

Kindergarten

Unit description	ELA Reading Standards	ELD Standards Part 1: Acting in Meaningful Ways	ELD Standards Part 2: How English Works	NGSS
<p>Benchmark Unit 1 <b>Rules at Home and School</b> Why do we have rules?</p>				
<p>Benchmark Unit 2 <b>Every Story has Characters</b> How are characters different?</p>				
<p>Benchmark Unit 3 <b>Plants and Animals have Needs</b> Why do living things have different needs?</p>	<p><b>Reading Informational Text:</b> RI K.1, RI K.2, RI K.3, RI K.9, RI K.10, RI K.10a, KR K 10.b <b>Writing:</b> WK.1, WK.2, WK.3, WK.5, WK.6, WK.8 <b>Speaking and Listening:</b> SL K.1, SL K.2, SL K.3, SL K.4, SL.K.5, SL. K.6 <b>Language:</b> L K.1f, L K.2a, LK,.4, L K.5c, LK6</p>			
<p><b>FOSS Next Generation</b> <b>FOSS Animals Two by Two</b> The Animals Two by Two module provides students with close and personal interaction with some common land and water animals. The animals and their survival needs are the engaging anchor phenomena. Students study the phenomena by observing and describing the structures of fish, birds, snails, earthworms, and isopods.</p>	<p><b>Reading Informational Text:</b> RI K.1, RI K.2, RI K.3, RI K.4 RI K.5 RI K.6, RI K.7 RI K.8, RI K.9, RI K.10 <b>Writing:</b> WK.5, WK.7, WK.8 <b>Speaking and Listening:</b> SL K.1, SL K.2, SL K.3, SL K.4 <b>Language:</b> L.K.5a</p>	<p><b>Part 1A Collaborative</b> 1. Exchanging information and ideas 2. Interacting via written English 3. Offering opinions <b>Part 1B Interpretive</b> 5. Listening actively 6. Reading/viewing closely 7. Evaluating language choices 8. Analyzing language choices</p>	<p><b>Part 2. A. Structuring Cohesive Texts</b> 1. Understanding text structure 2. Understanding cohesion <b>Part 2. B. Expanding and Enriching Ideas</b> 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details</p>	<p><b>LS1.A:</b> Structure and function • (foundational) <b>LS1.C:</b> Organization for matter and energy flow in organisms (K-LS1-1) <b>ESS2.E:</b> Biogeology Plants and animals can change their environment. (K-ESS2-2) <b>ESS3.A:</b> Natural resources • Living things need water, air, and resources from the land,</p>

The driving questions for the module are *How are animal structures similar and different?* and *What do animals need to live and grow?*

**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

**FOSS Trees and Weather**

Systematic investigation of trees over the seasons will bring students to a better understanding of the place of trees at school and in the community. Students will observe day-to-day changes in weather over the year, as well as the impact weather has on living things. The anchor phenomenon for this module is that trees are plants that live and grow through the seasons.

**Reading Informational Text:** RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.K.8, RI.K.9, RI.K.10  
**Reading Literary Texts:** RL.K.2  
**Writing:** WK.2, WK.5, WK.8  
**Speaking and Listening:** SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6  
**Language:** LK.1, LK.5c

**Part 1A Collaborative**  
1. Exchanging information and ideas  
2. Interacting via written English  
3. Offering opinions  
**Part 1B Interpretive**  
5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices  
**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

**Part 2. A. Structuring Cohesive Texts**  
1. Understanding text structure  
2. Understanding cohesion  
**Part 2. B. Expanding and Enriching Ideas**  
3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details  
**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

**LS1.A:** Structure and function • (foundational)  
**LS1.C:** Organization for matter and energy flow in organisms • (K-LS1-1)  
**ESS2.E:** Biogeology Plants and animals can change their environment. (K-ESS2-2)  
**ESS3.A:** Natural resources • Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

The driving questions are *What do trees need to live and grow? How does weather affect trees? and What changes do trees cause in their surroundings?*

**Benchmark Unit 4  
Writers Tell Many Stories**  
Why do people tell stories?

**Benchmark Unit 5  
Technology at Home and at School**  
Why do we use technology?

**FOSS Next Generation**

**FOSS Materials and Motion**

The Materials and Motion **module** provides kindergartners with integrated experiences with physical science, earth science, and engineering core ideas that relate to students' interests and are teachable and

**Reading Informational Text:** RI. K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.K.8, RI. K.9, RI. K.10  
**Reading Foundational Standards:** RF.K.1, RF.K.2, RF.K.4,

**Part 1A Collaborative**  
1. Exchanging information and ideas  
2. Interacting via written English  
3. Offering opinions  
**Part 1B Interpretive**

**Part 2. A. Structuring Cohesive Texts**  
1. Understanding text structure  
2. Understanding cohesion  
**Part 2. B. Expanding and Enriching Ideas**

**PS1.A:** Structure and properties of matter (foundational)  
**ESS3.C:** Human impacts on Earth systems (K-ESS2-2)  
**ETS1.A:** Defining and delimiting engineering

learnable. Students investigate the anchor phenomenon that objects are made of materials—wood, paper, and fabric—and how material properties determine their use. Students use those materials to engineer structures, applying physical science ideas of energy transfer.

The driving questions for the module are: *What is made of wood, paper, and fabric, and how are the properties of those materials useful to us? Students come to understand that humans use natural resources for everything they do and that people impact the world around them.*

**Writing:**  
WK.5, WK.7, WK.8  
**Speaking and Listening:**  
SL K.1, SL K.2, SL K.3, SL K.4, SL K.6  
**Language:**  
LK1, LK.4, LK.6

5. Listening actively
  6. Reading/viewing closely
  7. Evaluating language choices
  8. Analyzing language choices
- Part 1. C. Productive**
9. Presenting
  10. Composing/Writing
  11. Supporting opinions
  12. Selecting language resources

3. Using verbs and verb phrases
  4. Using nouns and noun phrases
  5. Modifying to add details
- Part 2. C. Connecting and Condensing Ideas**
6. Connecting ideas
  7. Condensing ideas

problems (K-2-ETS1-1)  
**ETS1.B:** Developing possible solutions (K-2-ETS1-2)  
**ETS1.C:** Optimizing the design solution  
**PS3.B:** Conservation of energy and energy transfer. (K-PS3-1, K-PS3-2)  
**ESS3.A:** Natural resources (K-ESS3-3)

**Benchmark Unit 6**  
**Stories Have a Message**  
How do we know what is right?

**Benchmark Unit 7**  
**Holidays and Celebrations**  
Why do we celebrate people and events?

**Benchmark Unit 8**  
**Weather and Seasons**  
How do our lives change with the seasons?

**Reading Informational Text:**  
RI K.1, RI K.2, RI K.3, RI K.5, RI K.8, RI, K.9, RI K.10, RI K.10a, RI K.10b  
**Reading Literary Text:**  
RL K.1, RL K.2, RL K.3, RL K.4, RL K.5, RL K.7, RL K.9, RL K.10, RL K.10a, RL K.10 b  
**Writing:**  
WK.1, WK.2, WK.3, WK.5, WK.6, WK.8  
**Speaking and Listening:**

SL K.1, SL K.2, SL K.3, SL K.4,  
SL, K.5, SL K.6

**Language:**

L K.1f, L K.2a, L K.2b, L K.4, L  
K.4a, L K.5a, L K.6

**FOSS Next Generation**

**FOSS Trees and Weather**

Students will observe day-to-day changes in weather over the year, as well as the impact weather has on living things. The anchor phenomenon for this module is that trees are plants that live and grow through the seasons.

The driving questions are: *What do trees need to live and grow? How does weather affect trees? and What changes do trees cause in their surroundings*

**Reading Informational Text:**

RI K.1, RI K.2, RI K.3, RI K.4,  
RIK5, RI K.7, RI K.8, RI K.9,  
RI. K.10

**Reading Literary Texts:**

RL.K.2

**Writing:**

WK.2, WK.5, WK.8

**Speaking and Listening:**

SL K.1, SL K.2, SL K.3, SL K.4,  
SL K.6

**Language:**

LK.1, LK.5c

**Part 1A Collaborative**

1. Exchanging information and ideas

2. Interacting via written

English

3. Offering opinions

**Part 1B Interpretive**

5. Listening actively

6. Reading/viewing closely

7. Evaluating language choices

8. Analyzing language choices

**Part 1. C. Productive**

9. Presenting

10. Composing/Writing

11. Supporting opinions

12. Selecting language

resources

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure

2. Understanding cohesion

**Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases

4. Using nouns and noun phrases

5. Modifying to add details

**Part 2. C. Connecting and Condensing Ideas**

6. Connecting ideas

7. Condensing ideas

**ESS2.D:** Weather and climate (K-ESS2-1)

**ESS3.B:** Natural hazards (K-ESS3-2)

**PS3.B:** Conservation of energy and energy transfer (K-PS3-2)

**ETS1.B:** Developing possible solutions (K-2-ETS1-2)

**Benchmark Unit 9**

**Meeting Our Needs and Wants**

Why do we make choices?

**Benchmark Unit 10**

**Forces and Motion**

What makes things move?

**Reading Informational Text:**

RI K.1, RI K.2, RI K.3, RI K.5,  
RIK.7, RI, K.9, RI K.10, RI  
K.10a, RI K.10b

**Writing:**

W K.1, W K.2, W K.3, W K.5,  
W K.6, W K.8

**Speaking and Listening:**

SL K.1, SL K.2, SL K.3, SL  
K.4, SL K.5, SL K.6

**Language:**

L K.1e, L K.1f, L K.5b, L K.5c

**K-PS2-1:** Pushes and Pulls

**K-PS2-2:** Change Speed and Direction

**K-2-ETS1-1:** Defining the Problem

### FOSS Next Generation

#### FOSS Materials and Motion

After building a repertoire of practices with materials and objects, students investigate the effect of pushes and pulls on objects, and apply their intuitive notion of the concept of variables to change the speed and direction of rolling balls and balloon rockets to achieve specific outcomes.

The guiding question is *how can we change the motion of an object?*

#### **Reading Informational Text:**

RI K.1, RI K.2, RI K.3, RI K.7, RI.K.9

#### **Reading Foundations**

RF K.1

#### **Writing:**

W K.8

#### **Speaking and Listening:**

SL K.1, SL K.2, SL K.4

#### **Language:**

L K.1, L K.6

#### **Part 1A Collaborative**

1. Exchanging information and ideas  
2. Interacting via written English

#### **Part 1B Interpretive**

3. Offering opinions  
4. Listening actively  
5. Reading/viewing closely  
6. Evaluating language choices  
7. Analyzing language choices

#### **Part 1. C. Productive**

8. Presenting  
9. Composing/Writing  
10. Supporting opinions  
11. Selecting language resources

#### **Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure  
2. Understanding cohesion

#### **Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details

#### **Part 2. C. Connecting and Condensing Ideas**

6. Connecting ideas  
7. Condensing ideas

**PS2.A:** Forces and motion. (K-PS2-1, K-PS2-2)

**PS2.B:** Types of interactions (K-PS2-1)

**PS3.C:** Relationship between energy and forces. (K-PS2-1)

**ETS 1A** Defining and delimiting engineering problems (K-2ETS1-1)

**ETS 1B** Developing possible solutions (K-2ETS1-2)

**ETS 1C** Optimizing the design solution (K-2ETS1-3)

Grade 1

Unit description	ELA Reading Standards	ELD Standards Part 1: Acting in Meaningful Ways	ELD Standards Part 2: How English Works	NGSS
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Benchmark Unit 1  
**Being a Good Community Member**  
 Why do people get involved in their communities?

Benchmark Unit 2  
**Many Kinds of Characters**  
 How do we learn about characters?

Benchmark Unit 3  
**Plants and Animals Grow and Change**  
 Why do living things have different needs?

**Reading Informational text:**  
 RI.1.1, RI.1.2, RI.1.3, RI.1.4  
 RI.1.5, RI.1.6 RI.1.7, RI.1.8  
 RI.1.9, RI.1.10  
**Reading Literary Text:**  
 RL.1.1, RL.1.2, RL 1.5,RL.1.7,  
 RL1.9, RL.1.10, RL.1.10a,  
 RL.1.10b  
**Writing:**  
 W 1.1, W 1.2, W 1.3, W 1.5,  
 W 1.8  
**Speaking and Listening:**  
 SL.1.1, SL.1.2, SL.1.3, SL.1.4,  
 SL.1.5, SL.1.6  
**Language:**  
 L.1.1c, L.1.1d L.1.5c, L.1.6

### FOSS Next Generation

#### FOSS Plants and Animals

This module engages students with the anchor phenomenon that young plants and animals (offspring) have structures and behaviors that help them grow and survive. The driving question for the module is how do young plants and animals survive in their habitat? Students observe firsthand the structures of plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). They observe and describe changes that occur as young plants grow, and compare classroom plants to those in the schoolyard. They design terrariums (habitat systems) and provide for the needs of both plants and animals living together in the classroom.

#### Reading Informational text:

RI.1.1, RI.1.2, RI.1.3, RI.1.4  
RI.1.5, RI.1.6 RI.1.7, RI.1.8  
RI.1.9, RI.1.10

#### Writing:

W 1.2, W 1.5,

#### Speaking and Listening:

SL.1.1, SL.1.2, SL.1.4

#### Language:

L.1.5a,

#### Part 1A Collaborative

1. Exchanging information and ideas
2. Interacting via written English
3. Offering opinions

#### Part 1B Interpretive

5. Listening actively
6. Reading/viewing closely
7. Evaluating language choices
8. Analyzing language choices

#### Part 1. C. Productive

9. Presenting
10. Composing/Writing
11. Supporting opinions
12. Selecting language resources

#### Part 2. A. Structuring Cohesive Texts

1. Understanding text structure

#### Part 2. B. Expanding and Enriching Ideas

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

#### Part 2. C. Connecting and Condensing Ideas

6. Connecting ideas
7. Condensing ideas

**LS1.A:** Structure and function (1-LS1-1)

**LS1.B:** Growth and development of organisms  
LS3.B: Variation of traits • (1-LS3-1)

**LS1.D:** Information processing. (1-LS1-1)

**ETS1.B:** Developing possible solutions (K-2-ETS1-2)

**LS3.A:** Inheritance of traits • exactly, like their parents. (1-LS3-1)

### Benchmark Unit 4

#### Stories have a Narrator

How do people create stories?

### Benchmark Unit 5

#### Technology at Work

How can technology make a difference in our lives?

### Benchmark Unit 6

#### Stories Teach Many Lessons

What can we learn from a mistake?

Benchmark Unit 7

**Past, Present and Future**

Why is the past important?

Benchmark Unit 8

**Observing the Sky**

Why do the sun and moon capture our imagination?

**Reading Informational Text:**

RI 1.1, RI 1.2, RI 1.3, RI 1.5, RI 1.6, RI 1.9, RI 1.10, RI 1.10A, RI 1.10.B

**Reading Literary Text:**

RL 1.1, RL 1.2, RL 1.3, RL 1.5, RL 1.9, RL 1.10, RL 1.10a, RL 1.10b

**Writing:**

W 1.1, W 1.2, W 1.3, W 1.5, W 1.8

**Speaking and Listening:**

SL 1.1, SL 1.2, SL 1.3, SL 1.4, SL1.5, SL 1.6

**Language:**

L 1.1d, L 1.1e, L 1.1f, L 1.4a, L 1.5d, L 1.6

**FOSS Next Generation**

**FOSS Air and Weather**

In this module, young students turn their focus upward. The anchor phenomena are the air that surrounds us and the natural objects that we see in the sky. Students explore the phenomenon that objects in the sky change position in predictable ways. They explore the natural world by using simple instruments and calendars to observe and monitor change.

The driving questions for the module are: *What is all around us? and, What do we observe in the sky above us?*

**Reading Informational Text:**

RI.1.1; RI.2.1RI.1.3; RI.1.4, RI.5 RI.1.6 RI.1.7; RI.1.8, RI.1.9

**Writing:**

W.1.5; W.1.7

**Speaking and Listening:**

SL.1.1; SL.1.3; SL.1.5

**Language:**

L1.4

**Part 1A Collaborative**

1. Exchanging information and ideas
2. Interacting via written English
3. Offering opinions

**Part 1B Interpretive**

5. Listening actively
6. Reading/viewing closely
7. Evaluating language choices
8. Analyzing language choices

**Part 1. C. Productive**

9. Presenting
10. Composing/Writing
11. Supporting opinions

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure
2. Understanding cohesion

**Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

**Part 2. C. Connecting and Condensing Ideas**

6. Connecting ideas
7. Condensing ideas

**PS1.A:** Structure and properties of matter

**ETS1.A:** Defining and delimiting engineering problems. (K-2 ETS1-1)

**ETS1.B:** Developing possible solutions (K-2 ETS1-2)

**ETS1.C:** Optimizing the design solution (K-2 ETS1-3)

**ESS1.A:** The universe and its stars (1-ESS1-1)

**ESS1.B:** Earth and the solar system (1-ESS1-2)

**ESS2.D:** Weather and climate (Extended for K-ESS2-1)



12. Selecting language resources

**PS3.B:** Conservation of energy and energy transfer. (Extended for K-PS3-1, K-PS3-2)

**Benchmark Unit 9**

**We Use Goods and Services**

Why do people trade with each other?

**Benchmark Unit 10**

**Exploring Sound and Light**

How would our lives be different without light and sound?

**Reading Informational Text:**

RI 1.1, RI 1.2, RI 1.5, RI 1.6, RI 1.7, RI 1.9, RI 1.10, RI 1.10a, RI 1.10b

**Reading Literary Text:**

RL 1.1, RL 1.2, RL 1.3, RL 1.4, RL1.6, RL 1.7, RL 1.9, RL 1.10, RL1.10a, RL 1.10 b

**Writing:**

W 1.1, W 1.2, W 1.3, W 1.5, W 1.8

**Speaking and Listening:**

SL 1.1, SL 1.2, SL 1.3, SL 1.4, SL,1.5, SL 1.6

**Language:**

L 1.1g, L 1.1j, L 1.4a, L 1.4b, L 1.5c, L 1.6

**FOSS Next Generation**

**FOSS Sound and Light**

This module provides experiences that help students develop an understanding of how to observe and manipulate the phenomena of sound and light. They explore these dimensions of the natural world using simple tools and musical instruments.

The driving question for the module is

**Reading Informational Text:**

RI 1.1, RI 1.2 RI 1.3 RI 1.4 RI 1.5 RI 1.6 RI 1.7 RI 1.8 RI 1.9 RI 1.10

**Writing:**

W 1.5, W 1.8

**Speaking and Listening:**

SL 1.1, SL 1.2, SL 1.3, SL 1.4

**Language:**

L 1.5, L1.6

**Part 1A Collaborative**

1. Exchanging information and ideas

2. Interacting via written English

3. Offering opinions

**Part 1B Interpretive**

5. Listening actively

6. Reading/viewing closely

7. Evaluating language choices

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure

2. Understanding cohesion

**Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases

4. Using nouns and noun phrases

**PS4.A:** Wave properties (1-PS4-1)

**PS4.C:** Information technologies and instrumentation (1-PS4-4)

**LS1.D:** Information processing

**ETS1.A:** (K-2-ETS1-1)

**ETS1.B:** (K-2-ETS1-2)

**ETS1.C:** Optimizing the design solution

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*how do sound and light interact with objects?*

8. Analyzing language choices  
**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

5. Modifying to add details  
**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

(K-2-ETS1-3)

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Grade 2

Unit description	ELA Reading Standards	ELD Standards Part 1: Acting in Meaningful Ways	ELD Standards Part 2: How English Works	NGSS
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Benchmark Unit 1  
**Why Government at Work**  
 Why do we need a government?

Benchmark Unit 2  
**Characters Facing Challenges**  
 What can we learn when we face problems?

Benchmark Unit 3  
**Plants and Animals in Their Habitats** How do living things get what they need to survive?

**Reading Literary Text:**  
 RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.10  
**Reading informational Text:**  
 RI.2.1, RI.2.4, RI.2.5, RI.2.7, RI.2.9, RI.2.10  
**Writing:**  
 W.2.1, W.2.2, W.2.3, W.2.4, W.2.5, W.2.6, W.2.8, W.2.10  
**Speaking and Listening:**  
 SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.2a, SL.2.3, SL.2.4, L.2.5, SL.2.6  
**Language:**  
 L.2.1e, L.2.1g, L.2.2a, L.2.2b, L.2.2c, L.2.2d, L.2.4a, L.2.4c, L.2.4d, L.2.4e, L.2.5b, L.2.6

### FOSS Next Generation

#### FOSS Insects and Plants

In order to provide young students with in-depth opportunities to experience the biodiversity on Earth, they will become naturalists and study insects and plants in and out of their classroom. The anchor phenomenon for this module is the natural history of common insects and their interactions with plants.

The driving question for this module is: *What is the natural history of some plants and animals in different habitats?*

#### Reading Informational Text:

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.9

#### Reading Foundations

RF 1.4

#### Writing:

W.2.1, W.2.3, W.2.5, W.2.8.

#### Speaking and Listening:

SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

#### Language:

L.2.1, L.2.4, L.2.6

#### Part 1A Collaborative

1. Exchanging information and ideas

2. Interacting via written English

3. Offering opinions

#### Part 1B Interpretive

5. Listening actively

6. Reading/viewing closely

7. Evaluating language choices

8. Analyzing language choices

#### Part 1. C. Productive

9. Presenting

10. Composing/Writing

11. Supporting opinions

12. Selecting language resources

#### Part 2. A. Structuring

##### Cohesive Texts

1. Understanding text structure

2. Understanding cohesion

##### Part 2. B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

4. Using nouns and noun phrases

5. Modifying to add details

##### Part 2. C. Connecting and Condensing Ideas

6. Connecting ideas

7. Condensing ideas

**LS1.A:** Structure and function.

(Extended from G1)

**LS1.B:** Growth and development of organisms. (3-LS1-1, foundational)

**LS2.A:** Interdependent relationships in ecosystems (2-LS2-1) (2-LS2-2)

**LS4.D:** Biodiversity and humans. (2-LS4-1)

**ETS1.A:** Defining and delimiting engineering problems K-2-ETS1-1)

**ETS1.B:** Developing possible solutions (K-2-ETS1-2)

**ETS1.C:** Optimizing the design solution (K-2-ETS1-3)

### Benchmark Unit 4

#### Many Characters, Many Points of View

How can a story change depending on who tells it?

### Benchmark Unit 5

#### Solving Problems Through Technology

Where do ideas for inventions come from?

### Benchmark Unit 6

#### Tales to Live By

What can different cultures teach us?

Benchmark Unit 7

**Investigating the Past**

How does understanding the past shape the future?

Benchmark Unit 8

**Wind and Water Change Earth**

How do we react to changes in nature?

**Reading Informational Text:**

RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.8, RI.2.9, RI.2.10

**Reading Literary Text:**

RL.2.3, RL.2.10

**Writing:**

W.2.2, W.2.4, W.2.5, W.2.6, W.2.7, W.2.8, W.2.10

**Speaking and Listening:**

SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.2a, SL.2.3, SL.2.4, SL.2.5, SL.2.6

**Language:**

L.2.1b, L.2.1e, L.2.1f, L.2.1g, L.2.2a, L.2.2c, L.2.2d, L.2.4a, L.2.4c, L.2.4d, L.2.5b, L.2.6

**FOSS Next Generation**

*FOSS Pebbles, Sand and Silt*

Students engage with the anchor phenomenon of earth materials that cover the planet's surface.

The driving questions are: *What are the properties of earth materials? and How do they interact and change?*

**Reading Informational Text:**

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9

**Reading Foundations**

RF 2.4

**Writing:**

W.2.3, W.2.5, W.2.7, W.2.8.

**Speaking and Listening:**

SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5.

**Language:**

L.2.4, L.2.5, L.2.6

**Part 1A Collaborative**

1. Exchanging information and ideas  
2. Interacting via written English

3. Offering opinions

**Part 1B Interpretive**

5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices

8. Analyzing language choices

**Part 1. C. Productive**

9. Presenting  
10. Composing/Writing  
11. Supporting opinions

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure  
2. Understanding cohesion

**Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases  
4. Using nouns and noun phrases

5. Modifying to add details

**Part 2. C. Connecting and Condensing Ideas**

6. Connecting ideas  
7. Condensing ideas

**ESS1.C:** The history of planet Earth (2-ESS1-1)

**ESS2.A:** Earth materials and systems (2-ESS2-1) **ESS2.B:** Plate tectonics and large scale system interactions. (2-ESS2-2)

**ESS2.C:** The roles of water in Earth's surface processes. (2-ESS2-3)

**PS1.A:** Structure and properties of matter (2-PS1-1) (2-PS1-2)

**ETS1.A:** Defining and delimiting engineering problems. (K-2-ETS1-1)

12. Selecting language resources

**ETS1.B:** Developing possible solutions (K-2-ETS1-2)  
**ETS1.C:** Optimizing the design solution (K-2-ETS1-3)

**Benchmark Unit 9**

**Buyers and Sellers**

How do the goods we make, buy, and sell connect us?

**Benchmark Unit 10**

**States of Matter**

How can something old become new?

**Reading Informational Text:**

RI.2.1, RI.2.3, RI.2.4, RI.2.5,  
RI.2.6, RI.2.7, RI.2.10

**Writing:**

W.2.5, W.2.8.

**Speaking and Listening:**

SL.2.1, SL.2.1.B, SL.2.2,  
SL.2.6.

**Language:**

L.2.4.

**FOSS Next Generation**

**FOSS Solids and Liquids**

This module provides grade 2 students with physical sciences core ideas dealing with matter and its interactions as well as with engineering design. The anchor phenomenon for this module is matter in two of its phases—solid and liquid.

The driving questions for the module are: *How are solid and liquid materials similar and different?* and *How do the properties of solid and liquid materials relate to how they can be used and how they can change?*

**Reading Informational Text:**

RI.2.1, RI.2.2, RI.2.3, RI.2.5,  
RI.2.6, RI.2.7, RI.2.8, RI.2.9

**Writing:**

W.2.1, W.2.7, W.2.8.

**Speaking and Listening:**

SL.2.1, SL.2.2, SL.2.3, SL.2.4,  
SL.2.5

**Language:**

L.2.1, L.2.4., L.2.5., L.2.6.

**Part 1A Collaborative**

1. Exchanging information and ideas

2. Interacting via written English

3. Offering opinions

**Part 1B Interpretive**

5. Listening actively

6. Reading/viewing closely

7. Evaluating language choices

8. Analyzing language choices

**Part 1. C. Productive**

9. Presenting

10. Composing/Writing

11. Supporting opinions

12. Selecting language resources

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure

2. Understanding cohesion

**Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases

4. Using nouns and noun phrases

5. Modifying to add details

**Part 2. C. Connecting and Condensing Ideas**

6. Connecting ideas

7. Condensing ideas

**PS1.A:** Structure and properties of matter (2-PS1-1). (2-PS1-2, 2-PS1-3)

**PS1.B:** Chemical reactions. (2-PS1-4)

**ETS1.A:** Defining and delimiting engineering problems (K-2-ETS1-1)

**ETS1.B:** Developing possible solutions (K-2-ETS1-2)

**ETS1.C:** Optimizing the design solution.

Grade 3

Unit description	ELA Reading Standards	ELD Standards Part 1: Acting in Meaningful Ways	ELD Standards Part 2: How English Works	NGSS
<p>Benchmark Unit 1 <b>Government for the People</b> Why do people participate in government?</p>				
<p>Benchmark Unit 2 <b>Ways Characters Shape Stories</b> How do our actions influence our lives?</p>				
<p>Benchmark Unit 3 <b>Animal Adaptations</b> How do living things adapt to change?</p>	<p>Reading Informational Text: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RI.3.10. <b>Writing:</b> W.3.6, W.3.7, W.3.8, W.3.10 <b>Speaking and Listening:</b> SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.6 <b>Language:</b> L.3.4a, L.3.4d, L.3.6, L.3.1j, L.3.2f, L.3.2f</p>			
<p><b>FOSS Next Generation</b> <u>FOSS Structures of Life</u> The anchor phenomenon for the Structures of Life Module is the diversity of plants and animals we observe in our world.  The driving questions for the module are: <i>Where do organisms come from;</i></p>	<p><b>Reading Informational Text:</b> RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10. <b>Reading Foundations</b> RF.3.3, RF.3.4 <b>Writing:</b> W.3.1, W.3.2, W.3.3,</p>	<p><b>Part 1A Collaborative</b> 1. Exchanging information and ideas 2. Interacting via written English 3. Offering opinions <b>Part 1B Interpretive</b> 5. Listening actively</p>	<p><b>Part 2. A. Structuring Cohesive Texts</b> 1. Understanding text structure 2. Understanding cohesion <b>Part 2. B. Expanding and Enriching Ideas</b></p>	<p><b>LS1.B:</b> Growth and development of organisms (3-LS1-1) <b>LS1.A:</b> Structure and function. (foundational) <b>LS3A:</b> Inheritance of traits (3-LS3-1) (3-LS3-2)</p>

*How do they survive, and How are all the different kinds of plants and animals able to continue to exist on Earth?*

W.3.7, W.3.8  
**Speaking and Listening:**  
SL.3.1, SL.3.2, SL.3.4 SL.3.6  
**Language**  
L.3.1, L.3.4, L.3.5, L.3.6

6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices  
**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details  
**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

**LS2.C:** Ecosystem dynamics, functioning, and resilience (3-LS4-4)  
**LS3.B:** Variation of traits. (3-LS3-1) (3-LS3-2)  
**LS4.B:** Natural selection (3-LS4-2)  
**LS4.C:** Adaptation (3-LS4-3)  
**LS4.D:** Biodiversity (3-LS4-4)  
**LS2.D:** Social interactions and group behavior. (3-LS2-1)  
**LS4.A:** Evidence of common ancestry and diversity (3-LS4-1) (3-LS4-1)

#### Benchmark Unit 4

##### Comparing Points of View

What makes people view the same experience in different ways?

#### Benchmark Unit 5

##### Advancements in Technology

What is the value of innovation?

#### Benchmark Unit 6

##### Making Decisions

What helps us solve problems?

#### Benchmark Unit 7

##### Communities Then and Now

What is a community?



Benchmark Unit 8

**Weather and Climate**

How can we predict the unknown?

**Reading Informational Text:**

RI.3.1, RI.3.2, RI.3.3, RI.3.4,  
RI.3.5, RI.3.8, RI.3.9

**Writing:**

W.3.3a, W.3.3c, W.3.3b,  
W.3.4, W.3.5, W.3.6, W.3.7,  
W.3.8, W.3.10

**Speaking and Listening:**

SL.3.1a, SL.3.1b, SL.3.1c,  
SL.3.1d, SL.3.2, SL.3.3,  
SL.3.6

**Language:**

L.3.1h, L.3.1i, L.3.1j, L.3.2f,  
L.3.4d, L.3.5a, L.3.6

**FOSS Next Generation**

**FOSS Water and Climate**

Water is the most important substance on Earth. Water dominates the surface of our planet, changes the face of the land, and defines life. Weather is driven by the Sun and involves the movement of water over the earth through evaporation, condensation, precipitation, and runoff—the water cycle. Climate is determined in part by the amount of precipitation in a region and by temperature fluctuations. Human societies depend on water, and new technologies are being engineered to conserve and protect this natural resource, to provide for the needs of people around the world.

The driving questions for the module are: *How is water involved in weather, and Are weather conditions the same around the world and throughout the year? Students explore the properties of water, the water cycle, and interactions between water and other*

**Reading Informational Text:**

RI.3.1, RI.3.2, RI.3.3, RI.3.4;  
RI.3.5; RI.3.6, RI.3.7; RI.3.8,  
RI.3.9, RI.3.10

**Reading Foundations:**

RF.3.3, RF.3.4, RF.3.4c

**Writing:**

W.3.2; W.3.5; W.3.7; W.3.8

**Speaking and Listening:**

SL.3.1; SL.3.2; SL.3.3, SL.3.4,  
SL.3.6

**Language:**

L.3.4, L.3.5, L.3.6

**Part 1A Collaborative**

1. Exchanging information and ideas
2. Interacting via written English
3. Offering opinions

**Part 1B Interpretive**

5. Listening actively
6. Reading/viewing closely
7. Evaluating language choices

**Part 1. C. Productive**

9. Presenting
10. Composing/Writing
11. Supporting opinions
12. Selecting language resources

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure
2. Understanding cohesion

**Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases
4. Using nouns and noun phrases

**Part 2. C. Connecting and Condensing Ideas**

5. Modifying to add details
6. Connecting ideas
7. Condensing ideas

**ESS2.C:** The roles of water in Earth’s surface processes. (2-ESS2-3 extended from G2)

**ESS3.A:** Natural resources

**ESS3.B:** Natural hazards (3-ESS3-1, foundational)

**ESS2.D:** Weather and climate (3-ESS2-1, 3-ESS2-2)

**PS1.A:** Structures and properties of matter (2–PS1-1, extended from G2)

**ETS1.A:** Defining and delimiting engineering problems (3–ETS1-1)

**ETS1.B:** Developing possible solutions • At whatever stage, (3–ETS1-2)

**ETS1.C:** Optimizing the design solution (3–ETS1-3)

*earth materials. Students learn how humans use water as a natural resource.*

**Benchmark Unit 9**

**Spending Time and Money**

What do our economic choices tell us about ourselves?

**Benchmark Unit 10**

**Forces and Interactions:**

How does understanding science help us achieve our goals?

**Reading Informational Text:**

RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RI.3.10

**Reading Literary Text:**

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.9

**Writing:**

W.3.1a, W.3.1b, W.3.1d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10

**Speaking and Listening:**

SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3, SL.3.6

**Language:**

L.3.1h, L.3.1j, L.3.2, L.3.2a, L.3.2e, L.3.2f, L.3.2g, L.3.4b, L.3.4c, L.3.4d, L.3.5a, L.3.5c

**FOSS Next Generation**

**FOSS Motion and Matter**

This module provides students with experiences around physical sciences core ideas dealing with forces and interactions, matter and its interactions, and with engineering design. The anchor phenomenon for the first three investigations is motion. Magnetism and gravity are the phenomena investigated as students look for patterns of motion to predict future

**Reading Informational Text:**

RI.3.1, RI.3.2, RI.3.3 RI.3.4, RI.3.5, RI.3.6 RI.3.7, RI.3.10

**Writing:**

W.3.3

**Speaking and Listening:**

SL.3.1, SL.3.3, SL.3.4, SL.3.5

**Language:**

L.3.4, L.3.5, L.3.6

**Part 1A Collaborative**

1. Exchanging information and ideas
  2. Interacting via written English
  3. Offering opinions
- Part 1B Interpretive**
5. Listening actively
  6. Reading/viewing closely
  7. Evaluating language choices

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure
  2. Understanding cohesion
- Part 2. B. Expanding and Enriching Ideas**
3. Using verbs and verb phrases
  4. Using nouns and noun phrases

**PS2.A:** Forces and motion (3-PS2-1). (3-PS2-2)

**PS2.B:** Types of interactions (3-PS2-1) (3-PS2-3, 3-PS2-4)

**ETS1.A:** Defining and delimiting engineering problems (3–5 ETS1-1)

**ETS1.B:** Developing possible solutions. (3–5 ETS1-1)

**ETS1.C:** Optimizing the design solution. (3–5 ETS1-1)

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<p>motion.</p> <p>The driving question is <i>What causes objects to move?</i> In the fourth investigation, students move from energy to matter. The guiding question is <i>How can we use tools to measure the mass of materials in mixtures?</i></p>	<p>8. Analyzing language choices <b>Part 1. C. Productive</b> 9. Presenting 10. Composing/Writing 11. Supporting opinions 12. Selecting language resources</p>	<p>5. Modifying to add details <b>Part 2. C. Connecting and Condensing Ideas</b> 6. Connecting ideas 7. Condensing ideas</p>	<p><b>PS1.A:</b> Structures and properties of matter (foundational) <b>PS1.B:</b> Chemical reactions (foundational)</p>
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Grade 4

Unit description	ELA Reading Standards	ELD Standards Part 1: Acting in Meaningful Ways	ELD Standards Part 2: How English Works	NGSS
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Benchmark Unit 1

**Government in Action**

How can government influence the way we live?

Benchmark Unit 2

**Characters' Actions and Reactions**

How do we reveal ourselves to others?

Benchmark Unit 3

**Observing Nature**

How do we respond to nature?

**Reading Informational Text:**

RI.4.1, RI.4.2, RL.4.4, RL.4.5, RI.4.6, RL.4.7, RI.4.9, RI.4.10

**Writing:**

W.4.6, W.4.7, W.4.8, W.4.9b

**Speaking and Listening**

SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6

**Language:**

L.4.4a, L.4.4c, L.4.5, L.4.5a, L.4.5b

**FOSS Next Generation**

**FOSS Environments**

The study of the structures and behaviors of organisms and the relationships between one organism and its environment builds knowledge of all organisms. With this knowledge comes an awareness of limits. Such

**Reading Informational Text:**

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RL.4.7, RI.4.8, RI.4.9

**Writing:**

W.4.2, W.4.5, W.4.8, W.4.9

**Speaking and Listening**

**Part 1A Collaborative**

1. Exchanging information and ideas
2. Interacting via written English
3. Offering opinions

**Part 1B Interpretive**

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure
2. Understanding cohesion

**Part 2. B. Expanding and Enriching Ideas**

- LS1.A:** Structure and function  
• (4-LS1-1) LS1.D:Information processing (4-LS1-2)  
**LS2.C:** Ecosystem dynamics (3-LS4-4, extended from grade 3)

knowledge is important because humans can change environments. The **Environments Module** has four investigations that focus on the anchor phenomenon that animals and plants interact with their environment and with each other.

The driving question for the module deals with structure and function—*How do the structures of an organism allow it to survive in its environment?*

SL.4.1, SL.4.2, SL.4.3, SL.4.4  
SL.4.5,  
**Language:**  
L.4. L.4.5

5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices  
**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details  
**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

**LS4.B:** Natural selection, (3-LS4-2, extended from grade 3)  
**LS4.D:** Biodiversity and humans (3-LS4-4, extended from grade 3)  
**ESS3.C:** Human impacts on Earth systems in (Foundational for grade 5)

#### Benchmark Unit 4

##### Understanding Different Points of View

What do we learn when we look at the world through the eyes of others?

#### Benchmark Unit 5

##### Technology for a Green Future

How do we make decisions about developing new technology?

#### Benchmark Unit 6

##### Confronting Challenges

How do we overcome obstacles?

#### Benchmark Unit 7

##### Developing a Nation

How do communities evolve?

#### Benchmark Unit 8

##### Earth Changes

How do Earth's natural processes impact our lives?

**Reading Informational Text:**  
RI.4.1, RI.4.2, RI.4.3, RI.4.5,  
RI.4.6, RI.4.7, RI.4.9, RI.4.10  
**Writing:**

W.4.3a, W.4.3b, W.4.3c,  
W.4.3d,  
W.4.3e, W.4.4, W.4.5, W.4.6,  
W.4.7, W.4.8, W.4.9b  
**Speaking and Listening:**  
SL.4.1, SL.4.2, SL.4.3, SL.4.4,  
SL.4.5, SL.4.6  
**Language:**  
L.4.1d, L.4.4a, L.4.4c

### FOSS Next Generation

#### FOSS Soils, Rocks and Landforms

The Soils, Rocks, and Landforms module provides students with firsthand experiences with soils and rocks and modeling experiences using tools such as topographic maps and stream tables to engage with the anchor phenomenon of the surface of Earth's landscape—the shape and the composition of landforms.

The driving questions for the module are: *What are Earth's land surfaces made of? and Why are landforms not the same everywhere?*

**Reading Informational Text:**  
RI.4.1, RI.4.2, RI.4.3, RI.4.4,  
RI.4.5 RI.4.6, RI.4.7, RI.4.8  
RI.4.9, RI.4.10  
**Writing:**  
W.4.2, W.4.5, W.4.7, W.4.8,  
W.4.9 s  
**Speaking and Listening:**  
SL.4.1, SL.4.2, SL.4.4 SL.4.5  
**Language:**  
L.4.4, L.4.5

**Part 1A Collaborative**  
1. Exchanging information and ideas  
2. Interacting via written English  
3. Offering opinions  
**Part 1B Interpretive**  
5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices  
**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

**Part 2. A. Structuring Cohesive Texts**  
1. Understanding text structure  
2. Understanding cohesion  
**Part 2. B. Expanding and Enriching Ideas**  
3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details  
**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

**ESS2.A:** Earth materials and systems. (4-ESS2-1)  
**ESS2.B:** Plate tectonics and large-scale system interactions (4-ESS2-2)  
**ESS2.E:** Biogeology (4-ESS2-1)  
**ESS1.C:** The history of planet Earth. (4-ESS1-1)

### Benchmark Unit 9

#### Resources and Their Impact

How does access to resources influence people's lives?

### Benchmark Unit 10

#### The Power of Electricity

Where do scientific discoveries lead us?

**Reading Informational Text:**  
RI.4.1, RI.4.2, RI.4.6, RI.4.7,  
RI.4.8, RI.4.9, RI.4.10  
**Writing:**  
W.4.1, W.4.1a, W.4.1b,  
W.4.1c,

W.4.1d, W.4.4, W.4.5, W.4.6,  
W.4.7, W.4.8, W.4.9b, W.4.10

**Speaking and Listening:**  
SL.4.1, SL.4.2, SL.4.3, SL.4.4,  
SL.4.5, SL.4.6

**Language:**  
L.4.4a, L.4.4c, L.4.6

### FOSS Next Generation

#### FOSS Energy

The Energy module provides firsthand experiences in physical science dealing with the anchor phenomenon of energy. The five investigations focus on the concepts that energy is present whenever there is motion, electric current, sound, light, or heat, and that energy can transfer from one place to other.

The driving question for the module is: *How does energy transfer between systems?*

**Reading Informational Text:**  
RI.4.1; RI 4.2; RI 4.3; RI 4.4,  
RI 5 RI.4.6; RI 4.7; RI.4.8,  
RI.4.9,4.10

**Writing:**  
4.2; W.4.5 W.4.7, 4.8; 4.9,

**Speaking and Listening:**  
SL.4.1; SL.4.2, SL.4.4 SL.4.5

**Language:**  
L.4.3, L.4.4 L.4.4c, L.4.6

#### **Part 1A Collaborative**

1. Exchanging information and ideas  
2. Interacting via written English

3. Offering opinions

#### **Part 1B Interpretive**

5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices

#### **Part 1. C. Productive**

9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

#### **Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure  
2. Understanding cohesion

#### **Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details

#### **Part 2. C. Connecting and Condensing Ideas**

6. Connecting ideas  
7. Condensing ideas

**PS2.B:** Types of interactions (3-PS2-3, extended from G3 4-PS3-4, foundational)

**PS3.A:** Definitions of. (4-PS3-1, 4-PS3-4,4-PS3-3)

**PS3.B:** Conservation of energy and energy transfer. (4-PS3-2,4-PS3-24-PS3-4)

**PS3.C:** Relationship between energy and forces. (4-PS3-3)

**PS3.D:** Energy in chemical processes and everyday life. (4-PS3-4)

**PS4.C:** Information technologies and instrumentation. (4-PS4-3)

**PS4.A:** Wave properties (4-PS4-1)

**PS4.B:** Electromagnetic radiation. (4-PS4-2)

**ETS1.A:** Defining and delimiting engineering problems. (3–5-ETS1-1)

**ETS1.B:** Developing possible solutions (3–5-ETS1-2)

**ETS1.C:** Optimizing the design solution. (3–5-ETS1-3)

**ESS3.A:** Natural resources (4-ESS3-1)

Grade 5

Unit description	ELA Reading Standards	ELD Standards Part 1: Acting in Meaningful Ways	ELD Standards Part 2: How English Works	NGSS
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Benchmark Unit 1  
**The U.S. Constitution: Then and Now**  
Why do laws continue to evolve?

Benchmark Unit 2  
**Developing Characters' Relationships**  
Why do we value certain qualities in people?

Benchmark Unit 3  
**Cultivating Natural Resources**  
How do we decide which resources we should develop?

**Reading Informational Text:**  
RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10  
**Writing:**  
W.5.5, W.5.6, W.5.7, W.5.8, W.5.9b, W.5.10  
**Speaking and Listening:**  
SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6  
**Language:**  
L.5.4a, L.5.4c"

**FOSS Next Generation**

**FOSS Living Systems**  
The idea of a system is one of the grand integrating (crosscutting) concepts that pervades all of science. In the Living Systems module, students start by looking at Earth as the interaction of four Earth systems or

**Reading Informational Text:**  
RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, RI.5.8, RI.5.9, RI.5.10  
**Writing:**  
W.5.6, W.5.8, W.5.9,  
**Speaking and Listening:**  
SL.5.1, SL.5.2, SL.5.4,

**Part 1A Collaborative**  
1. Exchanging information and ideas  
2. Interacting via written English  
3. Offering opinions  
**Part 1B Interpretive**

**Part 2. A. Structuring Cohesive Texts**  
1. Understanding text structure  
2. Understanding cohesion  
**Part 2. B. Expanding and Enriching Ideas**

**PS3.D:** Energy in chemical processes and everyday life (5-PS3-1)  
**LS1.C:** Organization for matter and energy flow in organisms (5-PS3-1,5-LS1-1)



subsystems—the geosphere, the atmosphere, the hydrosphere, and the biosphere. The focus of the module then turns to the biosphere as students explore the phenomenon of ecosystems and organisms in terms of their interacting parts.

SL.5.5, SL.5.6  
**Language:**  
L.5.4, L.5.5

5. Listening actively
6. Reading/viewing closely
7. Evaluating language choices
8. Analyzing language choices
- Part 1. C. Productive**
9. Presenting
10. Composing/Writing
11. Supporting opinions
12. Selecting language resources

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details
- Part 2. C. Connecting and Condensing Ideas**
6. Connecting ideas
7. Condensing ideas

**LS2.A:** Interdependent relationships in ecosystems (5-LS2-1)  
**LS2.B:** Cycles of matter and energy transfer in ecosystems (5-LS2-1)  
**ESS2.A:** Earth materials and systems (5-ESS2-1)

The driving question for the module is:  
*How can we describe Earth's biosphere as a system of interacting parts?*

#### Benchmark Unit 4

##### Recognizing Author's Point of View

How can other perspectives help us evaluate the world?

#### Benchmark Unit 5

##### Technology's Impact on Society

What value does technology bring to people's lives?

#### Benchmark Unit 6

##### Up Against the Wild

What compels us to survive?

#### Benchmark Unit 7

##### Civil War Era

How does conflict shape a society?

#### Benchmark Unit 8

##### Water: Fact and Fiction

What does water mean to people and the societies they live in?

##### Reading Informational Text:

RF.5.4a, RI.5.1, RI.5.2, RI.5.3,  
RI.5.5, RI.5.6, RI.5.7, RI.5.8,  
RI.5.9, RI.5.10

**Writing:**  
W.5.2, W.5.2a, W.5.2b, W.5.4,  
W.5.5, W.5.6, W.5.7, W.5.8,  
W.5.9a, W.5.10  
**Speaking and Listening:**  
SL.5.1, SL.5.2, SL.5.3, SL.5.4,  
SL.5.5, SL.5.6  
**Language:**  
L.5.4a, L.5.5a,”

### FOSS Next Generation

#### FOSS Earth and Sun

The constant renewal of water on Earth’s land surfaces by the activities in the atmosphere is one of the defining characteristics of Earth, the water planet. The Earth and Sun module provides students with experiences to explore the properties of the atmosphere, energy transfer from the Sun to Earth, and the dynamics of weather and water cycling in Earth’s atmosphere.

**Reading Informational Text:**  
RI.5.1; RI.5.2, RI.5.3; RI.5.4;  
RI.5.5, RI.5.6, RI.5.7; RI.5.8  
RI.5.9; RI.5.10  
**Writing:**  
W.5.2; W.5.5, W.5.7; W.5.8;  
W.5.9;  
**Speaking and Listening:**  
SL.5.1; SL.5.2; SL.5.3; SL.5.4;  
SL.5.5, SL.5.6  
**Language:**  
L.5.4, L.5.5, L.5.6

**Part 1A Collaborative**  
1. Exchanging information and ideas  
2. Interacting via written English  
3. Offering opinions  
**Part 1B Interpretive**  
5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices  
**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

**Part 2. A. Structuring Cohesive Texts**  
1. Understanding text structure  
2. Understanding cohesion  
**Part 2. B. Expanding and Enriching Ideas**  
3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details  
**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

**ESS1.A:** The universe and its stars. (5-ESS1-1) **ESS1.B:** Earth and the solar system (5-ESS1-2)  
**PS1.A:** Structure and properties of matter (5-PS1-1)  
**PS2.B:** Types of Interactions (5-PS2-1)  
**ESS2.A:** Earth materials and systems (5-ESS2-1)  
**ESS2.C:** The roles of water in Earth’s surface processes (5-ESS2-2)  
**ESS3.C:** Human impacts on Earth systems(5-ESS3-1)  
**ETS1.B:** Developing solutions (3–5-ETS1-2)  
**ETS1.C:** Optimizing design solutions. (3–5-ETS1-3)

#### Benchmark Unit 9

##### The Economic Development of Cities

How do economic changes impact society?

#### Benchmark Unit 10 Transforming Matter

How can we use science to accomplish the impossible?

**Reading Informational Text:**  
RI.5.1, RI.5.2, RI.5.3, RI.5.7,  
RI.5.8, RI.5.9  
**Writing:**

W.5.1, W.5.1a, W.5.10, W.5.4,  
W.5.7, W.5.8, W.5.5, W.5.7,  
W.5.8)  
**Speaking and Listening:**  
SL5.1, SL.5.2, SL.5.3, SL.5.4,  
SL.5.5, SL.5.6  
**Language:**  
L.5.4a, L.5.4c”

### FOSS Next Generation

#### FOSS Mixtures and Solutions

The Mixtures and Solutions module has five investigations that engage students with the phenomena of matter and its interactions in our everyday life—mixtures, solutions, solubility, concentration, and chemical reactions.

The driving question is *What is matter and what happens when samples of matter interact?* Students come to know that matter is made of particles too small to be seen and develop the understanding that matter is conserved when it changes state—from solid to liquid to gas—when it dissolves in another substance, and when it is part of a chemical reaction. Students have experiences with mixtures, solutions of different concentrations, and reactions forming new substances. They also engage in engineering experiences with separation of materials.

**Reading Informational Text:**  
RI.5.1; RI 5.2; RI 5.3; RI 5.4;  
RI 5.5; RI 5.6; RI 5.7; RI 5.8;  
RI 5.9; RI 5.10  
**Writing:**  
W.5.4, W.5.5; W.5.7 W.5.8; W  
5.9  
**Speaking and Listening:**  
SL.5.1, SL.5.2, SL.5.3, SL.5.4,  
SL.5. SL.5.6  
**Language:**  
L.5.1, L.5.4, L.5.5 L.5.6

**Part 1A Collaborative**  
1. Exchanging information and ideas  
2. Interacting via written English  
3. Offering opinions  
**Part 1B Interpretive**  
5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices  
**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

**Part 2. A. Structuring Cohesive Texts**  
1. Understanding text structure  
2. Understanding cohesion  
**Part 2. B. Expanding and Enriching Ideas**  
3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details  
**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

**PS1.A:** Structure and properties of matter. (5-PS1-1, 5-PS1-2, 5-PS1-3)  
**PS1.B:** Chemical reactions. (5-PS1-4, 5-PS1-2)  
**ETS1.A:** Defining and delimiting engineering problems (3–5-ETS1-1)  
**ETS1.B:** Developing possible solutions (3–5-ETS1-2)

Grade 6

Unit description	ELA Reading Standards	ELD Standards Part 1: Acting in Meaningful Ways	ELD Standards Part 2: How English Works	NGSS
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**Benchmark Unit 1**  
**Beyond Democracy**  
Why might societies form different types of government?

**Benchmark Unit 2**  
**Characters at Crossroads**  
How can people inspire and change us?

**Benchmark Unit 3**  
**Relationships in Nature**  
What roles can we play in the balance of nature?

**FOSS Next Generation**

**FOSS Human Systems Interactions**

The guiding questions for the course are: *How do humans live, grow, and respond to their environment? What happens when the body is attacked by an invader or an organ system malfunctions? How do cells get the resources they need to live? How do cells gain access to the energy stored in energy-rich compounds? How do systems support the human organism as it senses and interacts with the environment?*

**Reading Informational Text:**

RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9, RI.6.10

**Writing:**

W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9

**Speaking and Listening:**

SL.6.1, SL.6.3, SL.6.SL.6.5

**Language:**

L.6.4, L.6.5

**Part 1A Collaborative**

1. Exchanging information and ideas
  2. Interacting via written English
  3. Offering opinions
- Part 1B Interpretive**
5. Listening actively
  6. Reading/viewing closely
  7. Evaluating language choices
  8. Analyzing language choices
- Part 1. C. Productive**
9. Presenting
  10. Composing/Writing
  11. Supporting opinions

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure
  2. Understanding cohesion
- Part 2. B. Expanding and Enriching Ideas**
3. Using verbs and verb phrases
  4. Using nouns and noun phrases
  5. Modifying to add details
- Part 2. C. Connecting and Condensing Ideas**
6. Connecting ideas
  7. Condensing ideas

- LS1.A:** Structure and function (MS-LS1-1) (MS-LS1-3)  
**LS1.C:** Organization for matter and energy flow in organisms. (MS-LS1-7)  
**LS1.D:** Information processing (MS-LS1-8)  
**PS3.D:** Energy in chemical processes and everyday life. (secondary to MS-LS1-7)

12. Selecting language resources

**FOSS Diversity of Life**

The anchor phenomenon investigated in this course is life on Earth. Life has existed on Earth for a very, very long time, more than 3.5 billion years, in fact. Over the millennia, an amazing variety of life has evolved. From humble single-celled beginnings in water to incredibly complex and large multicellular organisms that exist in the widest range of habitats imaginable, the diversity of life that currently exists boggles the mind.

As these students will inherit Earth, their understanding of life may lead to a more robust and informed response to the rapid loss of diversity.

**Reading Informational Text:**

RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9, RI.6.10.

**Writing:**

W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9

**Speaking and Listening:**

SL.6.1, SL.6.3, SL.6.4, SL.6.5

**Language:**

L.6.4, L.6.5

**Part 1A Collaborative**

1. Exchanging information and ideas
  2. Interacting via written English
  3. Offering opinions
- Part 1B Interpretive**
5. Listening actively
  6. Reading/viewing closely
  7. Evaluating language choices
  8. Analyzing language choices

**Part 1. C. Productive**

9. Presenting
10. Composing/Writing
11. Supporting opinions
12. Selecting language resources

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure
2. Understanding cohesion

**Part 2. B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases
4. Using nouns and noun phrases

**Part 2. C. Connecting and Condensing Ideas**

5. Modifying to add details
6. Connecting ideas
7. Condensing ideas

**LS1.A:** Structure and function (MS-LS1-1, foundational, MS-LS1-2, MS-LS1-3)

**LS1.B:** Growth and development of organisms (MS-LS1-4, MS-LS1-5, MS-LS3-2)

**LS1.C:** Organization for matter and energy flow in organisms (MS-LS1-6). (MS-LS1-7)

**LS2.C:** Ecosystem dynamics, functioning, and resilience (MS-LS2-5)

**Benchmark Unit 4**

**The Reader's Perspective**

How does the journey through life influence a person's point of view?

**Benchmark Unit 5**

**Technology in the 21st Century**

How do we take responsibility in making advances in technology?

**FOSS Next Generation**

**FOSS Variables and Design**

The anchor phenomenon investigated in this course is a student-identified phenomenon that arises from a community problem and can be addressed through engineering design.

**Reading Informational Text:**

RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9, RI.6.10.

**Writing:**

**Part 1A Collaborative**

1. Exchanging information and ideas
2. Interacting via written English
3. Offering opinions

**Part 2. A. Structuring Cohesive Texts**

1. Understanding text structure
2. Understanding cohesion

**ETS1.A:** Defining and delimiting engineering problems. (MS-ETS1-1)

**ETS1.B:** Developing possible solutions. (MS- MS-ETS1-2, MS-ETS1-3 ETS1-4)

Students look at the world around them and identify problems they might want to solve as engineers. At the end of the course, they select one of those problems and develop a prototype solution.

W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9  
**Speaking and Listening:**  
SL.6.1, SL.6.3, SL.6.4, SL.6.5  
**Language:**  
L.6.4, L.6.5

**Part 1B Interpretive**  
5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices  
**Part 1. C. Productive**  
9. Presenting  
10. Composing/Writing  
11. Supporting opinions  
12. Selecting language resources

**Part 2. B. Expanding and Enriching Ideas**  
3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details  
**Part 2. C. Connecting and Condensing Ideas**  
6. Connecting ideas  
7. Condensing ideas

**ETS1.C:** Optimizing the design solution (MS-ETS1-3, MS-ETS1-4)  
**ETS2.A:** Interdependence of science, engineering, and technology

The driving question for the course is:  
*How can understanding variables help scientists make sense of phenomena and engineers design solutions to problems?*

**Benchmark Unit 6**  
**Legendary Journeys**  
What inspires a quest?

**Benchmark Unit 7**  
**Achievements of Ancient Cultures**  
Why do we consider certain civilizations “great”?

**Benchmark Unit 8**  
**Exploring Earth’s Structures**  
How does Earth itself inspire human endeavors?

**FOSS Next Generation**

**FOSS Weather and Water**

The FOSS Weather and Water course focuses on the phenomena of Earth’s atmosphere, weather, and water. The anchor phenomena is observable local weather conditions.

The guiding question for the course is:  
*What makes weather happen?* that may seem unrelated to weather, including a dose of the disciplines of physics and chemistry. A good

**Reading Informational Text:**  
RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9, RI.6.10.  
**Writing:**  
W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9  
**Speaking and Listening:**  
SL.6.1, SL.6.3, SL.6.4, SL.6.5  
**Language:**  
L.6.4, L.6.5

**Part 1A Collaborative**  
1. Exchanging information and ideas  
2. Interacting via written English  
3. Offering opinions  
**Part 1B Interpretive**  
5. Listening actively  
6. Reading/viewing closely  
7. Evaluating language choices  
8. Analyzing language choices  
**Part 1. C. Productive**

**Part 2. A. Structuring Cohesive Texts**  
1. Understanding text structure  
2. Understanding cohesion  
**Part 2. B. Expanding and Enriching Ideas**  
3. Using verbs and verb phrases  
4. Using nouns and noun phrases  
5. Modifying to add details

**PS1.A:** Structure and properties of matter (MS-PS1-4)  
**PS3.B:** Conservation of energy and energy transfer (MS-PS3-3, MS-PS3-4)  
**PS3.A:** Definitions of energy (MS-PS3-4)  
**PS3.B:** Conservation of energy and energy transfer. (MS-ESS3-5) (MS-ESS3-4)  
**ESS1.B:** Earth and the solar system (MS-ESS1-1)

understanding of meteorology as an earth science isn't complete without an introduction to concepts that cross into these disciplines.

Understanding weather is more than reading data from a weather center. Students need to grapple with ideas about atoms and molecules, changes of state, and energy transfer before they can launch into the bigger ideas involving air masses, fronts, convection cells and winds, the development of severe weather, and climate change.

- 9. Presenting
- 10. Composing/Writing
- 11. Supporting opinions
- 12. Selecting language resources

**Part 2. C. Connecting and Condensing Ideas**

- 6. Connecting ideas
- 7. Condensing ideas

- ESS2.D:** Weather and climate (MS-ESS2-6)
- ESS2.C:** The roles of water in Earth's Surface Processes (MS-ESS2-4, MS-ESS2-5 MS-ESS2-6)
- ESS2.D:** Weather and climate (MS-ESS2-6, MS-ESS2-5)
- ESS3.C:** Human impacts on Earth systems (MS-ESS3-4)
- ESS2.D:** Weather and climate (MS-ESS2-6)
- ESS3.B:** Natural hazards (MS-ESS3-2)
- ESS3.C:** Human impacts on Earth systems. (MS-ESS3-3, MS-ESS3-4)
- ESS3.D:** Global climate change (MS-ESS3-5)
- ETS1.A:** Defining and delimiting engineering problem. (MS-ETS1-1)
- ETS1.B:** Developing possible solutions (MS-ETS1-2; MS-ETS1-3; MS-ETS1-4)
- ETS1.C:** Optimizing the design solution (MS-ETS1-3; MS-ETS1-4)

**Benchmark Unit 9**

**Economic Expansion**

What does it mean to be a citizen in a global society?

**Benchmark Unit 10**

**Understanding Our Energy Resources**

What does our energy future look like?