



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:  
**WRITING**

**Grade 5**

**English Language Arts Standards » Reading: Writing**

**Grade 5**

Text Types and Purposes				
CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SB	Mixtures and Solutions	"Carbon Dioxide Concentration in the Air," pp. 26-28 (p. 28, q1-2, opportunity to write opinion pieces and support point of view with reasons and information)
			Weather on Earth	"Earth's Atmosphere," pp. 7-13 (p. 13, q2, opportunity to write and support opinion piece)
			Sun, Moon, and Planets	"Changing Shadows," pp. 3-7 (p. 7, q4-5, opportunity to write and support opinion pieces)
			Living Systems	"Leaf Classification," pp. 28-29 (p. 29, q3, opportunity to write and support opinion piece) "Monarch Migration," pp. 64-66 (p. 66, q 2, 3, opportunity to write and support opinion pieces)
		IG	Mixtures and Solutions	Inv. 1, Part 2, p. 71, s7 (opinion piece with support [format: I think <claim/opinion> because <the evidence/reasons/information>.) Inv. 2, Part 4, p. 129, s13 (bullets 1-2, opportunity to write and support opinion pieces) Inv. 3, Part 3, p. 165, s11 (opinion piece with support; claims and evidence format)
			Weather on Earth	Inv. 2, Part 4, p. s24 (opinion piece, supporting point of view with reasons and information [data from investigation]) Inv. 4, Part 2, p. 234, s11 (opportunity to write opinion piece [prediction] and support with reasons/information from weather maps)
			Sun, Moon, and Planets	Inv. 1, Part 1, pp. 60-61, s9, 19 (notebook sheet 1, q4; focus question) Inv. 1, Part 2, p. 73, s21 (bullets 4-5, opportunity to write opinion pieces and support with reasons and information)
			Living Systems	Inv. 1, Part 3, p. 85, s9 (bullets 1, 3) Inv. 3, Part 1, p. 158, s12 (bullet 3, opportunity)

<b>TR</b>	<b>Mixtures and Solutions</b>	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 4, 14, 20 Science Notebooks in Grades 3-6 chapter, pp. 4, 20
	<b>Weather on Earth</b>	
	<b>Sun, Moon, and Planets</b>	
	<b>Living Systems</b>	

CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SB	Mixtures and Solutions	"Reactions," pp. 42-46 (opportunity to write informative/explanatory text to answer embedded questions on pp. 43, 44, 45)
			Weather on Earth	"What Is Air?" pp. 3-6 (p. 6, q1, opportunity to write informative text) "Uneven Heating," pp. 17-20 (1-3, opportunity to write explanatory text)
			Sun, Moon, and Planets	"The Night Sky," pp. 14-18 (p. 18, q1-4, opportunity to write informative text) "Exploring the Solar System," pp. 39-52 (pp. 52, q1-6, opportunity to write informative text) "Why Doesn't Earth Fly Off into Space?" pp. 54-55 (p. 55, q1-3, opportunity to write explanatory text)
			Living Systems	"The Human Circulatory System," pp. 42-47 (p. 47, q1-5, opportunity to write informative text) "The Human Respiratory System," pp. 48-49 (p. 49, q1-2, opportunity to write informative text) "Other Circulatory and Respiratory Systems," pp. 50-51 (p. 51, q, opportunity to write explanatory text)
		IG	Mixtures and Solutions	Inv. 1, Part 1, p. 66, s19 (informative text) Inv. 1, Part 2, p. 74, s19 (bullets 1-5, opportunity to write informative text) Inv. 2, Part 1, p. 105, s14 (explanatory text) Inv. 2, Part 4, p. 127, s10 (explanatory text)
Weather on Earth	Inv. 1, Part, pp. 69, 72, s8, 18 (informative text; notebook sheet 1) Inv. 2, Part 1, p. 127, s21 (explanatory text [using data from notebook sheets 4, 5]) Inv. 2, Part 3, p. 149, s23 (bullets 1-4, opportunity to write informative/explanatory text) Inv. 3, Part 1, pp. 182, 183, s12, 18 (explanatory text; notebook sheet 15 and focus question) Inv. 4, Part 2, p. 235, s15 (informative text)			
Sun, Moon, and Planets	Inv. 1, Part 2, p. 72, s19 (informative text) Inv. 1, Part 3, p. 87, s25 (explanatory text) Inv. 2, Part 2, p. 117, s9 (explanatory text) Inv. 3, Part 1, p. 149, s19, 20 (s19, bullets 1-6, opportunity to write informative text; s20, focus question, informative text)			
Living Systems	Inv. 1, Part 1, p. 67, s11 (explanatory text) Inv. 2, Part 1, p. 111, s23, 25 (s23, bullets 1-3; s25, focus question; informative/explanatory text) Inv. 3, Part 1, p. 163, s30-31 (informative text; notebook sheet 11) Inv. 3, Part 1, p. 165, s35 (explanatory text) Inv. 3, Part 2, p. 170, s6-7 (informative text; notebook sheet 12) Inv. 3, Part 3, p. 179, s6 (informative text; notebook sheet 15) Inv. 3, Part 3, p. 182, s13 (explanatory text)			

TR	Mixtures and Solutions	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 3-5, 7-10, 12-16, 18-20, 32-33  Science Notebooks in Grades 3-6 chapter, pp. 2-4, 7-9, 15-17, 18-21
	Weather on Earth	
	Sun, Moon, and Planets	
	Living Systems	

CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	SB	Mixtures and Solutions	NA
		SB	Weather on Earth	"The Water Cycle," pp. 48-52 (p. 52, q3-4 (opportunity to write narrative to describe sequence of events in water cycle)
			Sun, Moon, and Planets	"Lunar Cycle," pp. 30-34 (p. 33, q5, opportunity to write narrative to trace lunar cycle sequence) "How Did Earth's Moon Form?" pp. 56-57 (opportunity to write narrative to answer title question)
			Living Systems	"Producers," pp. 17-20 (p. 20, q6, opportunity)
			IG	<p>Mixtures and Solutions</p> <p>Inv. 1, Part 3, p. 80, s10 (sequence of actions to separate four mixtures)  Inv. 2, Part 1, p. 106, s17 (opportunity to write narrative to review reading [describing what happens when salt dissolves in water])  Inv. 3, Part 3, p. 167, s20 (write a procedure for making rock candy)  Inv. 4, Part 4, p. 210, s14 (bullets 1-5, opportunity to write narrative about process of monitoring water quality described in article)  Inv. 4, p. 212, Language Extension, Describe the reaction (opportunity)</p>
		Weather on Earth	<p>Inv. 2, Part 3, p. 146, 148, s14, 19-20 (write narrative to draw and describe sequential illustrations of procedure [notebook sheet 10 and focus question])  Inv. 3, Part 3, p. 202, 203, s19, 22 [bullets 3, 4] (narrate water cycle)</p>	
		Sun, Moon, and Planets	<p>Inv. 1, p.89, Language Extension Go on a treasure hunt (opportunity to write narrative with descriptive details and clear sequences [write instructions to find a treasure])  Inv. 2, Part 3, pp. 127, 128-129, s12, 15 (write narrative to describe lunar cycle; focus question, discussion question 5)  Inv. 3, Part 2, p. 159, s12 (bullet 2, opportunity to write narrative to describe formation of Moon)</p>	
		Living Systems	<p>Inv. 2, Part 2, p. 118, s8 (bullet 6, opportunity to write narrative to explain flow of energy in food chain)  Inv. 3, p. 186, Language Extension, Write about making maple syrup (opportunity to write narrative [process] with descriptive details and clear event sequences)</p>	

<b>TR</b>	<b>Mixtures and Solutions</b>	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 13-14, 15, 18-20, 27
	<b>Weather on Earth</b>	
	<b>Sun, Moon, and Planets</b>	Science Notebooks in Grades 3-6 chapter, pp. 3, 9, 12-14, 15, 20
	<b>Living Systems</b>	

Production and Distribution of Writing				
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SB	Mixtures and Solutions	<p>All Grade 5 SRBs give students the opportunity to produce clear and coherent writing to answer “Thinking about” and other end-of-article review questions.</p> <p>Examples:  “Solutions Up Close,” pp. 12-13 (p. 13, q, opportunity to produce writing appropriate to task [describe dissolving], purpose, [demonstrate understanding], and audience [peer partner])</p>
			Weather on Earth	<p>“What Is Air?” pp. 3-6 (p. 6, q1, opportunity)  “The Water Cycle,” pp. 48-52 (p. 52, q1-4, opportunity)  “Weather Maps,” pp. 62-70 (p. 70, q1-6, opportunity)</p>
			Sun, Moon, and Planets	<p>“Exploring the Solar System,” pp. 39-52 (p. 52, q1-6, opportunity)  “Why Doesn’t Earth Fly Off into Space?” pp. 54-55 (p. 55, q1-2, opportunity)  “Stargazing,” pp. 58-62 (p. 62, q1-4, opportunity)</p>
			Living Systems	<p>“Producers,” pp. 17-20 (p. 20, q1-6)  “Other Circulatory and Respiratory Systems,” pp. 50-51 (p. 51, q)</p>
		IG	Mixtures and Solutions	<p>All Grade 5 IGs give students the opportunity to produce writing in their science notebooks—for example, on Response Sheets—in which the development and organization are appropriate to task and purpose.</p> <p>Examples:  Inv. 1, Part 2, p. 72, s11 (notebook sheet 4 [Response Sheet])  Inv. 2, Part 2, p. 113, s15 (notebook sheet 8 [Response Sheet])  Inv. 3, Part 2, p. 159, s16 (notebook sheet 11 [Response Sheet])  Inv. 4, Part 2, p. 197, s14 (notebook sheet 14 [Response Sheet])</p>
			Weather on Earth	<p>Inv. 2, Part 2, p. 139, s26 (focus question)  Inv. 2, Part 3, p. 148, s21 (notebook sheet 11 [Response Sheet])  Inv. 3, Part 2, p. 191, s9 (notebook sheet 17 [Response Sheet])  Inv. 3, p. 205, Language Extension, Write to a TV meteorologist (writing in which development and organization are appropriate to task [letter], purpose [find out information], and audience {local meteorologist})  Inv. 4, p. 246, Language Extension, Describe your local climate (writing in which development and organization are appropriate to task [letter], purpose [describe climate], and audience {person in another climate region})</p>
			Sun, Moon, and Planets	<p>Inv. 1, Part 2, p. 74, s22 (notebook sheet 3 [Response Sheet])  Inv. 3, Part 1, pp. 146, 147, 149, s9, 16, 20 (notebook sheet 9; science vocabulary entry; focus question)  Inv. 4, Part 1, p. 181, s11 (focus question)</p>
			Living Systems	<p>Inv. 2, Part 3, p. 132, s15 (notebook sheet 9 [Response Sheet])  Inv. 4, Part 2, p. 220, s19 (notebook sheet 20 [Response SheetA])  Inv. 4, Part 3, p. 229, s14 (notebook sheet 21 [Response SheetB])</p>



<b>TR</b>	<b>Mixtures and Solutions</b>	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 12-20  Science Notebooks in Grades 3-6 chapter, pp. 2-4, 7-11, 12-17, 18-21
	<b>Weather on Earth</b>	
	<b>Sun, Moon, and Planets</b>	
	<b>Living Systems</b>	

CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	SB	Mixtures and Solutions	Strengthening writing by planning, revising, editing, rewriting, or trying a new approach not addressed (NA) in SRB.
			Weather on Earth	NA
			Living Systems	NA
		IG	Mixtures and Solutions	Grade 5 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 2, p. 73, s15 (revise writing by adding to first description) Inv. 1, Part 3, p. 80, s10 (edit/rewrite to refine procedure) inv. 1, Part 4, p. 89, s16 (Wrap-Up) Inv. 2, Part 3, p. 121, s11 (Wrap-Up/Warm-Up) Inv. 4, Part 1, p. 190, s22 (Wrap-Up/Warm-Up) Inv. 4, Part 4, p. 209, s10 (revisit and revise answer to focus
			Weather on Earth	Examples: Inv. 1, Part 1, p. 73, s20 (revise by adding new information after reading) Inv. 1, Part 3, p. 98, (Wrap-Up) Inv. 2, Part 3, p. 148, s20 (rewrite to correct or add to entry) Inv. 3, Part 1, pp. 184, 185, s21, 22 (line of learning; Wrap-Up/Warm-Up) Inv. 4, Part 2, p. 236, s17 (Wrap-Up/Warm-Up)
			Sun, Moon, and Planets	Inv. 1, Part 3, p. 88, s27 (Wrap-Up) Inv. 2, Part 2, p. 118, s12 (Wrap-Up/Warm Up) Inv. 3, Part 2, p. 160, s13 (Wrap-Up) Inv. 4, Part 2, p. 192, s16 (revise, add to answer to focus question after reading)
Living Systems	Inv. 1, Part 2, p. 78, s28 (Wrap-Up/Warm-Up) Inv. 2, Part 1, p. 112, s27 (Wrap-Up/Warm-Up; revise answer to focus question) Inv. 3, Part 2, p. 173, s14 (Wrap-Up/Warm-Up; modify, edit, or rewrite answer to focus question) Inv. 4, Part 5, p. 242, s4 (revisit and revise answer to focus question from Inv. 1, Part 3)			

TR	Mixtures and Solutions	<p>Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 3, 9, 15, 17, 18-20, 27</p> <p>Science Notebooks in Grades 3-6 chapter, pp. 4, 5, 18, 21, 22-25, 28</p>
	Weather on Earth	
	Sun, Moon, and Planets	
	Living Systems	

CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	SB	Mixtures and Solutions	Using technology to produce and publish writing not addressed (NA) in SRB.
		SB	Weather on Earth	NA
			Living Systems	NA
			Mixtures and Solutions	Inv. 1, p. 91, Language Extension, Invent a gorp recipe (opportunity to use technology to produce and publish writing as well as interact and collaborate with others [cookbook]) Inv. 4, p. 212, Language Extension, Apply the reaction (opportunity to use technology to produce and publish writing [illustrated promotional descriptions of new products])
		Weather on Earth	Inv. 1, p. 100, Language Extension, Research weather lore (opportunity to use technology and collaborate with others to produce and publish writing [catalog/notebook of weather sayings])	
		Sun, Moon, and Planets	Inv. 1, p. 89, Language Extension, Describe shadows (opportunity to use technology and collaborate to produce and publish writing [students write stories using shadows as a theme]) Inv. 3, p. 161, Language Extension, Create a travel brochure (opportunity to use technology and collaborate to produce and publish writing [planet travel brochures]) Inv. 4, p. 196, Language Extension, Write constellation stories (opportunity to use technology to produce and publish writing [illustrated stories explaining star patterns])	
		Living Systems		
		TR	Mixtures and Solutions	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources.  Science-Centered Language Development chapter, NA
			Weather on Earth	Science Notebooks in Grades 3-6 chapter, NA
			Sun, Moon, and Planets	
			Living Systems	

Research to Build and Present Knowledge				
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	SB	Mixtures and Solutions	Conducting research reports that use several sources not addressed(NA) in M&S SRB.
			Weather on Earth	"Global Climate Change," pp. 76-83 (p. 83, opportunity to conduct short research project to answer embedded question [Find ways your school can conserve energy])
			Sun, Moon, and Planets	NA
			Living Systems	"The Story of Maple Syrup," pp. 37-41 (p. 41, q4, opportunity to conduct research project [collect and evaluate promotional information and nutrition labels])
		IG	Mixtures and Solutions	Inv. 1, p. 92, Science Extension, Research diatomaceous earth Inv. 2, Part 3, p. 120, s10 (conduct Internet research on a famous scientist introduced in SRB article) Inv. 4, Part 4, p. 209, s12 (research local drinking-water sources)
			Weather on Earth	Inv. 1, p. 100, Language Extensions, Explore weather topics and Research weather lore
			Sun, Moon, and Planets	Inv. 1, p. 90, Science Extension, Research engineers using circles Inv. 1, p. 91, Science and Engineering Extension, Research sundials Inv. 1, p. 91, Social Studies Extension, Research shadow theater Inv. 2, p. 131, Language Extension, Research Apollo missions Inv. 2, p. 132, Science Extension, Research the moons of other planets Inv. 3, p. 163, Social Studies Extension, Research the International Space Station
			Living Systems	Inv. 1, p. 91, Science Extension, Research vermicomposting Inv. 2, p. 136, Language Extension, Find sugar in products (research product labels) Inv. 2, p. 138, Science Extensions, Research other digestive organs and Research dialysis Inv. 3, Part 1, p. 163, s32 (bullet 4) Inv. 3, p. 187, Science Extension, Research asthma

TR	Mixtures and Solutions	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 15, 17 Science Notebooks in Grades 3-6 chapter, NA
	Weather on Earth	
	Sun, Moon, and Planets	
	Living Systems	

CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	SB	Mixtures and Solutions	Examples: "Solutions Up Close," pp. 14-15 (p. 15, q, gather relevant information from print source to interpret diagrams; summarize content of diagrams)
			Weather on Earth	"Solar Technology," pp. 34-42 (p. 42, q1-3, gather relevant information from print source, summarize/paraphrase to answer questions) "Severe Weather," pp. 53-61 (p. 61, q1-4, gather relevant information from print source, summarize/paraphrase to answer questions)
			Sun, Moon, and Planets	"Exploring the Solar System," pp. 39-52 (p. 52, q1-6, gather information from print source; summarize information) "Lunar Cycle," pp. 30-35 (p. 34, q1-5, gather information from print source; summarize information to answer q2-4) "Looking through Telescopes," pp. 63-66 (p. 66, q1-3, gather relevant information from print source; summarize information)
			Living Systems	"Producers," pp. 17-20, p. 20, q1-6, gather relevant information from print source; summarize) "Leaf Classification," pp. 28-29 (p. 29, q1-2, gather relevant information from print source; summarize) "The Story of Maple Syrup," pp. 37-41 (p. 41, q1-3, gather relevant information from print source; summarize)
		IG	Mixtures and Solutions	Inv. 1, Part 4, p. 87, s11 (recall relevant information from outdoor experience; summarize claims and support) Inv. 4, Part 2, p. 196, s16 (bullets 1-4, recall information from experiences [investigation] and gather information from print source [SRB reading]; opportunity to summarize information) Inv. 3, Part 1, p. 165, s35 (recall information from experiences [investigation] and gather information from digital [video] and print [SRB]; summarize)
Weather on Earth	Inv. 1, Part 1, pp. 72, 73, s18, 20 (recall information from experience [investigation], digital source [video clips], and print source [SRB article]; summarize to answer focus question and review question) Inv. 2, Part 4, p. 161, s26-27 (gather information from print source; summarize) Inv. 3, Part 3, pp. 201-202, s17, 19 (recall information from experiences [investigation] and gather information from print sources [posters]; summarize water cycle) Inv. 4, Part 1, pp. 226-227, s7, 9 (gather information from print and digital sources (SRB and video); summarize severe weather information; notebook sheet 21 and focus questions)			

	<b>Sun, Moon, and Planets</b>	<p>Inv. 1, Part 3, p. 87, s24-25 (recall information from experiences [investigation] and gather information from print source (SRB); summarize/paraphrase information)</p> <p>Inv. 2, Part 1, p. 110, s15 (recall information from experiences [investigation]; gather information from print [Moon Calendar, Night-Sky Log notebook sheet, Night-Sky Questions teacher master, SRB] and digital (FOSSWeb Lunar Calendar); summarize/paraphrase information)</p> <p>Inv. 3, Part 2, p. 157-158, s7, 10 (recall information from experiences [investigation]; gather information from print [SRB] and digital [video] sources; summarize information to answer discussion questions, notebook sheet 10 questions, and focus question)</p> <p>Inv. 4, Part 2, p. 192, s12-14 (gather information from digital source; summarize on notebook sheet 12)</p> <p>Inv. 4, Part 2, p. 193, s19-20 (gather information from print source; summarize [prepare short statement])</p>
	<b>Living Systems</b>	<p>Inv. 2, Part 3, pp. 129, 130-132, 135, s6, 8, 10, 12, 14, 22 (recall information from experiences and gather information from digital [video] and print [SRB] sources; summarize; notebook sheets 6-8)</p> <p>Inv. 4, Part 1, p. 205, s6 (gather relevant information from print source; summarize; notebook sheet 16)</p> <p>Inv. 4, Part 2, pp. 219-220, s16 (gather relevant information from print source; summarize; notebook sheet 19)</p>
<b>TR</b>	<b>Mixtures and Solutions</b>	<p>Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 3-4, 12-17, 18-20, 25-26, 27</p> <p>Science Notebooks in Grades 3-6 chapter, pp. 2-4, 26-27</p>
	<b>Weather on Earth</b>	
	<b>Sun, Moon, and Planets</b>	
	<b>Living Systems</b>	



CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	SB	Mixtures and Solutions	<p>“Concentrated Solutions,” pp. 16-19 (p. 19, q1-2, draw evidence from informational text to support analysis)</p> <p>“Mixtures,” pp. 3-7 p. 7, sidebar question [Does everything dissolve in water?], opportunity to draw evidence from informational text to support reflection and research)</p>
			Weather on Earth	<p>“Uneven Heating,” pp. 17-20 (p. 20, q3, draw evidence from informational text to support reflection [inference])</p> <p>“Weather Maps,” pp. 62-70 (p. 70, q4-6, draw evidence from informational text to support analysis [of weather map])</p>
			Sun, Moon, and Planets	<p>“Eclipses,” pp. 35-38 (p. 38, q1-2, draw evidence from informational text to support analysis, reflection to answer questions)</p> <p>“Stargazing,” pp. 58-62 (p. 62, q3, 4, draw evidence from informational text to support analysis, reflection to answer questions)</p>
			Living Systems	<p>“Introduction to Systems,” pp. 3-4 (p. 4, q1-8, draw evidence from informative text to support analysis, reflection)</p> <p>“Monarch Migration,” pp. 64-66 (p. 66, q1-3, draw evidence from informational text to support analysis, reflection)</p>
		IG	Mixtures and Solutions	<p>Inv. 1, p. 92, Science Extension, Research sodium chloride (draw evidence from informational texts to support research)</p> <p>Inv. 2, Part 2, p. 114, s17 (bullets 1-4, draw evidence from informational text to support analysis/reflection to answer questions)</p> <p>Inv. 3, Part 1, p. 153, s22 (draw evidence from informational text to support research [demonstration])</p> <p>Inv. 3, p. 169, Language Extension, Find citric acid (draw evidence from informational text [product labels] to support analysis, research)</p>
			Weather on Earth	<p>Inv. 1, Part 2, pp. 81, 82, s10, 11, 13 (draw evidence from informational texts [two posters; SRB article] to support analysis, reflection; notebook sheet 2)</p> <p>Inv. 2, Part 2, p. 139, s24 (draw evidence from informational text to support analysis, reflection [interpret and describe diagram])</p> <p>Inv. 4, Part 2, pp. 233-234, s9 (bullets 4-6, draw evidence from informational texts to support analysis; notebook sheet 22)</p>

		<b>Sun, Moon, and Planets</b>	<p>Inv. 1, p. 89, Language Extension, Read Sun and shadow stories (draw evidence from literary texts to support reflection)</p> <p>Inv. 2, Part 3, pp. 128-129, s15, 17 (draw evidence from informational texts to support analysis, reflection to answer discussion questions)</p> <p>Inv. 2, p. 132, Social Studies Extension, Read Moon myths and legends (draw evidence from literary texts to support reflection)</p> <p>Inv. 3, p. 161, Language Extension, Study planet myths and legends (draw evidence from literary texts to support reflection)</p>
		<b>Living Systems</b>	<p>Inv. 3, Part 3, p. 183, s16 (draw evidence from informational text to support analysis, reflection)</p> <p>Inv. 4, Part 2, p. 219, s14 (draw evidence from informational text to support analysis)</p> <p>Inv. 4, Part 4, p. 236, s10 (draw evidence from informational text to support analysis, reflection; notebook sheet 23)</p> <p>Inv. 4, p. 247, Language Extension, Write captions for pictures (draw evidence from informational text to support analysis)</p>
	<b>TR</b>	<b>Mixtures and Solutions</b>	<p>Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 1-2, 3-4, 17, 23-29</p> <p>Science Notebooks in Grades 3-6 chapter, p. 4</p>
		<b>Weather on Earth</b>	
		<b>Sun, Moon, and Planets</b>	
		<b>Living Systems</b>	

Range of Writing				
CCSS.ELA-Literacy.W.5.10	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	Mixtures and Solutions	All Grade 5 SRBs give students the opportunity to write routinely to answer “Thinking about,” or review, questions at the ends of selected readings. Examples: “Carbon Dioxide Concentration in the Air,” pp. 26-28
			Weather on Earth	“Earth’s Atmosphere,” pp. 7-13 “Wind and Convection,” pp. 27-31
			Sun, Moon, and Planets	Changing Shadows,” pp. 3-7 Monarch Migration,” pp. 64-66
			Living Systems	“The Biosphere,” pp. 7-11
		IG	Mixtures and Solutions	All Grade 5 FOSS IGs have students write routinely (in every session) in their science notebooks—both writing independently and using notebook sheets—for a range of discipline-specific tasks, purposes, and audiences. Examples: Inv. 1, Part 3, pp. 79-81, s5, 10, 12, 13 (shorter time frame, 1-2 days, investigation plan, data collection, answer focus question, reading discussion questions, wrap-up) Inv. 3, Part 1, p. 148-153, s2-3, 8, 11-15, 18-19, 22-23 (routine writing during investigation, plus opportunities to write in response to SRB article and wrap-up discussion) Inv. 4, Part 3, p. 202, s13 (one sitting; describe observations to answer focus question)
			Weather on Earth	Inv. 1, Part 3, p. 91, 95, 96, 97, s1, 14-15, 17, 20 (routine writing over extended time frame (multi-day), collecting and recording weather data; answering focus and discussion questions; notebook sheet 3) Inv. 3, Part 3, pp. 195, 196, 199-203, s1, 5, 9, 13, 16, 19, 22 (shorter time frame [2 science sessions]; notebook sheets 18-20 and focus question)
			Sun, Moon, and Planets	Inv. 2, Part 1, pp. 106-107, 108, s4-7, 10-12 through Inv. 2, Part 3, pp. 123, 126-129, s1, 9, 12, 15, 17 (routine writing over extended time frame [four weeks, one lunar cycle]) Inv. 3, Part 1, pp. 146, 147-148, 149, s11, 16, 19, 20 (routine writing over short time frame [two science sessions])
			Living Systems	“Inv. 1, Part 2, pp. 70-77, s1, 2, 5, 16, 22, 24, 26 (routine writing over short time frame [3 science sessions] for a variety of tasks and purposes; notebook sheets 1, 2) Inv. 2, Part 2, pp. 116-122, s3, 8-13, 15-16, 18 (routine writing over extended time frame [multi-day] for a variety of tasks and purposes)

TR	<b>Mixtures and Solutions</b>	Same citation for <b>all four</b> Grade 5 FOSS Teacher Resources.  Science-Centered Language Development chapter, pp. 1-2, 3-5, 12-17, 18-20
	<b>Weather on Earth</b>	Science Notebooks in Grades 3-6 chapter, pp. 1-4, 7-11, 12-21, 26-27, 28
	<b>Sun, Moon, and Planets</b>	
	<b>Living Systems</b>	