



FOSS THIRD EDITION CORRELATION TO COMMON CORE STANDARDS

English Language Arts:
SPEAKING AND LISTENING

Grade 5

English Language Arts Standards » Reading: Speaking & Listening

Grade 5

Comprehension and Collaboration				
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.	SB	Mixtures and Solutions	All Grade 5 SRBs give students the opportunity to engage effectively in a range of collaborative discussions on grade 5 texts. Examples (collaborative whole-class or small group discussions around embedded and "Thinking about" questions): "Solutions Up Close," pp. 14-15 (p. 15, "Interpreting the Diagrams, science partner) "Concentrated Solutions," pp. 16-19 (p. 19, q1-2) "Carbon Dioxide Concentrations in the Air," pp. 26-28 (p. 28, q1-2)
			Weather on Earth	"Uneven Heating," pp. 17-20 (p. 20, q1-3) "Wind and Convection," pp. 27-31 (p. 31, q1-4) "Condensation," pp. 43-46 (p. 46, q1-4) "The Water Cycle," pp. 48-52 (p. 52, q1-4) "Weather Maps," pp. 62-70 (p. 70, q1-7) "Global Climate Change," pp. 76-83 (pp. 78, 80, 81, 83, subheading questions)
			Sun, Moon, and Planet	"Changing Shadows," pp. 3-7 (p. 7, q1-5) "The Night Sky," pp. 14-18 (q1-4) "Eclipses," pp. 35-38 (pp. 36-37, subheading questions; p. 38, "Thinking about" q1-2) "Stargazing," pp. 58-62 (p. 62, q1-4)
			Living Systems	"Introduction to Systems," pp. 3-4 (p. 4, "Thinking about" q1-8) "The Biosphere," pp. 7-11 (p. 11, q1-5) "Producers," pp. 17-20 (p. 20, q1-6) "The Story of Maple Syrup," pp. 37-41 (p. 41, q1-4) "Other Circulatory and Respiratory Systems," pp. 50-51 (p. 51, "Thinking about" question) "Monarch Migration," pp. 64-66 (p. 66, q1-3)

IG	Mixtures and Solutions	<p>All Grade 5 FOSS IGs give students the opportunity to engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly. "Wrap-Up/Warm-Up" steps involve one-on-one conversations with peer partners; "Reading in Science Resources/Discuss the reading" steps involve group conversations in which students build on one another's ideas; discussions of investigation procedures and results involve teacher-led and small-group conversations.</p> <p>Examples:</p> <p>Inv. 1, Part 1, pp. 62, 64, s2, 10 (small-group collaborative discussion to choose roles and to find a way to separate mixtures)</p> <p>Inv. 1, Part 2, pp. 73, 75, s14, 20 (one-on-one discussion with science partner; Wrap-Up/Warm-Up)</p> <p>Inv. 1, Part 3, pp. 79-80, s5-7 (small-group collaborative discussion to develop, carry out, and refine separation process)</p> <p>Inv. 1, Part 4, pp. 85-87, s1-10 (teacher-led whole-class discussion before, during, and after outdoor investigation)</p> <p>Inv. 2, Part 1, p. 106, s17 (interpret diagrams and describe dissolving in one-on-one discussion with partner)</p> <p>Inv. 2, Part 2, p. 114, s17 (whole class discussion of grade 5 text)</p> <p>Inv. 2, Part 3, p. 118, s2-4 (small-group collaborative discussion to plan and carry out step-by-step procedure)</p> <p>Inv. 2, Part 4, pp. 126-127, s4-7 (collaborative conversations with science partner)</p> <p>Inv. 3, Part 1, pp. 148-151, s3-4, 8, 11-15 (small group collaborative discussion to plan and carry out investigations)</p> <p>Inv. 3, Part 2, p. 159, s17 (Wrap-Up/Warm-Up; one-on-one with peer partner)</p> <p>Inv. 3, Part 3, p. 164, s6-9 (small-group collaborative discussion to develop a procedure)</p> <p>Inv. 4, Part 1, pp. 185-189, s1-16 (teacher-led whole-class collaborative discussion of set-up, procedure, observation, results, vocabulary)</p> <p>Inv. 4, Part 2, p. 195, s14 (student-teacher one-on-one to review Response Sheet)</p> <p>Inv. 4, Part 3, pp. 199-201, s2-9 (students listen to teacher instruction on procedure and discuss/review it in small groups; teacher-led discussion of observations/results during small-group investigation)</p> <p>Inv. 4, Part 4, pp. 203-204, s3-7 (collaborative discussions with science partners and in small groups to collect, observe, and evaporate water samples)</p>
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<p>Weather on Earth</p>	<p>Examples:</p> <p>Inv. 1, Part 1, pp. 68-70, s4-11 (small-group collaborative discussion to investigate air; teacher-led whole-class discussion of observations)</p> <p>Inv. 1, Part 2, p. 82, s14 (Wrap-Up/Warm-Up; one-on-one with peer partner)</p> <p>Inv. 1, Part 3, pp. 91-93, s3, 5-7 (teacher-led whole class collaborative discussion of weather forecasting, weather variables, weather instruments)</p> <p>Inv. 2, Part 1, p. 123, s5-6 (small-group collaborative discussion to plan experiment and refine plan)</p> <p>Inv. 2, Part 2, pp. 135, 137-138, s11-12, 20-22 (small-group discussion/analysis of results; teacher-led whole-class sharing of results/analysis)</p> <p>Inv. 2, Part 2, p. 139-140, s24, 28 (work in pairs to describe diagram in SRB article, share notebook entries)</p> <p>Inv. 2, Part 3, pp. 143-144, 148, s1, 4-7, 20 (small-group and whole-class brainstorming to share ideas about fluids; collaborative discussion with science partner to conduct investigation; pair-share answers to focus question)</p> <p>Inv. 2, Part 4, pp. 154-155, 158-159, s4-6, 16-22 (small-group collaborative discussion to design experiment to answer; “conference meetings” to analyze results and organize and display data)</p> <p>Inv. 3, Part 1, p. 182, s11-14 (teacher-led discussion of observations)</p> <p>Inv. 3, Part 2, p. 190, s5-7 (teacher-led collaborative discussion to predict, measure, discuss, learn science concept, and review vocabulary)</p> <p>Inv. 3, Part 3, p. 203, s22 (whole-class discussion of grade 5 text)</p> <p>Inv. 4, Part 1, p. 224, s1 (whole-class collaborative discussion to define weather)</p> <p>Inv. 4, Part 2, pp. 231-232, 234, s4-7, 10-11 (collaborate with teams and science partners on weather maps)</p> <p>Inv. 4, Part 3, pp. 239-240, s2-8 (small groups discuss climate questions and contribute idea to class lists)</p>
<p>Sun, Moon, and Planet</p>	<p>Inv. 1, Part 1, pp. 59-61, 63, s4-9, 11-12, 17 (collaborative conversations with science partners to conduct shadow challenges; one-on-one Wrap-Up/Warm-Up)</p> <p>Inv. 1, Part 2, pp. 70, 73, s13, 21 (small-group discussion to identify shadow patterns, discuss reading review questions)</p> <p>Inv. 1, Part 3, pp. 78-79, s1-7 (small-group discussion about causes of day and night and to demonstrate a model of day and night)</p> <p>Inv. 2, Part 1, pp. 107-108, s9, 11 (small-group and teacher-led whole-class discussion of Moon observations/logs)</p> <p>Inv. 2, Part 2, pp. 114-116, s3-7 (small-group collaborative discussions to plan, construct, and review Earth-Moon models)</p> <p>Inv. 2, Part 3, pp. 124-125, s5-8 (teacher-led whole-class discussion of Moon phase modeling)</p> <p>Inv. 2, Part 3, p. 130, s18 (Wrap-Up; group discussion of ideas values most)</p> <p>Inv. 3, Part 1, pp. 144-146, s3-4, 7-8, 11 (collaborative discussion with science partner to seriate)</p> <p>Inv. 4, Part 1, pp. 177-180, 182-183, s1-8, 14 (teacher-led whole class discussion)</p> <p>Inv. 4, Part 2, pp. 190-191, s5-8 (small-group collaborative discussion to explore lens properties and share observations)</p>

		Living Systems	<p>Inv. 1, Part 1, pp. 64-67, s5-7, 11 (small-group collaborative discussion to identify interacting parts of systems and to discuss focus question)</p> <p>Inv. 1, Part 2, pp. 72-76, s8-20 (small-group collaborative discussion to investigate feeding relationships and build food webs and chains)</p> <p>Inv. 1, Part 2, p. 78, s28 (Wrap-Up/Warm-Up; one-on-one with peer partner)</p> <p>Inv. 1, Part 3, pp. 82-85, s1-11 (teacher-led whole-class review and discussion)</p> <p>Inv. 2, Part 1, pp. 105-110, s3-19 (small-group collaborative discussions to plan and conduct investigation)</p> <p>Inv. 2, Part 2, p. 117, 119, 120, s4, 10, 12 (students share predictions and observations in whole-class discussion)</p> <p>Inv. 2, Part 2, p. 121, s15 (small-group collaboration to continue investigation)</p> <p>Inv. 2, Part 3, p. 129-131, 134, s6, 8, 10, 20-21 (small-group discussion of grade 5 texts, video; investigation observations; what to do with adult butterflies)</p> <p>Inv. 3, Part 2, p. 172, s10 (teacher-led whole-class discussion of model)</p> <p>Inv. 3, Part 3, p. 177, s1 (whole-class review and brainstorming)</p> <p>Inv. 4, Part 1, p. 206-208, s11-20 (collaboration with science partner to conduct falling-cup activity)</p> <p>Inv. 4, Part 3, pp. 227-228, s7-11 (teacher-led outdoor investigation; sharing circle questions to discuss observations)</p>
	TR	Mixtures and Solutions	<p>Same citation for ALL THREE Grade 5 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11</p>
		Weather on Earth Sun, Moon, and Planet	<p>Science Notebooks in Grades 3-6 chapter, pp. 12-14, 18-21, 22-25</p>
		Living Systems	

<p>CCSS.ELA-Literacy.SL.5.2</p>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SB</p>	<p>Mixtures and Solutions</p>	<p>All Grade 5 SRBs give students the opportunity to summarize a written text read aloud (all articles MAY be read aloud, at teacher's discretion). Examples: "Concentrated Solutions," pp. 16-19 (p. 19, q1-2; opportunity to summarize information presented visually in diagrams) "The Air," pp. 20-23 (opportunity to summarize text) "Carbon Dioxide Concentrations in the Air," pp. 26-28 (p. 28, q1-2; opportunity to summarize information presented visually in graph)</p>
			<p>Weather on Earth</p>	<p>"What Is Air?" pp. 3-6 (p. 6, "Thinking about" question) "Wind and Convection," pp. 27-31 (p. 31, q1-4) "Condensation," pp. 43-46 (p. 46, q1-4) "The Water Cycle," pp. 48-52 (p. 52, q1-4) "Global Climate Change," pp. 76-83 (pp. 78, 80, 81, 83, subheading questions)</p>
			<p>Sun, Moon, and Planet</p>	<p>"Changing Shadows," pp. 3-7 (p. 7, q1-5) "The Night Sky," pp. 14-18 (q1-4) "Eclipses," pp. 35-38 (pp. 36-37, subheading questions) "Looking through Telescopes," pp. 63-66 (p. 66, q1-3)</p>
			<p>Living Systems</p>	<p>"The Biosphere," pp. 7-11 (p. 11, q1-5) "Leaf Classification," pp. 28-29 (p. 29, q1-3) "The Human Circulatory System," pp. 42-47 (p. 47, q1-5) "The Human Respiratory System," pp. 48-49 (p. 49, q1-2)</p>
			<p>IG</p>	<p>Mixtures and Solutions</p> <p>All Grade 5 FOSS IGs give students the opportunity to summarize a written text read aloud (all SRB articles may be read aloud, at teacher's discretion) in all "Reading in Science Resources/Discuss the reading" steps. Examples: Inv. 1, Part 2, p. 74, s19 Inv. 1, Part 3, p. 81, s12 Inv. 2, Part 2, p. 114, s17 Inv. 2, Part 3, p. 120, s8 Inv. 2 Part 4, p. 129, s13, 15 Inv. 3, Part 3, p. 165, s20 Inv. 4, Part 1, p. 190, s20 (opportunity during role-play read-aloud) Inv. 4, Part 2, p. 196, s16 Inv. 4, Part 2, p. 203, s15 Inv. 4, Part 4, p. 210, s14</p>

	Weather on Earth	<p>Inv. 1, Part 1, pp. 72-73, s16, 20 (summarize information from video, SRB article)</p> <p>Inv. 1, Part 2, pp. 77-82, s1-11 (opportunity to summarize information about atmosphere from video, reading, posters, and teacher instruction; notebook sheet 2, projected to guide discussion)</p> <p>Inv. 1, Part 3, p. 97, s20</p> <p>Inv. 2, Part 1, p. 128, s24</p> <p>Inv. 2, Part 2, pp. 134-135, s8-9 (summarize information presented in videos)</p> <p>Inv. 2, Part 3, p. 149, s23</p> <p>Inv. 3, Part 1, p. 184, s21</p> <p>Inv. 3, Part 3, p. 203, s22</p> <p>Inv. 4, Part 1, p. 226, s7 (summarize information from text and video)</p> <p>Inv. 4, Part 2, pp. 233-234, s9</p>
	Sun, Moon, and Planets	<p>Inv. 1, Part 2, p. 73, s21</p> <p>Inv. 1, Part 3, p. 87, s24</p> <p>Inv. 2, Part 1, p. 110, s15</p> <p>Inv. 2, Part 2, p. 118, s11</p> <p>Inv. 2, Part 3, pp. 128-129, s14-17</p> <p>Inv. 3, Part 1, p. 149, s19</p> <p>Inv. 3, Part 2, pp. 156-158, s6, 8, 12 (summarize information from texts and video)</p> <p>Inv. 4, Part 1, p. 184, s17</p> <p>Inv. 4, Part 2, pp. 192-193, 195, s13-14, 18-20, 22 (summarize information from video, texts)</p>
	Living Systems	<p>Inv. 1, Part 2, pp. 70-71, s2-5 (summarize information from video, text)</p> <p>Inv. 1, Part 2, p. 77, s24</p> <p>Inv. 1, Part 3, p. 87, s15</p> <p>Inv. 2, Part 1, p. 111, s23</p> <p>Inv. 2, Part 2, p. 118, s8</p> <p>Inv. 2, Part 3, pp. 129-131, s6, 8, 10 (summarize information from texts, video)</p> <p>Inv. 3, Part 1, pp. 158, 163-164, s12, 31, 32, 34 (texts, video)</p> <p>Inv. 3, Part 2, pp. 169, 170, s4-5, 7 (video, text)</p> <p>Inv. 3, Part 3, pp. 179, 183, s4-6, 16 (texts, video)</p> <p>Inv. 4, Part 1, p. 205, s5-7 (text, video)</p> <p>Inv. 4, Part 4, pp. 234, 236, s3-4, 10, 11 (text, video, digital resources)</p> <p>Inv. 4, Part 5, pp. 242-244, s6-7, 10 (video, text)</p>
TR	Mixtures and Solutions	<p>Same citation for ALL THREE Grade 5 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11, 23-29</p>
	Weather on Earth	<p>Science Notebooks in Grades 3-6 chapter, pp. 18-21, 24 (RE: making sense of data and next steps, but NOT specifically about summarizing information presented via text read aloud or other media)</p>
	Sun, Moon, and Planets	
	Living Systems	

CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SB	Mixtures and Solutions	Grade 5 SRBs may give students the opportunity to summarize the points a speaker/narrator makes and explain how each is supported if SRBs are listened to on FOSSweb . (Otherwise, there is no "speaker.")
		SB	Weather on Earth	"Earth's Atmosphere," pp. 7-13 (p. 13, q1-2, opportunity to summarize points with reasons and evidence) "Solar Technology," pp. 34-42 (p. 42, q1-3, opportunity to summarize main points and explain reasons/evidence for using solar technology) "Severe Weather," pp. 53-61 (p. 61, q1-4, opportunity to summarize main points and explain reasons) "Global Climate Change," pp. 76-83 (pp. 78, 80, 81, 83, subheading questions; opportunity)
			Sun, Moon, and Planets	"Why Doesn't Earth Fly Off into Space?" pp. 54-55 (p. 54, title question, and p. 55, "Thinking about" questions 1-3, opportunity to summarize main points and explain reasons)
			Living Systems	"Is Earth a System?" pp. 5-6 (opportunity to summarize and explain reasons in answering title question)
Weather on Earth	Inv. 2, Part 4, p. 161, s26-27 (opportunity) Inv. 3, Part 3, pp. 200-202, s14-17 (opportunity to summarize water cycle from activity and teacher oral instruction) Inv. 4, Part 1, p. 226, s7 (opportunity to summarize and identify reasons)			
Sun, Moon, and Planet	Inv. 1, Part 3, pp. 81-86, s12-21 (summarize classroom instruction about day/night, rotation/revolution, explaining evidence from model) Inv. 2, Part 3, pp. 123-124, s2-4 (opportunity to summarize main points of teacher/speaker explanation of Moon phases) Inv. 4, Part 1, pp. 177-179, 182-183, s3-8, 14 (opportunity to summarize speaker/teacher point during oral instruction)			
Living Systems	Inv. 1, Part 1, p. 66, s9 (opportunity for student NOT teacher to summarize points from oral instruction and small-group discussion) Inv. 1, Part 2, p. 75, s17 (opportunity for student NOT teacher to summarize points from oral instruction and small-group discussion) Inv. 4, Part 1, p. 204, s4 (opportunity to summarize teacher oral instruction on stimulus-response during small-group discussion) Inv. 4, Part 4, p. 233, s1 (opportunity)			

TR	Mixtures and Solutions	Summarizing speaker's points not specifically addressed in Grade 5 TR.
	Weather on Earth	
	Sun, Moon, and Planet	
	Living Systems	

Presentation of Knowledge and Ideas				
CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SB	Mixtures and Solutions	<p>All Grade 5 SRBs give students the opportunity to report on a text or present an opinion, using appropriate facts and descriptive details and speaking clearly at an understandable pace.</p> <p>Examples: "Mixtures," pp. 3-7 (p. 7, sidebar question, opportunity to report on topic; challenge presented in text) "Famous Scientists," pp. 24-25 (opportunity to report on text) "The Bends," pp. 30-34 (p. 34, opportunity to recount experience if demonstration described in text is done)</p>
			Weather on Earth	<p>"Where Is Earth's Water?" p. 47 (opportunity to report on text to answer title question) "The Water Cycle," pp. 48-52 (p. 52, q3-4; opportunity to describe water cycle in sequence and detail) "Weather Maps," pp. 62-70 (p. 70, q1-7; opportunity to report on text)</p>
			Sun, Moon, and Planets	<p>"Exploring the Solar System," pp. 39-52, and "Planets of the Solar System," p. 53 (p. 52, q1-6, opportunity to report on text/topic) "How Did Earth's Moon Form?" pp. 56-57 (opportunity to report on text/topic, sequencing ideas logically) "Star Scientists," pp. 67-72 (opportunity to report on scientist)</p>
			Living Systems	<p>"Introduction to Systems," pp. 3-4 (p. 4, "Thinking about" q1-8; opportunity to report on systems) "Leaf Classification," pp. 28-29 (p. 29, q3, opportunity to present opinion) "The Story of Maple Syrup," pp. 37-41 (p. 41, s4, opportunity to report on topic)</p>
		IG	Mixtures and Solutions	<p>Inv. 1, Part 3, p. 80-81, s8, 12 (report on separation method; recount experience; report on text) Inv. 2, Part 3, p. 119, s5 (report results; recount experience; present an opinion of what might have been done differently) Inv. 2, Part 3, p. 120, s10 (report on topic: research famous scientist from SRB article on Internet) Inv. 3, Part 1, p. 153, s22 (report on text; recount experience with demonstration) Inv. 3, Part 2, p. 156, s1-2 (recount experiences and review steps) Inv. 4, Part 4, p. 209, s12 (report on local water source)</p>
			Weather on Earth	<p>Inv. 1, Part 3, pp. 91, 94, s2, 11 (report on topic: weather) Inv. 1, p. 102-103, Science Extensions, Explore careers in meteorology and Research atmospheric research from space (opportunities to report on topics) Inv. 2, Part 3, p. 149, s23-24 (opportunity to report on texts; report on topic [wind turbines]) Inv. 2, Part 4, p. 154, s1 (present opinions) Inv. 2, Part 4, p. 161, s26 (opportunity to report on text/topic) Inv. 4, Part 3, pp. 242-243, s12-13, 17-18 (report on texts)</p>

	Sun, Moon, and Planets	<p>Inv. 1, Part 1, p. 58, s1 (present opinions about shadows)</p> <p>Inv. 2, Part 2, p. 118, s11 (opportunity to report on text)</p> <p>Inv. 2, Part 3, pp. 126, 128, s9, 11, 14 (opportunity to report on lunar cycle; sequence)</p> <p>Inv. 3, p. 161, Language Extension, Study planet myths and legends (opportunity to report on topic)</p> <p>Inv. 4, Part 2, p. 193, s19-20 (opportunity to report on text/topic [star scientist])</p>
	Living Systems	<p>Inv. 2, Part 2, pp. 119-120, s10, 12 (opportunity to report on topic/observations)</p> <p>Inv. 2, Part 3, pp. 131-132, s11, 13 (opportunity to recount investigation experience/report on topic)</p> <p>Inv. 2, p. 136, Language Extension, Find sugars in products (opportunity to report on topic)</p> <p>Inv. 3, Part 1, p. 158, s12 (bullet 3, opportunity to present opinion)</p> <p>Inv. 3, Part 1, p. 163, s32 (bullet 4, opportunity to report on topic)</p> <p>Inv. 3, Part 3, pp. 184-185, s18 (report on big ideas)</p> <p>Inv. 4, Part 5, p. 241, s2 (opportunity to report on research)</p>
TR	Mixtures and Solutions	<p>Same citation for ALL THREE Grade 5 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 6-11</p> <p>Science Notebooks in Grades 3-6 chapter, p. 3, 9</p>
	Weather on Earth Sun, Moon, and Planets	
	Living Systems	

CCSS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SB	Mixtures and Solutions	NA
			Weather on Earth	NA
			Sun, Moon, and Planets	NA
			Living Systems	NA
		IG	Mixtures and Solutions	Grade 5 FOSS IGs and notebook sheets give students opportunities to add visual displays to notebooks and other presentations in the form of drawings, diagrams, charts, graphs, graphic organizers, and artifacts. Examples: Inv. 2, Part 2, p. 110, s5 (visual display: create data table) Inv. 2, Part 4, p. 127, s9 (visual display: drawings on board) Inv. 3, Part 3, p. 163, s3 (visual display, solubility table; notebook sheet 12) Inv. 3, Part 3, p. 166, s1 (visual display: drawings on board)
			Weather on Earth	Inv. 1, Part 3, pp. 94-95, s12-15 (visual display: data table; notebook sheet 3) Inv. 2, Part 1, pp. 123, 125, s6, 15 (visual displays: T-table; graph) Inv. 2, Part 3, p. 146, s14 (visual displays: sequential drawings; notebook sheet 10) Inv. 2, Part 4, pp. 158-159, s17-22 (visual displays: conference tables and graphs; notebook sheets 13-14) Inv. 3, Part 1, pp. 182, s12-13 (visual displays: drawings; notebook sheets 15-16) Inv. 4, Part 2, pp. 231-235, s4-7, 9-13 (visual display: weather map; notebook sheet 22)
			Sun, Moon, and Planets	Inv. 1, Part 2, pp. 69, 71-72, s9, 11, 16 (visual display: Sun-Tracker record, notebook sheet 2) Inv. 2, Part 1, pp. 106-109, s4, 6-9, 11-12 (visual display: Moon Calendar, Night-Sky Log; notebook sheet 5) Inv. 2, Part 2, p. 115, s5 (visual display: physical model) Inv. 2, Part 3, p. 124-126, s5-9 (visual displays: physical model; Moon phase representations; notebook sheets 7-8) Inv. 3, Part 1, p. 146, s9-10 (visual display: solar system representation) Inv. 4, Part 1, pp. 178-179, s6-7 (visual display: star patterns; notebook sheet 11)
			Living Systems	Inv. 1, Part 2, pp. 75-76, s16, 22 (visual display: food web diagram) Inv. 2, Part 1, p. 110, s19 (visual display: data table) Inv. 3, Part 2, pp. 171-172, s9 (visual display: physical model) Inv. 3, Part 3, p. 183, s16 (opportunity to use graphic organizer to compare) Inv. 4, Part 1, pp. 208-209, s18-19, 22 (visual display: data table, bar graph; notebook sheet 17)

TR	Mixtures and Solutions	<p>Same citation for ALL THREE Grade 5 FOSS Teacher Resources.</p> <p>Science-Centered Language Development chapter, pp. 12-15, 18-20, 33</p> <p>Science Notebooks in Grades 3-6 chapter, pp. 2-4, 7, 9, 11, 15-17, 20 (visual displays, NOT audio recordings)</p>
	Weather on Earth	
	Sun, Moon, and Planets	
	Living Systems	

<p>CCSS.ELA-Literacy.SL.5.6</p>	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<p>SB</p>	<p>Mixtures and Solutions</p>	<p>All Grade 5 SRBs give students the opportunity to adapt speech to a variety of contexts and tasks and to use formal English when appropriate to task and situation--as in answering title, embedded, and review questions in small groups and with whole class. Examples: "Solutions Up Close," pp. 14-15 (opportunity to use informal discourse in describing diagram to partner) "Air Bags," pp. 47-48 (opportunity to use formal English to explain how air bags work)</p>
			<p>Weather on Earth</p>	<p>"The Water Cycle," pp. 48-52 (p. 52, q1-4) "Weather Maps," pp. 62-70 (p. 70, q1-7) "Global Climate Change," pp. 76-83 (pp. 78, 80, 81, 83, subheading questions)</p>
			<p>Sun, Moon, and Planets</p>	<p>"Lunar Cycle," pp. 30-34 (p. 33, q1-5) "Stargazing," pp. 58-62 (p. 62, q1-4)</p>
			<p>Living Systems</p>	<p>"Introduction to Systems," pp. 3-4 (p. 4, "Thinking about" q1-8) "Producers," pp. 17-20 (p. 20, q1-6) "Monarch Migration," pp. 64-66 (p. 66, q1-3)</p>
			<p>Mixtures and Solutions</p>	<p>All Grade 5 FOSS IG Guiding the Investigations give students the opportunity to adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. Examples: Inv. 1, Part 1, p. 63, s7-8 (use formal English to describe materials; present ideas) Inv. 1, Part 3, p. 81, s13 (use informal discourse to share notebook entries with partner) Inv. 1, Part 4, p. 87, 89, s11, 16 (adapt speech to discussing focus question and sharing ideas they value most in small groups) Inv. 2, Part 2, p. 109, s1 (adapt speech to presenting ideas in class review and brainstorming) Inv. 2, Part 4, p. 125, s1 (adapt speech to sharing guesses, presenting ideas) Inv. 3, Part 1, pp. 149-150, s6, 9, 10 (use formal English to present ideas in teacher-led discussion) Inv. 3, Part 2, p. 156, s5 (use formal English to present ideas in teacher-led discussion) Inv. 3, Part 3, p. 165, 167, s14, 20 (use formal English/informal discourse to review solubility results and discuss reading) Inv. 4, Part 1, p. 188-190, s14, 16, 22 (adapt speech to contexts/tasks of discussion question in small group, presenting ideas in class, reviewing vocabulary, sharing notebook entry one-on-one) Inv. 4, Part 2, p. 203, s15 (informal discourse in small group discussion of air bags) Inv. 4, Part 3, p. 207, s2 (formal English to present ideas and reasons in brainstorming)</p>
		<p>IG</p>		

Weather on Earth	<p>Examples:</p> <p>Inv. 1, Part 1, pp. 68-74, s1-21 (adapt speech to a variety of contexts and tasks: describe weather, present ideas, generate investigation questions in small groups, share and discuss observations, summarize video points, discuss reading, share notebook entry)</p> <p>Inv. 2, Part 1, pp. 122-128, s1-25 (adapt speech to a variety of contexts and tasks: offer opinion, answer questions, collaborate with team to design and carry out investigation, discuss graphs, respond to teacher instruction, discuss reading, share notebook entry)</p> <p>Inv. 3, Part 3, pp. 195-204, s1-25 (adapt speech to a variety of contexts and tasks: small-group sharing, whole-class brainstorming, present ideas, class discussion, participate in demonstration, small-group role-play collaboration, report results, describe sequence, summarize, discuss reading, share big ideas)</p> <p>Inv. 4, Part 3, pp. 239-244, s1-20 (adapt speech to a variety of contexts and tasks: small-group discussion, brainstorm, present ideas, whole-class discussion, describe local climate, respond to reading, share valued ideas)</p>
Sun, Moon, and Planets	<p>Examples:</p> <p>Inv. 1, Part 1, pp. 58-63, s1-17 (adapt speech to a variety of contexts and tasks: present opinions to access prior knowledge, collaborate with science partner in outdoor investigation, discuss observations in sharing circle, make predictions, respond to teacher questions, review vocabulary, share notebook entry one-on-one)</p> <p>Inv. 2, Part 1, pp. 105-111, s1-17 (adapt speech to a variety of contexts and tasks: brainstorm, report outdoor observations, describe Moon, express opinion, discuss log at home, small-group discussion of observations, present and explain ideas in data review, whole-class discussion of reading review questions, share notebook entries one-on-one)</p> <p>Inv. 3, Part 2, pp. 154-160, s1-13 (adapt speech to a variety of contexts and tasks: present ideas, describe demonstration, small-group discussions of observations, offer explanations, discuss reading review questions adding to others' answers, whole-class discussion of video, describe sequence, share most valued ideas in small group)</p>
Living Systems	<p>Examples:</p> <p>Inv. 1, Part 3, pp. 81-88, s1-16 (adapt speech to a variety of contexts and tasks: recall previous investigation, present ideas, small-group discussion to plan and conduct investigation, ask questions, contribute to class list, make claim/evidence statements, whole-class brainstorming, discuss text [answering review questions and building on and refining others' answers], share valued ideas in Wrap-Up)</p> <p>Inv. 3, Part 1, pp. 155-165, s1-37 (adapt speech to a variety of contexts and tasks: small-group collaboration outdoors to collect observe, sort leaves, share observations, discuss text review questions [adding to or refining others' answers], make predictions, participate in whole-class discussions, outdoor sharing circle, ask questions, review vocabulary, share notebook entries on-on-one)</p>

		<table border="1"> <tr> <td rowspan="3">TR</td> <td>Mixtures and Solutions</td> <td rowspan="3"> Same citation for ALL THREE Grade 5 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 5, 6-11, 12, 18-20 (sentence frames), 31, 33, 35 Science Notebooks in Grades 3-6 chapter, pp. 7, 10, 12-14, 15, 19-20, 22 </td> </tr> <tr> <td>Weather on Earth Sun, Moon, and Planets</td> </tr> <tr> <td>Living Systems</td> </tr> </table>	TR	Mixtures and Solutions	Same citation for ALL THREE Grade 5 FOSS Teacher Resources. Science-Centered Language Development chapter, pp. 5, 6-11, 12, 18-20 (sentence frames), 31, 33, 35 Science Notebooks in Grades 3-6 chapter, pp. 7, 10, 12-14, 15, 19-20, 22	Weather on Earth Sun, Moon, and Planets	Living Systems
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CCSS.ELA-Literacy.SL.5.7	No Standard for Grade 5						
CCSS.ELA-Literacy.SL.5.8	No Standard for Grade 5						
CCSS.ELA-Literacy.SL.5.9	No Standard for Grade 5						
CCSS.ELA-Literacy.SL.5.10	No Standard for Grade 5						