

A Correlation of

Scott Foresman
Reading Street Common Core
Grade 3, ©2013



To the

Indiana Academic Standards
English/Language Arts (2014)
Grade 3

A Correlation of Scott Foresman Reading Street Common Core, ©2013 to the Indiana Academic Standards English/Language Arts, Grade 3

Introduction

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013** meets the *Indiana Academic Standards English/Language Arts (2014)*. 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.

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READING	
READING: Foundations	
There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.	
In Reading: Foundations, students are expected to do the following:	
RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS	
Develop, build, and apply knowledge of foundational reading skills	
GRADE 3	
3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.	<p>SE 1: 54–55, 88–89, 120–121, 158–159, 192–193, 230–231, 264–265, 298–299, 332–333, 362–363, 402–403, 436–437, 466–467, 500–501, 536–537</p> <p>SE 2: 52–53, 84–85, 114–115, 148–149, 182–183, 220–221, 252–253, 286–287, 318–319, 358–359, 392–393, 428–429, 458–459, 492–493, 530–531</p> <p>TE 1: 24a, 24–25, 26–27, 28–29, 29a, 38e–38f, 47b, 54–55, 55h, 60a, 60–61, 62–63, 64–65, 65a, 72e–72f, 79b, 88–89, 89h, 94a, 94–95, 96–97, 98–99, 99a, 106e–106f, 115b, 120–121, 121h, 126a, 126–127, 128–129, 130–131, 131a, 140e–140f, 151b, 158–159, 159h, 164a, 164–165, 166–167, 168–169, 169a, 176e–176f, 185b, 192–193, 193h</p> <p>TE 2: 204a, 204–205, 206–207, 208–209, 209a, 216e–216f, 223b, 230–231, 231h, 236a, 236–237, 238–239, 240–241, 241a, 248e–248f, 257b, 264–265, 265h, 270a, 270–271, 272–273, 274–275, 275a, 282e–282f, 291b, 298–299, 299h, 304a, 304–305, 306–307, 308–309, 309a, 318e–318f, 327b, 332–333, 333h, 338a, 338–339, 340–341, 342–343, 343a, 350e–350f, 362–363, 353h</p> <p>TE 3: 374a, 374–375, 376–377, 378–379, 379a, 388e–388f, 395b, 402–403, 403h, 408a, 408–409, 410–411, 412–413, 413a, 418e–418f, 43–437, 437h, 442a, 442–443, 444–445, 446–447, 447a, 452e–452f, 466–467, 467h, 472a, 472–473, 474–475, 476–477, 477a, 486e–476f, 500–501, 501h, 506a, 506–507, 508–509, 510–511, 511a, 518e–518f, 536–537, 537h</p> <p>TE 4: 24a, 24–25, 26–27, 28–29, 29a, 36e–36f, 43b, 52–53, 53h, 58a, 58–59, 60–61, 62–63, 63a, 70e–70f, 77b, 84–85, 85h, 90a, 90–91, 92–93, 94–95, 95a, 100d–100f, 107b, 114–115, 115h, 120a, 120–121, 122–123, 124–125, 125a, 132e–132f, 141b, 148–149, 149h, 154a, 154–155, 156–157, 158–159, 159a, 168e–168f, 173b, 182–183, 183h</p>

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<p>(Continued) 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.</p>	<p>(Continued) TE 5: 194a, 194–195, 196–197, 198–199, 199a, 206e–206f, 213b, 220–221, 221h, 226a, 226–227, 228–229, 230–231, 231a, 238e–238f, 247b, 252–253, 253h, 258a, 258–259, 260–261, 262–263, 263a, 272e–272f, 281b, 286–287, 287h, 292a, 292–293, 294–295, 296–297, 297a, 304e–304f, 311b, 318–319, 319h, 324a, 324–325, 326–327, 328–329, 329a, 340e–340f, 351b, 358–359, 359h TE 6: 370a, 370–371, 372–373, 374–375, 375a, 382e–382f, 387b, 392–393, 393h</p>
<p>RF.2: PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</p>	
<p>3.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE 3: 472a, 506a, 537h TE 4: 154a, 183h TE 6: 398a</p>
<p>3.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>3.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>3.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>RF.3: PHONOLOGICAL AWARENESS Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</p>	
<p>3.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE 1: 22a, 26c, 82c, 124a, 128c, 140c</p>
<p>3.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>3.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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3.RF.3.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.
3.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.
RF.4: PHONICS Decode and read words by applying phonics and word analysis skills	
3.RF.4.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 3 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE 2: 302a, 306c, 318c, 336a, 340c, 350c
3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	SE 1: 22–23, 202–203 SE 2: 152–153, 192–193 TE 1: 22a, 22–23, 23a–23b, 26c, 38c, 38d, 50f, 55i, 82c TE 2: 202a, 202–203, 203a–203b, 206c, 216c, 216d, 231i, 260c TE 4: 152a, 152–153, 153a–153b, 156c, 168c, 168d, 183i TE 5: 192a, 192–193, 193a–193b, 196c, 206c, 216c, 221i, 250c
3.RF.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 3 offers students opportunities to build upon and continue applying concepts learned previously.
3.RF.4.4: Read grade–appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i> ; <i>doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural</i>).	SE 1: 58–59, 92–93, 302–303 TE 1: 58a, 58–59, 59a–59b, 92–93, 62c, 72c, 72d, 89i, 92a, 93a–93b, 96c, 106c, 106d, 118c, 118f, 121i, 154c TE 2: 302a, 302–303, 303a–303b, 306c, 318c, 318d, 330f, 333i, 358c
3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>).	SE 1: 124–125 TE 1: 124a, 124–125, 125a–125b, 128c, 140c–140d, 154f, 159i, 188c

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<p>3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i>) and possessives (e.g., <i>children's, Dennis's</i>).</p>	<p>SE 1: 328–329, 356–357, 372–373, 406–407, 470–471, 508–509 SE 2: 88–89, 118–119, 142–143, 152–153, 462–463, 466–467, 492</p> <p>TE 1: 166e TE 2: 305d, 317c, 327e, 328–329, 333c, 333o, 339d, 349c, 355e, 356–357, 363c, 363 TE 3: 372a, 372–373, 373a–373b, 376c, 388c, 403i, 406a, 406–407, 407a–407b, 409c, 410c, 418c–418d, 425e, 428c, 437c, 437i, 437o, 470a, 470–471, 471a–471b, 473c, 474c, 486c–486d, 496f, 501i, 508e, 508–509, 532c–532d, UR•24, UR•44 TE 4: 88a, 88–89, 89a–89b, 92c, 99c, 100c–100d, 110f, 115i, 118a, 118–119, 119a–119b, 121d, 131c, 132c, 141e, 142–143, 144c, 144e–144f, 149c, 149i, 149o, 152–153, 176c, UR•34, UR•44 TE 5: UR•54 TE 6: 462a, 462–463, 463a–463b, 465c, 466c, 466e, 466–467, 476–477, 478c–478d, 490f, 493a, 493h–493i, 524c, UR•10–UR•11, UR•40–UR•41, UR•43, UR•44</p>
<p>RF.5: FLUENCY Demonstrate accuracy and fluency when reading</p>	
<p>3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>SE 1: 54–55, 120–121, 158–159, 230–231, 264–265, 402–403, 436–437, 536–537 SE 2: 52–53, 114–115, 252–253, 286–287, 318–319, 458–459, 530–531</p> <p>TE 1: 24–25, 26–27, 47b, 54–55, 94–95, 96–97, 115b, 120–121, 126–127, 128–129, 151b, 158–159 TE 2: 204–205, 206–207, 223b, 230–231, 236–237, 238–239, 257b, 264–265, 367a TE 3: 374–375, 376–377, 395b, 402–403, 408–409, 410–411, 425b, 436–437, 506–507, 508–509, 529b, 536–537 TE 4: 24–25, 26–27, 43b, 52–53, 90–91, 92–93, 107b, 114–115 TE 5: 226–227, 228–229, 247b, 252–253, 258–259, 260–261, 281b, 286–287, 292–293, 294–295, 311b, 318–319 TE 6: 434–435, 436–437, 453b, 458–459, 498–499, 500–501, 521b, 530–531, 535a</p>

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READING: Literature	
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.	
In Reading: Literature, students are expected to do the following:	
RL.1: LEARNING OUTCOME FOR READING LITERATURE	
Read and comprehend a variety of literature independently and proficiently	
3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2–3. By the end of grade 3, students interact with texts proficiently and independently.	<p>SE 1: 28, 64, 82, 98, 168, 240, 274, 308, 330, 412, 428, 476</p> <p>SE 2: 80, 158, 176, 198, 230, 262, 284, 296, 328, 402, 468, 502, 524</p> <p>TE 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>TE 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>TE 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>TE 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>TE 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>

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<p>(Continued) 3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2–3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<p>(Continued) TE 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 align="center">RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes</p>	
<p>3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>SE 1: 24, 46, 61, 78, 114, 165, 184, 237, 256, 290, 304, 326, 409, 424, 473, 492 SE 2: 24, 172, 194, 212, 246, 258–259, 280, 310, 350, 420, 465, 486, 520</p> <p>TE 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>TE 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>

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<p>(Continued) 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>(Continued) TE 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 TE 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 TE 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, 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</p>

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<p>(Continued) 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>(Continued) TE 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>

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<p>3.RL.2.2: Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p>	<p>SE 1: 24, 46, 60, 78, 83, 87, 114, 164, 184, 256, 290, 326, 330–331, 358, 424, 428–435, 492</p> <p>SE 2: 83, 172, 181, 195, 212, 246, 350, 464–465, 486, 520, 529</p> <p>TE 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</p> <p>TE 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> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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> <p>Writing to Sources: Unit 3: 74–75</p>

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<p>3.RL.2.3: Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot.</p>	<p>SE 1: 24, 46, 60–61, 114, 184, 408–409, 424, 435, 473 SE 2: 24, 80, 179, 181, 212, 259, 420, 465, 486, 527</p> <p>TE 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 TE 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 TE 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 TE 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 TE 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, 343a, 344–345, 345a, 359l, 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</p>

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<p>(Continued) 3.RL.2.3: Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot.</p>	<p>(Continued) TE 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>
<p>3.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously. See for example: SE 2: 464–465 TE 6: 408–409, 416–417, 464a, 470–471, 493h</p>
<p>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</p>	
<p>3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.</p>	<p>SE 1: 165, 194–195, 364–365, 424, 462–465, 539 SE 2: 185, 285, 361, 533 TE 1: 36–37, 164a, 194–195, 195a, 196–197, 197a, UR•52–UR•53 TE 2: 224–225, 310–311, 364–365, 365a TE 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 TE 4: 184–185, 185a, 186–187, 187a TE 5: 259e–259f, 284g–284h, 284–285, 285a, 360–361, 361a, 362–363, 363a TE 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>

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3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.	SE 1: 46, 184 SE 2: 246, 528 TE 1: 46–47, 176e, 176–177, 184–185 TE 2: SG•20, SG•34, SG•39, SG•44, 304a, 304–305, 326–327 TE 3: 428h, 486e TE 4: 26d, 176–177, 177a TE 5: 228d, 253i, 342–343i TE 6: 478–479, 479a, 528–529, 529a
RL.4: CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning	
3.RL.4.1: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>).	SE 1: 78, 326 SE 2: 200, 420, 486 TE 1: 32–33, 72e, 78–79, 102–103, 168–169 TE 2: 243a, 246–247, 250–251, 282–283, 283a, 284–285, 313a, 316–317, 326–327, UR•18–UR•19 TE 3: 476–477, 477a, 480–481, 486e, 490–491, 516–517, UR•38, UR•42 TE 4: 178–179, 179a, 180–181, 181a TE 5: 198–199, SG•8, 200–201, 231a, 238e–238f, 262–263, 263a, 265a, 266–267, 296–297, 328–329, 336–337, UR•29 TE 6: 402–403, 403a, 420–421, 421a, 468–469, 469a, 472–473, 473a, 476–477, 477a, 478–479, 479a, 482–483, 483a Writing to Sources: Unit 4: 106–107
3.RL.4.2: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i>).	SE 1: 114, 424, 429, 432 SE 2: 172, 180, 420, 520 TE 1: 114–115 TE 3: 432–433, 433a, 462–463, 463a TE 4: 177a, 181a TE 6: 486–487 Writing to Sources: Unit 1: 20–21 Unit 2: 40–41 Unit 3: 72–73, 88–89 Unit 4: 104–105, 112, 113, 116–117 Unit 6: 168–169, 176–177

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<p>READING: Nonfiction There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p>In Reading: Nonfiction, students are expected to do the following:</p>	
<p>RN.1: LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently</p>	
<p>3.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2–3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<p>SE 1: 50, 118, 130, 154, 188, 208, 226, 260, 294, 342, 358, 378, 398, 446, 462, 496, 510, 532 SE 2: 28, 46, 62, 94, 110, 124, 144, 216, 250, 314, 354, 374, 390, 424, 438, 456, 490</p> <p>TE 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 TE 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 TE 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 TE 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 TE 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 TE 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>

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<p>RN.2: KEY IDEAS AND TEXTUAL SUPPORT Extract and construct meaning from nonfiction texts using a range of comprehension skills</p>	
<p>3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>SE 1: 51–53, 94, 127, 150, 204, 222, 270, 354, 375, 394, 443, 458 SE 2: 42, 76, 91, 106, 121, 140, 155, 217–219, 227, 250, 293, 325, 371, 386, 399, 452, 499</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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, 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</p>

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<p>(Continued) 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>(Continued) TE 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 TE 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 TE 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>

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<p>3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>SE 1: 51–52, 119, 150, 204–205, 222, 270, 338–339, 354, 375, 394 SE 2: 42, 58–59, 76, 106, 110, 140, 216, 226, 292, 315, 386, 426, 434–435, 452, 498</p> <p>TE 1: 51a, 118–119, 119a, 150–151 TE 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 TE 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 TE 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 TE 5: 216–217, 217a, 226a, 226–227, 250–251, 251a, 292a, 292–293, SG•50, SG•55, SG•60, 314–315 TE 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>

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<p>3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p>	<p>SE 1: 94, 118–119, 150, 227, 507 SE 2: 41, 154, 398–399</p> <p>TE 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</p> <p>TE 2: 216e–216f, 226–227, 227a, 228–229, 229a</p> <p>TE 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</p> <p>TE 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</p> <p>TE 5: 218–219, 219a, 221l–221m, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77</p> <p>TE 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>
<p>RN.3: FEATURES AND STRUCTURES Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective</p>	
<p>3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i>).</p>	<p>SE 1: 218–219, 442–443, 459 SE 2: 58–59</p> <p>TE 1: 36–37, 37b, 151c TE 2: 58–59, 76–77, 226g, 257c, 291c, 327c, 452–453 TE 3: 410d, 418e, 420–421, 421a, 442a, 445b, 456–457, 467h TE 4: 40–41, 58a, 68–68, 74–75, 76–77, 99b TE 5: 247c, 259e–259f TE 6: 387c, 421c, 442–443, 445b, 450–451, 453a, 459l–459m, 524g–524h</p>
<p>3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</p>	<p>SE 1: 94–95, 118–119, 398–399, 400–401 SE 2: 490–491</p> <p>TE 1: 94a, 118h, 118–119, 119a TE 3: 398g, 398–401, 401a, UR•32 TE 6: 490–491</p>

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3.RV.3.3: Distinguish one's own perspective from that of the author of the text.	<p>SE 2: 42, 112, 324–325, 386</p> <p>TE 1: SG•34, SG•39, SG•44 TE 2: SG•23, SG•28, 346–347 TE 3: 380–381, 381a, 448–449 TE 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 TE 5: SG•34, SG•39, SG•44, 324a, 324–325, 359h TE 6: 386–387, SG•18, SG•23, SG•28</p>
RN.4: CONNECTION OF IDEAS Build understanding of nonfiction texts by verifying points and making connections between topics and ideas	
3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	<p>SE 1: 204–205, 222–223, 338–339, 354–355 SE 2: 90–91, 106–107, 120–121, 140–141, 226–227, 370–371, 386–387</p> <p>TE 1: 134–135, 144–145 TE 2: 204a, 210–211, 218–219, 222–223, 231h, 231l–231m, 338a, 344–345, 350e, 352–353, 353h, 353l–353m, 354–355, UR•8, UR•12, UR•48, UR•52 TE 4: 66–67, 90a, 96–97, 106–107, 115h, 115l–115m, 120a, 126–127, 132–133, 134–135, 140–141, 149h, 149l–149m, UR•28, UR•32, UR•38, UR•41 TE 5: 226a TE 6: 370a, 376–377, 382–383, 386–387, 393h, 393l–393m, 444–445, UR•8, UR•12</p>
3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>SE 1: 53, 119, 296 SE 2: 51, 106, 113, 391</p> <p>TE 1: 52–53, 118–119, 119a TE 2: 228–229, 229a, 260–261, 261a, 262–263, 263a, 296–297, SG•21, SG•26, SG•31, 296–297, 297a TE 4: 46–47, 50–51, 51a, SG•10, 104–105, 112–113, 113a, 138–139 TE 5: 216g, 251a, 354g, 355a, 356–357, 357a TE 6: 425a, 457a</p> <p>Writing to Sources: Unit 1: 20–21 Unit 2: 40–41 Unit 3: 72–73, 88–89 Unit 4: 104–105, 112, 113, 116–117 Unit 6: 168–169, 176–177</p>

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3.RN.4.3: <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.
READING: Vocabulary There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary and Literary and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
In Reading: Vocabulary, students are expected to do the following:	
RV.1: LEARNING OUTCOME FOR READING VOCABULARY Build and apply vocabulary using various strategies and sources	
3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.	<p>SE 1: 20, 56, 60–61, 90, 94–95, 122, 160, 200, 232, 266, 300, 334, 370, 404, 438, 468, 502 SE 2: 20, 54, 86, 116, 150, 190, 222, 254, 258–259, 288, 320, 366, 394, 430, 460, 494</p> <p>TE 1: 20–21, 1a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, SG•7, 57a–57b, 61a, 62a–62b, 62d, 72a–72b, 72–73, 73a, 82a–82b, 89i, 90–91, 91a–91b, 96a–96b, 106a–106b, 118a–118b, 122–123, 123a–123b, 128a–128b, 140a–140b, 154a–154b, 160–161, 161a–161b, 165a, 166a–166b, 176a–176b, 188a–188b, SG•71, SG•74, SG•76, 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> <p>TE 2: 200–201, 201a–201b, 205a, 206a–206b, 216a–216b, 226a–226b, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 232–233, 233a–233b, 237a, 238a–238b, 248a–248b, 260a–260b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, 266–267, 267a–267b, 271a, 272a–272b, 282a–282b, 294a–294b, SG•34, SG•35, SG•37, SG•39, SG•42, SG•45, SG•47, 300–301, 301a–301b, 306a–306b, 318a–318b, 330a–330b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 334–335, 335a–335b, 339a, 340a–340b, 350a–350b, 358a–358b, SG•66, SG•67, SG•69, SG•71, SG•74, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

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<p>(Continued) 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.</p>	<p>(Continued) TE 3: 370–371, 371a–371b, 376a–376b, 388a–388b, 398a–398b, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, SG•14, SG•15, 404–405, 405a–405b, 409a, 410a–410b, 418a–418b, 428a–428b, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, 428–439, 439a–439b, 443a, 444a–444b, 452a–452b, 462a–462b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•43, SG•46, SG•47, 468–469, 469a–469b, 473a, 474a–474b, 474e, 486a–486b, 496a–496b, 501h–501i, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 502–503, 503a–503b, 507a, 508a–508b, 518a–518b, 532a–532b, SG•67, SG•69, SG•72, SG•75, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•40–UR•41, UR•42–UR•43, UR•46–UR•47, WP•10 TE 4: 20–21, 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, 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, 54–55, 55a–55b, 57a–57b, 60a–60b, 70a–70b, 80a–80b, 86–87, 87a–87b, 91a, 92a–92b, 94–95, 95a, 100a–100b, 110a–110b, 115o, 116–117, 117a–117b, 122a–122b, 132a–132b, 144a–144b, SG•50, SG•51, SG•53, SG•58, SG•63, 151a–151b, 155a, 156a–156b, 168a–168b, 176a–176b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 5: 190–191, 191a–191b, 196a–196b, 206a–206b, 216a–216b, 223a–223b, 227a, 228a–228b, 238a–238b, 250a–250b, 255a–255b, 259a, 260a–260b, 272a–272b, 284a–284b, SG•36, SG•37, SG•39, SG•40, SG•41, 288–289, 289a–289b, 293a, 294a–294b, 294d, 304a–304b, 314a–314b, SG•51, SG•53, SG•55, SG•58, SG•61, SG•63, 321a–321b, 326a–326b, 326d, 340a–340b, 348–349, 354a–354b, 354c–354d, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

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<p>(Continued) 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.</p>	<p>(Continued) TE 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>
<p>RV.2: VOCABULARY BUILDING Use strategies to determine and clarify words and understand their relationships</p>	
<p>3.RV.2.1: Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words.</p>	<p>SE 1: 26–27, 54, 62–63, 128–129, 158, 206–207, 230, 238–239, 264, 306–307, 332, 340–341, 362, 376–377, 402, 442–443, 458–459, 474–475, 500 SE 2: 26–27, 52, 58–59, 76–77, 92–93, 114, 122–123, 148, 196–197, 220, 228–229, 252, 294–295, 318, 326–327, 358, 400–401, 428, 434–435, 452–453, 500–501, 530 TE 1: 26e, 38a, 55h, SG•14, 61a, 62e, SG•21, SG•23, SG•25, 95a, 128e, 146–147, 147a, 159a, 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 TE 2: 205a, 206e, 226g, 238e, 246–247, 252–253, 253a, 257c, 261a, 265a, 265h, 291c, 327c, SG•20, SG•25, SG•30, SG•41, SG•46, 306e, 333a, 333h, SG•52, 340e, 343a, 350–351, 359a, 361a, 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 TE 3: 371a, 376e, 386–387, 392–393, 403a, 403h–403i, 405a, 418e–418f, 439a–439, 442a, 444e, 446–447, 447a, 452–453, 454–455, 455a, 458–459, 467h, 467l–467m, 473a, 474e, 486–487, 487a, 488–489, 489a, 501a, 530–531, UR•10–UR•11, UR•12–UR•13, UR28, UR•40, UR•43</p>

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<p>(Continued) 3.RV.2.1: Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words.</p>	<p>(Continued) TE 4: 26e, 30–31, 31a, 36e–36f, 38–39, 49a, 53a, 53h, SG•15, 55a–55b, 58a, 68–69, 76–77, 85h, 85l–85m, 91a, 92e, 98–99, 99a, 115a, 115i, SG•34, SG•35, SG•36, SG•41, SG•46, 117a–117b, 122e, 130–131, 131a, 136–137, 137a, 149a, SG•52, SG•57, 183h, SG•73, UR•10–UR•11, UR•13, UR•18, UR•22, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43 TE 5: 191a–191b, 196e, 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, 236–237, 238a–238b, 247c, 247e, 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, 281c, SG•36, SG•41, SG•46, 294e, 300–301, 301a, 319a, 319h, SG•57, SG•62, 325a, 326e, 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 TE 6: SG•4, SG•9, SG•14, 400e, 400–401, 421c, 424a–424b, 428–429, 429a, 429b, 429h, 434a, SG•25, 442–443, 445d–445e, 450–451, 452–453, 459h, 459l–459m, 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•28, UR•32, UR•50–UR•51, UR•52</p>
<p>3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>).</p>	<p>SE 1: 26–27, 54–55, 128–129, 158–159, 206–207, 230–231, 306–307, 332–333 SE 2: 92–93, 114–115, 122–123, 148–149, 196–197, 220–221, 326–327, 358–359, 400–401, 428–429, 500–501, 530–531 TE 1: 26e, 36–37, 55a, 55h, 128e, 146–147, 159a, 159h, UR•10 TE 2: 206e, 216–217, 231a, 231h, 306e, 314–315, 322–323, 333a, 333h TE 3: 425c TE 4: 92e, 104–105, 115a, 115h, 122e, 130–131, 136–137, 149a, 149h TE 5: 196e, 206–207, 221a, 221h, 326e, 334–335, 348–349, 359a, 359h TE 6: 400e, 406–407, 412–413, 429a, 429h, 500e, 508–509, 518–519, 531a, 531h</p>
<p>3.RV.2.3: <i>Standard begins at sixth grade.</i></p>	<p>This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.</p>

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3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	<p>SE 1: 166–167, 192, 508–509, 536 SE 2: 372–373, 392, 466–467, 492</p> <p>TE 1: 166e, UR•50–UR•51, UR•52–UR•53 TE 3: 508e, 508–509, 536–537, 537a TE 4: 121c TE 6: 372–373, 392–393, 466–467, 484–485, 492–493, 496a, 496–497, 499c, 512c, UR•54</p>
3.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.	<p>SE 1: 96–97, 120, 410–411, 436, 444–445, 466 SE 2: 60–61, 84, 156, 182, 436–437, 458</p> <p>TE 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 TE 2: 223c, 265a, SG•44 TE 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 TE 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 TE 5: 265a, 326e, 326–327, 334–335, 335a TE 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>
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses	
3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i>).	<p>TE 1: 50a–50b, 96d, 107a, 121h, 166d, 193i TE 2: 225b, 250–251, 251a, 311a, 314–315, 315a, 340d, 364–365, 365a, 366–367, 367a TE 3: 514–515, 515a TE 4: 92c–92d, SG•34, SG•35, SG•39, SG•44, SG•45, 156d, 165a, 183i TE 5: 236–237, 239a, 260d, 265a, 284g–284h, SG•45, 326d, 339a, 346–347, 359i TE 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>

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3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	TE 1: 127a, 128d, 154a–154b, 159a, SG•50, SG•55, SG•60 TE 2: 347a, 350–351, 351a TE 3: 375a, SG•34, SG•35, SG•38, SG•39, 496g, 496–497, 497a, 499a, 532a–532b, UR•10–UR•11 TE 4: 46g–46h, 126–127, 127a TE 6: SG•26, SG•31, 453b, 456g–456h, 456–457, 457a, 459h, SG•34, SG•35, UR•9
3.RV.3.3: Recognize the meanings of idioms in context.	TE 4: 92d, 115i
WRITING	
WRITING: There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing. Note: the teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education recommends the teaching of cursive writing to students in grades 3 and 4, not only for the purpose of allowing students to use the form of writing most appropriate to them and the setting, but for the more important purpose of being able to <u>read</u> cursive writing. Students need to be able to read cursive writing as they utilize primary documents (e.g., <i>historical documents, letters, etc.</i>).	
In Writing, students are expected to do the following:	
W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences	
3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	SE 1: 46–47, 78–79, 114–115, 150–151, 184–185, 222–223, 256–257, 290–291, 326–327, 354–355, 356–357, 394–395, 424–425, 458–459, 460–462, 492–493, 528–529, 530–531 SE 2: 42–43, 76–77, 106–107, 108–109, 140–141, 172–173, 212–213, 246–247, 280–281, 310–311, 312–313, 350–351, 386–387, 388–389, 420–421, 452–453, 454–455, 486–487, 520–521 TE 1: 46–47, 78–79, 114–115, 150–151, 184–185 TE 2: 222–223, 256–257, 290–291, 326–327, 339e–339f, 349d–349e, 354–355, 356–357, 357a–357c, 363d–363e, 363p–363q, WP•1–WP•10 TE 3: 394–395, 424–425, 443e–443f, 451d–451e, 458–459, 460–461, 461a–461c, 467d–467e, 467p–467q, 473e–473f, 485d–485e, 492–493, 494–495, 495a–495c, 501d–501e, 501p–501q, 507e–507f, 517d–517e, 528–529, 530–531, 531a–531c, 537d–537e, 537p–537q, WP•1–WP•10

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<p>(Continued) 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<p>(Continued) TE 4: 42–43, 76–77, 91e–91f, 99d–99e, 106–107, 108–109, 109a–109c, 115d–115e, 115p–115q, 140–141, 172–173, WP•1–WP•10 TE 5: 212–213, 246–247, 280–281, 293e–293f, 303d–303e, 310–311, 312–313, 313a–313c, 319d–319e, 319p–319q, 350–351 TE 6: 371e–371f, 381d–381e, 386–387, 388–389, 389a–389c, 393d–393e, 393p–393q 420–421, 435e–435f, 445d–445e, 452–453, 454–455, 455a–455c, 459d–459e, 459p–459q, 486–487, 520–521, WP•1–WP•10</p> <p>Writing to Sources Unit 1: 6–35, 198–199, 200–201, 226–227, 228–229 Unit 2: 38–67, 202–203, 204–205, 206–207, 230–231 Unit 3: 70–99, 208–209, 210–211, 232–233 Unit 4: 102–131, 212–213, 214–215, 234–235 Unit 5: 134–163, 216–217, 218–219, 236–237 Unit 6: 166–195, 220–221, 222–223, 224–225, 238–239</p>
<p>W.2: HANDWRITING Demonstrate the ability to write legibly</p>	
<p>3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.</p>	<p>TE 1: 25d, 61d, 95d, 127d, 165d TE 2: 205d, 237d, 271d, 305d, 339d TE 3: 375d, 409d, 443d, 473d, 507d TE 4: 25d, 59d, 91d, 121d, 155d TE 5: 195d, 227d, 259d, 293d, 325d TE 6: 371d, 399d, 435d, 465d, 499d</p>
<p>3.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE 1: 25d, 61d, 95d, 127d, 165d TE 2: 205d</p>

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PERSUASIVE	
W.3: WRITING GENRES Develop writing skills by writing for different purposes and to specific audiences or people	
3.W.3.1 Write persuasive compositions in a variety of forms that –	<p>SE 1: 265 SE 2: 44–45, 214–215</p> <p>TE 1: SG•2, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9, WP•10 TE 2: SG•2, SG•7, SG•12, 256–257, 271e–271f, 299h, 299p–299q, SG•54, SG•59, SG•64 TE 3: SG•54, SG•55, SG•59, SG•64, SG•80 TE 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 TE 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 TE 6: SG•6, SG•7, SG•11, SG•16</p> <p>Writing to Sources: Unit 1: 198–199, 200–201 Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 62–65, 66–67, 202–203, 204–205, 206–207 Unit 3: 208–209, 210–211 Unit 4: 212–213, 214–215, 216–217 Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163, 218–219 Unit 6: 220–221, 222–223, 224–225</p>
<ul style="list-style-type: none"> State the opinion in an introductory statement or section. 	<p>SE 2: 44–45</p> <p>TE 2: 271e–271f, 293a, 299d–299e TE 4: 25e–25f, 44–45</p> <p>Writing to Sources Unit 1: 198–199, 200–201 Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–61, 202–203, 204–205, 206–207 Unit 3: 208–209, 210–211 Unit 4: 212–213, 214–215 Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–157, 158–161, 216–217, 218–219 Unit 6: 220–221, 222–223, 224–225</p>

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<ul style="list-style-type: none"> Support the opinion with reasons in an organized way 	<p>SE 1: 292–293</p> <p>TE 2: 271e–271f, 281d–281e, 292–293, 293a, 299d–299e</p> <p>TE 4: 25e–25f, 35d–35e</p> <p>Writing to Sources</p> <p>Unit 1: 198–199, 200–201</p> <p>Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–61, 202–203, 204–205, 206–207</p> <p>Unit 3: 208–209, 210–211</p> <p>Unit 4: 212–213, 214–215</p> <p>Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–157, 158–161, 216–217, 218–219</p> <p>Unit 6: 220–221, 222–223, 224–225</p>
<ul style="list-style-type: none"> Connect opinion and reasons using words and phrases. 	<p>SE 2: 44–45, 352–353</p> <p>TE 2: 299d</p> <p>TE 3: 437d</p> <p>TE 4: 44–45, 53d–53e</p> <p>TE 5: 352–353, 353a, WP•10</p> <p>Writing to Sources:</p> <p>Unit 1: 198–199, 200–201</p> <p>Unit 2: 46–47, 58–59, 60–61, 62–65, 66–67, 202–203, 204–205, 206–207</p> <p>Unit 3: 208–209, 210–211</p> <p>Unit 4: 212–213, 214–215, 216–217</p> <p>Unit 5: 134–135, 142–143, 150–151, 152–153, 154–155, 158–161, 218–219</p> <p>Unit 6: 220–221, 222–223, 224–225</p>
<ul style="list-style-type: none"> Provide a concluding statement or section. 	<p>SE 2: 44, 352</p> <p>TE 2: 299d–299e</p> <p>TE 4: 44–45, 45b, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7</p> <p>Writing to Sources:</p> <p>Unit 1: 198–199, 200–201</p> <p>Unit 2: 42–43, 54–55, 58–59, 60–61, 62–65, 66–67, 202–203, 204–205, 206–207</p> <p>Unit 3: 208–209, 210–211</p> <p>Unit 4: 212–213, 214–215, 216–217</p> <p>Unit 5: 154–155, 158–161, 218–219</p> <p>Unit 6: 220–221, 222–223, 224–225</p>

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INFORMATIVE	
3.W.3.2: Write informative compositions on a variety of topics that –	<p>SE 1: 152–153, 356–357, 494–495, 530–531 SE 2: 108–109, 174, 312, 454</p> <p>TE 1: 55b, 152–153 TE 2: 290–291, 291a, 356–357, 357b–357c, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7 TE 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 TE 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 TE 5: 221b, 253b, 287b, 293e–293f, 303d–303e, 310–311, 311a, 312–313, 313a, 313b–313c, 359b TE 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> <p>Writing to Sources: Unit 1: 226–227, 228–229 Unit 2: 230–231 Unit 3: 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 232–233 Unit 4: 234–235 Unit 5: 236–237 Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 238–239</p>

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<ul style="list-style-type: none"> • State the topic, develop a main idea for the introductory paragraph, and group related information together. 	<p>SE 1: 116, 152, 356, 460, 494, 530 SE 2: 108, 312, 454</p> <p>TE 1: 105d–105e, 116–117, 117a, 139d–139e, 151c, 152–153, 153a, SG•61, SG•63 TE 2: 265b, 317d–317e, 329a, 339e–339f, 349d–349e, 356–357, 357b–357c, WP•4, WP•5 TE 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 TE 4: 76–77, 77a, 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 173c, 175b–175c TE 5: 287b, 293e–293f, 312–313, 313a, SG•53 TE 6: 435e–435f, SG•48, 531b, UR•25, WP•6</p> <p>Writing to Sources: Unit 1: 226–227, 228–229 Unit 2: 230–231 Unit 3: 70–71, 72–73, 74–75, 76–77, 78–79, 82–83, 84–85, 86–87, 88–89, 90–91, 94–97, 232–233 Unit 4: 234–235 Unit 5: 236–237 Unit 6: 106–107, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 190–193, 194–195, 238–239</p>

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<ul style="list-style-type: none"> Develop the topic with facts and details. 	<p>SE 1: 114, 116, 150, 184, 290, 326, 354, 356, 424, 458, 492, 494, 530</p> <p>SE 2: 42, 76, 106, 108, 140, 172, 212, 246, 310, 312, 386, 420, 452, 454, 520</p> <p>TE 1: 114–115, 116–117, 117a, 139d–139e</p> <p>TE 2: 265b, 326–327, 339e–339f, 349d–349e, 354–355, 356–357, 357b–357c, 363d–363e, WP•4, WP•5, WP•6, WP•7</p> <p>TE 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</p> <p>TE 4: 42–43, 76–77, 77a, 106–107, 107a, 108–109, 109a, 109b–109c, 140–141, 141a, 172–173</p> <p>TE 5: 212–213, 237b, 246–247, 287b, 293e–293f, 303d–303e, 310–111, 312–313, 313a, 313b–313c, 319b, 319d–319e, 359b</p> <p>TE 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>Writing to Sources:</p> <p>Unit 1: 226–227, 228–229</p> <p>Unit 2: 230–231</p> <p>Unit 3: 70–71, 72–73, 74–75, 76–77, 78–79, 82–83, 84–85, 86–87, 88–89, 90–91, 94–97, 98–99, 232–233</p> <p>Unit 4: 234–235</p> <p>Unit 5: 236–237</p> <p>Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195, 238–239</p>

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<ul style="list-style-type: none"> Connect ideas within categories of information using words and phrases. 	<p>SE 1: 530</p> <p>TE 2: 339e–339f, 356–357, 363d–363e, WP•2, WP•6, WP•7</p> <p>TE 3: 507e–507f, 530–531, 531b–531c, 537d–537e, WP•7, WP•8, WP•10</p> <p>TE 6: 459d, UR•35, WP•7</p> <p>Writing to Sources: Unit 1: 226–227, 228–229 Unit 2: 230–231 Unit 3: 70–71, 78–79, 90–91, 98–99, 232–233 Unit 4: 234–235 Unit 5: 236–237, 238–239 Unit 6: 166–167, 174–175, 182–183, 186–187</p>
<ul style="list-style-type: none"> Use text features (e.g., <i>pictures, graphics</i>) when useful to aid comprehension. 	<p>TE 1: 151c, SG•61, SG•63</p> <p>TE 2: 265b</p> <p>TE 3: 529d, 537b, WP•10</p> <p>TE 5: 287b, 293e–293f</p> <p>Writing to Sources: Unit 6: 238–239</p>
<ul style="list-style-type: none"> Provide a concluding statement or section. 	<p>SE 1: 530</p> <p>TE 2: WP•6</p> <p>TE 3: 501d, 530–531, 531a, 537d, WP•8, WP•10</p> <p>TE 4: 115d–115e</p> <p>TE 6: 459d</p> <p>Writing to Sources: Unit 1: 226–227, 228–229 Unit 2: 230–231 Unit 3: 78–79, 90–91, 94–97, 232–233 Unit 4: 234–235 Unit 5: 236–237 Unit 6: 168–169, 182–183, 184–185, 186–187, 238–239</p>

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NARRATIVE	
3.W.3.3: Write narrative compositions in a variety of forms that –	<p>SE 1: 48, 80, 121, 186, 258, 396, 426 SE 2: 78, 142, 248, 282, 522</p> <p>TE 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</p> <p>TE 2: 237e–237f, 247d–247e, 258–259, 259a, 259b–259c, 265d–265e, SG•38, 361a, 363b</p> <p>TE 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</p> <p>TE 4: 59e–59f, 69d–69e, 78–79, 79a, SG•22, SG•27, SG•32, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c</p> <p>TE 5: 227e–227f, 237d–237e, 248–249, 249a, 249b–249c, 253d–253e, 253p–253q, 259e–259f, 271d–271e, 282–283, 283a, 283b–283c, 363a</p> <p>TE 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</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–33, 34–35 Unit 4: 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–129, 234–235</p>

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<ul style="list-style-type: none"> • Establish an introduction (e.g., <i>situation, narrator, characters</i>). 	<p>SE 1: 48–49, 80–81, 186–187, 258–259, 361, 396–397, 426–427</p> <p>SE 2: 78–79, 83, 142–143, 174–175, 488–489, 522–534</p> <p>TE 1: 25e–25f, 37d–37e, 48–49, 49a, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 165e–165f, 175d–175e, 186–187, 187a, WP•3, WP•5</p> <p>TE 2: 247d–247e, 258–259, 259a, SG48, 360–361, 363b</p> <p>TE 3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 409e–409f, 417d–417e, 426–427, 427a, 427b–427c</p> <p>TE 4: 59e–59f, 69d–69e, 78–79, 79a, 82–83, 83a, 85d–85e, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c, 155e–155f, 174–175, 175a</p> <p>TE 5: 227e–227f, 237e–237f, 249a, 253d, 271d–271e</p> <p>TE 6: 411d–411e, 465e–465f, 477d–477e, 488–489, 489a, 499e–499f, 511d–511e, 522–523, 523a, 531d–531e</p> <p>Writing to Sources</p> <p>Unit 1: 6–7, 10–11, 12–13, 16–17, 18–19, 22–23, 26–27, 30–33, 34–35</p> <p>Unit 4: 102–103, 104–105, 106–107, 110–111, 114–115, 116–117, 118–119, 120–121, 122–123, 126–129</p>

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<ul style="list-style-type: none"> • Include specific descriptive details and clear event sequences. 	<p>SE 1: 48–49, 80–81, 186–187, 258–259, 360–361, 396–397</p> <p>SE 2: 78–79, 142–143, 174–175, 248–249, 488–489, 522–523</p> <p>TE 1: 37d–37e, 48–49, 49a, 71d–71e, 80–81, 81a, 81b–81c, 165e–165f, 175d–175e, 186–187, 187a, WP•2, WP•4, WP•5</p> <p>TE 2: 258–259, 259a, 360–361, 361a, 363b</p> <p>TE 3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q</p> <p>TE 4: 69d–69e, 78–79, 79a, 85d–85e, 131d–131e, 142–143, 143a, 143b–143c, 149d–149e, 155e–155f, 174–175, 175a</p> <p>TE 5: 227e–227f, 237e–237f, 248–249, 249a, 253d</p> <p>TE 6: 465e–465f, 477d–477e, 488–489, 489a, 522–523, 523a</p> <p>Writing to Sources</p> <p>Unit 1: 6–7, 10–11, 12–13, 16–17, 18–19, 22–23, 26–27, 30–33, 34–35</p> <p>Unit 4: 102–103, 104–105, 106–107, 110–111, 114–115, 116–117, 118–119, 120–121, 122–123, 126–129</p>

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<ul style="list-style-type: none"> • Include dialogue. 	<p>SE 1: 426–427 SE 2: 488–489</p> <p>TE 3: 409e–409f, 426–427, 427a, 427b–427c TE 4: 79a, 79b–79c TE 6: 465e–465f, 488–489, 489a, 489b–489c, 493d–493e</p> <p>Writing to Sources Unit 1: 6–7, 8–9, 10–11, 14–15, 16–17, 22–23, 24–25, 30–33 Unit 4: 110–111, 112–113, 116–117, 118–119, 120–121, 122–123, 126–128</p>
<ul style="list-style-type: none"> • Connect ideas and events using introduction and transition words. 	<p>SE 2: 174</p> <p>TE 2: 247d–247e TE 3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q TE 4: 60a–60b, 85d–85e, 131d–131e, 143b–143c, 155e–155f, 167d–167e, 174–175, 175b–175c TE 5: 227e–227f</p> <p>Writing to Sources: Unit 1: 6–7, 18–19, 26–27, 30–33, 34–35 Unit 4: 102–103, 110–111, 114–115, 122–123, 126–129, 130–131</p>
<ul style="list-style-type: none"> • Provide an ending. 	<p>SE 2: 174</p> <p>TE 2: 247d–247e TE 3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q TE 4: 60a–60b, 85d–85e, 131d–131e, 143b–143c, 155e–155f, 167d–167e, 174–175, 175b–175c TE 5: 227e–227f</p> <p>Writing to Sources: Unit 1: 6–7, 18–19, 26–27, 30–33, 34–35 Unit 4: 102–103, 110–111, 114–115, 122–123, 126–129, 130–131</p>

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<p>W.4: THE WRITING PROCESS Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	
<p>• 3.W.4: Apply the writing process to –</p>	<p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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>Writing to Sources: Unit 1: 30–33 Unit 2: 62–65 Unit 3: 94–97 Unit 4: 126–129 Unit 5: 158–161 Unit 6: 190–193</p>

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<p>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).</p>	<p>SE 1: 224</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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>Writing to Sources: Unit 1: 30–33 Unit 2: 62–65 Unit 3: 94–97 Unit 4: 126–129 Unit 5: 158–161 Unit 6: 190–193</p>

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<ul style="list-style-type: none"> • Use technology to interact and collaborate with others to publish legible documents. 	<p>TE 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</p> <p>TE 2: 231b, 260g–260h, 265b, 299b, WP•9, WP•10</p> <p>TE 3: 403p–403q, 532g–532h, 534–535, 535a, WP•8, WP•9, WP•10</p> <p>TE 4: 53b, SG•15, 144g–144h, 149b, WP•10</p> <p>TE 5: 253b, 287b, 319b, 319p–319q, WP•9, WP•10</p> <p>TE 6: 393b, 429b, 459b, 531b, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>

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FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION	
STANDARD 5: THE RESEARCH PROCESS	
W.5: Build knowledge about the research process and the topic under study by conducting short research	
3.W.5: Conduct short research on a topic.	<p>TE 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>TE 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>TE 3: 375b, 387b, 417b, 443b, 451b, 459c, 473b, 493c, 496g–496h, 499a, SG•60, SG•61, 507b, 517b</p> <p>TE 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>TE 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>TE 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•1–WP•10</p> <p>Writing to Sources: Unit 1: 20–21, 226–227 Unit 2: 40–41 Unit 3: 72–73, 88–89 Unit 4: 104–105, 112, 113, 116–117 Unit 6: 168–169, 176–177, 238–239</p>
<ul style="list-style-type: none"> Identify a specific topic or question of interest (e.g., <i>where did Benjamin Harrison grow up?</i>). 	<p>TE 1: 25b, SG•12, 61b, SG•28, 95b, SG•44, 127b, SG•60, SG•76, 165b</p> <p>TE 2: 205b, SG•12, 237b, SG•28, 271b, SG•44, 305b, SG•60, 339b, SG•76</p> <p>TE 3: 375b, SG•12, 409b, SG•28, 443b, SG•44, SG•60, 473b, 507b, SG•76</p> <p>TE 4: 25b, SG•12, 59b, SG•28, 91b, SG•44, 121b, SG•60, 155b, SG•76</p> <p>TE 5: 195b, SG•12, 227b, SG•28, 259b, SG•44, 293b, SG•60, 325b, SG•76</p> <p>TE 6: 371b, SG•12, 399b, SG•28, 435b, SG•44, 465b, SG•60, 499b, SG•76, WP•2–WP•3</p> <p>Writing to Sources Unit 1: 226 Unit 4: 234 Unit 6: 238</p>

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<ul style="list-style-type: none"> • Locate information in reference texts, electronic resources, or through interviews. 	<p>SE 1: 118–119, 154–157, 496–499 SE 2: 250–251, 390–391</p> <p>TE 1: 37b, 47c, SG•13, SG•14, 71b, 79c, SG•29, SG•30, 105b, 115c, 118g–118h, 118–119, 119a, SG•45, SG•46, 139b, 154g–154h, 154–157, 157a, SG•41, SG•62, 175b, SG•77, SG•78</p> <p>TE 2: 215b, 223c, SG•13, SG•14, 247b, SG 29, SG•30, 281b, 291c, SG•45, SG•46, 317b, 327c, SG•41, SG•62, 349b, SG•77, SG•78</p> <p>TE 3: 387b, 395c, SG•13, SG•14, 417b, 425c, SG•29, SG•30, 451b, 459c, SG•45, SG•46, 485b, 496g–496h, 496–499, 499a, SG•41, SG•62, 517b, 529c, SG•77, SG•78</p> <p>TE 4: 35b, 43c, SG•13, SG•14, 69b, SG•29, SG•30, 99b, SG•45, SG•46, 131b, SG•41, SG•62, 167b, SG•77, SG•78</p> <p>TE 5: 205b, 213c, SG•13, SG•14, 237b, 250g–250h, 250–251, 251a, SG•29, SG•30, 271b, 281c, SG•45, SG•46, 303b, SG•41, SG•62, 339b, SG•77, SG•78</p> <p>TE 6: 381b, 390g–390h, 390–391, 391a, SG•13, SG•14, 411b, SG•29, SG•30, 445b, 453c, SG•45, SG•46, 477b, SG•41, SG•62, 511b, SG•77, SG•78, WP•3</p> <p>Writing to Sources Unit 1: 226 Unit 4: 234 Unit 6: 238</p>
<ul style="list-style-type: none"> • Recognize that some sources may be more reliable than others. 	<p>TE 1: SG•13, 71b, SG•29, 105b, SG•45, 139b, SG•41, SG•77</p> <p>TE 2: SG•13, 247b, SG•29, SG•45, SG•41, SG•77</p> <p>TE 3: SG•13, 417b, SG•29, 451b, SG•45, 485b, SG•41, SG•77</p> <p>TE 4: 35b, SG•13, SG•29, SG•45, SG•41, SG•77</p> <p>TE 5: 205b, SG•13, SG•29, SG•45, SG•41, 339b, SG•77</p> <p>TE 6: SG•13, 411b, SG•29, SG•45, SG•41, SG•77</p>

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<ul style="list-style-type: none"> Record relevant information in their own words. 	<p>SE 2: 388–389</p> <p>TE 1: 37b, 105b, 139b, 175b TE 2: 215b, 247b, 281b, 317b, 349b TE 3: 387b, 451b, 493c TE 4: 35b, 69b, 99b, 131b, 167b TE 5: 237b, 271b, 303b, 339b TE 6: 371e–371f, 381b, 381d–381e, 388–389, 389a, 389b–389c, 393d–393e, 393p–393q, 411b, 445b, 477b, 511b, WP•3</p>
<ul style="list-style-type: none"> Present the information, choosing from a variety of formats. 	<p>TE 1: 55n, SG•16, 89n, SG•32, 121n, SG•48, 159n, SG•64, 193n, SG•80 TE 2: 231n, SG•16, 265n, SG•32, 299n SG•48, 333n, SG•64, 363n, SG•80 TE 3: 403n, SG•16, 437n, SG•32, 467n, SG•48, 501n, SG•64, 537n, SG•80 TE 4: 53n, SG•16, 85n, SG•32, 115n, SG•48, 149n, SG•64, 183n, SG•80 TE 5: 221n, SG•16, 253n, SG•32, 287n, SG•48, 319n, SG•64, 359n, SG•80 TE 6: 393n, SG•16, 429n, SG•32, 459n, SG•48, 493n, SG•64, 531n, SG•80, WP•10</p> <p>Writing to Sources Unit 1: 227 Unit 4: 235 Unit 6: 239</p>

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GRAMMAR AND USAGE	
W.6: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English	
3.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<p>SE 1: 48–49, 80–81, 152–153, 328–329, 460–461</p> <p>SE 2: 44–45, 142–143, 174–175, 352–353, 422–423</p> <p>TE 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</p> <p>TE 2: 231p–231q, SG•6, SG•16, 237d, SG•32, 328–329, 329a, 329c, SG•70, SG•74, SG•77, SG•80</p> <p>TE 3: SG•7, SG•10, SG•11, 451d–451e, 460–461, 461a, 461b–461c, 467c, 467d, 501b–501c, UR•14–UR•15</p> <p>TE 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</p> <p>TE 5: 221p–221q, 237d–237e, 249b–249c, 253d–253e, 287p–287q, SG•38, SG•48, 319p–319q, 352–353, 359p–359q</p> <p>TE 6: 393p–393q, 399d, 422–423, 423a, 429p–429q, 459p–459q, 493p–493q, SG•64</p> <p>Writing to Sources:</p> <p>Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23, 30–33, 34–35</p> <p>Unit 2: 38–39, 42–43, 46–47, 50–51, 54–55, 66–67</p> <p>Unit 3: 70–71, 74–75, 78–79, 82–83, 86–87, 94–97, 98–99</p> <p>Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119, 126–129, 130–131</p> <p>Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151, 158–161, 162–163</p> <p>Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183, 190–193, 194–195</p>
3.W.6.1a: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., <i>hope, thought</i>).	<p>TE 2: 205d, 215c, 223e, 231o, 247c, 257e, 265c, 265o</p> <p>TE 4: 108–109, 109a</p>

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<p>3.W.6.1b: Verbs – • Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p>	<p>SE 1: 396–397, 426–427, 494–495, 530–531 SE 2: 248–249</p> <p>TE 3: 375d, 387c, 395e, 396–397, 403h–403i, 403o, 403p, 409d, 417c, 425e, 426–427, 437c, SG•22, SG•32, 473d, 485c, 493e, 494–495, 501c, 501o, 501p, 507d, 517c, 529e, 530–531, 531a, 537c, 537o, SG•54, SG•59, SG•64, SG•70, UR•25, UR•45, UR•55 TE 5: 248–249, 253e</p>
<p>3.W.6.1c: Adjectives/Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p>	<p>SE 2: 248–249, 312–313</p> <p>TE 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</p>
<p>3.W.6.1d: Prepositions – <i>Standard begins at fourth grade.</i></p>	<p>This standard begins at fourth grade according to the Indiana Academic Standards English/Language Arts.</p>
<p>3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>and, for, but, or</i>).</p>	<p>SE 1: 48–49, 80–81, 116–117, 152–153, 186–187 SE 2: 44–45, 78, 352–353, 454–455</p> <p>TE 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 TE 2: 333d–333e, SG•53 TE 3: 395d, 485d–485e, 495a, 495b–495c, 501d–501e, 537p–537q, WP•6, WP•7, WP•8, WP•9 TE 4: 44–45, 53d, SG•10, 78–79, 79a, 85d–85e, 99d–99e, 106–107, 108–109, 109a, 109b–109c, 115d–115e, SG•37, SG•42, SG•45 TE 5: 319d–319e, 325d, 326a, 339c, 351e, 352–353, 353a, 359c, 359o, 359p, SG•70, SG•75, SG•80, UR•55 TE 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>

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CAPITALIZATION, PUNCTUATION, AND SPELLING	
3.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<p>SE 1: 116–117, 186–187 SE 2: 143, 312–313, 352–353, 422–423, 488–489, 522–523</p> <p>TE 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 TE 2: 205d, 225a, 231o, 231p–231q, 237d, 265p–265q, 271c, 299p–299q, 333p–333q, 339d, 363p–363q TE 3: SG•16, 428c, 437p–437q, SG•32, 459e, 461b–461c, 467p–467q, SG•48, 501p–501q, SG•64 TE 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 TE 5: 221p–221q, 287p–287q, 312–313a, 319p–319q, 352–353, 353a, 259d, 312–313, 359p–359q, WP•10 TE 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>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	<p>SE 2: 388–389</p> <p>TE 2: 205d, 215c, 223e, 231c TE 4: 108–109, 109a TE 6: 371d, 371e–371f, 381c, 387e, 388–389a, 393c, 393o, UR•15</p>

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<p>3.W.6.2b: Punctuation – <ul style="list-style-type: none"> • Correctly using apostrophes to form contractions and singular and plural possessives. </p>	<p>SE 1: 328–329, 357, 372–373 SE 2: 142–143</p> <p>TE 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</p> <p>TE 3: 372a, 372–373, 373a–373b, 376c, 388c, 403i, 428c</p> <p>TE 4: 121d, 131c, 141e, 142–143, 149c, 149o, SG•54, SG•59, SG•64, UR•57</p>
<ul style="list-style-type: none"> • Using quotation marks to mark direct speech. 	<p>SE 2: 522–523</p> <p>TE6: 499d, 511c, 521e, 522–523, 531c, 531o, UR•57</p>
<ul style="list-style-type: none"> • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i>). 	<p>TE 4: 79c</p> <p>TE 6: 465d, 477c, 487e, 493c, 493o, SG•54, SG•64, 499d, 511c, 521e, 531c, 531o, UR•55</p>
<p>3.W.6.2c: Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.</p>	<p>SE 1: 92</p> <p>TE 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>TE 3: 395d, 406a, 409c, 410c, 417c, 418c–418d, 425e, 437c, 437o, 470a, 470–471, 471a–471b, 473c, 474c, 485c, 486c–486d, 493e, 501c, 501i, 501o, UR•26, UR•44</p> <p>TE 4: 25c, 35c, 43e, 46c, 53c, 53o, 58a, 58–59, 77e, 91c, 99c, 107e, 115c, 115o, 118a, 118–119, 119a–119b, 121c, 131c, 132c, 141e, 144c, 144f, 149c, 149o, 149p–149q, UR•14, UR•36, UR•44</p> <p>TE 5: 227c, 237c, 284c, 325c, 339c, 351e, 359c, 359o, UR•24, UR•54</p> <p>TE 6: 368a, 368–369, 372c, 435c, 459c, 459o, 465c, 477c, 487e, 493c, 493o, 524f, UR•34, UR•46</p>

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<p>• Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) when writing.</p>	<p>TE 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>TE 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>TE 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>TE 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>TE 5: 195c, 205c, 213e, 221c, 221o, 227c, 237c, 247e, 253c, 253o, 256a, 259c, 271c, 281e, 287c, 287o, 293c, 303c, 311e, 319c, 319o, UR•14, UR•26, 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>

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SPEAKING AND LISTENING	
SPEAKING AND LISTENING: There are five key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
In Speaking and Listening, students are expected to do the following:	
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Develop and apply effective communication skills through speaking and active listening	
3.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	SE 1: 55, 89, 121, 159, 193, 231, 265, 299, 333, 363, 403, 437, 467, 501, 537 SE 2: 53, 85, 115, 149, 183, 221, 253, 287, 319, 359, 393, 429, 459, 493, 531 TE 1: 55a, 89a, 121a, 159a, 193a TE 2: 231a, 265a, 299a, 333a, 363a TE 3: 403a, 437a, 467a, 501a, 537a TE 4: 53a, 85a, 115a, 149a, 183a TE 5: 221a, 253a, 287a, 319a, 359a TE 6: 393a, 429a, 459a, 493a, 531a
SL.2: DISCUSSION AND COLLABORATION Develop and apply reciprocal communication skills by participating in a range of collaborative discussions	
3.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	SE 1: 20, 55, 159, 299, 404 SE 2: 183 TE 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 TE 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 TE 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

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<p>(Continued) 3.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p>(Continued) TE 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 TE 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 TE 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 Writing to Sources: Unit 1: 26–27, 30–33 Unit 2: 58–59, 62–65 Unit 3: 90–91, 94–97 Unit 4: 122–123, 126–129 Unit 5: 154–155, 158–161 Unit 6: 186–187, 190–193</p>

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<p>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</p>	<p>SE 1: 55, 89, 159, 193, 231, 299, 363, 437, 501, 537 SE 2: 53, 115, 183, 287, 319, 359, 393, 459, 531</p> <p>TE 1: 54–55, 88–89, 89n, SG•32, 158–159, 159n, 192–193, 193a, 193n TE 2: 230–231, 265n, 272a–272b, 298–299, 299a, 299n, 333a, 333n, SG•64, 340a–340b, 350a–350b, 362–363, 363a TE 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 TE 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 TE 5: 286–287, 287n, 318–319, SG•64, 358–359 TE 6: 392–393, 393n, 424a–424b, 424e–424f, 429n, 458–459, 459n, 530–531, 531n</p>
<p>3.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.</p>	<p>SE 1: 89, 159, 193, 231, 265, 299, 363, 437, 501, 537 SE 2: 53, 85, 115, 149, 183, 221, 286, 319, 359, 393, 429, 459, 493, 531</p> <p>TE 1: 55a, 89a, 89n, 121n, 159a, SG•64, 193n, SG•66, SG•75, SG•76, SG•80 TE 2: 206a, 230–231a, 265n, 299a, 299n, 333n, SG•64, 363n TE 3: 436–437, 437a, 437n, 474a–474b, 500–501, 536–537a, 537n TE 4: 52–53, 53a, 53n, 84–85, 114–115, 115a, SG•48, 148–149a, 149n, 182–183a, 183n TE 5: 196a–196b, 220–221, 253n, SG•32, 286–287, 287a, 287n, SG•48, 318–319a, 319n, SG•64, 358–359 TE 6: 392–393a, 393n, 428–429, 429a, 429n, 458–459, 459n, 492–493a, 493n, 530–531, 531n</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>

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<p>3.SL.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p>	<p>SE 1: 20, 90, 200, 299, 333, 370, 404, 468, 502 SE 2: 20, 54, 86, 116, 149, 150, 190, 222, 254, 288, 320, 366, 394, 429, 430, 458, 460, 494</p> <p>TE 1: 20–21, 55n, 62a–62b, 72a–72b, 89n, 90–91, SG•59, 176a–176b, 193n, SG•76 TE 2: 200–201, 265n, 282a–282b, 294a–294b, 298–299, SG•34, SG•48, 332–333, 333n, SG•64, 358a–358b, SG•70 TE 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 TE 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 TE 5: 190–191, 196a–196b, 222–223, 253n, 254–255, 255a–255b, 260a–260b, 288–289, 320–321, 340b TE 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> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
<p>3.SL.2.5: Explain personal ideas and understanding in reference to the discussion.</p>	<p>SE 1: 160, 266, 334, 438, 458</p> <p>TE 1: 160–161, 176a–176b TE 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 TE 3: 395d–395e, 438–439 TE 4: 117a–117b, 121a–121b, 122a–122b, SG•54, SG•55, SG•59 TE 5: 227a, 250a–250b, 260a–260b, 294a–294b, 340a–340b TE 6: 459a, 459n, UR•19</p>

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SL.3: COMPREHENSION Develop and apply active listening and interpretation skills using various strategies	
3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., <i>charts and graphs</i>), and orally.	SE 1: 363, 403, 467, 537 SE 2: 221, 493 TE 2: 362–363, 363a TE 3: 371a, 402–403, 403a, 405a, 439a, 503a TE 4: 24a, 24–25, 115a TE 6: 395a, 431a, 461a, 492–493, 495a
3.SL.3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SE 1: 89, 159, 193, 232, 265, 300, 458, 501, 537 SE 2: 53, 85, 115, 149, 183, 287, 319, 359 393, 429, 459 TE 1: 55n, 88–89, 158–159, 159a, 159n, 192–193, 193a, 193n TE 2: 231a, 232–233, 264–265, 299n, 300–301, 333a, 333n TE 3: 403n–403o, 437n, 467n, 501n, 536–537 TE 4: 52–53, 53a, 53n, 84–85, 85n, 89a–89b, 114–115, 115a, 115n, 149n, 182–183 TE 5: 253n, 255a–255b, 286–287, 287n TE 6: 392–393, 428–429, 429n, 458–459, 459a, 459n, SG•48, 531n, SG•75, SG•80 Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195

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SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Develop and apply speaking skills to communicate ideas effectively in a variety of situations	
3.SL.4:1 Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	<p>SE 1: 54, 89, 120, 158, 192, 230, 264, 299, 362, 402, 437, 467, 500, 536</p> <p>SE 2: 52, 84, 148, 183, 221, 252, 286, 318, 358, 392, 428, 459, 492, 521, 530</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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>Writing to Sources: Unit 1: 34–35, 226–227 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 238–239</p>

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<p>3.SL.4.2: Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.</p>	<p>SE 1: 54, 89, 120, 158, 192, 230, 264, 299, 362, 402, 437, 467, 500, 536 SE 2: 52, 84, 148, 183, 221, 252, 286, 318, 358, 392, 428, 459, 492, 521, 530</p> <p>TE 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 TE 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 TE 3: 373b, 388e–388f, 395a, 402–403, 403a, 403n–403o, SG•16, 407a–407b, 425a, 428g–428h, 436–437, 437j, 437n, 441b, SG•32, 452e–452f, 467n, 471b, SG•48, 500–501, 501a, 501n, 505b, SG•64, 518e–518f, 528–529, 529a, 536–537, 537a, 537n, SG•80 TE 4: 52–53, 53a, 53n, 53q, SG•16, 55a–55b, 84–85, 85a, 85q, SG•32, 89a–89b, 115n, 140–141, 141a, 149a, 149n, SG•64, 173a, 182–183, 183n TE 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 TE 6: 369b, 387a, 392–393, 393a, 393n, 397b, SG•16, 412e–412f, 420–421, 421a, 428–429, 429a, 429n, 433b, SG•32, 446e–446f, 458–459, 459n, 463b, 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>Writing to Sources: Unit 1: 34–35, 226–227 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 238–239</p>
<p>3.SL.4.3: <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 3 offers students opportunities to build upon and continue applying concepts learned previously. See for example: SE 1: 501 SE 2: 53</p> <p>TE 1: 55n TE 2: 298–299, SG•61 TE 3: 402–403</p>

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MEDIA LITERACY	
MEDIA LITERACY: By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
In Media Literacy, students are expected to do the following:	
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop an understanding of media and the roles and purposes of media	
3.ML1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	SE 1: 54–55, 118–119, 332–333, 402–403 SE 2: 84–85, 318–319, 458–459, 490–491, 354–355, 356–357 TE 1: 37b, 47c, 55a, 71b, 105b, 118g–118h, 118–119, 119a, 139b, 175b TE 2: 215b, 247b, 281b, 291c, 317b, 333a TE 3: 387b, 403a, 417b, 451b, 459c, 485b, 496g–496h, 496–499, 499a, 517b, 529c TE 4: 69b, 85a, 99b, 107c, 131b, 167b TE 5: 205b, 237b, 303b, 319a, 339b, 354g–354h, 354–357, 357a TE 6: 381b, 411b, 445b, 459a, 477b, 487c, 490g–490h, 490–491, 491a, 511b
ML.2: MEDIA LITERACY Recognize the purposes of media and the ways in which media can have influences	
3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	SE 1: 54–55, 118–119, 332–333, 402–403 SE 2: 84–85, 318–319, 458–459, 490–491, 354–355, 356–357 TE 1: 37b, 47c, 55a, 71b, 105b, 118g–118h, 118–119, 119a, 139b, 175b TE 2: 215b, 247b, 281b, 291c, 317b, 333a TE 3: 387b, 403a, 417b, 451b, 459c, 485b, 496g–496h, 496–499, 499a, 517b, 529c TE 4: 69b, 85a, 99b, 107c, 131b, 167b TE 5: 205b, 237b, 303b, 319a, 339b, 354g–354h, 354–357, 357a TE 6: 381b, 411b, 445b, 459a, 477b, 487c, 490g–490h, 490–491, 491a, 511b
3.ML.2.2: <i>Standard begins in fifth grade.</i>	This standard begins at the fifth grade according to the Indiana Academic Standards English/Language Arts.