

A Correlation of
**Scott Foresman
Reading Street Common Core
Grade 3, ©2013**



to the
**2013 Revised Alabama
Course of Study
English Language Arts
Grade 3**

A Correlation of Scott Foresman Reading Street Common Core, ©2013 to the 2013 Revised Alabama Course of Study English Language Arts Grade 3

Introduction

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the *2013 Revised Alabama Course of Study English Language Arts*. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Teaching *Scott Foresman Reading Street, Common Core* is teaching the Common Core. *Reading Street* is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

Scott Foresman Reading Street, Common Core is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of *Reading Street*—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

Writing on Reading Street

Writing instruction on *Reading Street* emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Small Group Time

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

ELL Instruction

Daily support for English language learners can be found throughout the *Reading Street* Teacher's Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

21st Century Skills

Technology on *Scott Foresman Reading Street* can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

Table of Contents

Reading Standards for Literature	4
Reading Standards for Informational Text	12
Reading Standards: Foundational Skills	20
Writing Standards	28
Speaking and Listening Standards	38
Language Standards.....	43

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Grade 3	
Students will:	
Reading Standards for Literature	
Key Ideas and Details	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]</p>	<p>3.1: 24a, 24–25, 28–29, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38e–38f, 38–39, 39a, 40–41, 41a, 42–43, 43a, 44–45, 45a, 46–47, 60a, 60–61, 68–69, 69a, 70–71, 71a, 74–75, 75a, 76–77, 77a, 78–79, 82–83, 83a, 89l–89m, SG•19, SG•20, SG•29, SG•30, SG•32, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106e–106f, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 114–115, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 164a, 168–169, 169a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176e–176f, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183, 183a, 184–185, 193h, 193l–193m, SG•67, SG•68, SG•77, SG•78, UR•18–UR•19, UR•22–UR•23, UR•28–UR•29, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>3.2: 236a, 236–237, 242–243, 243a, 244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 256–257, 265i, 265l–265m, SG•19, SG•20, SG•24, SG•25, SG•29, SG•30, 276–277, 277a, 278–279, 279a, 280–281, 281a, 282e–282f, 282–283, 283a, 284–285, 285a, 286–287, 287a, 288–289, 289a, 290–291, 299h, SG•36, SG•40, SG•41, SG•43, SG•44, SG•47, 304a, 304–305, 312–313, 313a, 314–315, 315a, 316–317, 317a, 322–323, 323a, 326–327, 327a, 330–331, 331a, SG•51, SG•52, SG•53, SG•56, SG•57, SG•58, SG•61, SG•62, SG•63, 358–359, 359a, 360–361, 361a, SG•74, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•42–UR•43</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]</p>	<p>(Continued) 3.3: 408a, 408–409, 412–413, 414–415, 415a, 416–417, 417a, 418e, 418–419, 419a, 420–421, 421a, 422–423, 423a, 424–425, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, 437h, 437l, SG•18, SG•19, SG•24, SG•25, SG•28, SG•29, 464–465, 465a, 472a, 472–473, 477a, 478–479, 479a, 482–483, 483a, 484–485, 485a, 486e–486f, 486–487, 487a, 488–489, 489a, 490–491, 492–493, 501h–501i, 501l, SG•51, SG•52, SG•56–SG•57, SG•61, SG•62, UR•19, UR•21, UR•22–UR•23, UR•39, UR•41, UR•42–UR•43 3.4: 24a, 24–25, 53l–53m, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•28, SG•29, 160–161, 161a, 162–163, 163a, 164–165, 165a, 166–167, 167a, 168e–168f, 168–169, 169a, 170–171, 171a, 172–173, 173a, SG•67, SG•69, SG•72, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 3.5: 194a, 194–195, 200–201, 201a, 202–203, 203a, 204–205, 205a, 206e–206f, 206–207, 207a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 221h, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•13, SG•14, SG•16, 232–233, 233a, 234–235, 235a, 236–237, 237a, 238–239, 239a, 240–241, 241a, 242–243, 243a, 244–245, 245a, 246–247, 247a, SG•20, 258a, 258–259, 264–265, 265a, 266–267, 267a, 268–269, 269a, 270–271, 271a, 272e–272f, 272–273, 273a, 274–275, 275a, 276–277, 277a, 278–279, 279a, 280–281, 281a, 287h, 287i, 287l–287m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•45, SG•46, SG•47, 298–299, 299a, 300–301, 301a, 302–303, 303a, 304e–304f, 304–305, 305a, 306–307, 307a, 308–309, 309a, 310–311, 311a, 319h, 319l–319m, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 338–339, 339a, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346–347, 347a, 348–349, 349a, 350–351, 351a, 359l–359m, SG•66, SG•67, SG•68, SG•71, SG•72, SG•73,</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]</p>	<p>(Continued) SG•74, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 3.6: 404–405, 405a, 406–407, 407a, 408–409, 409a, 410–411, 411a, 412e–412f, 412–413, 413a, 414–415, 415a, 418–419, 419a, 420–421, 421a, 429h, SG•19, SG•24, SG•29, 464a, 464–465, 470–471, 471a, 472–473, 473a, 474–475, 475a, 476–477, 477a, 478e–478f, 478–479, 479a, 480–481, 481a, 482–483, 483a, 484–485, 485a, 486–487, 487a, SG•51, SG•52, SG•55, SG•56, SG•59, SG•61, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512e–512f, 512–513, 513a, 514–515, 515a, 516–517, 517a, 518–519, 519a, 520–521, 521a, 526–527, 527a, 531h, 531l–531m, SG•67, SG•69, SG•72, SG•74, SG•77, SG•78, SG•79, UR•18–UR•19, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [RL.3.2]</p>	<p>3.1: 24a, 24–25, 38e–38f, 44–45, 46–47, 47a, 55l–55m, SG•13, 60a, 64–65, 65a, 72e–72f, 76–77, 77a, 78–79, 79a, 82g–82h, 82–83, 83a, 85a, 87a, SG•20, SG•25, SG•26, SG•31, 98–99, 99a, 112–113, 113a, 114–115, 115a, 164a, 172–173, 176e–176f, 183a, 184–185, 185a, SG•73, SG•78, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•22–UR•23 3.2: 248e–248f, 257a, 282e–282f, 288–289, 289a, 304a, 304–305, 318e–318f, 324–325, 326–327, 327a, 330g–330h, 330–331, 331a, SG•52, SG•53, SG•57, SG•58, SG•63, 358g–358h, 358–359, 359a, 360–361, 361a</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [RL.3.2]</p>	<p>(Continued) 3.3: 422–423, 424–425, 428g–428h, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 492–493, 493a, UR•22–UR•23 3.4: 24a, 24–25, 80g–80h, 80–81, 81a, 82–83, 83a, SG•21, SG•26, SG•31, 158–159, 159a, 168e–168f, 170–171, 171a, 172–173, 173a, 176g, 176–177, 177a, 178–179, 179a, 180–181, 181a, SG•68, SG•73, SG•74, SG•77, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 3.5: 194a, 194–195, 206e–206f, 210–211, 212–213, 213a, 232–233, 233a, 238e–238f, 244–245, 245a, 246–247, 247a, 253h, 253l–253m, 272e–272f, 280–281, 291b, 304e–304f, 304–305, 305a, 308–309, 309a, 310–311, 311a, 340e–340f, 348–349, 350–351, 351a, UR•18–UR•19, UR•22–UR•23 3.6: 408–409, 409a, 412e–412f, 416–417, 417a, 418–419, 419a, SG•20, SG•25, SG•30, 433a–433b, 464a, 464–465, 474–475, 475a, 478e–478f, 478–479, 479a, 484–485, 485a, 486–487, 487a, 493h, 493l–493m, SG•62, 502–503, 503a, 510–511, 511a, 512e–512f, 514–515, 515a, 520–521, 521a, 528–529, 529a, SG•73, SG•77, UR•38–UR•39, UR•42–UR•43</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]</p>	<p>3.1: 24a, 24–25, 30–31, 34–35, 35a, 38–39, 40–41, 41a, 42–43, 44–45, 45a, 46–47, 55h, 55l–55m, SG•3, SG•4, SG•8, SG•14, 60a, 66–67, 67a, 69a, 72e, 72–73, 73a, 74–75, 76–77, 84–85, 85a, 86–87, 87a, 89h, SG•24, SG•26, 102–103, 106e–106f, 110–111, 114–115, 121h, 121l–121m, SG•35, SG•36, SG•41, SG•46, 164a, 170–171, 172–173, 174–175, 176e–176f, 180–181, 184–185, 185a, SG•72, SG•78, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p> <p>3.2: 236a, 236–237, 248–249, 254–255, 255a, 265l–265m, SG•19, SG•24, SG•25, SG•30, 276–277, 277a, 280–281, 281a, 282–283, 286–287, 287a, 289a, 290–291, SG•40, SG•43, 316–317, 333d–333e, SG•56, SG•57, SG•69, UR•28–UR•29, UR•38–UR•39</p> <p>3.3: 408a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418e–418f, 418–419, 419a, 422–423, 423a, 424–425, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, 437h–437i, 437l, SG•20, SG•21, 472a, 478–479, 480–481, 484–485, 485a, 490–491, UR•18–UR•19, UR•21, UR•22–UR•23</p> <p>3.4: 80g–80h, 80–81, 81a, SG•35, SG•38, SG•39, SG•45, 119b, 160–161, 161a, 162–163, 163a, 164–165, 165a, 166–167, 167a, 168–169, 169a, 176–177, 177a, 178–179, 179a, 180–181, 181a</p> <p>3.5: 200–201, 201a, 202–203, 203a, 204–205, 205a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 234–235, 235a, 236–237, 238e–238f, 238–239, 239a, 240–241, 241a, 244–245, 245a, SG•19, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, 258a, 258–259, 266–267, 267a, 268–269, 270–271, 272e–272f, 273a, 274–275, 276–277, 278–279, 287h, 287l–287m, SG•35, SG•36, SG•40, SG•41, SG•42, SG•46, 291b, 298–299, 299a, 302–303, 303a, 304–305, 305a, 306–307, 307a, 319i, 330–331, 331a, 332–333, 333a, 334–335, 335a, 340e, 340–341, 341a, 342–343,</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]</p>	<p>(Continued) 343a, 344–345, 345a, 359i, UR•8–UR•9, UR•11, UR•12–UR•13, UR•21, UR•31, UR•38–UR•39, UR•42–UR•43, UR•48–UR•49 3.6: 406–407, 407a, 408–409, 409a, 410–411, 411a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418–419, 419a, 464a, 464–465, 472–473, 473a, 474–475, 475a, 476–477, 477a, 478–479, 479a, 480–481, 481a, 482–483, 483a, 486–487, 487a, SG•51, SG•55, SG•56, SG•61, 500d, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512e–512f, 512–513, 513a, 514–515, 515a, 516–517, 517a, 520–521, 521a, 524–525, 525a, 526–527, 527a, 528–529, 529a, SG•67, SG•68, SG•72, SG•73, SG•74, SG•78, UR•19, UR•21, UR•42–UR•43</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]</p>	<p>3.1: 50a–50b, 96d, 107a, 121h, 166d, 193i 3.2: 225b, 250–251, 251a, 311a, 314–315, 315a, 340d, 364–365, 365a, 366–367, 367a 3.3: 514–515, 515a 3.4: 92c–92d, SG•34, SG•35, SG•39, SG•44, SG•45, 156d, 165a, 183i 3.5: 236–237, 239a, 260d, 265a, 284g–284h, SG•45, 326d, 339a, 346–347, 359i 3.6: 412–413, 413a, 416–417, 417a, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•20–UR•21, UR•38–UR•39</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [RL.3.5]</p>	<p>3.1: 36–37, 164a, 194–195, 195a, 196–197, 197a, UR•52–UR•53 3.2: 224–225, 310–311, 364–365, 365a 3.3: 410d, 412–413, 413a, 418e–418f, 420–421, 421a, 422–423, 423a, 437h–437i, 462g–462h, 462–463, 463a, 464–465, 482–483, 483a, 510–511, 511a, 518e–518f, 538–539, 539a, 540–541, 541a, UR•18–UR•19, UR•21 3.4: 184–185, 185a, 186–187, 187a 3.5: 259e–259f, 284g–284h, 284–285, 285a, 360–361, 361a, 362–363, 363a 3.6: 412–413, 413a, 416–417, 417a, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•20–UR•21, UR•38–UR•39</p>
<p>6. Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]</p>	<p>3.1: 46–47, 176e, 176–177, 184–185 3.2: SG•20, SG•34, SG•39, SG•44, 304a, 304–305, 326–327 3.3: 428h, 486e 3.4: 26d, 176–177, 177a 3.5: 228d, 253i, 342–343i 3.6: 478–479, 479a, 528–529, 529a</p>
Integration of Knowledge and Ideas	
<p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [RL.3.7]</p>	<p>3.1: 32–33, 72e, 78–79, 102–103, 168–169 3.2: 243a, 246–247, 250–251, 282–283, 283a, 284–285, 313a, 316–317, 326–327, UR•18–UR•19 3.3: 476–477, 477a, 480–481, 486e, 490–491, 516–517, UR•38, UR•42 3.4: 178–179, 179a, 180–181, 181a 3.5: 198–199, SG•8, 200–201, 231a, 238e–238f, 262–263, 263a, 265a, 266–267, 296–297, 328–329, 336–337, UR•29 3.6: 402–403, 403a, 420–421, 421a, 468–469, 469a, 472–473, 473a, 476–477, 477a, 478–479, 479a, 482–483, 483a</p>
<p>8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). [RL.3.9]</p>	<p>3.1: 114–115 3.3: 432–433, 433a, 462–463, 463a 3.4: 177a, 181a 3.6: 486–487</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Range of Reading and Level of Text Complexity	
<p>9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RL.3.10]</p>	<p>3.1: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, 44–45, 45a, 46–47, 47a, 60–61, 64–65, 65a, 82–83, 83a, 84–85, 85a, 86–87, 87a, 88–89, 89j–89k, 89l–89m, 98–99, 99a, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183, 183a, 193l–193m, 194–195, 195a, 196–197, 197a</p> <p>3.2: 240–241, 241a, 242–243, 243a, 244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 274–275, 275a, 280–281, 281a, 288–289, 289a, 308–309, 309a, 310–311, 311a, 312–313, 313a, 314–315, 315a, 316–317, 317a, 318–319, 319a, 320–321, 321a, 322–323, 323a, 324–325, 325a, 330g–330h, 330–331, 331a, 358g–358h, 358–359, 359a, 360–361, 361a, 364–365, 365a, 366–367, 367a</p> <p>3.3: 428g–428h, 428–429, 429a, 437l–437m, 462–463, 463a, 476–477, 477a, 486e–486f, 501l–501m, 538–539, 539a, 540–541, 541a, UR•38–UR•39</p> <p>3.4: 53l–53m, 80–81, 81a, 82–83, 83a, 158–159, 159a, 166–167, 167a, 170–171, 171a, 176g–176h, 176–177, 177a, 184–185, 185a, 186–187, 187a</p> <p>3.5: 194a, 194–195, 198–199, 199a, 221j–221k, 230–231, 231a, 253j–253k, 253l–253m, 262–263, 263a, 264–265, 265a, 268–269, 269a, 270–271, 271a, 274–275, 275a, 276–277, 277a, 280–281, 281a, 284–285, 285a, 287j–287k, 287l–287m, 296–297, 297a, 302–303, 303a, 310–311, 311a, 319l–319m, 328–329, 329a, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 338–339, 339a, 340d, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346–347, 347a, 348–349, 349a, 360–361, 361a, 362–363, 363a, UR•12–UR•13</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RL.3.10]</p>	<p>(Continued) 3.6: 402–403, 403a, 410–411, 411a, 412e–412f, 418–419, 419a, 468–469, 469a, 476–477, 477a, 484–485, 485a, 502–503, 503a, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512–513, 513a, 514–515, 515a, 516–517, 517a, 518–519, 519a, 524–525, 525a, 526–527, 527a, 528–529, 529a, 532–533, 533a, 534–535, 535a</p>
<p>Reading Standards for Informational Text</p>	
<p>Key Ideas and Details</p>	
<p>10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]</p>	<p>3.1: 50–51, 51a, 53a, SG•5, SG•10, 94a, SG•37, SG•42, SG•44, SG•47, 126a, 132–133, 133a, 134–135, 135a, 136–137, 137a, 138–139, 139a, 140e–140f, 140–141, 141a, 142–143, 143a, 144–145, 145a, 146–147, 147a, 148–149, 149a, 150–151, 154–155, 155a, 156–157, 157a, 159h, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•62, SG•63, SG•66, SG•70, SG•71, SG•76, SG•79 3.2: 204a, 204–205, 210–211, 211a, 212–213, 213a, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221, 221a, 222–223, 223a, 226–227, 227a, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 260–261, 261a, SG•21, SG•22, SG•23, SG•28, SG•31, 270a, 270–271, 296–297, 297a, 299l–299m, SG•42, SG•47, 333l–333m, 346–347, 348–349, 350e–350f, 352–353, 353a, 354–355, SG•72, SG•73, SG•76, SG•77, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 3.3: 374a, 374–375, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388e–388f, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 398g–398h, 403h–403i, 403l–403m, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 442a, 442–443, 446–447, 448–449, 449a, 450–451, 452e–452f, 452–453, 453a, 454–455, 456–457, 457a, 458–459, SG•36, SG•37, SG•38, SG•39, SG•40, SG•41,</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]</p>	<p>(Continued) SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 497a, 499a, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•63, SG•64, 516–517, 517a, 520–521, 521a, 522–523, 523a, 528–529, 529a, SG•68, SG•69, SG•71, SG•72, SG•74, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•32–UR•33 3.4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36e–36f, 36–37, 37a, 38–39, 42–43, 43a, 46–47, 47a, 48–49, 49a, 50–51, 51a, 53h, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 60d, 66–67, 67a, 74–75, 75a, 76–77, 77a, 85j–85k, 90a, 90–91, 97a, 100e–100f, 100–101, 101a, 106–107, 107a, 110g–110h, 110–111, 111a, 112–113, 113a, 115l–115m, SG•34, SG•35, SG•40, SG•41, SG•44, SG•45, 120a, 120–121, 126–127, 127a, 128–129, 129a, 130–131, 131a, 132–133, 133a, 140–141, 141a, 146–147, 147a, 149h, 149l–149m, SG•50, SG•51, SG•54, SG•55, SG•56, SG•60, SG•62, 154a, 154–155, 183l–183m, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41, UR•42–UR•43 3.5: 216g–216h, 216–217, 217a, 218–219, 219a, 221l–221m, SG•5, SG•10, SG•11, SG•12, SG•15, 226a, 226–227, 250–251, 251a, SG•22, SG•23, SG•27, SG•32, SG•38, SG•39, 292a, 292–293, SG•54, SG•55, SG•58, SG•64, 324a–324–325 3.6: 370a, 370–371, 374–375, 375a, 376–377, 377a, 378–379, 379a, 380–381, 381a, 382e–382f, 382–383, 383a, 384–385, 385a, 386–387, 387a, 393l–393m, SG•3, SG•4, SG•7, SG•8, SG•11, SG•12, SG•13, SG•14, SG•15, 398a, 398–399, 424–425, 425a, 426–427, 427a, 429l–429m, SG•28, 440–441, 441a, 442–443, 443a, 444–445, 445a, 446–447, 447a, 448–449, 449a, 450–451, 451a, 452–453, 453a, 459l, 490–491, 491a, 498a, 498–499, SG•66, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•28–UR•29, UR•31</p>
13	

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]</p>	<p>3.1: 51a, 118–119, 119a, 150–151 3.2: 204a, 204–205, 210–211, 211a, 212–213, 216e–216f, 218–219, 219a, 220–221, 221a, 222–223, 223a, 228–229, 229a, 231h, 231l–231m, SG•5, SG•9, SG•14, SG•18, 270a, 270–271, 294–295, 295a, 299l–299m, 333l–333m, 338a, 338–339, 344–345, 348–349, 350e–350f, 352–353, 354–355, 363h, 363l–363m, SG•67, SG•68, SG•72, SG•78, UR•8–UR•9, UR•12–UR•13, UR•48–UR•49, UR•52–UR•53 3.3: 374a, 374–375, 382–383, 383a, 384–385, 385a, 388e–388f, 388–389, 389a, 394–395, 458–459, 526–527, 527a, UR•12–UR•13 3.4: 36e–36f, 42–43, 43a, SG•7, SG•9, SG•12, 58a, 58–59, 64–65, 65a, 66–67, 67a, 68–69, 69a, 72–73, 73a, 74–75, 75a, 76–77, 77a, SG•20, 106–107, 107a, 110–111, 111a, 132e–132f, 134–135, 135a, 138–139, 139a, 140–141, 141a, 173c, SG•66, SG•70, UR•8–UR•9, UR•10–UR•11, UR•12, UR•22 3.5: 216–217, 217a, 226a, 226–227, 250–251, 251a, 292a, 292–293, SG•50, SG•55, SG•60, 314–315 3.6: 381d–381e, 382e–382f, 386–387, 387a, 424g–424h, 426–427, 427a, SG•26, 434a, 440–441, 445a, 446e–446f, 453a, SG•34, SG•35, SG•36, SG•39, SG•40, SG•42, SG•45, SG•46, SG•47, 498a, 498–499, UR•31, UR•32–UR•33</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>12. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect. [RI.3.3]</p>	<p>3.1: 53a, 94a, 118–119, 126a, 136–137, 138–139, 140e, 142–143, 143a, 144–145, 150–151, 154–155, 155a, 156–157, 157a, SG•70, SG•71, SG•75, SG•80, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43 3.2: 216e–216f, 226–227, 227a, 228–229, 229a 3.3: 382–383, 383a, 388–389, 389a, 400–401, 401a, SG•2, SG•6, SG•7, SG•12, SG•13, 506a, 506–507, 512–513, 513a, 518e, 520–521, 521a, 524–525, 525a, 537h, 537l–537m, SG•78, UR•48–UR•49, UR•51, UR•52–UR•53 3.4: 28–29, 29a, 40–41, 41a, SG•14, 74–75, 75a, 90a, 90–91, 96–97, 98–99, 99a, 100e–100f, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106–107, 107a, 110–111, 111a, 112–113, 113a, 115h, 115l–115m, SG•36, SG•40, SG•41, SG•46, 132e–132f, 132–133, 133a, 136–137, 137a, 144–145, 145a, SG•53, SG•57, 154a, 154–155, UR•12, UR•29, UR•31, UR•32–UR•33, UR•42–UR•43 3.5: 218–219, 219a, 221l–221m, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77 3.6: 370a, 370–371, 382–383, 383a, SG•3, SG•7, SG•9, SG•12, SG•14, 398a, 398–399, 429l–429m, SG•18, SG•21, SG•23, SG•26</p>
Craft and Structure	
<p>13. 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>. [RI.3.4]</p>	<p>3.1: 127a, 128d, 154a–154b, 159a, SG•50, SG•55, SG•60 3.2: 347a, 350–351, 351a 3.3: 375a, SG•34, SG•35, SG•38, SG•39, 496g, 496–497, 497a, 499a, 532a–532b, UR•10–UR•11 3.4: 46g–46h, 126–127, 127a 3.6: SG•26, SG•31, 453b, 456g–456h, 456–457, 457a, 459h, SG•34, SG•35, UR•9</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]</p>	<p>3.1: 154g–154h, 154–155, 155a, 188g–188h, 188–189, 189a, 190–191, 191a, SG•69, SG•74</p> <p>3.2: 215b, 216e, 222–223, 223c, 226g–226h, 226–227, 227a, 228–229, 229a, SG•10, 260–261, 261a, 294–295, 295a, SG•37, 327c, 338a, 338–339, 342–343, 343a, 344–345, 349a, 350e–350f, 354–355</p> <p>3.3: 378–379, 379a, 395c, 398–399, 399a, 400–401, 401a, 442a, 442–443, 456–457, SG•46, SG•47, 496g–496h, 496–497, 497a, 498–499, SG•63, 532g–532h, 532–533, 533a, 534–535, 535a, UR•28</p> <p>3.4: 50–51, 51a, SG•10, SG•11, 58a, 58–59, 60d, 64–65, 65a, 70e–70f, 70–71, 71a, 76–77, 77a, SG•28, SG•29, SG•30, SG•31, 99b, 100e–100f, 107c, 144g–144h, 144–145, 145a, 146–147, 147a, SG•53, SG•58, SG•63, UR•22–UR•23</p> <p>3.5: 213c, 216–217, 217a, 218–219, 250g–250h, 250–251, 251a, 271b, 281c, 314g–314h, 314–315, 315a, 316–317, 317a, 339b, 351c, 354g–354h, 354–355, 355a, 356–357, 357a, 359b, SG•79</p> <p>3.6: 390g–390h, 390–391, 391a, 411b, 424g–424h, 424–425, 425a, SG•21, 445b, 452–453, 453a, 487c, 490g–490h, 490–491, 491a, SG•53, SG•58</p>
<p>15. Distinguish their own point of view from that of the author of a text. [RI.3.6]</p>	<p>3.1: SG•34, SG•39, SG•44</p> <p>3.2: SG•23, SG•28, 346–347</p> <p>3.3: 380–381, 381a, 448–449</p> <p>3.4: 42–43, 43a, 46g–46h, 46–47, 47a, 48–49, 49a, 50–51, 51a, 53i, SG•4, SG•5, SG•15, 68–69, 69a, 76–77, 77a, 90a, 90–91, 96–97, 100e–100f, 100–101, 101a, 106–107, 107a, 110g–110h, 110–111, 111a, 112–113, 113a, SG•47, 126–127, 127a, 128–129, 129a, 140–141, 141a, UR•32–UR•33, UR•38–UR•39</p> <p>3.5: SG•34, SG•39, SG•44, 324a, 324–325, 359h</p> <p>3.6: 386–387, SG•18, SG•23, SG•28</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Integration of Knowledge and Ideas	
<p>16. Use information 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 occur). [RI.3.7]</p>	<p>3.1: 50–51, 51a, 52–53a, 57a–57b, 130–131, 131a, 132–133, 133a, 137a, 138–139, 139a, 150–151, 154–155, 155a, 190–191, 191a</p> <p>3.2: 208–209a, 218–219a, 226g–226h, 226–227, 227a, 228–229, 229a, 262–263, 263a, 291c, 343a, 345a, 349b</p> <p>3.3: 398–399, 399a, 400–401, 401a, 442a, 442–443, 452e, 452–453, 453a, 454–455, 455a, 456–457, 458–459, 467h, 467i, 510–511, 511a, 529c, 534–535, 535a, UR•28–UR•29, UR•31, UR•32–UR•33</p> <p>3.4: 40–41, 41a, 48–49, 49a, 50–51, 51a, SG•11, 58a, 58–59, 62–63, 63a, 66–67, 67a, 68–69, 69a, 70e–70f, 72–73, 73a, 74–75, 75a, 76–77, 77c, 85h, 85l–85m, SG•20, SG•24, SG•25, SG•28, SG•29, SG•30, 100–101, 101a, 104–105, 105a, 110–111, 111a, 112–113, 125a, 132f, 138–139, 139a, 141c, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23</p> <p>3.5: 216–217, 217a, 218–219, 228b, 247c, 281c, 314g–314h, 314–315, 315a, 316–317, 317a, SG•53</p> <p>3.6: 387c, 390–391, 391a, SG•5, SG•10, SG•15, 421c, 424g–424h, 424–425, 425a, 429b, 434a, 434–435, 438–439, 442–443, 443a, 445a, 446e–446f, 446–447, 447a, 450–451, 451a, 452–453, 459h, 459l–459m, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•44, SG•45, SG•46, SG•47, SG•63, UR•28–UR•29, UR•31, UR•32–UR•33</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). [RI.3.8]</p>	<p>3.1: SG•47, 126a, 126–127, 150–151, 159h, 159l–159m, SG•61, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43 3.2: 338a, 338–339, 348–349, 354–355, SG•66, UR•52 3.3: 374a, 374–375, 378–379, 379a, 380–381, 381a, 384–385, 385a, 388e–388f, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 398g–398h, 398–399, 399a, 400–401, 401a, 403h–403i, 403l–403m, 442a, 442–443, 451a, 506a, 506–507, 512–513, 513a, 514–515, 537h, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•32–UR•33, UR•48–UR•49, UR•52–UR•53 3.4: 100–101, 101a, 102–103, 103a, 112–113, 113a, 120a, 120–121, 126–127, 127a, 134–135, 135a, UR•8–UR•9, UR•10–UR•11, UR•12 3.5: 218–219, 219a 3.6: 376–377, 377a, 393h, 426–427, 427a, SG•31</p>
<p>18. Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]</p>	<p>3.1: 52–53, 118–119, 119a 3.2: 228–229, 229a, 260–261, 261a, 262–263, 263a, 296–297, SG•21, SG•26, SG•31, 296–297, 297a 3.4: 46–47, 50–51, 51a, SG•10, 104–105, 112–113, 113a, 138–139 3.5: 216g, 251a, 354g, 355a, 356–357, 357a 3.6: 425a, 457a</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Range of Reading and Level of Text Complexity	
<p>19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RI.3.10]</p>	<p>3.1: 50–51, 51a, 118g–118h, SG•48, 130–131, 131a, 132–133, 133a, 134–135, 135a, 136–137, 137a, 138–139, 139a, 140–141, 141a, 142–143, 143a, 144–145, 145a, 146–147, 147a, 148–149, 149a, 154–155, 155a, 156–157, 157a, 159l–159m, 188–189, 189a, 190–191, 191a</p> <p>3.2: 204a, 204–205, 208–209, 209a, 210–211, 211a, 220–221, 221a, 226–227, 227a, 228–229, 229a, 260–261, 261a, 262–263, 263a, 294g–294h, 294–295, 295a, 296–297, 297a, 333l–333m, 338–339, 340–341, 342–343, 348–349, 349a, 352–353, 353a, 363l–363m</p> <p>3.3: 378–379, 379a, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388–389, 389a, 390–391, 391a, 392–393, 393a, 398g–398h, 398–399, 399a, 446–447, 510–511, 511a, 516–517, 517a, 526–527, 527a, 532–533, 533a</p> <p>3.4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 46–47, 47a, 62–63, 63a, 124–125, 125a, 132e–132f, 138–139, 139a, 146–147, 147a</p> <p>3.5: 216–217, 217a, 218–219, 219a, 250g–250h, 250–251, 251a, SG•34, SG•38, SG•39, 319j–319k, 354–355, 355a, 356–357, 357a</p> <p>3.6: 374–375, 375a, 380–381, 381a, 384–385, 385a, 424g–424h, 438–439, 439a, 440–441, 441a, 442–443, 443a, 444–445, 445a, 446–447, 447a, 448–449, 449a, 450–451, 451a, 456–457, 457a, 459j–459k, 459l–459m, SG•66, SG•71, SG•76</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
<p>20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]</p>	<p>3.1: 22a, 22–23, 23a–23b, 26c, 38c–38d, 50c–50d, 50e–50f, 55i, 58a, 58–59, 59a–59b, 62c, 62e, 62–63, 72c–72d, 82c–82d, 82e–82f, 88–89, 89i, 92a, 92–93, 93a–93b, 96c, 106c–106d, 118c–118d, 118e–118f, 121i, 124a, 124–125, 125a–125b, 128c, 128e, 140c, 146–147, 147a, 154c–154d, 154e–154f, 159i, 162a, 162–163, 163a–163b, 166c, 166e, 176c–176d, 188c–188d, 188e–188f, 192–193, 193i, UR•20–UR•21, UR•22–UR•23, UR•24, UR•30–UR•31, UR•32–UR•33, UR•34, UR•40–UR•41, UR•42–UR•43, UR•44, UR•50–UR•51, UR•52–UR•53, UR•54</p> <p>3.2: 201a–201b, 202a, 202–203, 205a, 206c, 216c–216d, 226c–226d, 226e–226f, 231i, 234a, 234–235, 235a–235b, 238c, 238e, 238–239, 248c–248d, 257e, 260c, 260e, 264–265, 265i, 268a–268-269, 269a–269b, 278–279, 294c–294d, 299i, 302a, 302–303, 303a–303b, 306c, 318c–318d, 330c–330d, 330e, 332–333, 333i, 336a, 336–337, 337a–337b, 340c, 350c–350d, 358c–358d, 358e–358f, 363i, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p>3.3: 372a, 372–373, 373a–373b, 375c, 376c, 388c–388d, 398c–398d, 398e–398f, 403h–403i, 406a, 406–407, 410c, 410e, 410–411, 417c, 428c–428d, 437h–437i, 440a, 440–441, 441a–441b, 443a, 443c, 444c, 450–451, 451c, 452c, 462c, 467i, 470a–470-471, 496c, 496e–496f, 501h–501i, 504a, 504–505, 508c, 532c–532d, 532e–532f, UR•14, UR•34</p> <p>3.4: 22a–22-23, 23a–23b, 26c, 46c, 46f, 56a, 56–57, 57a–57b, 59a, 60c, 60e, 60–61, 70c–70d, 80c–80d, 80e–80f, 85i, 92a–92b, 94–95, 95a, 98–99, 100c–100d, 100–101, 101a, 110c, 112–113, 113a, 124–125, 125a, 132c–132d, 144c, 147a, 149a, 153a–153b, UR•24</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]</p>	<p>(Continued) 3.5: 192a, 192–193, 193a–193b, 196c, 206c–206d, 216c–216d, 216e–216f, 221i, 224a, 224–225, 225a–225b, 238c–238d, 242–243, 243a, 250c–250d, 250e–250f, 256a, 256–257, 257a–257b, 260c, 272c–272d, 284c–284d, 284e–284f, 287i, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c, 314e–314f, 319i, 322a, 322–323, 323a–323b, 326c, 340c–340d, 354c–354d, 354e–354f, UR•13, UR•14, UR•30–UR•31, UR•33, UR•34, UR•44 3.6: 368a, 368–369, 369a–369b, 372c, 382c–382d, 390c–390d, 390e–390f, 393i, 396a–396-397, 397a–397b, 400c, 412c–412d, 424c–424d, 424e–424f, 429i, 432a, 432–433, 433a–433b, 446c–446d, 456c–456d, 459i, 462a, 462–463, 463a–463b, 490c–490d, 490e–490f, 496a, 496–497, 497a–497b, 500c, 512c–512d, 524c, 524e–524f, 531i, UR•10–UR•11, UR•14, UR•23, UR•24, UR•30–UR•31, UR•54</p>
<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]</p>	<p>3.1: 166e 3.3: 406a, 406–407, 407a–407b, 409c, 410c, 418c–418d, 425e, 437c, 437i, 437o, 470a, 470–471, 471a–471b, 473c, 474c, 486c–486d, 496f, 501i, 508e, 508–509, 532c–532d, UR•24, UR•44 3.4: 88a, 88–89, 89a–89b, 92c, 99c, 100c–100d, 110f, 115i, 118a, 118–119, 119a–119b, 131c, 132c, 144c, 144e–144f, 149c, 149i, 176c, UR•34, UR•44 3.5: UR•54 3.6: 462a, 462–463, 463a–463b, 465c, 466c, 466e, 466–467, 476–477, 478c–478d, 490f, 492–493, 493a, 493h–493i, 524c, UR•10–UR•11, UR•40–UR•41, UR•43, UR•44</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>b. Decode words with common Latin suffixes. [RF.3.3b]</p>	<p>3.3: 470a, 470–471, 532c 3.4: 118a, 118–119, 122c, 132c, 176c, 176e–176f, UR•44 3.5: 322a, 322–323, 323a–323b, 325c, 326c, 339c, 340c–340d, 351e, 354f, 359c, 359i, UR•54 3.6: 390c, 432a, 432–433, 433a–433b, 436c, 446c–446d, 456f, 459i, 490c–490d, UR•34</p>
<p>c. Decode multisyllable words. [RF.3.3c]</p>	<p>3.1: 22a, 22–23, 23a–23b, 25c, 26c, 38c–38d, 50c–50d, 50e–50f, 55i, 82c–82d, 92a, 92–93, 93a–93b, 106c–106d, 118c–118d, 118e–118f, 176c–176d, UR•14 3.2: 202a, 202–203, 203a–203b, 206c, 226c–226d, 226e–226f, 234a, 234–235, 238c, 248c–248d, 260d, 260e, 268–269, 330d 3.3: 440a, 444c, 462d 3.4: 22a–22-23, 46d, 152a, 152–153, 153a–153b, 156c, 168c–168d, 183i, UR•54 3.5: 192a, 192–193, 193a–193b, 196c, 206c, 216c–216d, 216e–216f, 250c–250d, 257a–257b, 260c, 284c–284d, 284e–284f, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c–314d, 314e–314f 3.6: 396a, 396–397, 397a–397b, 412c–412d, 424c–424d, 432a, 432–433, 433a–433b, 436c, 456c–456d, 456f, 490c–490d, 496a, 496–497, 497a–497b, 500c, 512c–512d, 524c–524d</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>d. Read grade-appropriate irregularly spelled words. [RF.3.3d]</p>	<p>3.1: 23a–23b, 38c–38d, 50e–50f, 59a–59b, 72c–72d, 82e–82f, 93a–93b, 106c–106d, 118e–118f, 125a–125b, 140c–140d, 154e–154f, 163a–163b, 176c–176d, 188e–188f 3.2: 203a–203b, 216c–216d, 226e–226f, 294e–294f, 303a–303b, 318c–318d, 330e, 337a–337b, 350c–350d, 358e–358f 3.3: 373a, 388c–388d, 398c–398d, 398e–398f, 407a–407b, 418c, 428c–428d, 428e–428f, 441a–441b, 443c, 451c, 452c, 462e–462f, 471a–471b, 496c–496d, 496e–496f, 504a, 504–505, 505a–505b, 507c, 508c, 517c, 518c, 532e–532f, 537c, 537i, UR•34, UR•54 3.4: 22a–22-23, 23a–23b, 25c, 26c, 36c–36d, 46d, 46e, 57a–57b, 70c–70d, 80c–80d, 80e–80f, 89a–89b, 100c–100d, 110e–110f, 119a–119b, 132d, 144d, 144e, 153a–153b, 168c, 176e–176f 3.5: 193a–193b, 206c–206d, 216d, 216e–216f, 225a, 238d, 250d, 250e, 257a–257b, 272c–272d, 284e–284f, 291a–291b, 294c, 304d, 314d, 314f, 323a–323b, 340c, 354c–354d, 354e–354f 3.6: 369a–369b, 382d, 390e–390f, 397a–397b, 424d, 424e–424f, 433a–433b, 446c–446d, 456c–456d, 456e–456f, 463a–463b, 490d, 490f, 497a–497b, 524e–524f</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Fluency	
<p>21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]</p>	<p>3.1: 26e, 26–27, 38c–38d, 47b, 50e–50f, 55j–55k, SG•6, SG•7, SG•11, SG•16, 60–61, 79b, 82e–82f, 89j–89k, SG•18, SG•22, SG•27, SG•28, 118e–118f, 121j–121k, SG•34, SG•39, SG•43, SG•44, SG•48, 126–127, 128–129, 140c–140d, 151b, 158–159, 159j–159k, SG•50, SG•53, SG•54, SG•55, SG•56, SG•60, 161a–161b, 163a–163b, 164a, 164–165, 166e, 166–167, 176c–176d, 185b, 188e–188f, 192–193, 193j–193k, SG•66, SG•69, SG•70, SG•72, SG•75, SG•76, SG•80, UR•52–UR•53</p> <p>3.2: 202a, 202–203, 203a–203b, 204–205, 216d, 223b, 230–231, 231j–213k, 231l–231m, SG•2, SG•6, SG•7, SG•11, SG•12, 235a–235b, 236–237, 238e, 238–239, 248c–248d, 257b, 260e, 260f, 264–265, 265j–265k, SG•18, SG•22, SG•23, SG•27, SG•28, SG•32, 269b, 270–271, 272–273, 282c–282d, 291b, 294e–294f, 299h, 299j–299k, SG•34, SG•38, SG•43, SG•44, SG•48, 304–305, 306e, 306–307, 327b, 330f, 332–333, 333j–333k, SG•50, SG•54, SG•55, SG•59, SG•60, SG•64, 336–337, 337b, 338a, 338–339, 340c, 340–341, 350c–350d, 355b, 358e–358f, 362–363, 363j–363k, SG•66, SG•70, SG•74, SG•76, SG•80, UR•12–UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>3.3: 373a–373b, 374a, 374–375, 376e, 376–377, 388c–388d, 395b, 398e–398f, 402–403, 403j–403k, 403l–403m, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 407a–407b, 408a, 408–409, 418–419, 425b, 428e–428f, 435a, 436–437, 437j–437k, SG•18, SG•19, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•32, 441b, 442–443, 452c, 459b, 462e, 466–467, 467j, 467l, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 470–471, 493b, 496e–496f, 500–501, 501j–501k, SG•50, SG•51, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 505a–505b, 508–509, 518d, 529b, 532c–532d, 532e–532f, 536–537, 537j–537k,</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]</p>	<p>(Continued) SG•66, SG•70, SG•75, SG•76, SG•80, UR•13, UR•23, UR•32–UR•33, UR•53 3.4: 23a–23b, 24a, 24–25, 26e, 26–27, 43b, 46e–46f, 52–53, 53j–53k, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•16, 58a, 58–59, 60e, 60–61, 77b, 79b–79c, 80e–80f, 84–85, 85j–85k, SG•18, SG•19, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•32, 88a, 88–89, 89a–89b, 91a, 100e–100f, 107b, 110c–110d, 110e–110f, 115j–115k, 115l–115m, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 119a–119b, 120a, 120–121, 122c, 122e, 122–123, 141b, 148–149, 149j–149k, SG•50, SG•51, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•64, 153a–153b, 173b, 183j–183k, SG•66, SG•70, SG•71, SG•74, SG•76, SG•77, SG•80, UR•13, UR•23, UR•25, UR•33, UR•43 3.5: 193a–193b, 206d, 213b, 216e–216f, 221j–221k, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 225b, 238c–238d, 247b, 250e–250f, 252–253, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 257a–257b, 258–259, 272d, 281b, 284f, 287j–287k, 287l–287m, 291a–291b, 292–293, 294–295, 304d, 311b, 314f, 318–319, 319j–319k, SG•50, SG•55, SG•58, SG•60, SG•64, 323a–323b, 324–325, 326–327, 351b, 354f, 358–359, 359j–359k, SG•66, SG•68, SG•69, SG•70, SG•71, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•53 3.6: 369a–369b, 370–371, 387b, 390e–390f, 392–393, 393j–393k, 393l–393m, SG•2, SG•6, SG•11, SG•12, SG•16, 397a–397b, 398–399, 412c–412d, 424e–424f, 428–429, 429j–429k, 429l–429m, SG•18, SG•22, SG•27, SG•28, SG•32, 432a, 432–433, 433a–433b, 434–435, 436–437, 446c–446d, 453b, 456e–456f, 458–459, 459j–459k, 459l–459m, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 463a–463b, 464–465,</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]</p>	<p>(Continued) 490e–490f, 493j–493k, 493l–493m, SG•50, SG•54, SG•59, SG•60, SG•64, 497a–497b, 512d, 524e–524f, 530–531, 531j–531k, SG•66, SG•70, SG•71, SG•75, SG•76, SG•80, UR•23, UR•33</p>
<p>a. Read on-level text with purpose and understanding. [RF.3.4a]</p>	<p>3.1: 38d, 47b, 54–55, 55j–55k, 82f, 88–89, 89j–89k, 125a–125b, 128e, 128–129, 140d, 154e, 158–159, 159j–159k, SG•52, 163a–163b, 176d, 188f, 193j–193k 3.2: 230–231, 257b, 260f, 264–265, 265j–265k, 267a–267b, 291b, 296–297, 297a, 299j–299k, SG•34, SG•35, SG•44, 327b, 330f, 332–333, 333j–333k, 350e–350f, 362–363, 363j–363k, UR•13 3.3: 395b, 398e–398f, 403j–403k, 412–413, 413a, 418e–418f, 428e–428f, 436–437, 437j, 441a–441b, 459b, 467k, 467m, 500–501, 501j, 501l 3.4: 23a–23b, 46e–46f, 52–53, 53j–53k, 62–63, 63a, 64–65, 65a, 77b, 79b–79c, 85j–85k, 94–95, 95a, 98–99, 99a, 100e–100f, 107b, 107d, 115j–115k, 118a, 118–119, 124–125, 125a, 141b, 147a 3.5: 221j–221k, 231a, 252–253, 257a–257b, 260–261, 272d, 287l–287m, 318–319, 323a–323b 3.6: 369a–369b, 429l–429m, 497a–497b, 512d, 524f, 531j–531k</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]</p>	<p>3.1: 24–25, 26d, 26e, 26–27, 47b, 50d, 50e–50f, 54–55, 55j–55k, 79b, 88–89, 89j–89k, 94–95, 96–97, 115b, 120–121, 121j–121k, SG•43, 128–129, 151b, 154e, 159j–159k, 185b, 188e–188f, 192–193, 193j–193k, 194–195, 195a, 196–197, 197a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43</p> <p>3.2: 203a–203b, 206e, 206–207, 226e–226f, 230–231, 248d, 260f, 265j–265k, 270–271, 298–299, 330f, 355b, 362–363, 364–365, 367a, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43, UR•52–UR•53</p> <p>3.3: 374a, 374–375, 376e, 376–377, 395b, 402–403, 403a, 403j–403k, 444e, 444–445, 459b, 466–467, 472–473, 474–475, 486d, 493b, 500–501, 501j, 506–507, 508–509, 529b, 536–537, 538–539, 539a, 540–541, 541a, UR•32–UR•33, UR•43</p> <p>3.4: 23a–23b, 36c–36d, 43b, 46e–46f, 53j–53k, 79b–79c, 90a, 90–91, 92e, 92–93, 114–115, 115b, 148–149, 154a, 154–155, 156–157, 173b, 176d, 176e–176f, 182–183, 183j–183k, 184–185, 185a, 186–187, 187a, UR•52–UR•53</p> <p>3.5: 194–195, 196–197, 206d, 213b, 220–221, 221j–221k, 226–227, 228–229, 238d, 247b, 250f, 252–253, 253j–253k, 258–259, 260–261, 272d, 281b, 284d, 284f, 286–287, 287j–287k, 292–293, 294–295, 304d, 311b, 318–319, 323a–323b, 324–325, 326–327, 351b, 358–359, 359j–359k, 360–361, 361a, 362–363, 363a, UR•13, UR•23, UR•33, UR•43</p> <p>3.6: 370–371, 372–373, 387b, 392–393, 393j–393k, 398–399, 400–401, 412d, 421b, 428–429, 429j–429k, 434–435, 436e, 436–437, 446c–446d, 453b, 458–459, 459j–459k, 459l–459m, 463a–463b, 464–465, 466–467, 487b, 492–493, 493j–493k, 498–499, 500–501, 512d, 521b, 524f, 530–531, 531a, 531j–531k, 532–533, 533a, 534–535, 535a, UR•13, UR•23, UR•33, UR•43, UR•53</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]</p>	<p>3.1: 26–27, 36–37, 54–55, 55a, SG•9, 161a, UR•10–UR•11, UR•12–UR•13 3.2: 204–205, 205a, 206e, 206–207, 230–231, SG•9, SG•14, 238e, 238–239, 246–247, 306e, 306–307, 330f, 332–333, SG•52, SG•57, SG•62, 340e, 363a 3.3: 398e–398f, 440–441, 444c, 444e, 444–445, 462c, 474e, 482–483, 483a 3.4: 26e, 26–27, 30–31, 31a, 55a–55b, 80e–80f, 110e–110f, 115j–115k, 115l–115m 3.5: 196–197, 224–225, 225a–225b, 228c, 228e, 228–229, 236–237, 238c–238d, 242–243, 243a, 250e–250f, 253h, 253i, 314f, UR•20–UR•21, UR•23, UR•24 3.6: 424e–424f, 456e–456f, 500e, 500–501, 512d, 524e–524f, UR•50–UR•51, UR•53</p>
Writing Standards	
Text Types and Purposes	
<p>22. Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1]</p>	<p>3.1: SG•2, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9, WP•10 3.2: SG•2, SG•7, SG•12, 256–257, 271e–271f, 299h, 299p–299q, SG•54, SG•59, SG•64 3.3: SG•54, SG•55, SG•59, SG•64, SG•80 3.4: 25e–25f, 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, SG•54, SG•55, SG•59, SG•64, WP•6–WP•7 3.5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 350–351, 351a, 352–353, 353a, 353b–353c, 359d–359e, WP•2–WP•3 3.6: SG•6, SG•7, SG•11, SG•16</p>
<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [W.3.1a]</p>	<p>3.2: 271e–271f, 281d–281e, 292–293, 293a, 299d–299e, 299p–299q 3.4: 25e–25f, 35d–35e, 44–45, 45a, WP•2–WP•3, WP•4–WP•5 3.5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 352–353, 353a, 353b–353c, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>b. Provide reasons that support the opinion. [W.3.1b]</p>	<p>3.2: 256–257, 271e–271f, 281d–281e, 292–293, 293a, 293b–293c, 299d–299e, 299p–299q, SG•54, SG•59, SG•64 3.4: 35d–35e, 44–45, 45a, 45b–45c, WP•2–WP•3 3.5: 195e–195f, 205e, 214–215, 215a, 215b, 339d–339e, 352–353, 353a, 353b–353c, 359d–359e, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8</p>
<p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. [W.3.1c]</p>	<p>3.2: 299d 3.3: 437d 3.4: 44–45, 53d–53e 3.5: 352–353, 353a, WP•10</p>
<p>d. Provide a concluding statement or section. [W.3.1d]</p>	<p>3.2: 299d–299e 3.4: 44–45, 45b, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7</p>
<p>23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]</p>	<p>3.1: 55b, 152–153 3.2: 290–291, 291a, 356–357, 357b–357c, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7 3.3: 403b, 409b, 443e–443f, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501d–501e, 501p–501q, 507e–507f, 517d–517e, 528–529, 530–531, 531a, 531b, 537d–537e, WP•2–WP•3, WP•4, WP•5 3.4: SG•6, SG•11, SG•16, 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 109b–109c, 115b, 115d–115e, 115p–115q, SG•38, SG•43, SG•48, 140–141, 141a, 149n, 174–175 3.5: 221b, 253b, 287b, 293e–293f, 303d–303e, 310–311, 311a, 312–313, 313a, 313b–313c, 359b 3.6: 381d–381e, 386–387, 387a, 420–421, 421a, 427a, 435e–435f, 454–455, 455a, 455b–455c, 459b, 493b, 531b, UR•15, UR•45</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a]</p>	<p>3.1: 105d–105e, 116–117, 117a, 139d–139e, 151c, 152–153, 153a, SG•61, SG•63 3.2: 265b, 317d–317e, 329a, 339e–339f, 349d–349e, 356–357, 357b–357c, WP•4, WP•5 3.3: 394–395, 395a, 443e–443f, 451d–451e, 460–461, 461a, 467p–467q, 473e–473f, 494–495, 495a, 495b–495c, 501b, 501d–501e, 507e–507f, 517d–517e, 529d, 530–531, 531b, 537b, 537d–537e, WP•4, WP•5, WP•6, WP•7, WP•10 3.4: 76–77, 77a, 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 173c, 175b–175c 3.5: 287b, 293e–293f, 312–313, 313a, SG•53 3.6: 435e–435f, SG•48, 531b, UR•25, WP•6</p>
<p>b. Develop the topic with facts, definitions, and details. [W.3.2b]</p>	<p>3.1: 114–115, 116–117, 117a, 139d–139e 3.2: 265b, 326–327, 339e–339f, 349d–349e, 354–355, 356–357, 357b–357c, 363d–363e, WP•4, WP•5, WP•6, WP•7 3.3: 394–395, 395a, 403b, 409a–409b, 424–425, 443e–443f, 458–459, 461b–461c, SG•46, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501b, 507e–507f, 517d–517e, 530–531, 531a, 531b, 537d–537e, SG•77, WP•2–WP•3, WP•4, WP•5, WP•10 3.4: 42–43, 76–77, 77a, 106–107, 107a, 108–109, 109a, 109b–109c, 140–141, 141a, 172–173 3.5: 212–213, 237b, 246–247, 287b, 293e–293f, 303d–303e, 310–111, 312–313, 313a, 313b–313c, 319b, 319d–319e, 359b 3.6: 371e–371f, 386–387, 445d–445e, 455b–455c, SG•44, SG•45, 493b, 531b, UR•15, UR•25, WP•4, WP•5</p>
<p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. [W.3.2c]</p>	<p>3.2: 339e–339f, 356–357, 363d–363e, WP•2, WP•6, WP•7 3.3: 507e–507f, 530–531, 531b–531c, 537d–537e, WP•7, WP•8, WP•10 3.6: 459d, UR•35, WP•7</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
d. Provide a concluding statement or section. [W.3.2d]	3.2: WP•6 3.3: 501d, 530–531, 531a, 537d, WP•8, WP•10 3.4: 115d–115e 3.6: 459d
24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3]	3.1: 25e–25f, 37d–37e, 48–49, 49a, 49b–49c, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 121a, 127e–127f, 159d–159e, SG•54, SG•59, SG•64, 165e–165f, 175d–175e, 186–187, 187a, 187b–187c, 193d–193e, 193p–193q, WP•6, WP•7, WP•10 3.2: 237e–237f, 247d–247e, 258–259, 259a, 259b–259c, 265d–265e, SG•38, 361a, 363b 3.3: 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 417d–417e, 426–427, 427a, 437d–437e, SG•22, SG•27, SG•32, 541a 3.4: 59e–59f, 69d–69e, 78–79, 79a, SG•22, SG•27, SG•32, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c 3.5: 227e–227f, 237d–237e, 248–249, 249a, 249b–249c, 253d–253e, 253p–253q, 259e–259f, 271d–271e, 282–283, 283a, 283b–283c, 363a 3.6: 399e–399f, 411d–411e, 423b–423c, 465e–465f, 477d–477e, 488–489, 489a, 489b–489c, SG•54, SG•59, SG•64, 499e–499f, 511d–511e, 522–523, 523a, 523b–523c, 531d–531e, 531p–531q

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.3.3a]</p>	<p>3.1: 25e–25f, 37d–37e, 48–49, 49a, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87, 165e–165f, 175d–175e, 186–187, 187a, WP•2–WP•3, WP•4, WP•5 3.2: 247d–247e, 258–259, 259a, SG•48, 360–361, 361a, 363b 3.3: 375e–375f, 387b, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 417d–417e, 426–427, 427a, 427b–427c 3.4: 59e–59f, 69d–69e, 78–79, 79a, 82–83, 83a, 85d–85e, 85p–85q, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c, 149d–149e, 155e–155f, 174–175, 175a 3.5: 227e–227f, 237d–237e, 248–249, 249a, 253d, 271d–271e 3.6: 411d–411e, 465e–465f, 477d–477e, 488–489, 499e–499f, 511d–511e, 522–523, 523a, 531d–531e</p>
<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [W.3.3b]</p>	<p>3.1: 49b–49c, 80–81, 81a, 153b–153c, 159d–159e, 186–187, 187a, WP•6, WP•7 3.2: 258–259, 259a, 265d–265e, SG•48, 305e–305f, 328–329, 329a 3.3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 426–427, 427b–427c 3.4: 78–79, 79a, 79b–79c, 149d–149e 3.5: 237d–237e, 248–249, 249a, 271e, 283b–283c 3.6: 465e–465f, 488–489, 489a, 489b–489c, 493d–493e, 522–523, 523a, 523b–523c, 531d–531e</p>
<p>c. Use temporal words and phrases to signal event order. [W.3.3c]</p>	<p>3.2: 247d–247e 3.3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q 3.4: 60a–60b, 85d–85e, 131d–131e, 143b–143c, 155e–155f, 167d–167e, 174–175, 175b–175c 3.5: 227e–227f</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
d. Provide a sense of closure. [W.3.3d]	SE 1: 80, 87, 258 SE 2: 78, 522 3.1: 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87 3.2: 258–259, 259a 3.3: 417d–417e 3.4: 53d, 69d–69e, 78–79, 82–83, 83a 3.6: 531p–531q
Production and Distribution of Writing	
25. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.3.4]	3.1: 37d–37e, 49a, 55p–55q, SG•2, SG•6, SG•7, 80–81, 81a, 95e–95f, 105d–105e, 114–115, 115a, 116–117, 117a, 117b–117c, 150–151, 151a, SG•54, SG•63, 175d–175e, 184–185, 185a, 186–187, 187a, SG•70, SG•75, SG•80 3.2: 224–225, 225a, 231d–231e, 247d–247e, 281d–281e, 317d–317e, 326–327, 328–329, 329a, 329b–329c, 356–357, 357a, 363d–363e, 363p–363q 3.3: 426–427, 427a, 451d–451e, 495b–495c, 537b, SG•70, SG•75, SG•80, WP•4, WP•5 3.4: 35d–35e, 53b, SG•14, SG•15, 121e–121f, 131d–131e, 140–141, 141a, 142–143, 143a, 143b, 149d–149e, 174–175, 175a 3.5: 205d–205e, 259e–259f, 271d–271e, 282–283, 283a, 287b, 303d–303e, 313b–313c, 319d–319e, 339d–339e, SG•54, SG•59, SG•64 3.6: 388–389, 389a, 411d–411e, 422–423, 423a, 423b–423c, SG•21, SG•22, SG•27, SG•32, 477d–477e, 486–487, 487a, 489b–489c, 520–521, 521a, 531b, 531d–531e, 531p–531q, SG•69

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3.) [W.3.5]</p>	<p>3.1: 25b, 25e–25f, 37d–37e, 47d, 55b, 55d–55e, 55p–55q, 79d, 89d–89e, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 117b–117c, 121d–121e, 121p–121q, 159d–159e, 159p–159q, 165e–165f, 185d, 193p–193q, SG•79, WP•6, WP•7, WP•8, WP•9 3.2: 205e–205f, 215d–215e, 223d, 224–225, 225a, 231p–231q, SG•12, 247d–247e, 257d, 259b–259c, 265d–265e, 265p–265q, 299d–299e, 299p–299q, 333d–333e, 333p–333q, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 3.3: 375e–375f, 437d–437e, 437p–437q, 461b–461c, 467d–467e, 467p–467q, 501d–501e, 517d–517e, 537p–537q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 3.4: 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, 85p–85q, 115d–115e, 149e, 149p–149q, 175b–175c, 183p–183q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 3.5: 213d, 221d–221e, 221p–221q, 247d, 253p–253q, 281d, 282–283, 283a, 287d–287e, 287p–287q, SG•38, SG•48, 303d–303e, 319d–319e, 319p–319q, 359d–359e, 359p–359q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 3.6: 393d–393e, 393p–393q, 429d–429e, 429p–429q, 459d–459e, 459p–459q, SG•39, SG•43, SG•48, 487d, 493d–493e, 493p–493q, 499e–499f, 511d–511e, 523b–523c, 531b, 531p–531q, WP•3, WP•7, WP•8</p>
<p>27. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [W.3.6]</p>	<p>3.1: 55b, 71b, SG•30, SG•31, 121b, SG•46, SG•47, 159b, SG•61, SG•63, 185c, 185d, 193b, WP•6, WP•7, WP•8, WP•9, WP•10 3.2: 231b, 260g–260h, 265b, 299b, WP•9, WP•10 3.3: 403p–403q, 532g–532h, 534–535, 535a, WP•8, WP•9, WP•10 3.4: 53b, SG•15, 144g–144h, 149b, WP•10 3.5: 253b, 287b, 319b, 319p–319q, WP•9, WP•10 3.6: 393b, 429b, 459b, 531b, WP•9, WP•10</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Research to Build and Present Knowledge	
<p>28. Conduct short research projects that build knowledge about a topic. [W.3.7]</p>	<p>3.1: 55a, SG•12, SG•13, SG•14, SG•15, SG•16, 71b, 95b, SG•44, SG•45, SG•46, SG•47, 127b, 139b, 151d, 159b, 159n, 175b, 191a, SG•78, SG•79</p> <p>3.2: 205b, 215b, 230–231, 231a, SG•14, 237b, 247b, 257d, SG•30, SG•31, 271b, SG•44, 305b, SG•62, 339b, 349b, 355d, SG•76</p> <p>3.3: 375b, 387b, 417b, 443b, 451b, 459c, 473b, 493c, 496g–496h, 499a, SG•60, SG•61, 507b, 517b</p> <p>3.4: 25b, 35b, 43d, 53b, SG•12, SG•14, 91b, 121b, 131b, 141d, 149n, SG•62, SG•63, 155b, SG•70, SG•71, SG•75, SG•80</p> <p>3.5: 195b, 205b, SG•6, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 227b, 237b, 247d, SG•28, SG•29, SG•30, SG•31, 259b, 271b, 281d, 287b, SG•44, SG•45, SG•46, SG•47, 293b, 303b, 311d, SG•60, SG•61, 325b, SG•70, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80</p> <p>3.6: 371b, 387d, SG•12, 399b, 421d, SG•29, 435b, 453d, SG•44, SG•45, SG•46, SG•47, 465b, 477b, 487d, SG•60, SG•61, 499b, 511b, SG•71, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>29. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]</p>	<p>3.1: 37b, 46–47, 55b, SG•13, 78–79, 89b, 105b, 114–115, 115d, 121b, SG•38, SG•43, SG•45, 127e–127f, 139b, 139d–139e, 150–151, 151d, 159b, 165b, 175b, 185d, 193b, WP•4, WP•5</p> <p>3.2: 215b, 222–223, SG•13, SG•15, 247b, 255–256, 281b, 290–291, 291c, 291d, 299b, SG•45, 317b, 326–327, 327d, 333b, SG•62, SG•63, 349b, 349d–349e, 354–355, 355c, 355d, 363b, SG•78</p> <p>3.3: 387b, 394–395, 395a, 403b, 417b, 424–425, 425a, 425d, 437b, SG•28, SG•29, SG•30, SG•31, 443b, 458–459, 459a, 459c, 459d, 467b, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 485b, 485d–485e, 492–493, 493a, 493c, 493d, 517b, 517d–517e, 528–529, 529d</p> <p>3.4: 25e–25f, 35b, 35d–35e, 42–43, 43d, 53b, 69b, 76–77, 77d, 85b, 107c, 107d, 115b, 121b, 131b, 131d–131e, 141d, 149b, SG•62, 167b, 172–173, 173a, 173d, 183b</p> <p>3.5: 205b, 212–213, 213a, 227b, 227e–227f, 237b, 246–247, 247a, SG•22, SG•23, SG•26, SG•27, SG•32, 271b, 287b, SG•39, SG•47, 303b, 310–311, 311c, 311d, SG•61, SG•62, 351c, 351d</p> <p>3.6: 371e–371f, 381b, 381d–381e, 386–387, 387d, 388–389, 389a, 389b–389c, 393d–393e, SG•12, SG•16, 411b, 420–421, 421d, 445b, 452–453, 453a, 453d, 477b, 486–487, 487d, 520–521, 521a, 521c, 521d, 531b, WP•2–WP•3, WP•4, WP•5</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Range of Writing	
<p>30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.3.10]</p>	<p>3.1: 25b, 25e–25f, 47d, 48–49, 49a, 53a, 55d–55e, 55p–55q, SG•6, SG•7, SG•12, SG•13, SG•16, 61b, 61e–61f, 78–79, 79a, 80–81, 81a, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 121b, 121p–121q, 159n, 159p–159q, SG•54, 165b, 175d–175e, 187b–187c, 193d–193e, 193p–193q 3.2: 222–223, 223a, 237e–237f, 247d–247e, 256–257, 259b–259c, 265d–265e, 265p–265q, SG•30, 299b, 299p–299q, SG•37, 326–327, 328–329, 329a, 329b–329c, 333b, 333p–333q, 339e–339f, 356–357, 363p–363q, 367a, SG•79, UR•25, UR•35, UR•45, UR•55 3.3: 375b, 375e–375f, 403p–403q, 507e–507f, 517d–517e, 537b, 541a 3.4: 42–43, 43a, 44–45, 45a, 45b–45c, 53d–53e, SG•6, SG•7, SG•14, SG•15, 140–141, 141a, 142–143, 143a, SG•59, 172–173, 173a, 183p–183q 3.5: 195e–195f, 205d–205e, 219a, SG•5, SG•10, SG•11, 227b, 227e–227f, 248–249, 249a, 253b, 253d–253e, 253p–253q, SG•26, SG•27, 271d–271e, 283b–283c, 285a, 287b, 287d–287e, SG•38, SG•48, 310–311, 311a, 311d, 313b–313c, 319b, 319p–319q, SG•54, SG•59, 359p–359q, UR•15, UR•25, UR•35, UR•45, UR•55 3.6: 393b, 393d–393e, SG•11, 421d, 422–423, 423a, 423b–423c, 429b, 429p–429q, 459p–459q, 493p–493q, 511d–511e, 520–521, 521a, 523b–523c, 531b, 531d–531e, 531p–531q, SG•69, SG•75, UR•35</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>Grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. [SL.3.1]</p>	<p>3.1: 20–21, 21a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, 54–55, SG•2, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•15, SG•16, 62a–62b, 82a–82b, 89a, SG•18, SG•22, SG•23, SG•28, SG•32, 91a–91b, 96a–96b, 106a–106b, 118a–118b, 118g–118h, SG•34, SG•38, SG•39, SG•44, SG•48, 128a–128b, 140a–140b, 154a–154b, 158–159, 159a, 166a–166b, 176a–176b, 188a–188b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>3.2: 205a, 206a–206b, 216a–216b, 226a–226b, SG•2, SG•3, SG•6, SG•7, SG•11, SG•12, SG•14, SG•16, 238a–238b, 248a–248b, 257d, 260a–260b, SG•18, SG•22, SG•23, SG•27, SG•28, SG•32, 272a–272b, 282a–282b, 294a–294b, 298–299, 299a, SG•38, SG•39, SG•43, SG•44, SG•46, 306a–306b, 318a–318b, 330a–330b, 333a, 333n, SG•64, 340a–340b, 350a–350b, 358a–358b, 358g–358h, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>3.3: 371a–371b, 376a–376b, 388c–388d, 398a–398b, SG•6, SG•7, SG•10, SG•11, SG•16, 404–405, 439a–439b, 444a–444b, 496a–496b, 503a–503b, 508a–508b, 518a–518b, 532a–532b, SG•66, SG•71, SG•76, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p>3.4: 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, SG•2, SG•3, SG•15, 80a–80b, 117a–117b, 121a–121b, 122a–122b, 132a–132b, 144a–144b, SG•59, 151a–151b, 156a–156b, 168a–168b, 176a–176b, 182–183, 183h, SG•66, SG•67, SG•71, SG•76, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>Grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. [SL.3.1]</p>	<p>(Continued) 3.5: 195a, 196a–196b, 206a–206b, 216a–216b, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 227a, 228a–228b, 238a–238b, 250a–250b, 255a–255b, 259b, 260a–260b, 272a–272b, 284a–284b, SG•38, SG•39, 289a–289b, 293a, 294a–294b, 304a–304b, 314a–314b, 321a–321b, 326a–326b, 340a–340b, 354a–354b, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 3.6: 371a, 372a–372b, 382a–382b, 390a–390b, SG•2, SG•6, SG•7, SG•12, SG•13, 395a–395b, 399a–399b, 400a–400b, 412a–412b, 424a–424b, 431a–431b, 435a–435b, 436a–436b, 446a–446b, 456a–456b, 456g–456h, 461a–461b, 465a, 466a–466b, 478a–478b, 490a–490b, 495a–495b, 500a–500b, 512a–512b, 524a–524b, 531n, SG•70, SG•71, SG•75, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.3.1a]</p>	<p>3.1: 54–55, 88–89, 89n, SG•32, 158–159, 159n, 192–193, 193a, 193n 3.2: 230–231, 265n, 272a–272b, 298–299, 299a, 299n, 333a, 333n, SG•64, 340a–340b, 350a–350b, 362–363, 363a 3.3: 403a, 403n, 410a–410b, 418a–418b, 428a–428b, 436–437, 437n, 452a–452b, 462a–462b, 467n, 500–501, 501n, 508a–508b, 536–537, 537n 3.4: 52–53, 53a, 53n, 55a–55b, 60a–60b, 85n, 89a–89b, 114–115, 115a, 115n, 132a–132b, 144a–144b, 182–183, 183a, SG•80 3.5: 286–287, 287n, 318–319, SG•64, 358–359 3.6: 392–393, 393n, 424a–424b, 424e–424f, 429n, 458–459, 459n, 530–531, 531n</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>b. Follow agreed-upon rules for discussions (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). [SL.3.1b]</p>	<p>3.1: 55a, 89a, 89n, 121n, 159a, SG•64, 193n, SG•66, SG•75, SG•76, SG•80 3.2: 206a, 230–231a, 265n, 299a, 299n, 333n, SG•64, 363n 3.3: 436–437, 437a, 437n, 474a–474b, 500–501, 536–537a, 537n 3.4: 52–53, 53a, 53n, 84–85, 114–115, 115a, SG•48, 148–149a, 149n, 182–183a, 183n 3.5: 196a–196b, 220–221, 253n, SG•32, 286–287, 287a, 287n, SG•48, 318–319a, 319n, SG•64, 358–359 3.6: 392–393a, 393n, 428–429, 429a, 429n, 458–459, 459n, 492–493a, 493n, 530–531, 531n</p>
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c]</p>	<p>3.1: 20–21, 55n, 62a–62b, 72a–72b, 89n, 90–91, SG•59, 176a–176b, 193n, SG•76 3.2: 200–201, 265n, 282a–282b, 294a–294b, 298–299, SG•34, SG•48, 332–333, 333n, SG•64, 358a–358b, SG•70 3.3: 370–371, 388a–388b, 398a–398b, 402–403, 403a, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, SG•28, SG•29, 404–405, 452a–452b, 462a–462b, SG•34, SG•35, SG•39, 469a, 486a–486b, 496a–496b, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, 502–503, 518a–518b, SG•71 3.4: 20–21, 46a–46b, 54–55, 55a–55b, 70a–70b, 80a–80b, 87a–87b, 100a–100b, 110a–110b, 116–117, 118a, 118–119, 121a–121b, 122a–122b, 132a–132b, 132–133, 144a–144b, 150–151, 182–183, 183a 3.5: 190–191, 196a–196b, 222–223, 253n, 254–255, 255a–255b, 260a–260b, 288–289, 320–321, 340b 3.6: 366–367, 367a–367b, 372a–372b, 382a–382b, 394–395, 428–429, 430–431, 458–459, 459a, 459n, 460–461, 494–495, 495a–495b, 531n, UR•12–UR•13</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>d. Explain their own ideas and understanding in light of the discussion. [SL.3.1d]</p>	<p>3.1: 160–161, 176a–176b 3.2: 266–267, 272a–272b, 282a–282b, 294a–294b, 299a, SG•43, 306a–306b, 318a–318b, 333n, 334–335, 340a–340b, 350a–350b, 358a–358b, SG•75 3.3: 395d–395e, 438–439 3.4: 117a–117b, 121a–121b, 122a–122b, SG•54, SG•55, SG•59 3.5: 227a, 250a–250b, 260a–260b, 294a–294b, 340a–340b 3.6: 459a, 459n, UR•19</p>
<p>32. 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. [SL.3.2]</p>	<p>3.2: 362–363, 363a 3.3: 371a, 402–403, 403a, 405a, 439a, 503a 3.4: 24a, 24–25, 115a 3.6: 395a, 431a, 461a, 492–493, 495a</p>
<p>33. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.3.3]</p>	<p>3.1: 55n, 88–89, 158–159, 159a, 159n, 192–193, 193a, 193n 3.2: 231a, 232–233, 264–265, 299n, 300–301, 333a, 333n 3.3: 403n–403o, 437n, 467n, 501n, 536–537 3.4: 52–53, 53a, 53n, 84–85, 85n, 89a–89b, 114–115, 115a, 115n, 149n, 182–183 3.5: 253n, 255a–255b, 286–287, 287n 3.6: 392–393, 428–429, 429n, 458–459, 459a, 459n, SG•48, 531n, SG•75, SG•80</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Presentation of Knowledge and Ideas	
<p>34. 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. [SL.3.4]</p>	<p>3.1: 54–55, 55a, 55n, 79a, 88–89, 89n, 115a, 120–121, 121a, 121n, SG•48, 158–159, 159a, 159n, 192–193, 193a, 193n, SG•67, SG•70, SG•71, SG•75, SG•80 3.2: 230–231, 231a, 231n, SG•16, 257a, 264–265, 265a, 265n, SG•32, 282e–282f, 291a, 198, 298–299, 299a, 299n, SG•48, 333n, SG•64, 350e–350f, 355a, 362–363, 363a, 363n, 363q, SG•80 3.3: 388e–388f, 395a, 402–403, 403a, 403n–403o, SG•16, 407a–407b, 425a, 428g–428h, 436–437, 437j, 437n, SG•32, 452e–452f, 467n, SG•48, 500–501, 501a, 501n, SG•64, 518e–518f, 528–529, 529a, 536–537, 537a, 537n, SG•80 3.4: 52–53, 53a, 53n, SG•16, 55a–55b, 84–85, 85a, SG•32, 89a–89b, 115n, 140–141, 141a, 149a, 149n, SG•64, 173a, 182–183, 183n 3.5: 221n, SG•16, 238e–238f, 246–247, 247a, 252–253, 253a, 253n, SG•18, SG•22, SG•23, SG•28, SG•29, SG•32, 281a, 286–287, 287a, 287n, SG•41, SG•48, 304e–304f, 311a, 319a, 319n, SG•64, –, 359a, 359n, SG•80 3.6: 387a, 392–393, 393a, 393n, SG•16, 412e–412f, 420–421, 421a, 428–429, 429a, 429n, SG•32, 446e–446f, 458–459, 459n, SG•48, 478e–478f, 486–487, 487a, 492–493, 493a, 493n, SG•64, 520–521, 521a, 530–531, 531a, 531n, SG•80, UR•9</p>
<p>35. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. [SL.3.5]</p>	<p>3.3: 373b, 407b, 441b, 471b, 505b 3.4: 53q, 85a, 85q 3.6: 369b, 397b, 433b, 463b, 497b</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>36. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 37 and 39 for specific expectations.) [SL.3.6]</p>	<p>3.1: 54–55, 55a, 55n, 88–89, 159a, 192–193, 193a 3.2: 264–265, 265a, 298–299, 299a, SG•51, SG•53, SG•55, SG•58, SG•61, 362–363 3.3: 402–403, 466–467, 467a, 500–501 3.4: 52–53, 55a–55b, 59c, 60a–60b, 114–115, 115a, 149n, 182–183 3.6: 530–531, 531a, 531n</p>
Language Standards	
<p>Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).</p>	
Conventions of Standard English	
<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.3.1]</p>	<p>3.1: 25d, 37c, 48–49, 55p–55q, SG•6, SG•11, SG•13, SG•16, 61d, 71c, 71e, 79e, 80–81, 81a, 81b–81c, 89c, 89o, SG•29, 127d, 139c, 151a, 152–153, 153a, 159c, SG•59, SG•70, SG•75, SG•80, UR•15, UR•25, UR•45 3.2: 231p–231q, SG•6, SG•16, 237d, SG•32, 328–329, 329a, 329c, SG•70, SG•74, SG•77, SG•80 3.3: SG•7, SG•10, SG•11, 451d–451e, 460–461, 461a, 461b–461c, 467c, 467d, 501b–501c, UR•14–UR•15 3.4: 25c–25d, 35c, 44–45, 45a, 53c, SG•12, SG•13, SG•14, SG•15, 108–109, 109a, 121d, 131c, 141e, 142–143, 143a, 149c, 149o, 149p–149q, 155d, 167c, 173e, 174–175, 175a, 183c, 183d–183e, 183o, 183p–183q, SG•69, SG•75, SG•79, UR•15, UR•55, WP•8–WP•9 3.5: 221p–221q, 237d–237e, 249b–249c, 253d–253e, 287p–287q, SG•38, SG•48, 319p–319q, 352–353, 359p–359q 3.6: 393p–393q, 399d, 422–423, 423a, 429p–429q, 459p–459q, 493p–493q, SG•64</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]</p>	<p>3.2: 205d, 223e, 224–225, 231c, 231o, SG•6, SG•11, SG•16, 237d, 247c, 257e, 258–259, 265c, 265o, 265p–265q, SG•22, UR•15 3.3: 375d, 387c, 395e, 396–397, 397b–397c, 403c, 403h–403i, 403o, 403p, SG•10, SG•11, 409d, 417c, 425e, 437c, 437o, SG•22, 501p, 507d, 537c, UR•15, UR•25, UR•55 3.4: 25d, 35c, 43e, 44–45, 45a, 53c, 53o, SG•6, SG•11, SG•16, 59d, 69c, 77e, 78–79, 79a, 85c, 85o, 85p–85q, 91d, 99c, 107e, 108–109, 109a, 109b–109c, 115c, 115o, 115p–115q, SG•43, 183d–183e, UR•15, UR•25, UR•35 3.5: 195d, 205c, 213e, 214–215, 221c, 221o, SG•4, 227d, 248–249, 249b–249c, 253p, 259d, 271c, 281e, 282–283, 287c, 287o, 287p, SG•38, SG•43, SG•48, UR•15, UR•35 3.6: 372d</p>
<p>b. Form and use regular and irregular plural nouns. [L.3.1b]</p>	<p>3.1: 58a, 58–59, 59a–59b, 62c, 72c, 89i 3.2: 237d, 247c, 257e, 265c, 265o, SG•27, 271d, 281c, 291e, 292–293, 293b–293c, 299c, 299o, 299p, SG•38, SG•48, 339d, 349c, 355e, UR•25, UR•35 3.3: 493e 3.4: 22a, 22–23, 23a–23b, 25c–25d, 36c–36d, 53i, 53o, 58a, 58–59, 183d–183e, UR•15</p>
<p>c. Use abstract nouns (e.g., childhood). [L.3.1c]</p>	<p>3.2: 205d, 215c, 223e, 231o, 247c, 257e, 265c, 265o 3.4: 108–109, 109a</p>
<p>d. Form and use regular and irregular verbs. [L.3.1d]</p>	<p>3.3: 375d, 387c, 395e, 403o, 426–427, 507d, 517c, 529e, 530–531, 531a, 537c, 537o, SG•70, UR•55</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [L.3.1e]	3.3: 375d, 387c, 396–397, 403h–403i, 403o, 403p, 409d, 417c, 425e, 426–427, 437c, SG•22, SG•32, 473d, 485c, 493e, 494–495, 501c, 501o, 501p, 530–531, SG•54, SG•59, SG•64, UR•25, UR•45 3.5: 248–249, 253e
f. Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]	3.1: 48–49, 121p–121q, 139c, 152–153, 159o, 165d, 186–187 3.3: 443d, 451c, 459e, 460–461, 467c, 467o, 467p, SG•38, SG•43, SG•48, UR•35 3.4: 25d, 35c, 53c, 59d, 69c, 77e, 78–79, 79a, SG•27, 107e, UR•25
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]	3.5: 227d, 237c, 247e, 248–249, 253c, 253o, 253p, SG•22, SG•27, SG•32, 293d, 303c, 311e, 312–313, 313a, 319c, 319o, 319p, SG•54, SG•59, SG•64, UR•25, UR•45, WP•6, WP•7
h. Use coordinating and subordinating conjunctions. [L.3.1h]	3.3: WP•7, WP•8, WP•9 3.4: 44–45, 53d, 85d–85e, 108–109, 109a, 109b–109c, 115d–115e 3.5: 325d, 326a, 339c, 351e, 352–353, 359c, 359o, 359p, SG•70, SG•75, SG•80, UR•55 3.6: 435d, 445c, 453e, 454–455, 459c, 459d, 459o, SG•38, SG•43, SG•48, UR•35, WP•7

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>i. Produce simple, compound, and complex sentences. [L.3.1i]</p>	<p>3.1: 25d, 37c, 47e, 48–49, 55c, 55o, SG•11, 61d, 71c, 79e, 80–81, 81a, 81b–81c, 89c, 89o, SG•21, SG•27, SG•29, SG•31, 95d, 105c, 115e, 116–117, 117a, 121c, 121o, SG•38, SG•42, SG•43, SG•48, 127d, 139c, 151e, 152–153, 153a, 159c, 159o, SG•53, SG•54, SG•59, SG•63, SG•64, 165d, 175c, 185e, 186–187, 193c, 193d–193e, 193o, SG•69, SG•70, SG•75, SG•77, SG•79, SG•80, UR•15, UR•25, UR•45, UR•55</p> <p>3.2: 333d–333e, SG•53</p> <p>3.3: 395d, 485d–485e, 495a, 495b–495c, 501d–501e, 537p–537q, WP•6, WP•7, WP•8, WP•9</p> <p>3.4: SG•10, 78–79, 79a, 85d–85e, 99d–99e, 106–107, 108–109, 109a, 109b–109c, 115d–115e, SG•37, SG•42, SG•45</p> <p>3.5: 319d–319e, 353a</p> <p>3.6: 435d, 445c, 453e, 454–455, 459c, 459d–459e, 459o, SG•38, SG•39, SG•43, SG•48, UR•35, UR•45, WP•7</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.3.2]</p>	<p>3.1: 55p–55q, 89p–89q, 95d, 105c, 115e, 116–117, 117a, 121c, 121o, SG•42, SG•48, 127d, 153a, 153b–153c, 159p–159q, 186–187, 193c, 193d–193e, 193p–193q, UR•34–UR•35</p> <p>3.2: 205d, 225a, 231o, 231p–231q, 237d, 265p–265q, 271c, 299p–299q, 333p–333q, 339d, 363p–363q</p> <p>3.3: SG•16, 428c, 437p–437q, SG•32, 459e, 461b–461c, 467p–467q, SG•48, 501p–501q, SG•64</p> <p>3.4: 25d, 53p–53q, 59d, 69c, 69d–69e, 78–79, 79a, 79b–79c, 85d–85e, 85o, 85p–85q, SG•20, SG•21, SG•26, SG•27, 115p–115q, 121c, 141e, 142–143, 149c, 149p–149q, 155c, WP•8–WP•9</p> <p>3.5: 221p–221q, 287p–287q, 312–313a, 319p–319q, 352–353, 353a, 259d, 312–313, 359p–359q, WP•10</p> <p>3.6: 371d, 381c, 387e, 388–389a, 389b–389c, 393c, 393o, 393p–393q, SG•11, SG•16, 399c, 411c, 421e, 422–423a, 429c, 429o, 429p–429q, SG•22, SG•27, SG•32, 459p–459q, 465d, 477c, 487e, 488–489a, 493c, 493o, 493p–493q, 499c, 499d, 521e, 522–523, UR•14, UR•15, UR•24, UR•25, UR•45, UR•55, WP•9</p>
<p>a. Capitalize appropriate words in titles. [L.3.2a]</p>	<p>3.4: 108–109, 109a</p> <p>3.6: 371d, 371e–371f, 388–389a, 393o, UR•15</p>
<p>b. Use commas in addresses. [L.3.2b]</p>	<p>3.5: 312–313, 313a</p> <p>3.6: 465d, 477c, 487e, 493c, 493o, SG•54, SG•59, SG•64</p>
<p>c. Use commas and quotation marks in dialogue. [L.3.2c]</p>	<p>3.2: 306d</p> <p>3.3: 427b–427c</p> <p>3.4: 79b–79c, 85p–85q</p> <p>3.6: 499d, 511c, 521e, 522–523, 523a, 531c, 531o, SG•70, SG•75, SG•80, UR•55</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
d. Form and use possessives. [L.3.2d]	3.2: 305d, 317c, 327e, 328–329, 333c, 333o, 333p–333q, SG•54, SG•59, SG•64, 339d, 349c, 355e, 356–357, 363c, 363o, 363p, SG•70, SG•75, SG•80, UR•45, UR•55
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [L.3.2e]	<p>3.1: 47e, 58a, 58–59, 59a–59b, 61c, 62c, 71c, 72c, 79e, 89i, 89o, 92a, 92–93, 95c, 105c, 115e, 121c, 121o, 154c, 185e, UR•24, UR•34</p> <p>3.3: 395d, 406a, 410c, 418c–418d, 470a, 470–471, 471a–471b, 473c, 474c, 485c, 486c–486d, 493e, 501c, 501i, 501o, UR•44</p> <p>3.4: 25c, 35c, 43e, 46c, 53c, 53o, 58a, 58–59, 77e, 107e, 118a, 118–119, 119a–119b, 121c, 131c, 132c, 141e, 144c, 144f, 149c, 149o, 149p–149q, UR•14, UR•44</p> <p>3.5: 227c, 237c, 284c, 325c, 339c, 351e, 359c, 359o, UR•24, UR•54</p> <p>3.6: 368a, 368–369, 372c, 435c, 459c, 459o, 465c, 477c, 487e, 493c, 524f, UR•34</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]</p>	<p>3.1: 22a, 22–23, 25c, 37c, 47e, 55c, 55i, 55o, 89c, 95c, 124a, 124–125, 127c, 139c, 151e, 154c, 159c, 159o, 162a, 162–163, 165c, 175c, 176c, 185e, 188c, 193c, 193o, UR•14</p> <p>3.2: 205c, 215c, 223e, 231c, 231o, 234a, 234–235, 237c, 247c, 257e, 260c–260d, 265c, 265o, 271c, 281c, 291e, 294c, 299a, 299c, 299o, 302a, 302–303, 305c, 317c, 327e, 333c, 333o, 339c, 349c, 355e, 363c, 363o, UR•14, UR•24, UR•34, UR•44</p> <p>3.3: 372a, 372–373, 373a–373b, 375c, 376c, 387c, 388c–388d, 395e, 398c–398d, 403c, 403h–403i, 403o, 406a, 407a–407b, 409c–409d, 417c, 418c–418d, 425e, 428c, 437c, 440a, 443c, 444c, 451c, 452c, 459e, 460–461, 461a, 467c, 467o, 473c, 493e, 496c–496d, 504a, 504–505, 507c, 517c, 518c, 529e, 537c, 537o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p>3.4: 43e, 59c, 69c, 77e, 85c, 85o, 88a, 88–89, 89a–89b, 91c, 92c, 99c, 100c–100d, 100e–100f, 107e, 115c, 115i, 115o, 152a, 152–153, 153a–153b, 155c, 167c, 168c, 173e, 183c, 183o, UR•34, UR•54</p> <p>3.5: 195c, 205c, 213e, 221c, 221o, 227c, 237c, 253c, 253o, 256a, 259c, 271c, 281e, 287c, 287o, 293c, 303c, 311e, 319c, 319o, UR•14, UR•34, UR•44</p> <p>TE: 6: 371c, 381c, 387e, 393c, 393o, 399c, 411c, 421e, 429c, 429o, 435c–435d, 445c, 453e, 459c, 465c, 477c, 487e, 493c, 493o, 499c, 511c, 521e, 531c, 531o, UR•14, UR•24, UR•44, UR•54, WP•9</p>
<p>g. Write legibly in cursive.</p>	<p>3.1: 25d, 61d, 95d, 127d, 165d</p> <p>3.2: 205d, 237d, 271d, 305d, 339d</p> <p>3.3: 375d, 409d, 443d, 473d, 507d</p> <p>3.4: 25d, 59d, 91d, 121d, 155d</p> <p>3.5: 195d, 227d, 259d, 293d, 325d</p> <p>3.6: 371d, 399d, 435d, 465d, 499d</p>
<p>h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g]</p>	<p>3.2: 223c, 265c, 299a, WP•8</p> <p>3.3: 403p, 425c, 437p, 501p, 537p</p> <p>3.4: 53p–53q, 85c</p> <p>3.6: 429p, 493p, 531p</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
Knowledge of Language	
<p>39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.3.3]</p>	<p>3.1: 37d–37e, 49a, SG•16, 61d, 116–117, 117a, 117b–117c, 153b–153c, 193p–193q 3.2: 206d, 225b–225c, SG•22, SG•26, SG•27, SG•32, 293b–293c, 294c, 299a, 299d–299e, 362–363, 363a 3.3: 397b–397c, 403d–403e, 437d–437e, 437p–437q, 501d–501e, 528–529a, 530–531a, 536–537a 3.4: 49a, 53p–53q, 115d–115e, 131c, 136–137, 137a, 140–141, 141a, 142–143, 143a, 148–149, 149a, 149d–149e, SG•58, SG•61, SG•62, SG•63, 172–173, 173a, 174–175, 175a, UR•45 3.5: 214–215, 215a, 221a, 246–247, 247a, 248–249, 249a, 253a, 282–283, 283a, 284–285, 285a, 310–311, 311a, 312–313, 313a, 319a 3.6: 387a, 388–389, 389a, 420–421, 421a, 422–423, 423a, 428–429, 429a, 436c–436d, 454–455, 455a, 455b–455c, 486–487, 487a, 492–493, 493a, 522–523, 523a, 523b–523c, 531i</p>
<p>a. Choose words and phrases for effect.* [L.3.3a]</p>	<p>3.1: 37d–37e, 48–49, 49a, 49b–49c, 55d–55e, 117b–117c, 152–153, 153a, 153b–153c, 159d–159e 3.2: 206d, 215d, 224–225, 225b, 231d–231e, 231i, 258–259, 259b–259c, 272d, 285a, 299i, 340d, 363i, 364–365, 365a, WP•7 3.3: 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 437d–437e, 474d, 501i, 508d, 514–515, 515a, 518–519, 519a, 528–529, 531c, 537i, 538–539, 539a, SG•72 3.4: 122d, 136–137, 137a, 149d, 149i, 183d–183e 3.5: 196d, 221d–221e, 221i, 237d, 248–249, 249b–249c, 259e, 282–283, 283b–283c, 287d–287e, 319d–319e, UR•49, WP•8 3.6: 372d, 393i, 404–405, 405a, 411d–411e, 422–423, 423a, 423b–423c, 435e–435f, 445d–445e, 454–455, 455a, 455b–455c, 459p, 466d, 493d–493e, 493i, SG•62, 522–523, 523a, 523b–523c</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>b. Recognize and observe differences between the conventions of spoken and written Standard English. [L.3.3b]</p>	<p>3.1: 89a, 159a 3.4: 53a, 98–99, 99a, 147a, 148–149, 149a 3.5: 252–253, 253a</p>
<p>Vocabulary Acquisition and Use</p>	
<p>40. 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. [L.3.4]</p>	<p>3.1: 21a–21b, 25a, 26e, 36–37, 55a, 55l, 54–55, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•12, SG•13, SG•14, 62e, 70–71, 71a, 88–89, 89a, 89h, SG•18, SG•19, SG•20, 91a–91b, 96e, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•46, 120–121, 123a–123b, 127a, 128e, 159a, 159h, SG•50, SG•51, SG•53, SG•56, SG•57, SG•67, SG•73, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•42–UR•43 3.2: 201a–201b, 206e, 206–207, 216–217, 217a, 219a, 231a, 231i, 233a–233b, 237a, 238e, 238–239, 246–247, 264–265, 261a, 265a, 265h, SG•28, 267a–267b, 268a–268-269, 269a–269b, 271a, 272d, 272e, 272–273, 282c–282d, 297a, 299a, 299h, SG•34, SG•35, SG•36, SG•40, SG•41, SG•46, 301a–301b, 305a, 306e, 306–307, 330c, 333a, 333h, 335a–335b, 339a, 340e, 340–341, 358–359, 359a, 360–361, 361a, 362–363, 363a, 363h, SG•68, SG•72, SG•76, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33, UR•40, UR•43, UR•50–UR•51, UR•53 3.3: 375a, 376a–376b, 376e, 376–377, 386–387, 388a–388b, 392–393, 398a–398b, 402–403, 403h–403i, 409a, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, 405a, 409a, 410a–410b, 410e, 410–411, 414–415, 418a–418b, 428a–428b, 436–437, 437a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, 439a, 443a, 444a–444b, 444e, 446–447, 447a, 452a–452b, 462a–462b, 466–467, 467a, 467h, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45,</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 40. 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. [L.3.4]</p>	<p>(Continued) SG•46, SG•47, 469a–469b, 473a, 474a–474b, 474e, 486a–486b, 486e–486f, 486–487, 487a, 489a, 496a–496b, 501a, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 507a, 508e, 508–509, SG•66, SG•68, SG•71, SG•73, SG•74, SG•78, UR•6–UR•7, UR•10–UR•11, UR•13, UR•16–UR•17, UR•20, UR•23, UR•27, UR•30–UR•31, UR•32–UR•33, UR•37, UR•40–UR•41, UR•43, UR•47, UR•50–UR•51, UR•53 3.4: 26e, 26–27, 52–53, 53a, SG•4, SG•7, SG•8, SG•12, 55a–55b, 59a, 60e, 60–61, 68–69, 69a, 70e–70f, 70–71, 71a, 84–85, 85a, 85h, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•28, SG•29, SG•30, SG•31, 87a–87b, 89a–89b, 91a, 92e, 92–93, 96–97, 97a, 100e–100f, 104–105, 105a, 110g–110h, 110–111, 111a, 112–113, 113a, 114–115, 115a, 115h, SG•39, SG•44, SG•45, 117a–117b, 121a–121b, 122a–122b, 122e, 122–123, 149a, 149h, SG•50, SG•51, SG•55, SG•56, SG•61, 151a–151b, 155a, 156e, 156–157, 168–169, 169a, 182–183, 183a, 183h, SG•67, SG•68, SG•71, SG•72, SG•76, SG•78, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53 3.5: 191a–191b, 195a, 196e, 196–197, 206–207, 207a, 221h, 223a–223b, 227a, 228e, 228–229, 234–235, 235a, 247e, 252–253, 253a, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, SG•32, 255a–255b, 259a, 260e, 266–267, 267a, 269a, 272–273, 284–285, 285a, 287a, 287h, SG•34, SG•35, SG•36, SG•37, SG•39, SG•41, SG•42, SG•45, SG•46, SG•47, 289a–289b, 293a, 294e, 294–295, 300–301, 301a, 318–319, 319a, SG•50, SG•51, SG•52, SG•57, SG•60, SG•62, 321a–321b, 325a, 326e, 326–327, 359a, SG•66, SG•67, SG•68, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•78, SG•79, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 40. 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. [L.3.4]</p>	<p>(Continued) 3.6: 367a–367b, 371a, 372a–372b, SG•2, SG•7, 395a–395b, 399a, 400e, 400–401, 424a–424b, 428–429, 429a, SG•18, SG•20, SG•21, SG•23, 431a, 435a, 436a–436b, 436e, 436–437, 448–449, 449a, 456a–456b, 458–459, 459a, 459h, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, 461a–461b, 465a, SG•50, SG•52, SG•55, SG•57, SG•62, 495a–495b, 499a, 500e, 500–501, 508–509, 509a, 511c, 512c, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h, SG•67, SG•68, SG•71, SG•73, SG•74, SG•78, UR•16–UR•17, UR•20–UR•21, UR•26–UR•27, UR•33, UR•46–UR•47</p>
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]</p>	<p>3.1: 26e, 38a, 54–55, 55h, SG•14, 61a, 62e, SG•21, SG•23, SG•25, 95a, 128e, 146–147, 147a, 159a, 158–159, 159h, SG•50, SG•51, SG•52, SG•55, SG•62, SG•67, SG•68, SG•77, SG•78, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43 3.2: 205a, 206e, 206–207, 230–231, 238e, 238–239, 246–247, 252–253, 253a, 261a, 265a, 265h, SG•20, SG•25, SG•30, SG•41, SG•46, 306e, 332–333, 333a, 333h, SG•52, 340e, 340–341, 343a, 350–351, 359a, 361a, 362–363, 363a, 363h, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•41, UR•50–UR•51, UR•53 3.3: 371a, 376e, 376–377, 386–387, 392–393, 402–403, 403a, 403h–403i, 405a, 418e–418f, 439a–439b, 440–441, 444e, 446–447, 447a, 454–455, 455a, 473a, 474e, 474–475, 486–487, 487a, 488–489, 489a, 501a, UR•10–UR•11, UR•12–UR•13, UR•40, UR•43</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued)</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]</p>	<p>(Continued)</p> <p>3.4: 26e, 26–27, 30–31, 31a, 36e–36f, 38–39, 49a, 52–53, 53a, 53h, SG•15, 55a–55b, 91a, 92e, 92–93, 98–99, 99a, 114–115, 115a, 115i, SG•34, SG•35, SG•36, SG•41, SG•46, 117a–117b, 122e, 122–123, 130–131, 131a, 136–137, 137a, 149a, SG•52, SG•57, 183h, SG•73, UR•10–UR•11, UR•13, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43</p> <p>3.5: 191a–191b, 196e, 196–197, 220–221, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•16, 223a, 224a, 228e, 228–229, 236–237, 238a–238b, 247e, 252–253, 253a, SG•19, SG•20, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•32, 255a–255b, 259a, 269a, 272–273, SG•36, SG•41, SG•46, 294e, 294–295, 300–301, 301a, 319a, 319h, SG•57, SG•62, 325a, 326e, 326–327, 334–335, 335a, 346–347, 348–349, 354a–354b, 359a, 359h, SG•66, SG•68, SG•71, SG•73, SG•74, SG•77, SG•78, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p> <p>3.6: SG•4, SG•9, SG•14, 400e, 400–401, 424a–424b, 428–429, 429a, 429h, SG•25, 445d–445e, 500e, 500–501, 508–509, 509a, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h, SG•68, SG•73, SG•78, UR•10, UR•23, UR•50–UR•51, UR•52</p>
<p>b. 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). [L.3.4b]</p>	<p>3.1: 166e, 178–179, 179a, 193a, 193h</p> <p>3.3 406a, 410c, 474c, 486c–486d, 501c, 508e, 508–509, 518–519, 519a, 522–523, 523a, 536–537, 537a, 537h, UR•50–UR•51, UR•53</p> <p>3.4: 121c, 122c, 132c–132d, 149i</p> <p>3.6: 372e, 372–373, 384–385, 385a, 390c, 392–393, 393a, 393h, 462a, 462–463, 466c, 466e, 466–467, 476–477, 478c–478d, 492–493, 493a, 493h, 496a, 496–497, UR•10–UR•11, UR•13, UR•40–UR•41</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [L.3.4c]</p>	<p>3.1: 166e, UR•50–UR•51, UR•52–UR•53 3.3: 508e, 508–509, 536–537, 537a 3.4: 121c 3.6: 372–373, 392–393, 466–467, 484–485, 492–493, 496a, 496–497, 499c, 512c, UR•54</p>
<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]</p>	<p>3.1: 96–97, 96e, 100–101, 101a, 112–113, 115c, 120–121, 121a, 121h, SG•36, SG•41, UR•30–UR•31, UR•32–UR•33 3.2: 223c, 265a, SG•44 3.3: 410e, 410–411, 412–413, 414–415, 419a, 425c, 436–437, 437a, 437h, 437j, 444e, 444–445, 454–455, 455a, 466–467, 467a, 467h, 537h, UR•20, UR•30–UR•31, UR•33 3.4: 43c, 59a, 60e, 60–61, 70e–70f, 84–85, 85a, SG•20, 156e, 156–157, 168–169, 169a, 183a, 183h, SG•68, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53 3.5: 265a, 326e, 326–327, 334–335, 335a 3.6: 400e, 400–401, 428–429, 429a, SG•20, 436e, 436–437, 440–441, 441a, 448–449, 449a, 458–459, 459a, 459h, 466e, 466–467, 525a, 531a, UR•30–UR•31, UR•33</p>
<p>41. Demonstrate understanding of word relationships and nuances in word meanings. [L.3.5]</p>	<p>3.2: 206d, 206e, 206–207, 230–231, 238d, 306e, 306–307, 332–333, 333a 3.3: 376d, 376e, 376–377, 384–385, 386–387, 402–403, 425c, 444d, 462g, 463a, 467i 3.4: 91a, 104–105, 105a, 110g–110h, 110–111, 111a, 156d 3.5: 196e, 196–197, 220–221, 221a, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 228e, 228–229, 252–253, 83b–283c, 284g–284h, 284–285, 285a, 287i, 294e, SG•56, 326e, 326–327, 358–359, 359a 3.6: 400e, 400–401, 412a–412b, 428–429, 429i, 436c, 436d, 445d–445e, 500e, 500–501, 508–509, 509a, 518–519, 519a, 530–531, 531a, 531i, UR•20</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 3**

2013 Revised Alabama Course of Study English Language Arts – Grade 3	Scott Foresman Reading Street Common Core, ©2013
<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). [L.3.5a]</p>	<p>3.2: 225b, 265a, 311a, 315a 3.3: 386–387, 444c, 452–453, 462g, 463a, 464–465, 465a, 467i 3.4: 96–97, 97a, 106–107, 176a–176b 3.5: 283b–283c 3.6: 400d, 412–413, 413a, 416–417, 417a, 436c, 446–447, 447a</p>
<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). [L.3.5b]</p>	<p>3.1: 21a–21b, 25a, 26a–26b, 38b, 40–41, 41a, 50b, SG•8, SG•15, 57a–57b, 61a, 62a–62b, 72a–72b, 82a–82b, 95a, SG•40, SG•41, 127a, 127e–127f, 128b, 140a–140b, 154b, SG•55, 161a–161b, 165a, 166b, 177a, 188a–188b 3.3: 371a–371b, 418e, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36 3.4: 25a, 36–37, 37a, 46a–46b, SG•2, SG•3, SG•8, SG•9, 122d, 175b–175c 3.5: 238a–238b, 260a–260b, 269a, 272b, SG•36, 321a, 326a–326b 3.6: 445d–445e, 499a, 524a–524b, SG•72</p>
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). [L.3.5c]</p>	<p>3.2: 206–207, 230–231, 231a, SG•5 3.5: 196e, 196–197, 220–221, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, 348–349 3.6: 500e, 500–501</p>
<p>42. 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>). [L.3.6]</p>	<p>3.6: 366–367, 367a–367b, 371a, 372a–372b, 382a–382b, 390a–390b, SG•3, SG•5, SG•8, 394–395, 395a–395b, 399a, 400a–400b, 400d, 412a–412b, 424a–424b, SG•21, SG•24, SG•26, 430–431, 431a, 435a, 436a–436b, 436c–436d, 446a–446b, 456a–456b, 456g–456h, SG•36, SG•37, 460–461, 461a–461b, 465a, 466a–466b, 478a–478b, 487c, 490a–490b, SG•51, SG•53, SG•56, SG•58, SG•61, SG•63, 494–495, 495a–495b, 500a–500b, 512a–512b, 524a–524b, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>