 (bullets 1-3, opportunity to write about sequence of life cycle stages) Inv. 3, p. 194, Language Extension, Write about a day in the life of a crayfish
		TR	Measuring Matter	Same citation for all three Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 13-14, 15, 18-20, 27
Water				
Structures of Life				

Production and Distribution of Writing					
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SB	Measuring Matter	All Grade 3 SRBs give students the opportunity to produce writing in which the development and organization are appropriate to task and purpose. Examples: "Liquid and Gas Changes," pp. 31-33 (opportunity to produce writing to answer embedded questions) "The Water Cycle," pp. 34-37 (opportunity to produce writing to answer "Thinking" about question, p. 37) "Careers You Can Count On," pp. 43-48 (p. 48, sidebar, opportunity)	
			Water	Examples: "Which Way Does It Go?" pp. 8-9 (opportunity to produce writing to answer title question and embedded questions) "Surface-Area Experiment," pp. 21-22 (write a report; write to answer "Thinking about" question) "Natural Resources," pp. 31-34 (p. 34, q1-4, opportunity)	
			Structures of Life	Examples: "The Reason for Fruit," pp. 3-7 (p. 7, q1-4, opportunity) "Germination," pp. 22-25 (p. 25, q1-3, opportunity) "Food Chains," pp. 70-73 (p. 73, q1-3, opportunity)	
			IG	Measuring Matter	All Grade 3 IGs give students the opportunity to produce writing in their science notebooks in which the development and organization are appropriate to task and purpose. Examples: Inv. 1, Part 3, p. 78, s13 (notebook sheet 4 [Response Sheet]) Inv. 2, Part 2, p. 117, s17 (notebook sheet 8 [Response Sheet]) Inv. 3, Part 2, p. 173, s20 (notebook sheet 16 [Response Sheet])
				Water	Examples: Inv. 1, Part 2, p. 69, s18 (notebook sheet 3 [Response Sheet]) Inv. 1, Part 3, p. 76, s17 (bullets 1-3, opportunity to produce writing appropriate to task and purpose) Inv. 3, Part 2, p. 144, s18 (notebook sheet 10 [Response Sheet]) Inv. 4, Part 1, p. 183, s11 (notebook sheet 14 [Response Sheet])
				Structures of Life	Examples: Inv. 1, Part 2, p. 82, s18 (notebook sheet 3 [Response Sheet]) Inv. 2, Part 1, p. 116, s14 (notebook sheet 6 [Response Sheet]) Inv. 3, Part 2, p. 163, s6 (notebook sheet 14 and focus question) Inv. 3, Part 4, p. 183, s15 (notebook sheet [Response Sheet])
		TR	Measuring Matter	Same citation for all three Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 12-20	
Water	Science Notebooks in Grades 3-6 chapter, pp. 2-4, 7-11, 12-17, 18-21				
Structures of Life					

CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	SB	Measuring Matter	Developing and strengthening writing not addressed (NA) explicitly in SRBs.
			Water	NA
			Structures of Life	NA
		IG	Measuring Matter	All Grade 3 FOSS IG Wrap-Up and Wrap-Up/Warm-Up steps give students the opportunity to develop and strengthen writing by revising and editing as they discuss and explain their notebook entries with a peer partner. Examples: Inv. 1, Part 3, p. 80, s16 (Wrap-Up/Warm-Up) Inv. 2, Part 3, p. 129, s27 (revise entry by adding new information as a result of discussion) Inv. 3, Part 3, p. 185, s19 (Wrap-Up/Warm-Up) Inv. 4, Part 1, p. 210, s20 (opportunity to refine or add to answers in writing; notebook sheet 20) Inv. 4, Part 4, p. 232-233, s1-4 (plan, revise, edit directions/posters for Metric Field Day) Inv. 4, Part 4, p. 235, s14 (Wrap-Up)
			Water	Examples: Inv. 1, Part 4, p. 83, s15 (Wrap-Up) Inv. 2, Part 2, p. 106, s16 (Wrap-Up/Warm-Up) Inv. 3, Part 2, p. 145, s19 (Wrap-Up/Warm-Up; revise notebook entries) Inv. 4, Part 3, p. 198, s19 (Wrap-Up)
			Structures of Life	Examples: Inv. 1, Part 2, p. 83, s21 (Wrap-Up/Warm-Up) Inv. 2, Part 1, p. 118, s17 (Wrap-Up/Warm-Up) Inv. 3, Part 1, p. 153-154, s6-7 (revise, edit, add new information)
			TR	Measuring Matter
Water	Science Notebooks in Grades 3-6 chapter, pp. 4, 5, 18, 21, 22-25, 28			
Structures of Life				

CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	SB	Measuring Matter	Using technology to produce and publish writing not addressed (NA) explicitly in SRBs.
			Water	NA
			Structures of Life	NA
		IG	Measuring Matter	Inv. 3, p. 196, Language Extension, Poetry or sings (opportunity to use technology to produce and publish original poems) Inv. 4, Part 4, p. 232-233, s1-4 (opportunity to produce and publish writing related to Metric Field Day)
			Water	Inv. 2, p. 124, Language Extension, Describe icy worlds (students work in groups to write and illustrate stories; opportunity to use technology to produce and publish writing) Inv. 4, p. 199, Language Extension, Investigate local water (students prepare illustrated report; opportunity to use technology to produce and publish writing)
			Structures of Life	Inv. 2, p. 133, Language Extension, Write a book on germination (students write derivative product such as a book; opportunity to use technology to produce and publish) Inv. 4, p. 253, Language Extension, Make a bone facts book (students create class book; opportunity to use technology to produce and publish)
		TR	Measuring Matter	Same citation for all three Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, NA
			Water	Science Notebooks in Grades 3-6 chapter, NA
			Structures of Life	

Research to Build and Present Knowledge				
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.	SB	Measuring Matter	<p>Conducting research projects not addressed (NA) explicitly in SRBs.</p> <p>"Water Everywhere," pp. 16-17 (opportunity to conduct short research project to answer embedded questions "How much water do we use?" and "What can you do to conserve water?")</p> <p>"Careers You Can Count On," pp. 43-48 (p. 48, sidebar, opportunity)</p>
			Water	<p>"Water: A Vital Resource," pp. 26-30 (p. 30, q1-3, opportunity to conduct research project to answer "Thinking about" questions)</p>
			Structures of Life	<p>"Crayfish," pp. 34-41 (p. 41, q6, opportunity to conduct research on local invasive organism)</p> <p>"A Change in the Environment," pp. 66-69 (p. 69, q4, opportunity to conduct research on local endangered organism)</p>
		IG	Measuring Matter	<p>Inv. 1, p. 88, Language Extensions, Research other measuring units and Find stories about measurement</p> <p>Inv. 3, p. 196, Language Extension, Research the Fahrenheit system</p>
Water	<p>Inv. 1, p. 84, Language Extension, Discuss using water (research; written report)</p> <p>Inv. 2, p. 125, Social Studies Extensions, Research ice in warm climates and Research ice in cold climates</p> <p>Inv. 3, p. 168, Language Extension, Research recycling water</p> <p>Inv. 4, Part 1, p. 184, s13 (bullets 1-3, opportunity to conduct research)</p>			
Structures of Life	<p>Inv. 2, p. 134, Social Studies Extension, Research staple crops around the world</p> <p>Inv. 3, Part 1, p. 158, s20 (bullet 6, opportunity)</p> <p>Inv. 4, p. 253, Language Extensions, Research other skeletons, Research artificial joints and limbs, and Research muscles in space</p>			
		TR	Measuring Matter	<p>Same citation for all three Grade 3 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 15, 17</p>
			Water	<p>Science Notebooks in Grades 3-6 chapter, NA</p>
			Structures of Life	

CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	SB	Measuring Matter	All Grade 3 SRBs give students the opportunity to gather information from print sources, take notes on sources, and [in some cases] sort information into categories. Examples: "States of Matter," pp. 12-15 "Vacation Aggravation," pp. 24-27 "The Water Cycle," pp. 34-37
			Water	"A Report from the Blue Planet," pp. 3-5 (opportunity to take notes on source and sort information into provided categories [salt water, fresh water]) "Natural Resources," pp. 31-34 (opportunity to take notes on source and sort information into provided categories [nonrenewable, renewable, perpetual renewable])
			Structures of Life	"Crayfish," pp. 34-41 (p. 41, q1-4, opportunity to gather information from print source, take notes, sort information into categories [structures for different purposes]) "Adaptations," pp. 42-49 (p. 49, q1-6, opportunity to gather information from print source, take notes, and sort information into provided categories [adaptations for different purposes])
		IG	Measuring Matter	Inv. 1, Part 1, p. 64, s15 (recall information from experiences) Inv. 1, Part 4, p. 84-86, s4, 6-8, 10 (take notes, sort evidence; notebook sheet 5) Inv. 3, Part 1, p. 164, s17-18 (opportunity to gather information from print source, take notes, write answers to discussion questions) Inv. 3, Part 4, p. 193, s16 (gather information from provided source [notebook sheet 18 completed graph] to answer focus question) Inv. 4, Part 4, p. 234, s11-12 (opportunity to gather information and take notes on source [SRB reading] to answer review questions)
Water	Inv. 1, Part 1, p. 61, s10, 12 (recall information from experiences; take notes on investigation; gather information from notebook sheet 1) Inv. 1, Part 4, p. 82, s13 (recall information from outdoor investigation; take notes on observations; sort evidence into provided categories [absorb, repel]) Inv. 2, Part 3, p. 115, s21 (opportunity to gather information from print source, including taking notes, to answer discussion questions) Inv. 3, Part 3, p. 151, s11-12 (take notes on sources; gather information; sort evidence using data table) Inv. 3, Part 4, pp. 157-159, s11-15, 17 (gather information from print and digital sources to answer focus and SRB review questions; notebook sheet 12) Inv. 4, Part 1, p. 184, s15 (bullets 1-4, opportunity to take notes on source, gather information from print source, sort information into categories)			

			Structures of Life	Inv. 1, Part 2, p. 83, s20 (bullet 1, recall information from experiences; bullets 2-3, gather information from print source) Inv. 3, Part 2, p. 163, 165, 166, 168, s8-9, 13, 15, 18-19 (gather information from digital [video] and print sources [cards; SRB]; take notes; sort information into categories; notebook sheet 16; SRB review questions) Inv. 3, Part 5, p. 191, s16 (recall information from experiences [several round of food chain game]); sort into categories [producers; consumers])
		TR	Measuring Matter	Same citation for all three Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 3-4, 12-17, 18-20, 25-26, 27 Science Notebooks in Grades 3-6 chapter, pp. 2-4, 26-27
	Water			
	Structures of Life			
CCSS.ELA-Literacy.W.3.9	No Standard for Grade 3			

Range of Writing			
CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SB	Measuring Matter All Grade 3 SRBs give students the opportunity to write routinely to answer "Thinking about," or review, questions at the ends of selected readings. Examples: "Standard Units," pp. 3-6
			Water "Natural Resources," pp. 31-34
			Structures of Life "The Reason for Fruit," pp. 3-7
		IG	Measuring Matter All Grade 3 FOSS IGs have students write routinely (in every session) in their science notebooks for a range of discipline-specific tasks, purposes, and audiences. Examples: Inv. 2, Part 2, p. 117, s16 (single-sitting writing to answer focus question in detail) Inv. 2, Part 4, pp. 132-135 (short time frame; write investigation plans and results) Inv. 2, p. 142, Language Extension, Measure the capacity of soft-drink cans and write letters (specific purpose and audience)
			Water Examples: Inv. 2, Part 1, pp. 98-100, s7, 11, 15 (short-time frame [2-part investigation and focus question]) Inv. 4, Part 1, p. 182-183, s6, 10 (discipline-specific task, purpose: develop data recording system; interpret results to answer focus question)
			Structures of Life Examples: Inv. 1, Part 2, p. 82, s17 (writing over extended [6-day] time frame) Inv. 1, Part 3, p. 87-89, s7, 12, 16-17 (writing over short [2-day] time frame; notebook sheets 4, 5; collect, record, report, and reflect on data) Inv. 2, Part 2, p. 121-123, s2-3, 5-6, 10 (opportunity for writing over extended [6-week] time frame for discipline-specific task, purpose; notebook sheets 7, 8, 9) Inv. 3, Part 1, p. 156, s13-14 (writing over extended time frame; crayfish log; notebook sheet 13; collaborative writing project)
		TR	Measuring Matter Same citation for all three Grade 3 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 1-2, 3-5, 12-17, 18-20
			Water Science Notebooks in Grades 3-6 chapter, pp. 1-4,
			Structures of Life