



Grade K
Reading Standards for Informational Text

Standard	FOSS Alignment
Key Ideas and Details	
RSIT.K. 1. With prompting and support, ask and answer questions about key details in a text	FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4
RSIT.K.2. With prompting and support identify the main topic and retell key details of the text	FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4
RSIT.K.3. With prompting and support, describe the connection between two individual s, events, ideas, or pieces of informational text	FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4
Craft and Structure	
RSIT.K.4 With prompting and support, ask and answer questions about unknown words in a text	FOSS Next Generation Animals Two by Two Investigation 1,2,3,4, FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4
RSIT.K.5. Identify the front cover, back cover, and title page of a book	FOSS Next Generation Animals Two by Two Investigation 1 FOSS Next Generation Materials and Motion Investigation 1,2 FOSS Next Generation Trees and Weather Investigation 1



Grade K

Reading Standards for Informational Text (cont.)

Standard	FOSS Alignment
Integration of Knowledge and Ideas	
<p>RSIT.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3</p>
<p>RSIT.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,3,4 FOSS Next Generation Trees and weather Investigation 4</p>
<p>RSIT. K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)</p>	<p>FOSS Next Generation Animals Two by Two Investigation 2,3,4 FOSS Next Generation Materials and Motion Investigation2,3, FOSS Next Generation Trees and Weather Investigation 3,4</p>
Range of Reading and Level of Text Complexity	
<p>RSIT.K.10 Actively engage in group reading activities with purpose and understanding</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1, 2,3,4</p>



Grade K

Reading Standards: Foundational Skills

Standard	FOSS Alignment
Print Concepts	
<p>RSFS.K 1 Demonstrates understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words left to right, top to bottom, and page by page. Recognizes that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognizes and name all upper and lowercase letters of the alphabet. 	<p>FOSS Next Generation Animals wo by Two Investigation 1,2,3,4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3,4,</p> <p>FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
Phonological Awareness	
<p>RSFS.K.2 Demonstrates understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognizes and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend two to three phonemes into recognizable words Isolate and pronounce the initial, medial vowel. And final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words. 	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3,4</p> <p>FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
Phonics and Word Recognition	
<p>RSFS.K.3 Know and apply grade- level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>FOSS Next Generation Animals Two by Two Investigation 1.2.3.4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3,4</p> <p>FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
Fluency	
<p>RSFS. K.4 Read emergent-reader text with purpose and understanding</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4,</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3,4</p> <p>FOSS Next Generation Trees and Weather Investigation 2,4</p>



Grade K
Writing Standards

Standard	FOSS Alignment
Text Types and Purposes	
<p>W.K. 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...)</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
<p>W.K. 2. Use a combination of drawing, dictating, and writing texts in which they name what they are writing about and supply some information about the topic</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4, FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
Production and distribution of Writing	
<p>W.K.5. With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>The Wrap Up /Warm Up section of each Investigation FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4,</p>
Research to Build and Present Knowledge	
<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinion about them).</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>



Grade K
Speaking and Listening Standards

Standard	FOSS Alignment
Comprehension and Collaboration	
<p>S&L.K. 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussion (e.g. listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3,4</p> <p>FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
<p>S&L.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3,4</p> <p>FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
<p>S&L.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3</p> <p>FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
Presentation of Knowledge and Ideas	
<p>S&L.K.4. Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3,4</p> <p>FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
<p>S&L.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,3,4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,3,4</p> <p>FOSS Next Generation Trees and Weather Investigation 1,3,4</p>
<p>S&L.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4</p> <p>FOSS Next Generation Materials and Motion Investigation 1,2,3,4</p> <p>FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>



Grade K
Language Standards

Standard	FOSS Alignment
Conventions of Standard English	
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns by adding /s/ or /es/ (dog, dogs, wish, wishes). Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3, FOSS Next Generation Materials and Motion Investigation 1,2,3, FOSS Next Generation Trees and Weather Investigation 1,2,3,</p>
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationship. 	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
Vocabulary Acquisition and Use	
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>) Use the most frequently occurring inflections and affixes (e.g., -ed,-s, re-, un-,pre-, -ful, -less) as a clue to the meaning of unknown words. 	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3, FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their own opposites (antonyms). Identify real-life connections between words and their use (e.g. note places at school that are colorful). 	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>
<p>L.K.6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>	<p>FOSS Next Generation Animals Two by Two Investigation 1,2,3,4 FOSS Next Generation Materials and Motion Investigation 1,2,3,4 FOSS Next Generation Trees and Weather Investigation 1,2,3,4</p>



Grade 1

Reading Standards for Informational Text

Standard	FOSS Alignment
Key Ideas and Details	
<p>RSIT.1.1 Ask and answer questions about key details in a text.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>RSIT.1.2. Identify the main topic and retell key details of a text.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>RSIT.1.3. Describe the connection between two individual events, ideas, or pieces of information in a text.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,3, FOSS Next Generation Sound and Light Investigation 2,3,4</p>
Craft and Structure	
<p>RSIT1.4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,2,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>RSIT. 1.5. Know and use various text features (e.g. headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3, FOSS Next Generation Plants and Animals Investigation 1,3,4, FOSS Next Generation Sound and Light Investigation 1,2,4</p>
<p>RSIT.1.6. Distinguish between information provided by pictures or other illustrations and information provided by words in a text.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3, FOSS Next Generation Plants and Animals Investigation 1,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>



Grade 1

Reading Standards for Informational Text (cont.)

Standard	FOSS Alignment
Integration of Knowledge and Ideas	
<p>RSIT.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>RSIT. 1.8. Identify the reasons an author gives to support points in a text.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3, FOSS Next Generation Plants and Animals Investigation 1,3,4, FOSS Next Generation Sound and Light Investigation 1,3,4</p>
<p>RSIT.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
Range of Reading and Level of Text Complexity	
<p>RSIT.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>



Grade 1

Reading Standards: Foundational Skills

Standard	FOSS Alignment
Print Concepts	
<p>RSFS.1.1 Demonstrates understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4,</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
Phonological Awareness	
<p>RSFS.1.2 Demonstrates understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguishes long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.. c. . d. Blend two to three phonemes into recognizable words e. Isolate and pronounce the initial, medial vowel. And final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. f. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words. 	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,3,4,</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
Phonics and Word Recognition	
<p>RSFS.1.3 Know and apply grade- level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two syllable words following basic patterns by breaking the word into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,3,4,</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
Fluency	
<p>RSFS. 1.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,3,4,</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>



Grade 1
Writing Standards

Standard	FOSS Alignment
Text Types and Purposes	
<p>WS 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,2,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>WS 1.2. Write informative/explanatory texts in which the name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,2,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>WS 1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order, and provide some sense of closure.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,2,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
Production and Distribution of Writing	
<p>WS 1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,2,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
Research to Build and Present Knowledge	
<p>WS 1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instruction.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,2,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>WS1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,2,3,4, FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>



Grade 1

Speaking and Listening Standards

Standard	FOSS Alignment
Comprehension and Collaboration	
<p>SL 1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and text</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and text under discussion). b. Build on others' talk in conversation by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>SL 1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>SL 1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
Presentation of Knowledge and Ideas	
<p>SL 1.4. Describe people, places, things, and events with relevant Details, expressing ideas and feelings clearly.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>SL 1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,3,</p> <p>FOSS Next Generation Sound and Light Investigation 2,3,4</p>
<p>SL1.6. Produce complete sentences when appropriate to task and situation.</p>	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>



Grade 1 Language Standards

Standard	FOSS Alignment
Conventions of Standard English	
<p>L 1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper-and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops, We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them, their; anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, and towards). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>L 1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequency occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
Vocabulary Acquisition and Use	
<p>L 1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g., looks, looked, looking). 	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>
<p>L 1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning. 	<p>FOSS Next Generation Air and Weather Investigation 1,2,3,4</p> <p>FOSS Next Generation Plants and Animals Investigation 1,2,3,4</p> <p>FOSS Next Generation Sound and Light Investigation 1,2,3,4</p>



Grade 1
Language Standards (cont.)

Standard	FOSS Alignment
Vocabulary Acquisition and Use (cont.)	
L1. 6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including conjunctions to signal simple relationships (e.g., because).	FOSS Next Generation Air and Weather Investigation 1,2,3,4 FOSS Next Generation Plants and Animals Investigation 1,2,3,4 FOSS Next Generation Sound and Light Investigation 1,2,3,4



Grade 2

Reading Standards for Informational Text

Standard	FOSS Alignment
Key Ideas and Details	
<p>RSIT.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,3,4 FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>RSIT.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,4 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,4 FOSS Next Generation Solids and Liquids Investigation 3,4</p>
<p>RSIT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>FOSS Next Generation Insects and Plants Investigation 2,4 FOSS Next Generation Pebbles, Sand, and Silt Investigation 2,3,4 FOSS Next Generation Solids and Liquids Investigation 2,3,4</p>
Craft and Structure	
<p>RSIT.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,,3,4 FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>RSIT.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,5 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,3,4 FOSS Next Generation Solids and Liquids Investigation 1,4</p>
<p>RSIT.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,5 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,4 FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>



Grade 2

Reading Standards for Informational Text (cont.)

Standard	FOSS Alignment
Integration of Knowledge and Ideas	
<p>RSIT.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1, 2,3,4,5 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,3,4 FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>RSIT. 2.8. Describe how reasons support specific points the author makes in a text.</p>	<p>FOSS Next Generation Insects and Plants Investigation 2,3 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,3,4 FOSS Next Generation Solids and Liquids Investigation 1,2,4</p>
<p>RSIT.2.9. Compare and contrast the most important points presented by two texts on the same subject</p>	<p>FOSS Next Generation Insects and Plants Investigation 1, 2,3,4,5 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,3,4 FOSS Next Generation Solids and Liquids Investigation 1,2,3,4 Reading suggestions on FOSSweb</p>
Range of Reading and Level of Text Complexity	
<p>RSIT.2.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1, 2,3,4,5 FOSS Next Generation Pebbles, Sand, and Silt Investigation 1,2,3,4 FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>



Grade 2

Reading Standards: Foundational Skills

Standard	FOSS Alignment
Phonics and Word Recognition	
<p>RSFS.2.3 Know and apply grade- level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know the spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowel. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
Fluency	
<p>RSFS.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>



Grade 2
Writing Standard

Standard	FOSS Alignment
Text Types and Purposes	
<p>WHST.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply a reason that support for the opinion and reasons, and provide a concluding statement or section.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5 FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4, FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>WWST.2.2. Write informational/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5 FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,,3,4, FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>WHST.2.3. Write narratives in which they recount a well elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide some sense of closure.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5 FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4, FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
Production and Distribution of Writing	
<p>WHST.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5 (Wrap-Up Section) FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4 (Wrap-Up Section) FOSS Next Generation Solids and Liquids Investigation 1,2,3,4 (Wrap-Up Section)</p>
Research to Build and Present Knowledge	
<p>WHST.2.7. Participate in shared research and writing projects (e.g., explore a number of books on a single topic to produce a report; record science observations).</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5 FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4, FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>WHST.2.8. Recall information from experience or gather information from provided sources to answer a question.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5 FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4, FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>



Grade 2

Speaking and Listening Standards

Standard	FOSS Alignment
Comprehension and Collaboration	
<p>SL.2.1. Participate in collaboration conversations with diverse partners about <i>grade 2 topics and text</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about topics and texts under discussion. 	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 12,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
Presentation of Knowledge and Ideas	
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>FOSS Next Generation Insects and Plants Investigation 2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 2,4</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,3,4</p>
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>



Grade 2
Language Standards

Standard	FOSS Alignment
Conventions of Standard English	
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., group) b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them Depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was Watched by the little boy). 	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographical names. b. Use commas in greetings and closing letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage – badge; boy—boils). 	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
Knowledge of Language	
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English 	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
Vocabulary Acquisition and Use	
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/ unhappy; tell/ retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>



Grade 2
Language Standards (cont.)

Standard	FOSS Alignment
Vocabulary Acquisition and Use (cont.)	
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>FOSS Next Generation Insects and Plants Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Pebbles, Sand and Silt Investigation 1,2,3,4,</p> <p>FOSS Next Generation Solids and Liquids Investigation 1,2,3,4</p>



Grade 3

Reading Standards for Informational Text

Standard	FOSS Alignment
Key Ideas and Details	
<p>RSIT.3.1. Ask and answer such questions to demonstrate understanding of a text, referring to the text as the basis for the answers.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>RSIT.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,3,4, FOSS Next Generation Structures of Life Investigation 1,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,5</p>
<p>RSIT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text, using language that pertains to time, sequence and cause and effect.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
Craft and Structure	
<p>RSIT.3.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>RSIT.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>RSIT.3.6. Distinguish their own point of view from that of the author of a text.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1 FOSS Next Generation Structures of Life Investigation 3,4 FOSS Next Generation Water and Climate Investigation 3,5</p>



Grade 3

Reading Standards for Informational Text (cont.)

Standard	FOSS Alignment
Integration of Knowledge and Ideas	
<p>RSIT.3.7. Use informational gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occurred).</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,4, FOSS Next Generation Structures of Life Investigation 1,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,5</p>
<p>RSIT.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>FOSS Next Generation Motion and Matter Investigation 4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>RSIT.3.9. Compare and contrast the most important points and key details presented by two texts on the same subject</p>	<p>FOSS Next Generation Motion and Matter Investigation 4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5 Readings in FOSS Resource books and suggestions on FOSSweb</p>
Range of Reading and Level of Text Complexity	
<p>RSIT.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>



Grade 3

Reading Standards: Foundational Skills

Standard	FOSS Alignment
Phonics and Word Recognition	
<p>RSFS.3.3 Know and apply grade- level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4,</p> <p>FOSS Next Generation Structures of Life Investigation 12,3,4</p> <p>FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
Fluency	
<p>RSFS.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4,</p> <p>FOSS Next Generation Structures of Life Investigation 12,3,4</p> <p>FOSS Next Generation Water and Climate Investigation 1,2,3,4,5 (not b.)</p>



Grade 3
Writing Standards

Standard	FOSS Alignment
Text Types and Purposes	
<p>WHST.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since</i>, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>WWST.3.2. Write informational/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide concluding statement or section. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>WHST.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
Production and Distribution of Writing	
<p>WHST.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>WHST.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 12,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5 The Wrap-Up/Warm-Up section</p>
<p>WHST.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as interact and collaborate with others.</p>	<p>FOSS Next Generation Motion and Matter Investigation 4, Science Extension</p>



Grade 3
Writing Standards (cont.)

Standard	FOSS Alignment
Research to Build and Present Knowledge	
<p>WHST.3.7. Conduct short research projects that build knowledge about a topic.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,4, FOSS Next Generation Structures of Life Investigation 2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>WHST.3.8. Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>WHST.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>



Grade 3

Speaking and Listening Standards

Standard	FOSS Alignment
Comprehension and Collaboration	
<p>SL.3.1. Engage effectively in a range of collaboration discussions (one-on-one, in groups, and teacher-led) with diverse partners about <i>grade 3 topics and text</i> building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1 FOSS Next Generation Structures of Life Investigation 1,2,3 FOSS Next Generation Water and Climate Investigation 1,2,4</p>
<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
Presentation of Knowledge and Ideas	
<p>SL.3.4. Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasis or enhance certain facts or details.</p>	<p>FOSS Next Generation Motion and Matter Investigation 2</p>
<p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification.</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>



Grade 3
Language Standards

Standard	FOSS Alignment
Conventions of Standard English	
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple; compound, and complex sentences. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency words and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
Knowledge of Language	
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect Recognize and observe differences between the conventions of spoken and written standard English 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>
Vocabulary Acquisition and Use	
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care, careless, heat, preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4, FOSS Next Generation Structures of Life Investigation 1,2,3,4 FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>



Grade 3
Language Standards (cont.)

Standard	FOSS Alignment
Vocabulary Acquisition and Use (cont.)	
<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meaning of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). 	<p>Students learn from the word relationships (e.g., concept maps) and nuances of certain word that have a specific meaning in science, such as,</p> <p>FOSS Next Generation Motion and Matter Investigation 1 force, attract and repel, ,model ,balance, domes, and relationship .</p> <p>FOSS Next Generation Structures of Life Investigation 1,4 Property, functions, reproduce, compete, and physical model</p> <p>FOSS Next Generation Water and Climate Investigation 1 Material, beads up, repel, and natural</p>
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>FOSS Next Generation Motion and Matter Investigation 1,2,3,4,</p> <p>FOSS Next Generation Structures of Life Investigation 1,2,3,4</p> <p>FOSS Next Generation Water and Climate Investigation 1,2,3,4,5</p>



Grade 4

Reading Standards for Informational Text

Standard	FOSS Alignment
Key Ideas and Details	
<p>RSIT.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>RSIT.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>RSIT.4.3. Explain, events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
Craft and Structure	
<p>RSIT.4.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>RSIT.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problems/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>RSIT.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3</p>



Grade 4

Reading Standards for Informational Text (cont.)

Standard	FOSS Alignment
Integration of Knowledge and Ideas	
<p>RSIT.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, an Landforms Investigation 1,2,3,4</p>
<p>RSIT.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>FOSS Next Generation Energy Investigation 1,2,4 FOSS Next Generation Environments Investigation 1,2,4 FOSS Next Generation Soil, Rocks, an Landforms Investigation 1,2</p>
<p>RSIT.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>FOSS Next Generation Energy Investigation 1,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, an Landforms Investigation 3</p>
Range of Reading and Level of Text Complexity	
<p>RSIT.4.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, an Landforms Investigation 1,2,3,4</p>



Grade 4

Reading Standards: Foundational Skills

Standard	FOSS Alignment
Phonics and Word Recognition	
<p>RSFS.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, an Landforms Investigation 1,2,3,4</p>
Fluency	
<p>RSFS.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, an Landforms Investigation 1,2,3,4</p>



**Grade 4
Writing Standards**

Standard	FOSS Alignment
Text Types and Purposes	
<p>WHST.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases ((e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. 	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>WWST.4.2. Write informational/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide concluding statement or section related to the information or explanation presented. 	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>WHST.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and or characters ; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
Production and Distribution of Writing	
<p>WHST.4.4. 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).</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>WHST.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing conventions should demonstrate command of Language standards 1-3 up to and including grade 4).</p>	<p>FOSS Next Generation Energy Investigation 3,4</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2</p>



Grade 4
Writing Standards (cont.)

Standard	FOSS Alignment
Research to Build and Present Knowledge	
<p>WHST.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>WHST.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
Range of Writing	
<p>WHST.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence To support particular points in a text”). 	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>



Grade 4
Speaking and Listening Standards

Standard	FOSS Alignment
Comprehension and Collaboration	
<p>SL.4.1. Engage effectively in a range of collaboration discussions (one-on-one, in groups, and teacher-led) with diverse partners about <i>grade 4 topics and text</i> building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussion and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
Presentation of Knowledge and Ideas	
<p>SL.4.4. Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
<p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4</p> <p>FOSS Next Generation Environments Investigation 2,3</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 2</p>
<p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 language standard 1 for specific expectations.)</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Environments Investigation 1,2,3,4</p> <p>FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>



**Grade 4
Language Standards**

Standard	FOSS Alignment
Conventions of Standard English	
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within a sentence according to conventional patterns (e.g., <i>a small red bag</i> rather than a <i>red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly using frequently confused words (e.g., to, too, two; there, their). 	<p>FOSS Next Generation Energy Investigation 1,2,3,4, FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,4</p>
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
Knowledge of Language	
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between context that calls for Formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>
Vocabulary Acquisition and Use	
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meaning (synonyms). 	<p>FOSS Next Generation Energy Investigation 1,4,5 FOSS Next Generation Environments Investigation 1,2,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,4</p>
<p>L.3.6. Acquire and use accurately grade-appropriate general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>FOSS Next Generation Energy Investigation 1,2,3,4,5 FOSS Next Generation Environments Investigation 1,2,3,4 FOSS Next Generation Soil, Rocks, and Landforms Investigation 1,2,3,4</p>



Grade 5

Reading Standards for Informational Text

Standard	FOSS Alignment
Key Ideas and Details	
<p>RSIT.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>RSIT.5.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>RSIT.5.3. Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
Craft and Structure	
<p>RSIT.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>FOSS Next Generation Earth and Sun Investigation 2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3</p>
<p>RSIT.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>FOSS Next Generation Earth and Sun Investigation 2,3,4,5 FOSS Next Generation Living Systems Investigation 1,3,4 FOSS Next Generation Mixtures and Solutions Investigation 3,4,5</p>
<p>RSIT.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>FOSS Next Generation Earth and Sun Investigation 2 FOSS Next Generation Living Systems Investigation 1,4 FOSS Next Generation Mixtures and Solutions Investigation 2,4</p>



Grade 5

Reading Standards for Informational Text (cont.)

Standard	FOSS Alignment
Integration of Knowledge and Ideas	
<p>RSIT.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>FOSS Next Generation Earth and Sun Investigation 2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>RSIT.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,3,4</p>
<p>RSIT.5.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>FOSS Next Generation Earth and Sun Investigation 2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3 FOSS Next Generation Mixtures and Solutions Investigation 1,3,4</p>
Range of Reading and Level of Text Complexity	
<p>RSIT.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4</p>



Grade 5

Reading Standards: Foundational Skills

Standard	FOSS Alignment
Phonics and Word Recognition	
<p>RSFS.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
Fluency	
<p>RSFS.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>



Grade 5
Writing Standards

Standard	FOSS Alignment
Text Types and Purposes	
<p>WHST.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words and phrases ((e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>WWST.5.2. Write informational/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses, (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide concluding statement or section related to the information or explanation presented. 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>WHST.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
Production and Distribution of Writing	
<p>WHST.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).</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>



Grade 5
Writing Standards (cont.)

Standard	FOSS Alignment
Production and Distribution of Writing (cont.)	
<p>WHST.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 conventions should demonstrate command of Language standards 1-3 up to and including grade 5).</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>WHST.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 setting.</p>	<p>FOSS Next Generation Earth and Sun Investigation 5 FOSS Next Generation Living Systems Investigation 2,3</p>
Research to Build and Present Knowledge	
<p>WHST.5.7. Conduct short research projects that use several sources that build knowledge through investigation of different aspects of a topic.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>WHST.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarizes or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
Range of Writing	
<p>WHST.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 5 Reading standard to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text e.g., how characters interact”). Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5 FOSS Next Generation Living Systems Investigation 1,2,3,4 FOSS Next Generation Mixtures and Solutions Investigation 1,2,4,5</p>



Grade 5

Speaking and Listening Standards

Standard	FOSS Alignment
Comprehension and Collaboration	
<p>SL.5.1. Engage effectively in a range of collaboration discussions (one-on-one, in groups, and teacher-led) with diverse partners about <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussion and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion. 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,4,5</p>
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,4,5</p>
<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reason and evidence.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,4,5</p>
Presentation of Knowledge and Ideas	
<p>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.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,4,5</p>
<p>SL.5.5. Include the multimedia components (e.g., graphics, sound) and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 language standard 1 and 3 for specific expectations.)</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>



Grade 5
Language Standards

Standard	FOSS Alignment
Conventions of Standard English	
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect(e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey , various times, sequences, states and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>) Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
Knowledge of Language	
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
Vocabulary Acquisition and Use	
<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.</p> <ol style="list-style-type: none"> Use context(e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (i.e., <i>photograph</i>, <i>photosynthesis</i>). Consult references materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>FOSS Next Generation Earth and Sun Investigation 1,3</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 2,3,4,5</p>



Grade 5
Language Standards (cont.)

Standard	FOSS Alignment
Vocabulary Acquisition and Use (cont.)	
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>FOSS Next Generation Earth and Sun Investigation 2,3,4</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>
<p>L.5.6. Acquire and use accurately grade-appropriate general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>)</p>	<p>FOSS Next Generation Earth and Sun Investigation 1,2,3,4,5</p> <p>FOSS Next Generation Living Systems Investigation 1,2,3,4</p> <p>FOSS Next Generation Mixtures and Solutions Investigation 1,2,3,4,5</p>