

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



To the
**Oklahoma Academic Standards
for English Language Arts
Grade 3**

A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the Oklahoma Academic Standards for English Language Arts, Grade 3

Introduction

This document demonstrates how **Scott Foresman Reading Street, ©2013**, meets the **Oklahoma Academic Standards for English Language Arts**. Correlation references are to the Teacher's Edition and are cited by grade, unit and page. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Reading Street 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. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street is built to help teachers easily implement 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** is the goal that all students are able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instruction that aids in this goal is the *Read for Understanding Routine*, which includes guiding students through the main selection using structured *Access Text* instruction, as well as *Close Reading* instruction to develop students' higher-order thinking skills. *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 instruction and research activities within **Reading Street** 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 knowledge for various purposes.

Reading Street's 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** follows the Response to Intervention model (RtI) to meet the instructional needs of all students. It offers a process that monitors student progress throughout the year so teachers can identify struggling readers early and support on-level and advanced students. 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.

Reading Street standards-based assessment program integrates the standards. The *Assessment Handbook*, *Weekly Tests*, *Fresh Reads*, 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 **Reading Street** echoes the same easy and manageable organization as the 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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**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 3**

Table of Contents

1: Speaking and Listening	4
2: Reading and Writing Process	8
2: Reading Foundations	11
3: Critical Reading and Writing	19
4: Vocabulary	25
5: Language	28
6: Research	31
7: Multimodal Literacies	35
8: Independent Reading and Writing	36

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

Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
3rd Grade	
1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading- Students will develop and apply effective communication skills through speaking and active listening.	
3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.	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

**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
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<p>3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p>	<p>TE 1: 20–21, 55n, 62a–62b, 72a–72b, 88–89, 89n, 90–91, SG•59, 158–159, 159a, 159n, 176a–176b, 192–193, 193a, 193n, SG•76</p> <p>TE 2: 200–201, 231a, 232–233, 264–265, 265n, 282a–282b, 294a–294b, 298–299, 299n, SG•34, SG•48, 300–301, 332–333, 333a, 333n, SG•64, 358a–358b, SG•70</p> <p>TE 3: 370–371, 388a–388b, 398a–398b, 402–403, 403a, 403n, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, SG•28, SG•29, 404–405, 437n, 452a–452b, 462a–462b, 467n, SG•34, SG•35, SG•39, 469a, 486a–486b, 496a–496b, 501n, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, 502–503, 518a–518b, 536–537, SG•71</p> <p>TE 4: 20–21, 46a–46b, 52–53, 53a, 53n, 54–55, 55a–55b, 70a–70b, 80a–80b, 84–85, 85n, 87a–87b, 89a–89b, 100a–100b, 110a–110b, 114–115, 115a, 115n, 116–117, 118a, 118–119, 121a–121b, 122a–122b, 132a–132b, 132–133, 144a–144b, 149n, 150–151, 182–183, 183a</p> <p>TE 5: 190–191, 196a–196b, 222–223, 253n, 254–255, 255a–255b, 260a–260b, 286–287, 287n, 288–289, 320–321, 340b</p> <p>TE 6: 366–367, 367a–367b, 372a–372b, 382a–382b, 392–393, 394–395, 428–429, 429n, 430–431, 458–459, 459a, 459n, 460–461, 494–495, 495a–495b, 531n, SG•75, SG•80, UR•12–UR•13</p>
<p>3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p>	<p>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</p>

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<p>Continued 3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p>	<p>Continued 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 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</p>

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Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
<p>3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</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>3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>TE 1: 55a, 82h, 89a, 89n, 121n, 159a, SG•64, 193n, SG•66, SG•75, SG•76, SG•80</p> <p>TE 2: 206a, 230-231a, 265n, 299a, 299n, 333n, SG•64, 363n</p> <p>TE 3: 431a, 436-437, 437a, 437n, 474a-474b, 500-501, 536-537a, 537n</p> <p>TE 4: 52-53, 53a, 53n, 84-85, 114-115, 115a, SG•48, 148-149a, 149n, 182-183a, 183n</p> <p>TE 5: 196a-196b, 220-221, 253n, SG•32, 286-287, 287a, 287n, SG•48, 318-319a, 319n, SG•64, 358-359</p> <p>TE 6: 392-393a, 393n, 428-429, 429a, 429n, 458-459, 459n, 492-493a, 493n, 530-531, 531n</p>

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<p>2: Reading and Writing Process – Students will use a variety of recursive reading and writing processes.</p>	
<p>Reading-Students will read and comprehend increasingly complex literary and informational texts.</p>	
<p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</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>3.2.R.2 Students will compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.</p>	<p>TE 1: 50g-50h, 87a, 118g-118h, 119a, 126a, 126-127, 136-137, 137a, 138-139, 139a, 142-143, 143a, 150-151, 159h, 159l-159m, 160i, 188g-188h, UR•38-UR•43</p> <p>TE 2: 214-215, 220-221, 236a, 236-237, 244-245, 245a, 250-251, 256-257, 260g-260h, 265h, 265l-265m, 316-317, 320-321, 321a, UR•18-UR•23</p> <p>TE 3: 401a, 418-419, 433a, 435a, 462g-462h</p> <p>TE 4: 46g-46h, 51a, 83a, 177a, 181a</p> <p>TE 5: 194a, 194-195, 200-201, 201a, 210-211, 212-213, 216g-216h, 221h, 221l-221m, 238-239, 354g-354h, UR•8-UR•13</p> <p>TE 6: 457a, 529a</p>
<p>3.2.R.3 Students will summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.</p>	<p>TE 1: 43a, 47a, 60a, 60-61, 66-67, 67a, 69a, 72e-72f, 74-75, 78-79, 79a, 106e-106f, 115a, 151a, 175a, 176e-176f, 185a</p> <p>TE 2: 221a, 248e-248f, 257a, 282e-282f, 291a, 327a, 350e-350f, 358h</p> <p>TE 3: 388e-388f, 395a, 416-417, 418e-418f, 422-423, 425a, 432-433, 452e-452f, 459a, 486e-486f, 518e-518f, 529a</p> <p>TE 4: 24a, 24-25, 33a, 34-35, 35a, 36e-36f, 38-39, 39a, 42-43, 43a, 70e-70f, 77a, 100e-100f, 132e-132f, 141a, 168e-168f</p> <p>TE 5: 206e-206f, 213a, 238e-238f, 247a, 251a, 272e-272f, 281a, 292a, 292-293, 302-203, 304e-304f, 304-305, 305a, 310-311, 311a, 340e-340f, 351a</p> <p>TE 6: 382e-382f, 387a, 446e-446f, 478e-478f, 486-487, 487a, 512e-512f, 515a, 524h</p>

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<p>Writing-Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.</p>	
<p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.</p>	<p>TE 1: 114-115, 116-117, 117a, 139d-139e TE 2: 265b, 271e-271f, 281d-281e, 292-293, 293a, 299d-299e, 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: 25e-25f, 35d-35e, 42-43, 44-45, 45a, 76-77, 77a, 106-107, 107a, 108-109, 109a, 109b-109c, 140-141, 141a, 172-173, WP•2-WP•3, WP•4-WP•5 TE 5: 195e-195f, 212-213, 214-215, 215a, 215b-215c, 237b, 246-247, 287b, 293e-293f, 303d-303e, 310-111, 312-313, 313a, 313b-313c, 319b, 319d-319e, 325e-325f, 339d-339e, 352-353, 353a, 353b-353c, 359b, WP•2-WP•3, WP•4, WP•5, WP•6, WP•7 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>

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<p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p>	<p>TE 1: 55d-55d, 55p-55q, 89d-89e, 89p-89q, 121d-121e, 121p-121q, 159d-159e, 159p-159q, 193d-193e, 193p-193q, WP•7-WP•8, WP•9 TE 2: 231d-231e, 231p-231q, 265d-265e, 265p-265q, 299d-299e, 299p-299q, 333d-333e, 333p-333q, 363d-363e, 363p-363q, WP•7-WP•8, WP•9 TE 3: 403d-403e, 403p-403q, 437d-437e, 437p-437q, 467d-467e, 467p-467q, 501d-501e, 501p-501q, 537d-537e, 537p-537q, WP•7-WP•8, WP•9 TE 4: 53d-53e, 53p-53q, 85d-85e, 85p-85q, 115d-115e, 115p-115q, 149d-149e, 149p-149q, 183d-183e, 183p-183q, WP•7-WP•8, WP•9 TE 5: 221d-221e, 221p-221q, 253d-253e, 253p-253q, 287d-287e, 287p-287q, 319d-319e, 319p-319q, 359d-359e, 359p-359q, WP•7-WP•8, WP•9 TE 6: 393d-393e, 393p-393q, 429d-429e, 429p-429q, 459d-459e, 459p-459q, 493d-493e, 493p-493q, 531d-531e, 531p-531q, WP•7-WP•8, WP•9</p>
<p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	<p>TE 1: 55p-55q, 89p-89q, 121p-121q, 159p-159q, 193p-193q, WP•9 TE 2: 231p-231q, 265p-265q, 299p-299q, 333p-333q, 363p-363q, WP•9 TE 3: 403p-403q, 437p-437q, 467p-467q, 501p-501q, 537p-537q, WP•9 TE 4: 53p-53q, 85p-85q, 115p-115q, 149p-149q, 183p-183q, WP•9 TE 5: 221p-221q, 253p-253q, 287p-287q, 319p-319q, 359p-359q, WP•9 TE 6: 393p-393q, 429p-429q, 459p-459q, 493p-493q, 531p-531q, WP•9</p>
<p>3.2.W.4 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries</i>).</p>	<p>TE 2: 223c, 265c, 299a, WP•8 TE 3: 403p, 425c, 437p, 496d, 501p, 537p TE 4: 53p-53q, 85c TE 6: 429p, 493p, 531p</p>
<p>2: Reading Foundations – Students will develop foundational skills for future reading success by working with sounds, letters, and text.</p>	

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<p>Phonological Awareness-Phonological awareness is the ability to identify, think about and manipulate sounds in spoken language without using text.</p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>	
<p>Print Concepts-Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	
<p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>	<p>TE 1: 25d, 61d, 95d, 127d, 165d TE 2: 205d, 237d, 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>Students apply in all writing exercises and activities.</p>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i></p>	

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Phonics and Word Study -Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
3.2.PWS.1 Students will decode multisyllabic words using their knowledge of:	<p>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</p> <p>TE 2: 202a, 202-203, 203a-203b, 206c, 226c-226d, 226e-226f, 234a, 234-235, 238c, 248c-248d, 260d, 260e, 268-269, 330d</p> <p>TE 3: 440a, 444c, 462d</p> <p>TE 4: 22a-22-23, 46d, 152a, 152-153, 153a-153b, 156c, 168c-168d, 183i, UR•54</p> <p>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</p> <p>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>
<ul style="list-style-type: none"> • “r” controlled vowels (e.g., ar, er, ir or, ur) 	<p>TE 4: 56a, 56-57, 57a-57b, 60c, 70c, 70d, 80f, 85i, 86h, 110c, UR•24</p>
<ul style="list-style-type: none"> • vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy] 	<p>TE 1: 162a, 162-163, 163a-163b, 166c, 176c, 176d, 188f, 193i, UR•54</p> <p>TE 2: 200h, 226c</p>

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

Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
<p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis:</p>	<p>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</p> <p>TE 2: 202a, 202-203, 203a-203b, 206c, 226c-226d, 226e-226f, 234a, 234-235, 238c, 248c-248d, 260d, 260e, 268-269, 330d</p> <p>TE 3: 440a, 444c, 462d</p> <p>TE 4: 22a-22-23, 46d, 152a, 152-153, 153a-153b, 156c, 168c-168d, 183i, UR•54</p> <p>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</p> <p>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>
<ul style="list-style-type: none"> ● all major syllable patterns 	<p>TE 1: 22a, 22-23, 23a-23b, 26c, 38c, 38d, 50f, 55i, 56h, 82c, 82d, UR•14</p> <p>TE 2: 202a, 202-203, 203a-203b, 206c, 216c, 216d, 226f, 231i, 232h, 234a, 234-235, 235a-235b, 238c, 248c, 248d, 260c, 260f, 265i, 266h, 294c, UR•14, UR•24</p> <p>TE 4: 152a, 152-153, 153a-153b, 156c, 168c, 168d, 176f, 183i, UR•54</p> <p>TE 5: 190h, 192a, 192-193, 193a-193b, 196c, 206c, 206d, 216c, 216d, 216f, 221i, 222h, 250c, UR•14</p> <p>TE 6: 432a, 432-433, 433a-433b, 436c, 446c, 446d, 456f, 459i, 460h, 490c, UR•34</p>
<ul style="list-style-type: none"> ● contractions 	<p>TE 3: 372a, 372-373, 373a-373b, 376c, 388c, 388d, 398f, 403i, 404h, 428c, UR•14</p> <p>TE 4: 121d, 131c, 141e, 142-143, 149c, 149o, 149p, UR•45</p>
<ul style="list-style-type: none"> ● abbreviations 	<p>TE 6: 399d, 411c, 421e, 422-423, 429c, 249o, 429p, UR•25</p>

**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
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Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
<ul style="list-style-type: none"> • common roots and related prefixes and suffixes 	<p>TE 1: 166e, UR•50–UR•51, UR•52–UR•53</p> <p>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, 536–537, 537a, UR•24, UR•44</p> <p>TE 4: 88a, 88–89, 89a–89b, 92c, 99c, 100c–100d, 110f, 115i, 118a, 118–119, 119a–119b, 121c, 131c, 132c, 144c, 144e–144f, 149c, 149i, 176c, UR•34, UR•44</p> <p>TE 5: UR•54</p> <p>TE 6: 372–373, 392–393, 462a, 462–463, 463a–463b, 465c, 466c, 466e, 466–467, 476–477, 478c–478d, 484–485, 490f, 492–493, 493a, 493h–493i, 496a, 496–497, 499c, 512c, 524c, UR•10–UR•11, UR•40–UR•41, UR•43, UR•44, UR•54</p>

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Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
<p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.</p>	<p>TE 1: 22a, 22–23, 23a–23b, 25c, 26c, 26–27, 36–37, 38c–38d, 50c–50d, 50e–50f, 54–55, 55a, 55i, SG•9, 82c–82d, 92a, 92–93, 93a–93b, 106c–106d, 118c–118d, 118e–118f, 161a, 176c–176d, UR•10–UR•11, UR•12–UR•13UR•14</p> <p>TE 2: 202a, 202–203, 203a–203b, 204–205, 205a, 206e, 206c, 206–207, 226c–226d, 226e–226f, 230–231, SG•9, SG•14, 234a, 234–235, 238c, 238e, 238–239, 246–247, 248c–248d, 260d, 260e, 268–269, 306e, 306–307, 330d, 332–333, SG•52, SG•57, SG•62, 340e, 363a</p> <p>TE 3: 398e–398f, 440a, 440–441, 444c, 444e, 444–445, 462c, 462d, 474e, 482–483, 483a</p> <p>TE 4: 22a–22–23, 26e, 26–27, 30–31, 31a, 46d, 55a–55b, 80e–80f, 110e–110f, 115j–115k, 115l–115m, 152a, 152–153, 153a–153b, 156c, 168c–168d, 183i, UR•54</p> <p>TE 5: 192a, 192–193, 193a–193b, 196c, 196–197, 206c, 216c–216d, 216e–216f, 224–225, 225a–225b, 228c, 228e, 228–229, 236–237, 238c–238d, 242–243, 243a, 250c–250d, 250e–250f, 253h, 253i, 257a–257b, 260c, 284c–284d, 284e–284f, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c–314d, 314e–314f, UR•20–UR•21, UR•23, UR•24</p> <p>TE 6: 396a, 396–397, 397a–397b, 412c–412d, 424c–424d, 424e–424f, 432a, 432–433, 433a–433b, 436c, 456c–456d, 456e–456f, 490c–490d, 496a, 496–497, 497a–497b, 500c, 500e, 500–501, 512c–512d, 524c–524d, UR•50–UR•51, UR•53</p>

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

Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.	<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>
3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	<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</p> <p>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</p>

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Oklahoma Academic Standards for English Language Arts, Grade 3**

Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
<p>Continued 3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p>Continued 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>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	

**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
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Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
3: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing.	
Reading- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
3.3.R.1 Students determine the author’s stated and implied purpose (<i>i.e., entertain, inform, persuade</i>).	TE 1: 164a, 164-165, 170-171, 171a, 176-177, 184-185, 193h, 193l-193m, UR•48-UR•53 TE 2: 200i, 304a, 304-305, 312-313, 313a, 324-325, 326-327, 333h, UR•38-UR•43 TE 3: 380-381, 381a, 448-449, 465a TE 5: 324a, 324-325, 330-331, 331a, 338-339, 342-343, 343a, 346-347, 347a, 350-351, 359h, 359l-359m, UR•48-UR•53 TE 6: 366i, 378-379, 379a
3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	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
3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:	TE 1: 24a, 24-25, 29a, 34-35, 35a, 38-39, 39a, 44-45, 70-71, 102-103, 110-111, 111a, 111a, 175a, 183a TE 2: 277a, 287a, 309a, 310-311, 318-319, 319a TE 3: 408a, 408-409, 416-417, 420-421, 422-423, 423a, 424-425, 435a TE 4: 177a, 179a, 181a TE 5: 205a, 209a, 211a, 242-243, 297a TE 6: 408-409, 410-411, 416-417, 464a, 464-465, 474-475, 475a, 478-479, 479a, 484-485, 485a, 505a, 510-511, 514-515, 515a, 525a, 529a
• setting (<i>i.e., time, place</i>)	TE 1: 24a, 24-25, 38-39, 39a, 51a, 55h, 55l-55m, 56i, 102-103, UR•8-UR•13 TE 2: 330g-330h TE 3: 408a, 408-409, 435a, 437h, UR•18-UR•23 TE 4: 80g-80h, 176g-176h, 177a, 181a TE 6: 529a

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Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
<ul style="list-style-type: none"> ● plot 	<p>TE 1: 32-33, 42-43, 43a TE 2: 242-243, 243a, 254-255 TE 3: 408a, 408-409, 416-417, 421a, 422-423, 423a, 437h, UR•18-UR•23 TE 4: 80g-80h, 176g-176h TE 6: 464a, 464-465, 470-471, 471a, 475a, 478-479, 479a, 493h, 493i, 493l-493m, 494i, 510-511, UR•38-UR•43</p>
<ul style="list-style-type: none"> ● characters 	<p>TE 1: 24a, 24-25, 34-35, 35a, 46-47, 55h, 55l-55m, 56i, 102-103, 110-111, 111a, UR•8-UR•13 TE 2: 287a, 316-317, 330g-330h TE 3: 408a, 408-409, 417a, 420-421, 421a, 422-423, 424-425, 435a, 488-489, UR•18-UR•23 TE 4: 80g-80h, 176g-176h TE 5: 202-203, 203a, 205a, 236-237, 242-243, 264-265, 266-267, 299a, 330-331, 332-333, 339a TE 6: 404-405, 408-409, 410-411, 415a, 505a</p>
<ul style="list-style-type: none"> ● characterization 	<p>TE 1: 34-35, 35a, 46-47, 102-103, 110-111, 111a TE 2: 287a, 316-317 TE 3: 408a, 408-409, 417a, 420-421, 421a, 422-423, 424-425, 435a, 488-489 TE 5: 202-203, 203a, 205a, 236-237, 242-243, 264-265, 266-267, 299a, 330-331, 332-333, 339a TE 6: 404-405, 408-409, 410-411, 415a, 505a</p>
<ul style="list-style-type: none"> ● theme 	<p>TE 1: 24a, 24-25, 44-45, 55h, 55l-55m, 56i, 70-71, 76-77, UR•8-UR•13 TE 2: 330g-330h TE 4: 80g-80h, 83a, 176g-176h TE 6: 416-417, 417a, 464a, 464-465, 478-479, 479a, 486-487, 493h, 493l-493m, 494i, 510-511, 514-515, 515a, UR•38-UR•43</p>

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3.3.R.4 Students will find examples of literary devices:	TE 1: 96d, 121i, 128d, 159i, 166d, 193i TE 2: 210-211, 225b, 225c, 231p, 272d, 285a, 299i, 340d, 363i, 364-365 TE 3: 376d, 386-387, 403i, 443e, 444d, 464-465, 465a, 467i TE 4: 139a, 159d, 183i TE 5: 260d, 283b, 284g-284h, 287i, 326d, 359i TE 6: 400d, 415a, 429i, 436d, 457a, 459i, 466d, 475a, 493i, 507a
• simile	TE 1: 166d, 193i TE 2: 210-211 TE 3: 386-387, 443e, 444d, 467i TE 5: 283b
• metaphor	TE 3: 443e, 444d, 467i TE 4: 139a TE 6: 400d, 415a, 429i, 475a
• personification	TE 2: 231p TE 3: 464-465, 465a TE 6: 436d, 459i
• onomatopoeia	TE 2: 225b, 225c, 272d, 285a, 299i, 364-365 TE 5: 326d, 359i TE 6: 457a
• hyperbole	TE 1: 96d, 121i
3.3.R.5 Students will distinguish fact from opinion in a text.	TE 1: 134-135, 144-145 TE 4: 90a, 90-91, 96-97, 106-107, 115h, 115l-115m, 116i, 120a, 120-121, 126-127, 127a, 132-133, 134-135, 135a, 140-141, 149h, 149l-149m, 150i, UR•28-UR•33, UR•38-UR•43 TE 6: 370a, 370-371, 376-377, 377a, 382-383, 383a, 386-387, 393h, 393l-393m, 444-445, 447a, UR•8-UR•13

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<p>3.3.R.6 Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.</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>
<p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p>	<p>TE 1: 30–31, 34–35, 38e, 44–45, 72e, 100–101, 106e, 177a, 180–181</p> <p>TE 2: 248e, 250–251, 253a, 282e, 282–283, 283a, 287a, 315a, 317a, 318e, 319a, 324–325, 347a, 361a</p> <p>TE 3: 408a, 408–409, 416–417, 418e, 418–419, 419a, 422–423, 450–451, 453a, 483a, 486e, 486–487, 518–519, 520–521, 523a</p> <p>TE 4: 65a, 90a, 90–91, 97a, 100e, 100–101, 101a, 102–103, 103a, 106–107, 129a, 162–163, 164–165, 166–167</p> <p>TE 5: 202–203, 226a, 226–227, 234–235, 235a, 238–239, 240–241, 241a, 243a, 246–247, 270–271, 272–273, 278–279, 301a, 302–303, 303a, 305a, 331a, 334–335, 339a, 340e, 341a, 345a, 347a</p> <p>TE 6: 378–379, 380–381, 382e, 398a, 398–399, 404–405, 406–407, 409a, 410–411, 412–413, 413a, 414–415, 415a, 420–421, 427a, 442–443, 446e, 451a, 471a, 475a, 476–477, 478–479, 481a, 482–483, 483a, 498a, 498–499, 504–505, 506–507, 507a, 512e, 512–513, 516–517, 520–521</p>

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Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
3.3.W.1 NARRATIVE- Grade Level Focus	
<p>Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).</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>

**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
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Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
3.3.W.2 INFORMATIVE	
Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.	<p>TE 1: 55b, 152–153</p> <p>TE 2: 290–291, 291a, 356–357, 357b–357c, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7</p> <p>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</p> <p>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</p> <p>TE 5: 221b, 253b, 287b, 293e–293f, 303d–303e, 310–311, 311a, 312–313, 313a, 313b–313c, 359b</p> <p>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>
3.3.W.3 OPINION	
Students will express an opinion about a topic and provide reasons as support.	<p>TE 1: SG•2, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9, WP•10</p> <p>TE 2: SG•2, SG•7, SG•12, 256–257, 271e–271f, 299h, 299p–299q, SG•54, SG•59, SG•64</p> <p>TE 3: SG•54, SG•55, SG•59, SG•64, SG•80</p> <p>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</p> <p>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</p> <p>TE 6: SG•6, SG•7, SG•11, SG•16</p>

**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
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<p>4: Vocabulary – Students will expand their working vocabularies to effectively communicate and understand texts..</p>	
<p>Reading-Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	
<p>3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>TE 1: 50a–50b, 96d, 107a, 121h, 127a, 128d, 154a–154b, 159a, 166d, SG•50, SG•55, SG•60, 193i TE 2: 225b, 250–251, 251a, 311a, 314–315, 315a, 340d, 347a, 350–351, 351a, 364–365, 365a, 366–367, 367a TE 3: 375a, SG•34, SG•35, SG•38, SG•39, 496g, 496–497, 497a, 499a, 514–515, 515a, 532a–532b, UR•10–UR•11 TE 4: 46g–46h, 92c–92d, 126–127, 127a, 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•26, SG•29, SG•31, 453b, 456g–456h, 456–457, 457a, 459h, SG•34, SG•35, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, UR•9, UR•20–UR•21, UR•38–UR•39</p>
<p>3.4.R.2 Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.</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>

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<p>3.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p>	<p>TE 1: 26e, 26-27, 33a, 36-37, 128e, 128-129, 131a, 135a, 143a, 145a, 146-147, 147a TE 2: 206e, 206-207, 209a, 216-217, 217a TE 4: 92e, 92-93, 95a, 104-105, 122e, 122-123, 125a, 130-131, 136-137 TE 5: 196e, 196-197, 199a, 206-207, 258-259, 260-261, 281b, 286-287, 326e, 326-327, 329a, 334-335, 335a, 348-349 TE 6: 498-499, 500-501, 521b, 530-531</p>
<p>3.4.R.4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p>	<p>TE 1: 26e, 26-27, 55a, 55h, 128e, 128-129, 159a, 159h TE 2: 206d, 206e, 206-207, 230-231, 231a, 231h, 238d, 306e, 306-307, 332-333, 333a, 333h TE 3: 376d, 376e, 376-377, 384-385, 386-387, 402-403, 425c, 444d, 462g, 463a, 467i TE 4: 91a, 104-105, 105a, 110g-110h, 110-111, 111a, 122e, 122-123, 149a, 149h, 156d TE 5: 196e, 196-197, 220-221, 221a, 222h, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 228e, 228-229, 252-253, 83b-283c, 284g-284h, 284-285, 285a, 287i, 294e, SG•56, 326e, 326-327, 358-359, 359a, 359h TE 6: 400e, 400-401, 412a-412b, 428-429, 429a, 429h, 429i, 436c, 436d, 445d-445e, 500e, 500-501, 508-509, 509a, 518-519, 519a, 530-531, 531a, 531i, UR•20</p>

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<p>3.4.R.5 Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.</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>
<p>Writing-Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	
<p>3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p>TE 1: 37d-37e, 48-49, 49a, 49b-49c, 139d-139e, 152-153, 153a, 153b-153c, 159d-159e, WP•6 TE 2: 215d-215e, 224-225, 225a, 225b-225c, 231d-231e, 247d-247e, 258-259, 259a, 259b-259c, WP•7, WP•8 TE 3: 396-397, 397a, 397b-397c, 403d-403e, 517d-517e, 530-531, 531a, 531b-531c, 537d-537e, WP•8 TE 4: 167d-167e, 174-175, 175a, 175b-175c, 183d-183e, WP•8 TE 5: 271d-271e, 282-283, 283a, 283b-283c, 287d-287e, WP•6, WP•7, WP•8 TE 6: 445d-445e, 454-455, 455a, 455b-455c, 459d-459e, 511d-511e, 522-523, 523a, 523b-523c</p>

**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
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Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
<p>3.4.W.2 Students will select appropriate language according to purpose in writing.</p>	<p>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</p>
<p>5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>	
<p>Reading-Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	
<p>3.5.R.1 Students will recognize pronouns and possessive nouns.</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 TE 4: 25d, 35c, 43e, 44-45, 53c, 53o, 53p, 59d, 69c, 77e, 78-79, 85c, 85o, 85p, 91d, 99c, 107e, 108-109, 115c, 115o, 115p, UR•15, UR•25, UR•35</p>
<p>3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</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>

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

Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
3.5.R.3 Students will recognize adjectives, articles as adjectives, and adverbs.	TE 5: 195d, 205c, 213e, 214-215, 221c, 221o, 221p, 227d, 237c, 247e, 248-249, 253c, 253o, 253p, 259d, 271c, 281e, 282-283, 287c, 287o, 287p, 293d, 303c, 311e, 312-313, 319c, 319o, 319p, UR•15, UR•25 UR•35, UR•45, WP•7
3.5.R.4 Students will recognize prepositions and conjunctions.	TE 3: WP•7, WP•8, WP•9 TE 4: 44-45, 53d, 85d-85e, 108-109, 109a, 109b-109c, 115d-115e, 155d, 167c, 173e, 174-175, 183c, 183o, 183p, UR•55, WP•7 TE 5: 325d, 326a, 339c, 351e, 352-353, 359c, 359o, 359p, SG•70, SG•75, SG•80, UR•55 TE 6: 435d, 445c, 453e, 454-455, 459c, 459d, 459o, SG•38, SG•43, SG•48, UR•35, WP•7
3.5.R.5 Students will recognize the subject and verb agreement.	TE 3: 443c, 451c, 459e, 460-461, 467c, 467o, 467p, UR•35

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

Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
3.5.W.1 Students will capitalize and appropriately punctuate:	<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</p> <p>TE 2: 205d, 225a, 231o, 231p-231q, 237d, 265p-265q, 271c, 299p-299q, 333p-333q, 339d, 363p-363q</p> <p>TE 3: SG•16, 428c, 437p-437q, SG•32, 459e, 461b-461c, 467p-467q, SG•48, 501p-501q, SG•64</p> <p>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</p> <p>TE 5: 221p-221q, 287p-287q, 312-313a, 319p-319q, 352-353, 353a, 259d, 312-313, 359p-359q, WP•10</p> <p>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>
• titles of respect	TE 6: 371d, 381c, 387e, 393c, 393o, 393p, UR•15
• appropriate words in titles	TE 4: 108-109, 109a TE 6: 371d, 371e-371f, 388-389a, 393o, UR•15
• geographical names	TE 6: 381c, 387e, 393c, 393o, 393p, UR•15
3.5.W.2 Students will use complex contractions (<i>e.g., should've, won't</i>).	TE 4: 121d, 131c, 141e, 142-143, 149c, 149o, 149p, UR•45
3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.	<p>TE 2: 306d</p> <p>TE 3: 427b-427c</p> <p>TE 4: 79b-79c, 85p-85q</p> <p>TE 6: 499d, 511c, 521e, 522-523, 523a, 531c, 531o, SG•70, SG•75, SG•80, UR•55</p>

**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
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Oklahoma Academic Standards for English Language Arts	Scott Foreman Reading Street Grade 3, ©2013
<p>3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.</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>
<p>6: Research – Students will engage in inquiry to acquire, refine, and share knowledge.</p>	
<p>Reading–Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	
<p>3.6.R.1 Students will use their own questions to find information on their topic.</p>	<p>TE 1: 25b, 61b, 95b, 127b, 165b</p> <p>TE 2: 205b, 237b, 271b, 305b, 339b</p> <p>TE 3: 375b, 409b, 443b, 473b, 507b</p> <p>TE 4: 25b, 59b, 91b, 121b, 155b</p> <p>TE 5: 195b, 227b, 259b, 293b, 325b</p> <p>TE 6: 371b, 399b, 435b, 465b, 499b, WP•1, WP•2</p>

**A Correlation of Scott Foresman Reading Street, Grade 3, ©2013, to the
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<p>3.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</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 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>3.6.R.3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.</p>	<p>TE 1: 37b, 47d, 71b, 79d, 105b, 115d, 139b, 151d, 175b, 185d TE 2: 215b, 223d, 247b, 257d, 281b, 291d, 317b, 327d, 349b, 355d TE 3: 387b, 395d, 417b, 425d, 451b, 459d, 485b, 493d, 517b, 529d TE 4: 35b, 43d, 69b, 77d, 99b, 107d, 131b, 141d, 167b, 173d, TE 5: 205b, 213d, 237b, 247d, 271b, 281d, 303b, 311d, 339b, 351d TE 6: 381b, 387d, 411b, 421d, 445b, 453d, 477b, 487d, 511b, 521d, WP•4, WP•5</p>

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<p>3.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.</p>	<p>TE 1: 47c, 47d, 55b, 79d, 89b, 115d, 151c, 151d, 159b, 185d, 193b, TE 2: 223d, 231b, 257c, 257d, 291c, 291d, 299b, 327c, 327d, 333b, 355d, 363b TE 3: 395d, 403b, 425d, 437b, 459c, 459d, 467b, 493c, 493d, 501b, 529c, 529d, 537b TE 4: 43d, 53b, 77c, 77d, 85b, 99b, 107c, 107d, 115b, 141c, 141d, 149b, 173d, 183b TE 5: 213c, 213d, 221b, 247c, 247d, 253b, 281c, 281d, 287b, 311d, 319b, 351c, 351d, 359b TE 6: 387c, 387d, 393b, 421c, 421d, 429b, 453d, 459b, 487c, 487d, 493b, 521c, 521d, 531b, WP•4, WP•5</p>
<p>Writing-Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>	<p>TE 1: 25b, 61b, 95b, 127b, 165b TE 2: 205b, 237b, 271b, 305b, 339b TE 3: 375b, 409b, 443b, 473b, 507b TE 4: 25b, 59b, 91b, 121b, 155b TE 5: 195b, 227b, 259b, 293b, 325b TE 6: 371b, 399b, 435b, 465b, 499b, WP•1, WP•2</p>
<p>3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p>	<p>TE 1: 37b, 47d, 71b, 79d, 105b, 115d, 139b, 151d, 175b, 185d TE 2: 215b, 223d, 247b, 257d, 281b, 291d, 317b, 327d, 349b, 355d TE 3: 387b, 395d, 417b, 425d, 451b, 459d, 485b, 493d, 517b, 529d TE 4: 35b, 43d, 69b, 77d, 99b, 107d, 131b, 141d, 167b, 173d, TE 5: 205b, 213d, 237b, 247d, 271b, 281d, 303b, 311d, 339b, 351d TE 6: 381b, 387d, 411b, 421d, 445b, 453d, 477b, 487d, 511b, 521d, WP•6, WP•7</p>

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<p>3.6.W.3 Students will summarize and present information in a report.</p>	<p>TE 1: 55b, 55n, 89b, 89n, 121b, 121n, 159b, 159n, 193b, 193n TE 2: 231b, 231n, 265b, 265n, 299b, 299n, 333b, 333n, 363b, 363n TE 3: 403b, 403n, 437b, 437n, 467b, 467n, 501b, 501n, 537b, 537n TE 4: 53b, 53n, 85b, 85n, 115b, 115n, 149b, 149n, 183b, 183n TE 5: 221b, 221n, 253b, 253n, 287b, 287n, 319b, 319n, 359b, 359n TE 6: 393b, 393n, 429b, 429n, 459b, 459n, 493b, 493n, 531b, 531n, WP•10</p>

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<p>7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</p>	
<p>Reading-Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	
<p>3.7.R.1 Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.</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 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>3.7.R.2 Students will compare how ideas and topics are depicted in a variety of media and formats.</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>

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Writing -Students will create multimodal texts to communicate knowledge and develop arguments.	
3.7.W.1 Students will create multimodal content that communicates an idea using technology or appropriate media.	TE 1: 54-55, 55a TE 3: 373b, 402-403, 403a, 407b, 441b, 471b, 505b TE 4: 53q, 84-85, 85a, 85q, 148-149, 149a TE 5: 318-319, 319a TE 6: 369b, 397b, 433b, 458-459, 459a, 463b, 497b
3.7.W.2 Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	TE 1: 54-54, 55a TE 3: 402-403, 403a TE 4: 84-85, 85a, 148-149, 149a TE 5: 318-319, 319a TE 6: 458-459, 459a
8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
3.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	TE 1: 20i, 56i, 90i, 122i, 160i TE 2: 200i, 232i, 266i, 300i, 334i TE 3: 370i, 404i, 438i, 488i, 502i TE 4: 20i, 54i, 86i, 116i, 150i TE 5: 190i, 222i, 254i, 288i, 320i TE 6: 366i, 394i, 430i, 460i, 494i

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<p>Writing-Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>3.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p>	<p>TE 1: 25b, 25e–25f, 47d, 48–49, 49a, 53a, 55d–55e, 55p–55q, SG•6, SG•7, SG•12, SG•13, SG•16, 61b, 61e–61f, 78–79, 79a, 80–81, 81a, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 121b, 121p–121q, 159n, 159p–159q, SG•54, 165b, 175d–175e, 187b–187c, 193d–193e, 193p–193q, WP•1-WP•10</p> <p>TE 2: 222–223, 223a, 237e–237f, 247d–247e, 256–257, 259b–259c, 265d–265e, 265p–265q, SG•30, 299b, 299p–299q, SG•37, 326–327, 328–329, 329a, 329b–329c, 333b, 333p–333q, 339e–339f, 356–357, 363p–363q, 367a, SG•79, UR•25, UR•35, UR•45, UR•55, WP•1-WP•10</p> <p>TE 3: 375b, 375e–375f, 403p–403q, 507e–507f, 517d–517e, 537b, 541a, WP•1-WP•10</p> <p>TE 4: 42–43, 43a, 44–45, 45a, 45b–45c, 53d–53e, SG•6, SG•7, SG•14, SG•15, 140–141, 141a, 142–143, 143a, SG•59, 172–173, 173a, 183p–183q, WP•1-WP•10</p> <p>TE 5: 195e–195f, 205d–205e, 219a, SG•5, SG•10, SG•11, 227b, 227e–227f, 248–249, 249a, 253b, 253d–253e, 253p–253q, SG•26, SG•27, 271d–271e, 283b–283c, 285a, 287b, 287d–287e, SG•38, SG•48, 310–311, 311a, 311d, 313b–313c, 319b, 319p–319q, SG•54, SG•59, 359p–359q, UR•15, UR•25, UR•35, UR•45, UR•55, WP•1-WP•10</p> <p>TE 6: 393b, 393d–393e, SG•11, 421d, 422–423, 423a, 423b–423c, 429b, 429p–429q, 459p–459q, 493p–493q, 511d–511e, 520–521, 521a, 523b–523c, 531b, 531d–531e, 531p–531q, SG•69, SG•75, UR•35</p>