

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



To the
**Minnesota Academic Standards
for Language Arts
Grade 3**

**A Correlation of Scott Foresman Reading Street, Grade 3 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 3**

INTRODUCTION

This document demonstrates how **Scott Foresman Reading Street Common Core**, © 2013 meets the *Minnesota Academic Standards for English Language Arts* (2010). The Minnesota standards consist of the Common Core State Standards (shown in plain font) plus **Minnesota’s additions (shown in bold font)**. Correlation references are to Student Edition and the Teacher’s Edition and are cited by unit and page number. Lessons in the annotated Teacher’s Edition contain facsimile Student Edition and ancillary pages. Page references to *Writing to Sources* are also included.

Scott Foresman Reading Street, Common Core is a comprehensive reading program 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 are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street Common Core 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.

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. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that 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.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of **Scott Foresman Reading Street Common Core**. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within **Reading Street Common Core** emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

Reading Street Common Core instruction for all learners 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 Common Core** 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. Daily support for English language learners can be found throughout the Teacher’s Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Scott Foresman Reading Street Common Core State Standards-Based Assessment integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within **Scott Foresman Reading Street Common Core** echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it’s fun to learn!

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Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL]	
Grade 3 students:	
Key Ideas and Details	
<p>3.1.1.1 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 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) 3.1.1.1 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,</p>

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<p>3.1.2.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>SE 1: 24, 46, 60, 78, 83, 87, 114, 164, 184, 256, 290, 326, 330–331, 358, 424, 428–435, 492 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 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 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 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 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>

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<p>3.1.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</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</p> <p>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</p>

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<p>(Continued) 3.1.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>(Continued) 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 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>

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Craft and Structure	
<p>3.1.4.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.</p>	<p>TE 1: 50a–50b, 96d, 107a, 121i, 166d, 193i TE 2: 225b, 250–251, 251a, 311a, 314–315, 315a, 340d, 364–365, 365a, 366–367, 367a TE 3: 444d, 467i, 514–515, 515a TE 4: 92c–92d, SG•34, SG•35, SG•39, SG•44, SG•45, 115i, 156d, 165a, 183i TE 5: 236–237, 239a, 260d, 265a, 284g–284h, SG•45, 326d, 339a, 346–347, 359i TE 6: 400d, 412–413, 413a, 416–417, 417a, 421i, 429i, SG•19, SG•20, SG•24, SG•29, SG•31, 436d, 459i, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•20–UR•21, UR•38–UR•39</p>
<p>3.1.5.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>SE 1: 165, 194–195, 364–365, 424, 462–465, 539 SE 2: 185, 285, 361, 533</p> <p>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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3.1.6.6 Distinguish their own point of view from that of the narrator or those of the characters.	SE1: 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
Integration of Knowledge and Ideas	
3.1.7.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	SE1: 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
3.1.8.8 (Not applicable to literature)	Not applicable according to the Minnesota Academic Standards for English Language Arts

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3.1.9.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	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
Range of Reading and Level of Text Complexity	
3.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	
a. Self-select texts for personal enjoyment, interest, and academic tasks.	SE 1: 79, 115, 185, 257, 327, 395, 425, 493 SE 2: 173, 213, 247, 281, 311, 421, 453, 487, 521 TE 1: 20i, 56i, 79–79, 90i, 114–115, 122i, 160i, 184–155 TE 2: 200i, 232i, 256–257, 266i, 300i, 326–327, 334i TE 3: 370i, 394–395, 404i, 424–425, 438i, 468i, 492–493, 502i TE 4: 86i, 172–173, 190i, 212–213, 246–247 TE 5: 190i, 280–281, 310–311 TE 6: 366i, 420–421, 452–453, 486–487, 520–521

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Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5) [RI]	
Key Ideas and Details	
<p>3.2.1.1 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 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>

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<p>(Continued) 3.2.1.1 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: 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 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</p>

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<p>(Continued) 3.2.1.1 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: 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>
<p>3.2.2.2 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</p>

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<p>(Continued) 3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>(Continued) 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>
<p>3.2.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</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 TE 2: 216e–216f, 226–227, 227a, 228–229, 229a 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 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 TE 5: 218–219, 219a, 221l–221m, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77 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>

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Craft and Structure	
3.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>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</p>
3.2.5.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>SE 1: 154–155, 188–191, 222, 227–228, 294, 339, 354, 398, 443, 497, 534 SE 2: 58, 76, 144–147, 216, 218–219, 251, 314–317, 354–357, 391, 452, 491</p> <p>TE 1: 154g–154h, 154–155, 155a, 188g–188h, 188–189, 189a, 190–191, 191a, SG•69, SG•74 TE 2: 215b, 216e, 222–223, 223c, 226g–226h, 226–227, 227a, 228–229, 229a, SG•10, 260–261, 261a, 294–295, 295a, SG•37, 327c, 338a, 338–339, 342–343, 343a, 344–345, 349a, 350e–350f, 354–355 TE 3: 378–379, 379a, 395c, 398–399, 399a, 400–401, 401a, 442a, 442–443, 456–457, SG•46, SG•47, 496g–496h, 496–497, 497a, 498–499, SG•63, 532g–532h, 532–533, 533a, 534–535, 535a, UR•28 TE 4: 50–51, 51a, SG•10, SG•11, 58a, 58–59, 60d, 64–65, 65a, 70e–70f, 70–71, 71a, 76–77, 77a, SG•28, SG•29, SG•30, SG•31, 99b, 100e–100f, 107c, 144g–144h, 144–145, 145a, 146–147, 147a, SG•53, SG•58, SG•63, UR•22–UR•23 TE 5: 213c, 216–217, 217a, 218–219, 250g–250h, 250–251, 251a, 271b, 281c, 314g–314h, 314–315, 315a, 316–317, 317a, 339b, 351c, 354g–354h, 354–355, 355a, 356–357, 357a, 359b, SG•79 TE 6: 390g–390h, 390–391, 391a, 411b, 424g–424h, 424–425, 425a, SG•21, 445b, 452–453, 453a, 487c, 490g–490h, 490–491, 491a, SG•53, SG•58</p>

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3.2.6.6 Distinguish their own point of view from that of the author of a 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>
Integration of Knowledge and Ideas	
3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>SE 1: 150, 155, 228, 399, 442–443, 458 SE 2: 58–59, 76, 113, 217–219, 314–315, 424–425, 434–435, 452</p> <p>TE 1: 50–51, 51a, 52–53a, 57a–57b, 130–131, 131a, 132–133, 133a, 137a, 138–139, 139a, 150–151, 154–155, 155a, 190–191, 191a TE 2: 208–209a, 218–219a, 226g–226h, 226–227, 227a, 228–229, 229a, 262–263, 263a, 291c, 343a, 345a, 349b TE 3: 398–399, 399a, 400–401, 401a, 442a, 442–443, 452e, 452–453, 453a, 454–455, 455a, 456–457, 458–459, 467h, 467l, 510–511, 511a, 529c, 534–535, 535a, UR•28–UR•29, UR•31, UR•32–UR•33 TE 4: 40–41, 41a, 48–49, 49a, 50–51, 51a, SG•11, 58a, 58–59, 62–63, 63a, 66–67, 67a, 68–69, 69a, 70e–70f, 72–73, 73a, 74–75, 75a, 76–77, 77c, 85h, 85l–85m, SG•20, SG•24, SG•25, SG•28, SG•29, SG•30, 100–101, 101a, 104–105, 105a, 110–111, 111a, 112–113, 125a, 132f, 138–139, 139a, 141c, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23</p>

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<p>(Continued) 3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>(Continued) TE 5: 216–217, 217a, 218–219, 228b, 247c, 281c, 314g–314h, 314–315, 315a, 316–317, 317a, SG•53 TE 6: 387c, 390–391, 391a, SG•5, SG•10, SG•15, 421c, 424g–424h, 424–425, 425a, 429b, 434a, 434–435, 438–439, 442–443, 443a, 445a, 446e–446f, 446–447, 447a, 450–451, 451a, 452–453, 459h, 459l–459m, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•44, SG•45, SG•46, SG•47, SG•63, UR•28–UR•29, UR•31, UR•32–UR•33</p> <p>Writing to Sources: Unit 4: 106–107</p>
<p>3.2.8.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>SE 1: 126–127, 338, 354, 374–375, 398–400, 442, 506–507</p> <p>TE 1: SG•47, 126a, 126–127, 150–151, 159h, 159l–159m, SG•61, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 2: 338a, 338–339, 348–349, 354–355, SG•66, UR•52</p> <p>TE 3: 374a, 374–375, 378–379, 379a, 380–381, 381a, 384–385, 385a, 388e–388f, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 398g–398h, 398–399, 399a, 400–401, 401a, 403h–403i, 403l–403m, 442a, 442–443, 451a, 506a, 506–507, 512–513, 513a, 514–515, 537h, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•32–UR•33, UR•48–UR•49, UR•52–UR•53</p> <p>TE 4: 100–101, 101a, 102–103, 103a, 112–113, 113a, 120a, 120–121, 126–127, 127a, 134–135, 135a, UR•8–UR•9, UR•10–UR•11, UR•12</p> <p>TE 5: 218–219, 219a</p> <p>TE 6: 376–377, 377a, 393h, 426–427, 427a, SG•31</p>

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3.2.9.9 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>
Range of Reading and Level of Text Complexity	
3.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	
a. Self-select texts for personal enjoyment, interest, and academic tasks.	<p>SE 1: 151, 223, 291, 459, 493, 529 SE 2: 43, 77, 107, 141, 351, 387, 453</p> <p>TE 1: 20i, 56i, 90i, 122i, 150–151, 160i TE 2: 200i, 222–223, 232i, 266i, 290–291, 300i, 334i TE 3: 370i, 404i, 438i, 458–459, 468i, 492–493, 502i, 528–529 TE 4: 20i, 42–43, 54i, 76–77, 86i, 106–107, 116i, 140–141, 150i TE 5: 190i, 212–213, 222i, 254i, 288i, 320i, 350–351 TE 6: 366i, 386–387, 394i, 430i, 452–453, 460i, 494i</p>

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Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])	
Phonics and Word Recognition	
3.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	SE 1: 166, 406, 470, 508–509 SE 2: 88, 118, 152, 462, 466–467, 492 TE 1: 166e TE 3: 406a, 406–407, 407a–407b, 409c, 410c, 418c–418d, 425e, 437c, 437i, 437o, 470a, 470–471, 471a–471b, 473c, 474c, 486c–486d, 496f, 501i, 508e, 508–509, 532c–532d, UR•24, UR•44 TE 4: 88a, 88–89, 89a–89b, 92c, 99c, 100c–100d, 110f, 115i, 118a, 118–119, 119a–119b, 131c, 132c, 144c, 144e–144f, 149c, 149i, 176c, UR•34, UR•44 TE 5: UR•54 TE 6: 462a, 462–463, 463a–463b, 465c, 466c, 466e, 466–467, 476–477, 478c–478d, 490f, 492–493, 493a, 493h–493i, 524c, UR•10–UR•11, UR•40–UR•41, UR•43, UR•44
b. Decode words with common Latin suffixes.	TE 3: 470a, 470–471, 532c TE 4: 118a, 118–119, 122c, 132c, 176c, 176e–176f, UR•44 TE 5: 322a, 322–323, 323a–323b, 325c, 326c, 339c, 340c–340d, 351e, 354f, 359c, 359i, UR•54 TE 6: 390c, 432a, 432–433, 433a–433b, 436c, 446c–446d, 456f, 459i, 490c–490d, UR•34

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c. Decode multisyllable words.	<p>SE 1: 22, 202, 234, 268 TE 1: 22a, 22–23, 23a–23b, 25c, 26c, 38c–38d, 50c–50d, 50e–50f, 55i, 82c–82d, 92a, 92–93, 93a–93b, 106c–106d, 118c–118d, 118e–118f, 176c–176d, UR•14 TE 2: 202a, 202–203, 203a–203b, 206c, 226c–226d, 226e–226f, 234a, 234–235, 238c, 248c–248d, 260d, 260e, 268–269, 330d TE 3: 440a, 444c, 462d TE 4: 22a–22–23, 46d, 152a, 152–153, 153a–153b, 156c, 168c–168d, 183i, UR•54 TE 5: 192a, 192–193, 193a–193b, 196c, 206c, 216c–216d, 216e–216f, 250c–250d, 257a–257b, 260c, 284c–284d, 284e–284f, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c–314d, 314e–314f TE 6: 396a, 396–397, 397a–397b, 412c–412d, 424c–424d, 432a, 432–433, 433a–433b, 436c, 456c–456d, 456f, 490c–490d, 496a, 496–497, 497a–497b, 500c, 512c–512d, 524c–524d</p>

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<p>d. Read grade-appropriate irregularly spelled words, including high-frequency words.</p>	<p>SE 1: 440, 504 SE 2: 22</p> <p>TE 1: 23a–23b, 38c–38d, 50e–50f, 59a–59b, 72c–72d, 82e–82f, 93a–93b, 106c–106d, 118e–118f, 125a–125b, 140c–140d, 154e–154f, 163a–163b, 176c–176d, 188e–188f</p> <p>TE 2: 203a–203b, 216c–216d, 226e–226f, 294e–294f, 303a–303b, 318c–318d, 330e, 337a–337b, 350c–350d, 358e–358f</p> <p>TE 3: 373a, 388c–388d, 398c–398d, 398e–398f, 407a–407b, 418c, 428c–428d, 428e–428f, 441a–441b, 443c, 451c, 452c, 462e–462f, 471a–471b, 496c–496d, 496e–496f, 504a, 504–505, 505a–505b, 507c, 508c, 517c, 518c, 532e–532f, 537c, 537i, UR•34, UR•54</p> <p>TE 4: 22a–22–23, 23a–23b, 25c, 26c, 36c–36d, 46d, 46e, 57a–57b, 70c–70d, 80c–80d, 80e–80f, 89a–89b, 100c–100d, 110e–110f, 119a–119b, 132d, 144d, 144e, 153a–153b, 168c, 176e–176f</p> <p>TE 5: 193a–193b, 206c–206d, 216d, 216e–216f, 225a, 238d, 250d, 250e, 257a–257b, 272c–272d, 284e–284f, 291a–291b, 294c, 304d, 314d, 314f, 323a–323b, 340c, 354c–354d, 354e–354f</p> <p>TE 6: 369a–369b, 382d, 390e–390f, 397a–397b, 424d, 424e–424f, 433a–433b, 446c–446d, 456c–456d, 456e–456f, 463a–463b, 490d, 490f, 497a–497b, 524e–524f</p>

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Fluency	
3.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	<p>SE 1: See all the main and paired selections. For specific fluency activities, see 54, 88, 158, 230, 264, 332, 362, 436, 500</p> <p>SE 2: See all the main and paired selections. For specific fluency activities, see 52, 252, 318, 392, 458, 530</p> <p>TE 1: 38d, 47b, 54–55, 55j–55k, 82f, 88–89, 89j–89k, 125a–125b, 128e, 128–129, 140d, 154e, 158–159, 159j–159k, SG•52, 163a–163b, 176d, 188f, 193j–193k</p> <p>TE 2: 230–231, 257b, 260f, 264–265, 265j–265k, 267a–267b, 291b, 296–297, 297a, 299j–299k, SG•34, SG•35, SG•44, 327b, 330f, 332–333, 333j–333k, 350e–350f, 362–363, 363j–363k, UR•13</p> <p>TE 3: 395b, 398e–398f, 403j–403k, 412–413, 413a, 418e–418f, 428e–428f, 436–437, 437j, 441a–441b, 459b, 467k, 467m, 500–501, 501j, 501l</p> <p>TE 4: 23a–23b, 46e–46f, 52–53, 53j–53k, 62–63, 63a, 64–65, 65a, 77b, 79b–79c, 85j–85k, 94–95, 95a, 98–99, 99a, 100e–100f, 107b, 107d, 115j–115k, 118a, 118–119, 124–125, 125a, 141b, 147a</p> <p>TE 5: 221j–221k, 231a, 252–253, 257a–257b, 260–261, 272d, 287l–287m, 318–319, 323a–323b</p> <p>TE 6: 369a–369b, 429l–429m, 497a–497b, 512d, 524f, 531j–531k</p>

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<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>SE 1: 54, 88, 120, 194, 230, 298, 402, 500, 538 SE 2: 114, 182, 184, 220, 252, 286, 360, 392, 458, 492, 530, 532</p> <p>TE 1: 24–25, 26d, 26e, 26–27, 47b, 50d, 50e–50f, 54–55, 55j–55k, 79b, 88–89, 89j–89k, 94–95, 96–97, 115b, 120–121, 121j–121k, SG•43, 128–129, 151b, 154e, 159j–159k, 185b, 188e–188f, 192–193, 193j–193k, 194–195, 195a, 196–197, 197a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43 TE 2: 203a–203b, 206e, 206–207, 226e–226f, 230–231, 248d, 260f, 265j–265k, 270–271, 298–299, 330f, 355b, 362–363, 364–365, 367a, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43, UR•52–UR•53 TE 3: 374a, 374–375, 376e, 376–377, 395b, 402–403, 403a, 403j–403k, 444e, 444–445, 459b, 466–467, 472–473, 474–475, 486d, 493b, 500–501, 501j, 506–507, 508–509, 529b, 536–537, 538–539, 539a, 540–541, 541a, UR•32–UR•33, UR•43 TE 4: 23a–23b, 36c–36d, 43b, 46e–46f, 53j–53k, 79b–79c, 90a, 90–91, 92e, 92–93, 114–115, 115b, 148–149, 154a, 154–155, 156–157, 173b, 176d, 176e–176f, 182–183, 183j–183k, 184–185, 185a, 186–187, 187a, UR•52–UR•53 TE 5: 194–195, 196–197, 206d, 213b, 220–221, 221j–221k, 226–227, 228–229, 238d, 247b, 250f, 252–253, 253j–253k, 258–259, 260–261, 272d, 281b, 284d, 284f, 286–287, 287j–287k, 292–293, 294–295, 304d, 311b, 318–319, 323a–323b, 324–325, 326–327, 351b, 358–359, 359j–359k, 360–361, 361a, 362–363, 363a, UR•13, UR•23, UR•33, UR•43 TE 6: 370–371, 372–373, 387b, 392–393, 393j–393k, 398–399, 400–401, 412d, 421b, 428–429, 429j–429k, 434–435, 436e, 436–437, 446c–446d, 453b, 458–459, 459j–459k, 459l–459m, 463a–463b, 464–465, 466–467, 487b, 492–493, 493j–493k, 498–499, 500–501, 512d, 521b, 524f, 530–531, 531a, 531j–531k, 532–533, 533a, 534–535, 535a, UR•13, UR•23, UR•33, UR•43, UR•53</p>

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<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 1: 26, 54, 206, 230, 238, 306, 332, 340, 362 SE 2: 26, 196, 228</p> <p>TE 1: 26–27, 36–37, 54–55, 55a, SG•9, 161a, UR•10–UR•11, UR•12–UR•13 TE 2: 204–205, 205a, 206e, 206–207, 230–231, SG•9, SG•14, 238e, 238–239, 246–247, 306e, 306–307, 330f, 332–333, SG•52, SG•57, SG•62, 340e, 363a TE 3: 398e–398f, 440–441, 444c, 444e, 444–445, 462c, 474e, 482–483, 483a TE 4: 26e, 26–27, 30–31, 31a, 55a–55b, 80e–80f, 110e–110f, 115j–115k, 115l–115m TE 5: 196–197, 224–225, 225a–225b, 228c, 228e, 228–229, 236–237, 238c–238d, 242–243, 243a, 250e–250f, 253h, 253i, 314f, UR•20–UR•21, UR•23, UR•24 TE 6: 424e–424f, 456e–456f, 500e, 500–501, 512d, 524e–524f, UR•50–UR•51, UR•53</p>

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Writing Benchmarks K-5 (Common Core Writing Standards K-5) [W]	
Text Types and Purposes	
3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>SE 1: 292–293 SE 2: 44–45, 214–215, 352–353</p> <p>TE 2: 271e–271f, 281d–281e, 292–293, 293a, 299d–299e, 299p–299q TE 4: 25e–25f, 35d–35e, 44–45, 45a, WP•2–WP•3, WP•4–WP•5 TE 5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 352–353, 353a, 353b–353c, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7</p> <p>Writing to Sources: Unit 1: 198–199, 200–201 Unit 2: 38–39, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 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>

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b. Provide reasons that support the opinion.	<p>SE 1: 292–293 SE 2: 44–45, 214–215</p> <p>TE 2: 256–257, 271e–271f, 281d–281e, 292–293, 293a, 293b–293c, 299d–299e, 299p–299q, SG•54, SG•59, SG•64 TE 4: 35d–35e, 44–45, 45a, 45b–45c, WP•2–WP•3 TE 5: 195e–195f, 205e, 214–215, 215a, 215b, 339d–339e, 352–353, 353a, 353b–353c, 359d–359e, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8</p> <p>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, 60–61, 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, 158–161, 162–163, 218–219 Unit 6: 220–221, 222–223, 224–225</p>

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<p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>SE 2: 44–45, 352–353</p> <p>TE 2: 299d TE 3: 437d TE 4: 44–45, 53d–53e TE 5: 352–353, 353a, WP•10</p> <p>Writing to Sources: Unit 1: 198–199, 200–201 Unit 2: 46–47, 58–59, 60–61, 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, 142–143, 150–151, 152–153, 154–155, 158–161, 218–219 Unit 6: 220–221, 222–223, 224–225</p>
<p>d. Provide a concluding statement or section.</p>	<p>SE 2: 44, 352</p> <p>TE 2: 299d–299e TE 4: 44–45, 45b, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7</p> <p>Writing to Sources: Unit 1: 198–199, 200–201 Unit 2: 42–43, 54–55, 58–59, 60–61, 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: 154–155, 158–161, 218–219 Unit 6: 220–221, 222–223, 224–225</p>

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3.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<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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<p>b. Develop the topic with facts, definitions, and details.</p>	<p>SE 1: 114, 116, 150, 184, 290, 326, 354, 356, 424, 458, 492, 494, 530 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 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 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 TE 4: 42–43, 76–77, 77a, 106–107, 107a, 108–109, 109a, 109b–109c, 140–141, 141a, 172–173 TE 5: 212–213, 237b, 246–247, 287b, 293e–293f, 303d–303e, 310–111, 312–313, 313a, 313b–313c, 319b, 319d–319e, 359b 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: 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, 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, 194–195, 238–239</p>

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c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<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>
d. 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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3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>SE 1: 48, 80, 87, 186, 258, 361, 396, 426 SE 2: 78, 83, 142, 174, 248, 488, 522</p> <p>TE 1: 25e–25f, 37d–37e, 48–49, 49a, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87, 165e–165f, 175d–175e, 186–187, 187a, WP•2–WP•3, WP•4, WP•5 TE 2: 247d–247e, 258–259, 259a, SG•48, 360–361, 361a, 363b TE 3: 375e–375f, 387b, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 417d–417e, 426–427, 427a, 427b–427c TE 4: 59e–59f, 69d–69e, 78–79, 79a, 82–83, 83a, 85d–85e, 85p–85q, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c, 149d–149e, 155e–155f, 174–175, 175a TE 5: 227e–227f, 237d–237e, 248–249, 249a, 253d, 271d–271e TE 6: 411d–411e, 465e–465f, 477d–477e, 488–489, 499e–499f, 511d–511e, 522–523, 523a, 531d–531e</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 12–13, 16–17, 18–19, 22–23, 26–27, 30–33, 34–35 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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<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>SE 1: 80, 186, 258, 328, 396, 426 SE 2: 78, 108, 488, 522</p> <p>TE 1: 49b–49c, 80–81, 81a, 153b–153c, 159d–159e, 186–187, 187a, WP•6, WP•7 TE 2: 258–259, 259a, 265d–265e, SG•48, 305e–305f, 328–329, 329a TE 3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 426–427, 427b–427c TE 4: 78–79, 79a, 79b–79c, 149d–149e TE 5: 237d–237e, 248–249, 249a, 271e, 283b–283c TE 6: 465e–465f, 488–489, 489a, 489b–489c, 493d–493e, 522–523, 523a, 523b–523c, 531d–531e</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 22–23, 24–25, 26–27, 30–33 Unit 4: 102–103, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 126–128, 130–131</p>
<p>c. Use temporal words and phrases to signal event order.</p>	<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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d. Provide a sense of closure.	<p>SE 1: 80, 87, 258 SE 2: 78, 522 TE 1: 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87 TE 2: 258–259, 259a TE 3: 417d–417e TE 4: 53d, 69d–69e, 78–79, 82–83, 83a TE 6: 531p–531q</p> <p>Writing to Sources: Unit 1: 14–15, 26–27, 30–33 Unit 4: 122–123, 126–129</p>
Writing Process: Production and Distribution of Writing	
3.6.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>SE 2: 422</p> <p>TE 1: 37d–37e, 49a, 55p–55q, SG•2, SG•6, SG•7, 80–81, 81a, 95e–95f, 105d–105e, 114–115, 115a, 116–117, 117a, 117b–117c, 150–151, 151a, SG•54, SG•63, 175d–175e, 184–185, 185a, 186–187, 187a, SG•70, SG•75, SG•80 TE 2: 224–225, 225a, 231d–231e, 247d–247e, 281d–281e, 317d–317e, 326–327, 328–329, 329a, 329b–329c, 356–357, 357a, 363d–363e, 363p–363q TE 3: 426–427, 427a, 451d–451e, 495b–495c, 537b, SG•70, SG•75, SG•80, WP•4, WP•5 TE 4: 35d–35e, 53b, SG•14, SG•15, 121e–121f, 131d–131e, 140–141, 141a, 142–143, 143a, 143b, 149d–149e, 174–175, 175a TE 5: 205d–205e, 259e–259f, 271d–271e, 282–283, 283a, 287b, 303d–303e, 313b–313c, 319d–319e, 339d–339e, SG•54, SG•59, SG•64 TE 6: 388–389, 389a, 411d–411e, 422–423, 423a, 423b–423c, SG•21, SG•22, SG•27, SG•32, 477d–477e, 486–487, 487a, 489b–489c, 520–521, 521a, 531b, 531d–531e, 531p–531q, SG•69</p>

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<p>(Continued) 3.6.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>(Continued) Writing to Sources: Unit 1: 6–7, 8–9, 12–13, 16–17, 18–19, 20–21, 24–25, 26–27, 28–29, 30–33, 34–35 Unit 2: 40–41, 42–43, 44–45, 48–49, 50–51, 52–53, 56–67, 58–59, 62–65, 66–67 Unit 3: 72–73, 76–77, 78–79, 80–81, 82–83, 84–85, 88–89, 94–97, 98–99 Unit 4: 102–103, 104–105, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 126–129, 130–131 Unit 5: 136–137, 140–141, 144–145, 148–149, 152–153, 158–161, 162–163 Unit 6: 166–167, 168–169, 170–171, 172–173, 176–177, 180–181, 184–185, 190–193, 194–195</p>
<p>3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)</p>	<p>SE 1: 224 TE 1: 25b, 25e–25f, 37d–37e, 47d, 48a–49d, 55b, 55d–55e, 55p–55q, 79d, 81a–81c, 89d–89e, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 117b–117c, 121d–121e, 121p–121q, 139d–139e, 153a–153c, 159d–159e, 159p–159q, 165e–165f, 175d–175e, 185d, 187a–187c, 193d–193e, 193p–193q, SG•79, WP•1–WP•10 TE 2: 205e–205f, 215d–215e, 223d, 224–225, 225a–225c, 231d–231e, 231p–231q, 237e–237f, SG•12, 247d–247e, 257d, 259a–259c, 265d–265e, 265p–265q, 271e–271f, 281d–281e, 293a–293c, 299d–299e, 299p–299q, 305e–305f, 317d–317e, 329a–329c, 333d–333e, 333p–333q, 339e–339f, 349d–349e, 357a–357c, 363d–363e, 363p–363q, WP•1–WP•10 TE 3: 375e–375f, 387d–387e, 397a–397c, 403d–403e, 403p–403q, 409e–409f, 417d–417e, 427a–427c, 437d–437e, 437p–437q, 443e–443f, 451d–451e, 461a–461c, 467d–467e, 467p–467q, 473e–473f, 485d–485e, 495a–495c, 501d–501e, 501p–501q, 507e–507f, 517d–517e, 531a–531c, 537d–537e, 537p–537q, WP•1–WP•10</p>

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<p>(Continued) 3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)</p>	<p>(Continued) TE 4: 25e–25f, 35d–35e, 44–45, 45a–45c, 53d–53e, 53p–53q, 59e–59f, 69d–69f, 79a–79c, 85d–85e, 85p–85q, 91e–91f, 99d–99e, 109a–109c, 115d–115e, 115p–115q, 121e–121f, 131d–131e, 143a–143c, 149d–149e, 149p–149q, 155e–155f, 167d–167e, 175a–175c, 183d–183e, 183p–183q, WP•1–WP•10 TE 5: 195e–195f, 205d–205e, 213d, 215a–215c, 221d–221e, 221p–221q, 227e–227f, 237d–237e, 247d, 249a–249c, 253d–253e, 253p–253q, 259e–259f, 271d–271e, 281d, 282–283, 283a–283c, 287d–287e, 287p–287q, 293e–293f, SG•38, SG•48, 303d–303e, 313a–313c, 319d–319e, 319p–319q, 325e–325f, 339d–339e, 353a–353c, 359d–359e, 359p–359q, WP•1–WP•10 TE 6: 371e–371f, 381d–381e, 389a–389c, 393d–393e, 393p–393q, 399e–399f, 411d–411e, 423a–423c, 429d–429e, 429p–429q, 435e–435f, 445d–445e, 455a–455c, 459d–459e, 459p–459q, 465e–465f, 477d–477e, SG•39, SG•43, SG•48, 487d, 489a–489c, 493d–493e, 493p–493q, 499e–499f, 511d–511e, 523b–523c, 531b, 531d–531e, 531p–531q, WP•1–WP•10</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>3.6.6.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>SE 1: 260</p> <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>
Research to Build and Present Knowledge	
<p>3.6.7.7 Conduct short research projects that build knowledge about a topic.</p>	<p>SE 1: 55, 231</p> <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>

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<p>(Continued) 3.6.7.7 Conduct short research projects that build knowledge about a topic.</p>	<p>(Continued) 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 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•2–WP•3</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>
<p>3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>SE 1: 46, 78, 114, 150, 184, 222, 256, 290, 326, 354, 394, 424, 458, 492, 528 SE 2: 42, 76, 106, 172, 212, 246, 280, 310, 350, 386, 388, 420, 452, 486, 520</p> <p>TE 1: 37b, 46–47, 55b, SG•13, 78–79, 89b, 105b, 114–115, 115d, 121b, SG•38, SG•43, SG•45, 127e–127f, 139b, 139d–139e, 150–151, 151d, 159b, 165b, 175b, 185d, 193b, WP•4, WP•5 TE 2: 215b, 222–223, SG•13, SG•15, 247b, 255–256, 281b, 290–291, 291c, 291d, 299b, SG•45, 317b, 326–327, 327d, 333b, SG•62, SG•63, 349b, 349d–349e, 354–355, 355c, 355d, 363b, SG•78 TE 3: 387b, 394–395, 395a, 403b, 417b, 424–425, 425a, 425d, 437b, SG•28, SG•29, SG•30, SG•31, 443b, 458–459, 459a, 459c, 459d, 467b, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 485b, 485d–485e, 492–493, 493a, 493c, 493d, 517b, 517d–517e, 528–529, 529d TE 4: 25e–25f, 35b, 35d–35e, 42–43, 43d, 53b, 69b, 76–77, 77d, 85b, 107c, 107d, 115b, 121b, 131b, 131d–131e, 141d, 149b, SG•62, 167b, 172–173, 173a, 173d, 183b</p>

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<p>(Continued) 3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>(Continued) TE 5: 205b, 212–213, 213a, 227b, 227e–227f, 237b, 246–247, 247a, SG•22, SG•23, SG•26, SG•27, SG•32, 271b, 287b, SG•39, SG•47, 303b, 310–311, 311c, 311d, SG•61, SG•62, 351c, 351d TE 6: 371e–371f, 381b, 381d–381e, 386–387, 387d, 388–389, 389a, 389b–389c, 393d–393e, SG•12, SG•16, 411b, 420–421, 421d, 445b, 452–453, 453a, 453d, 477b, 486–487, 487d, 520–521, 521a, 521c, 521d, 531b, WP•2–WP•3, WP•4, WP•5</p> <p>Writing to Sources: Unit 1: 26–27, 28–29, 226–227 Unit 3: 92–93 Unit 4: 124–125 Unit 5: 154–155, 156–157 Unit 6: 238–239</p>
3.6.9.9 (Begins in grade 4)	Not applicable according to the Minnesota Academic Standards for English Language Arts
Range of Writing	
3.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<p>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<p>SE 1: 48–49, 80–81, 116–117, 152–153, 186–187, 224–225, 258–259, 292–293, 328–329, 356–357, 396–397, 426–427, 460–461, 494–495, 530–531 SE 2: 44–45, 78–79, 108–109, 142–143, 174–175, 214–215, 248–249, 282–283, 312–313, 352–353, 388–389, 422–423, 454–455, 488–489, 522–523</p> <p>TE 1: 25b, 25e–25f, 37d–37e, 48–49, 61b, 61e–61f, 71d–71e, 80–81, 95b, 95e–95f, 105d–105e, 116–117, 127a, 127e–127f, 139d–139e, 152–153, 165a, 165e–165f, 175d–175e, 186–187, WP•3</p>

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<p>(Continued) a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<p>(Continued) TE 2: 205b, 205e–205f, 215d–215e, 224–225, 237a, 237e–237f, 247d–247e, 258–259, 271e–271f, 281d–281e, 292–293, 305a, 305e–305f, 317d–317e, 328–329, 339b, 339e–339f, 349d–349e, 356–357, WP•3 TE 3: 375b, 375e–375f, 387d–387e, 396–397, 409b, 409e–409f, 417d–417e, 426–427, 443b, 443e–443f, 451d–451e, 460–461, 473b, 473e–473f, 485d–485e, 494–495, 507b, 507e–507f, 517d–517e, 530–531, WP•3 TE 4: 25b, 25e–25f, 35d–35e, 44–45, 59b, 59e–59f, 69d–69e, 78–79, 91b, 91e–91f, 99d–99e, 108–109, 121a, 121e–121f, 131d–131e, 142–143, 155b, 155e–155f, 167d–167e, 174–175, WP•3 TE 5: 195b, 195e–195f, 205d–205e, 214–215, 227b, 227e–227f, 237d–237e, 248–249, 259e–259f, 271d–271e, 282–283, 293e–293f, 312–313, 325b, 325e–325f, 339d–339e, 352–353, WP•3 TE 6: 371e–371f, 381d–381e, 388–389, 399b, 399e–399f, 411d–411e, 422–423, 435b, 435e–435f, 445d–445e, 454–455, 465b, 465e–465f, 477d–477e, 488–489, 499b, 499e–499f, 511d–511e, 522–523, WP•3</p>

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Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL]	
Comprehension and Collaboration	
3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</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>

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<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</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>c. Ask questions to check understanding of information presented, stay on topic, and link their 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>

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d. Explain their own ideas and understanding in light of the discussion.	SE 1: 160, 266, 334, 438, 458 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
e. Cooperate and compromise as appropriate for productive group discussion.	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: 55a, 55n, 89a, 89n, 121a, 121n, 159a, 159n, 193a, 193n, 265a TE 2: 231a, 231n, 299a, 299n, 333a, 333n, 363a, 363n TE 3: 403a, 403n, 437a, 437n, 467a, 467n, 501a, 501n, 537a, 537n TE 4: 53a, 53n, 85a, 85n, 115a, 115n, 149a, 149n, 183a, 183n TE 5: 221a, 221n, 253a, 253n, 287a, 287n, 319a, 319n, 359a, 359n TE 6: 393a, 393n, 429a, 429n, 459a, 459n, 493a, 493n, 531a, 531n
f. Follow multi-step oral directions.	TE 2: 363q, WP•10
3.8.2.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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

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<p>3.8.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SE 1: 89, 159, 193, 232, 265, 300, 458, 501, 537 SE 2: 53, 85, 115, 149, 183, 287, 319, 359, 393, 429, 459</p> <p>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</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>
Presentation of Knowledge and Ideas	
<p>3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</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: 37b, 54–55, 55a, 55n, 71b, 79a, 88–89, 89n, 105b, 115a, 120–121, 121a, 121n, 139b, SG•48, 158–159, 159a, 159n, 175b, 192–193, 193a, 193n, SG•67, SG•70, SG•71, SG•75, SG•80 TE 2: 215b, 230–231, 231a, 231n, 247b, 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>

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<p>(Continued) 3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>(Continued) TE 3: 388e–388f, 395a, 402–403, 403a, 403n–403o, SG•16, 407a–407b, 417b, 425a, 428g–428h, 436–437, 437j, 437n, SG•32, 452e–452f, 467n, 485b, SG•48, 500–501, 501a, 501n, SG•64, 518e–518f, 528–529, 529a, 536–537, 537a, 537n, SG•80 TE 4: 35b, 52–53, 53a, 53n, SG•16, 55a–55b, 84–85, 85a, SG•32, 89a–89b, 99b, 115n, 131b, 140–141, 141a, 149a, 149n, SG•64, 167b, 173a, 182–183, 183n TE 5: 221n, SG•16, 238e–238f, 246–247, 247a, 252–253, 253a, 253n, 271b, 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: 387a, 392–393, 393a, 393n, SG•16, 411b, 412e–412f, 420–421, 421a, 428–429, 429a, 429n, SG•32, 445b, 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, WP•3, WP•6</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>3.8.5.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>SE 2: 52 TE 3: 373b, 407b, 441b, 471b, 505b TE 4: 53q, 85a, 85q TE 6: 369b, 397b, 433b, 463b, 497b</p>

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<p>3.8.6.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)</p>	<p>SE 1: 55, 89, 193, 265, 299, 363, 403, 466, 501 SE 2: 53, 114, 183, 221, 287, 359</p> <p>TE 1: 54–55, 55a, 55n, 88–89, 159a, 192–193, 193a TE 2: 264–265, 265a, 298–299, 299a, SG•51, SG•53, SG•55, SG•58, SG•61, 362–363 TE 3: 402–403, 466–467, 467a, 500–501 TE 4: 52–53, 55a–55b, 59c, 60a–60b, 114–115, 115a, 149n, 182–183 TE 6: 530–531, 531a, 531n</p>
Media Literacy	
3.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.	
<p>a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).</p>	<p>SE 1: 54–55, 118–119, 188–189, 332–333, 402–403, 496–497, 498–499 SE 2: 84–85, 148–149, 318–319, 354–355, 356–357, 458–459, 490–491</p> <p>TE 1: 54–55, 55a, 118g–118h, 118–119, 119a, 188g–188h, 188–189, 189a TE 2: 291c, 332–333, 333a TE 3: 402–403, 403a, 496g–496h, 496–497, 497a, 498–499, 499a, 529c TE 4: 84–85, 85a, 148–149, 149a TE 5: 213c, 318–319, 319a, 354g–354h, 354–355, 355a, 356–357, 357a, 458–459, 459a, 490g–490h, 490–491, 491a</p>

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<p>b. Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.</p>	<p>SE 1: 118–119, 154–155, 156–157, 188–189, 190–191, 226–227, 228–229, 294–295, 296–297, 496–497, 498–499, 532–533, 534–535</p> <p>SE 2: 144–145, 146–147, 250–251, 354–355, 356–357, 390–391, 490–491</p> <p>TE 1: 37b, 47c, 55b, 55n, 71b, 79c, 89b, 105b, 115c, 118g–118h, 118–119, 119a, 121b, 139b, 151c, 151d, 154g–154h, 154–155, 155a, 156–157, 157a, 159b, 175b, 185d, 188g–188h, 188–189, 189a, 190–191, 191a, 193b</p> <p>TE 2: 215b, 223c, 223d, 226g–226h, 226–227, 227a, 228–229, 229a, 231b, 247b, 257c, 257d, 265b, 281b, 291c, 291d, 294g–294h, 294–295, 295a, 296–297, 297a, 299b, 317b, 327c, 327d, 333b, 349b, 355d, 363b</p> <p>TE 3: 387b, 395c, 395d, 403b, 417b, 425c, 425d, 437b, 451b, 459c, 459d, 467b, 485b, 493c, 493d, 496g–496h, 496–497, 497a, 498–499, 499a, 501b, 517b, 529c, 529d, 532g–532h, 532–533, 533a, 534–535, 535a, 537b</p> <p>TE 4: 35b, 43c, 43d, 53b, 69b, 77c, 77d, 85b, 99b, 107c, 107d, 115b, 131b, 141c, 141d, 144g–144h, 144–145, 145a, 146–147, 147a, 149b, 167b, 173c, 173d, 183b</p> <p>TE 5: 205b, 213c, 213d, 221b, 237b, 247c, 247d, 250g–250h, 250–251, 251a, 271b, 281c, 281d, 287b, 303b, 311c, 311d, 319b, 339b, 351c, 351d, 354g–354h, 354–355, 355a, 356–357, 357a, 359b</p> <p>TE 6: 381b, 387c, 387d, 390g–390h, 390–391, 391a, 411b, 421c, 421d, 429b, 445b, 453c, 453d, 459b, 477b, 487c, 487d, 490g–490h, 490–491, 491a, WP•1, WP•3, WP•6, WP•9</p>

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c. Check for accuracy in pictures and images.	SE 1: 226–227, 228–229, 442–443 SE 2: 58–59, 434–435, 442–443, 450–451 TE 1: 37b, 105b, 139b, 151c TE 2: 215b, 226g–226h, 227a, 228–229, 229a, 247b, 281b, 327c, 349b TE 3: 442a, 442–443, 467h, 485b, 577b TE 4: 35b, 58a, 58–59, 69b, 85h, 99b, 167b TE 5: 237b, 271b, 339b TE 6: 411b, 434a, 434–435, 442–443, 445b, 450–451, 451a, 490g–490h, 491a, 511b
d. Recognize safe practices in personal media communications.	SE 1: 260–261, 262–263 TE 2: 260g–260h, 260–261, 261a, 262–263, 263a TE 3: 467a
3.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)	
a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.	SE 1: 402–403 SE 2: 52–53, 84–85, 148–149 TE 1: 55n, 89b, 121b, 159b TE 2: 265b, 355d, 363b TE 3: 402–403, 403a, 537b TE 4: 52–53, 53a, 84–85, 85a, 148–149, 149a TE 5: 287b TE 6: 429b
b. Share the work with an audience.	SE 1: 54–55, 402–403 SE 2: 52–53, 84–85, 148–149, 318–319, 458–459 TE 1: 54–55, 55a, 55n, 89n, 121n, 159n, 193n TE 2: 265n, 299n, 363n TE 3: 402–403, 403a, 403n, 537n TE 4: 52–53, 53a, 84–85, 85a, 85n, 148–149, 149a, 183n TE 5: 253n, 287n, 318–319, 319a TE 6: 429n, 458–459, 459a

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Language Benchmarks K-5 (Common Core Language Standards K-5) [L]	
Conventions of Standard English	
3.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<p>SE 1: 224–225, 258–259, 292–293, 396–397, 494–495, 530–531 SE 2: 44–45, 78–79, 108–109, 214–215, 248–249, 282–283</p> <p>TE 2: 205d, 223e, 224–225, 231c, 231o, SG•6, SG•11, SG•16, 237d, 247c, 257e, 258–259, 265c, 265o, 265p–265q, SG•22, UR•15 TE 3: 375d, 387c, 395e, 396–397, 397b–397c, 403c, 403h–403i, 403o, 403p, SG•10, SG•11, 409d, 417c, 425e, 437c, 437o, SG•22, 501p, 507d, 537c, UR•15, UR•25, UR•55 TE 4: 25d, 35c, 43e, 44–45, 45a, 53c, 53o, SG•6, SG•11, SG•16, 59d, 69c, 77e, 78–79, 79a, 85c, 85o, 85p–85q, 91d, 99c, 107e, 108–109, 109a, 109b–109c, 115c, 115o, 115p–115q, SG•43, 183d–183e, UR•15, UR•25, UR•35 TE 5: 195d, 205c, 213e, 214–215, 221c, 221o, SG•4, 227d, 248–249, 249b–249c, 253p, 259d, 271c, 281e, 282–283, 287c, 287o, 287p, SG•38, SG•43, SG•48, UR•15, UR•35 TE 6: 372d</p>
b. Form and use regular and irregular plural nouns.	<p>SE 1: 58, 258–259, 292–293 SE 2: 22</p> <p>TE 1: 58a, 58–59, 59a–59b, 62c, 72c, 89i TE 2: 237d, 247c, 257e, 265c, 265o, SG•27, 271d, 281c, 291e, 292–293, 293b–293c, 299c, 299o, 299p, SG•38, SG•48, 339d, 349c, 355e, UR•25, UR•35 TE 3: 493e TE 4: 22a, 22–23, 23a–23b, 25c–25d, 36c–36d, 53i, 53o, 58a, 58–59, 183d–183e, UR•15</p>

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c. Use abstract nouns (e.g., childhood).	TE 2: 205d, 215c, 223e, 231o, 247c, 257e, 265c, 265o TE 4: 108–109, 109a
d. Form and use regular and irregular verbs.	SE 1: 426–427, 530–531 TE 3: 375d, 387c, 395e, 403o, 426–427, 507d, 517c, 529e, 530–531, 531a, 537c, 537o, SG•70, UR•55
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	SE 1: 396–397, 426–427, 494–495, 530–531 SE 2: 248–249 TE 3: 375d, 387c, 396–397, 403h–403i, 403o, 403p, 409d, 417c, 425e, 426–427, 437c, SG•22, SG•32, 473d, 485c, 493e, 494–495, 501c, 501o, 501p, 530–531, SG•54, SG•59, SG•64, UR•25, UR•45 TE 5: 248–249, 253e
f. Ensure subject-verb and pronoun-antecedent agreement.*	SE 1: 48–49, 152–153, 186–187, 460–461 SE 2: 44–45, 78–79, 108–109 TE 1: 48–49, 121p–121q, 139c, 152–153, 159o, 165d, 186–187 TE 3: 443d, 451c, 459e, 460–461, 467c, 467o, 467p, SG•38, SG•43, SG•48, UR•35 TE 4: 25d, 35c, 53c, 59d, 69c, 77e, 78–79, 79a, SG•27, 107e, UR•25
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	SE 2: 248–249, 312–313 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

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h. Use coordinating and subordinating conjunctions.	<p>SE 2: 44–45, 352–353, 454–455</p> <p>TE 3: WP•7, WP•8, WP•9</p> <p>TE 4: 44–45, 53d, 85d–85e, 108–109, 109a, 109b–109c, 115d–115e</p> <p>TE 5: 325d, 326a, 339c, 351e, 352–353, 359c, 359o, 359p, SG•70, SG•75, SG•80, UR•55</p> <p>TE 6: 435d, 445c, 453e, 454–455, 459c, 459d, 459o, SG•38, SG•43, SG•48, UR•35, WP•7</p>
i. Produce simple, compound, and complex sentences.	<p>SE 1: 48–49, 80–81, 116–117, 152–153, 186–187</p> <p>SE 2: 78, 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</p> <p>TE 2: 333d–333e, SG•53</p> <p>TE 3: 395d, 485d–485e, 495a, 495b–495c, 501d–501e, 537p–537q, WP•6, WP•7, WP•8, WP•9</p> <p>TE 4: SG•10, 78–79, 79a, 85d–85e, 99d–99e, 106–107, 108–109, 109a, 109b–109c, 115d–115e, SG•37, SG•42, SG•45</p> <p>TE 5: 319d–319e, 353a</p> <p>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>
3.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize appropriate words in titles.	<p>SE 2: 388–389</p> <p>TE 4: 108–109, 109a</p> <p>TE 6: 371d, 371e–371f, 388–389a, 393o, UR•15</p>

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b. Use commas in addresses.	SE 2: 312–313 TE 5: 312–313, 313a TE 6: 465d, 477c, 487e, 493c, 493o, SG•54, SG•59, SG•64
c. Use commas and quotation marks in dialogue.	SE 2: 523 TE 2: 306d TE 3: 427b–427c TE 4: 79b–79c, 85p–85q TE 6: 499d, 511c, 521e, 522–523, 523a, 531c, 531o, SG•70, SG•75, SG•80, UR•55
d. Form and use possessives.	SE 1: 328–329, 357 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
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	SE 1: 92 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 TE 3: 395d, 406a, 410c, 418c–418d, 470a, 470–471, 471a–471b, 473c, 474c, 485c, 486c–486d, 493e, 501c, 501i, 501o, UR•44 TE 4: 25c, 35c, 43e, 46c, 53c, 53o, 58a, 58–59, 77e, 107e, 118a, 118–119, 119a–119b, 121c, 131c, 132c, 141e, 144c, 144f, 149c, 149o, 149p–149q, UR•14, UR•44 TE 5: 227c, 237c, 284c, 325c, 339c, 351e, 359c, 359o, UR•24, UR•54 TE 6: 368a, 368–369, 372c, 435c, 459c, 459o, 465c, 477c, 487e, 493c, 524f, UR•34

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<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</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, 253c, 253o, 256a, 259c, 271c, 281e, 287c, 287o, 293c, 303c, 311e, 319c, 319o, UR•14, UR•34, UR•44</p> <p>TE 6: 371c, 381c, 387e, 393c, 393o, 399c, 411c, 421e, 429c, 429o, 435c–435d, 445c, 453e, 459c, 465c, 477c, 487e, 493c, 493o, 499c, 511c, 521e, 531c, 531o, UR•14, UR•24, UR•44, UR•54, WP•9</p>

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g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE 2: 223c, 265c, 299a, WP•8 TE 3: 403p, 425c, 437p, 501p, 537p TE 4: 53p–53q, 85c TE 6: 429p, 493p, 531p
Knowledge of Language	
3.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases for effect.*	SE 1: 48–49, 224–225, 258–259 SE 2: 248–249, 282–283, 422–423, 454–455, 522–523 TE 1: 37d–37e, 48–49, 49a, 49b–49c, 55d–55e, 117b–117c, 152–153, 153a, 153b–153c, 159d–159e TE 2: 206d, 215d, 224–225, 225b, 231d–231e, 231i, 258–259, 259b–259c, 272d, 285a, 299i, 340d, 363i, 364–365, 365a, WP•7 TE 3: 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 437d–437e, 474d, 501i, 508d, 514–515, 515a, 518–519, 519a, 528–529, 531c, 537i, 538–539, 539a, SG•72 TE 4: 122d, 136–137, 137a, 149d, 149i, 183d–183e TE 5: 196d, 221d–221e, 221i, 237d, 248–249, 249b–249c, 259e, 282–283, 283b–283c, 287d–287e, 319d–319e, UR•49, WP•8 TE 6: 372d, 393i, 404–405, 405a, 411d–411e, 422–423, 423a, 423b–423c, 435e–435f, 445d–445e, 454–455, 455a, 455b–455c, 459p, 466d, 493d–493e, 493i, SG•62, 522–523, 523a, 523b–523c

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b. Recognize and observe differences between the conventions of spoken and written standard English.	TE 1: 89a, 159a TE 4: 53a, 98–99, 99a, 147a, 148–149, 149a TE 5: 252–253, 253a
Vocabulary Acquisition and Use	
3.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	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, 474–475, 500 SE 2: 26–27, 52, 92–93, 114, 122–123, 148, 196–197, 220, 228–229, 252, 294–295, 318, 326–327, 358, 400–401, 428, 500–501, 530 TE 1: 26e, 38a, 54–55, 55h, SG•14, 61a, 62e, SG•21, SG•23, SG•25, 95a, 128e, 146–147, 147a, 159a, 158–159, 159h, SG•50, SG•51, SG•52, SG•55, SG•62, SG•67, SG•68, SG•77, SG•78, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43 TE 2: 205a, 206e, 206–207, 230–231, 238e, 238–239, 246–247, 252–253, 253a, 261a, 265a, 265h, SG•20, SG•25, SG•30, SG•41, SG•46, 306e, 332–333, 333a, 333h, SG•52, 340e, 340–341, 343a, 350–351, 359a, 361a, 362–363, 363a, 363h, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•41, UR•50–UR•51, UR•53 TE 3: 371a, 376e, 376–377, 386–387, 392–393, 402–403, 403a, 403h–403i, 405a, 418e–418f, 439a–439b, 440–441, 444e, 446–447, 447a, 454–455, 455a, 473a, 474e, 474–475, 486–487, 487a, 488–489, 489a, 501a, UR•10–UR•11, UR•12–UR•13, UR•40, UR•43

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<p>(Continued) a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>(Continued) TE 4: 26e, 26–27, 30–31, 31a, 36e–36f, 38–39, 49a, 52–53, 53a, 53h, SG•15, 55a–55b, 91a, 92e, 92–93, 98–99, 99a, 114–115, 115a, 115i, SG•34, SG•35, SG•36, SG•41, SG•46, 117a–117b, 122e, 122–123, 130–131, 131a, 136–137, 137a, 149a, SG•52, SG•57, 183h, SG•73, UR•10–UR•11, UR•13, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43 TE 5: 191a–191b, 196e, 196–197, 220–221, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•16, 223a, 224a, 228e, 228–229, 236–237, 238a–238b, 247e, 252–253, 253a, SG•19, SG•20, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•32, 255a–255b, 259a, 269a, 272–273, SG•36, SG•41, SG•46, 294e, 294–295, 300–301, 301a, 319a, 319h, SG•57, SG•62, 325a, 326e, 326–327, 334–335, 335a, 346–347, 348–349, 354a–354b, 359a, 359h, SG•66, SG•68, SG•71, SG•73, SG•74, SG•77, SG•78, UR•10–UR•11, UR•13, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53 TE 6: SG•4, SG•9, SG•14, 400e, 400–401, 424a–424b, 428–429, 429a, 429h, SG•25, 445d–445e, 500e, 500–501, 508–509, 509a, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h, SG•68, SG•73, SG•78, UR•10, UR•23, UR•50–UR•51, UR•52</p>

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<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>SE 1: 508–509, 536 SE 2: 372–373, 392, 466–467, 492</p> <p>TE 1: 166e, 178–179, 179a, 193a, 193h TE 3: 406a, 410c, 474c, 486c–486d, 501c, 508e, 508–509, 518–519, 519a, 522–523, 523a, 536–537, 537a, 537h, UR•50–UR•51, UR•53 TE 4: 121c, 122c, 132c–132d, 149i TE 6: 372e, 372–373, 384–385, 385a, 390c, 392–393, 393a, 393h, 462a, 462–463, 466c, 466e, 466–467, 476–477, 478c–478d, 492–493, 493a, 493h, 496a, 496–497, UR•10–UR•11, UR•13, UR•40–UR•41</p>
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<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>
<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<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</p>

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<p>(Continued) d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>(Continued) 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>
<p>3.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.</p>	
<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>TE 2: 225b, 265a, 311a, 315a TE 3: 386–387, 444c, 452–453, 462g, 463a, 464–465, 465a, 467i TE 4: 96–97, 97a, 106–107, 176a–176b TE 5: 283b–283c TE 6: 400d, 412–413, 413a, 416–417, 417a, 436c, 446–447, 447a</p>
<p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>TE 1: 21a–21b, 25a, 26a–26b, 38b, 40–41, 41a, 50b, SG•8, SG•15, 57a–57b, 61a, 62a–62b, 72a–72b, 82a–82b, 95a, SG•40, SG•41, 127a, 127e–127f, 128b, 140a–140b, 154b, SG•55, 161a–161b, 165a, 166b, 177a, 188a–188b TE 3: 371a–371b, 418e, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36 TE 4: 25a, 36–37, 37a, 46a–46b, SG•2, SG•3, SG•8, SG•9, 122d, 175b–175c TE 5: 238a–238b, 260a–260b, 269a, 272b, SG•36, 321a, 326a–326b TE 6: 445d–445e, 499a, 524a–524b, SG•72</p>
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>SE 1: 206–207, 230 SE 2: 196–197, 220 TE 2: 206–207, 230–231, 231a, SG•5 TE 5: 196e, 196–197, 220–221, SG•4, SG•5, SG•8, SG•9, SG•10, SG•11, 348–349 TE 6: 500e, 500–501</p>

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<p>3.10.6.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<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) 3.10.6.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</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) 3.10.6.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</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>