

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



To the
Pennsylvania Core Standards
for English Language Arts (2014)
Grade 3

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Grade 3**

Introduction

This document demonstrates how *Scott Foresman Reading Street Common Core*, ©2013, meets the **Pennsylvania Core Standards English Language Arts**, approved 2014. 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 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 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.

The **Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy** guided the organization of **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 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 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 Common Core 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 Common Core** 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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1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Book Handling	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Print Concepts	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonological Awareness	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonics and Word Recognition	
CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> ▪ Identify and know the meaning of the most common prefixes and derivational suffixes. 	<p>SE/TE: 3.1: 22a, 22–23, 23a–23b, 26c, 38c–38d, 50c–50d, 50e–50f, 55i, 58a, 58–59, 59a–59b, 62c, 62e, 62–63, 72c–72d, 82c–82d, 82e–82f, 88–89, 89i, 92a, 92–93, 93a–93b, 96c, 106c–106d, 118c–118d, 118e–118f, 121i, 124a, 124–125, 125a–125b, 128c, 128e, 140c, 146–147, 147a, 154c–154d, 154e–154f, 159i, 162a, 162–163, 163a–163b, 166, 166c, 166e, 176c–176d, 188c–188d, 188e–188f, 192–193, 193i 3.2: 201a–201b, 202a, 202–203, 205a, 206c, 216c–216d, 226c–226d, 226e–226f, 231i, 234a, 234–235, 235a–235b, 238c, 238e, 238–239, 248c–248d, 257e, 260c, 260e, 264–265, 265i, 268a–268–269, 269a–269b, 278–279, 294c–294d, 299i, 302a, 302–303, 303a–303b, 306c, 318c–318d, 330c–330d, 330e, 332–333, 333i, 336a, 336–337, 337a–337b, 340c, 350c–350d, 358c–358d, 358e–358f, 363i</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> ▪ Identify and know the meaning of the most common prefixes and derivational suffixes. 	<p>(Continued)</p> <p>3.3: 372a, 372–373, 373a–373b, 375c, 376c, 388c–388d, 398c–398d, 398e–398f, 403h–403i, 406a, 406–407, 407a–407b, 409c, 410c, 410e, 410–411, 417c, 418c–418d, 425e, 428c–428d, 437c, 437h–437i, 437o, 440a, 440–441, 441a–441b, 443a, 443c, 444c, 450–451, 451c, 452c, 462c, 467i, 470a, 470–471, 471a–471b, 473c, 474c, 486c–486d, 496c, 496e–496f, 501h–501i, 504a, 504–505, 508c, 508e, 508–509, 532c–532d, 532e–532f</p> <p>3.4: 22a–22–23, 23a–23b, 26c, 46c, 46f, 56a, 56–57, 57a–57b, 59a, 60c, 60e, 60–61, 70c–70d, 80c–80d, 80e–80f, 85i, 88a, 88–89, 89a–89b, 92a–92b, 94–95, 95a, 98–99, 99c, 100c–100d, 100–101, 101a, 110c, 110f, 112–113, 113a, 115i, 118a, 118–119, 119a–119b, 124–125, 125a, 131c, 132c–132d, 144c, 144e–144f, 147a, 149a, 149c, 149i, 152, 153a–153b, 176c</p> <p>3.5: 192a, 192–193, 193a–193b, 196c, 206c–206d, 216c–216d, 216e–216f, 221i, 224a, 224–225, 225a–225b, 238c–238d, 242–243, 243a, 250c–250d, 250e–250f, 256a, 256–257, 257a–257b, 260, 260c, 272c–272d, 284c–284d, 284e–284f, 287i, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c, 314e–314f, 319i, 322a, 322–323, 323a–323b, 326c, 340c–340d, 354c–354d, 354e–354f</p> <p>3.6: 368a, 368–369, 369a–369b, 372c, 382c–382d, 390c–390d, 390e–390f, 393i, 396a–396–397, 397a–397b, 400c, 412c–412d, 424c–424d, 424e–424f, 429i, 432a, 432–433, 433a–433b, 446c–446d, 456c–456d, 459i, 462a, 462–463, 463a–463b, 465c, 466c, 466e, 466–467, 476–477, 478c–478d, 490c–490d, 490e–490f, 492–493, 493a, 493h–493i, 496a, 496–497, 497a–497b, 500c, 512c–512d, 524c, 524e–524f, 531i</p>

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<ul style="list-style-type: none"> ▪ Decode words with common Latin suffixes. 	<p>SE/TE: 3.3: 470a, 470–471, 532c 3.4: 118a, 118–119, 122c, 132c, 176c, 176e–176f 3.5: 322a, 322–323, 323a–323b, 325c, 326c, 339c, 340c–340d, 351e, 354f, 359c, 359i 3.6: 390c, 432a, 432–433, 433a–433b, 436c, 446c–446d, 456f, 459i, 490c–490d</p>
<ul style="list-style-type: none"> ▪ Decode multi syllable words. 	<p>SE/TE: 3.1: 22a, 22–23, 23a–23b, 25c, 26c, 38c–38d, 50c–50d, 50e–50f, 55i, 82c–82d, 92a, 92–93, 93a–93b, 106c–106d, 118c–118d, 118e–118f, 176c–176d 3.2: 202a, 202–203, 203a–203b, 206c, 226c–226d, 226e–226f, 234a, 234–235, 238c, 248c–248d, 260d, 260e, 268–269, 330d 3.3: 440a, 444c, 462d 3.4: 22a–22–23, 46d, 152a, 152–153, 153a–153b, 156c, 168c–168d, 183i 3.5: 192a, 192–193, 193a–193b, 196c, 206c, 216c–216d, 216e–216f, 250c–250d, 257a–257b, 260c, 284c–284d, 284e–284f, 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c–314d, 314e–314f 3.6: 396a, 396–397, 397a–397b, 412c–412d, 424c–424d, 432a, 432–433, 433a–433b, 436c, 456c–456d, 456f, 490c–490d, 496a, 496–497, 497a–497b, 500c, 512c–512d, 524c–524d</p>

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<ul style="list-style-type: none"> ▪ Read grade appropriate irregularly spelled words. 	<p>SE/TE:</p> <p>3.1: 23a–23b, 38c–38d, 50e–50f, 59a–59b, 72c–72d, 82e–82f, 93a–93b, 106c–106d, 118e–118f, 125a–125b, 140c–140d, 154e–154f, 163a–163b, 176c–176d, 188e–188f</p> <p>3.2: 203a–203b, 216c–216d, 226e–226f, 294e–294f, 303a–303b, 318c–318d, 330e, 337a–337b, 350c–350d, 358e–358f</p> <p>3.3: 373a, 388c–388d, 398c–398d, 398e–398f, 407a–407b, 418c, 428c–428d, 428e–428f, 440, 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</p> <p>3.4: 22a–22–23, 23a–23b, 25c, 26c, 36c–36d, 46d, 46e, 57a–57b, 70c–70d, 80c–80d, 80e–80f, 89a–89b, 100c–100d, 110e–110f, 119a–119b, 132d, 144d, 144e, 153a–153b, 168c, 176e–176f</p> <p>3.5: 193a–193b, 206c–206d, 216d, 216e–216f, 225a, 238d, 250d, 250e, 257a–257b, 272c–272d, 284e–284f, 291a–291b, 294c, 304d, 314d, 314f, 323a–323b, 340c, 354c–354d, 354e–354f</p> <p>3.6: 369a–369b, 382d, 390e–390f, 397a–397b, 424d, 424e–424f, 433a–433b, 446c–446d, 456c–456d, 456e–456f, 463a–463b, 490d, 490f, 497a–497b, 524e–524f</p>

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Fluency	
CC.1.1.3.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. 	<p>See all the main and paired selections. For specific fluency activities, see pp.</p> <p>SE/TE:</p> <p>3.1: 26e, 26–27, 38c–38d, 47b, 50e–50f, 54–55, 55j–55k, 60–61, 79b, 82e–82f, 88–89, 89j–89k, 118e–118f, 121j–121k, 125a–125b, 126–127, 128e, 128–129, 140c–140d, 151b, 154e, 158–159, 159j–159k, 161a–161b, 163a–163b, 164a, 164–165, 166e, 166–167, 176c–176d, 185b, 188e–188f, 192–193, 193j–193k</p> <p>3.2: 202a, 202–203, 203a–203b, 204–205, 216d, 223b, 230–231, 231j–213k, 231l–231m, 235a–235b, 236–237, 238e, 238–239, 248c–248d, 257b, 260e, 260f, 264–265, 265j–265k, 267a–267b, 269b, 270–271, 272–273, 282c–282d, 291b, 294e–294f, 296–297, 297a, 299h, 299j–299k, 304–305, 306e, 306–307, 327b, 330f, 332–333, 333j–333k, 336–337, 337b, 338a, 338–339, 340c, 340–341, 350c–350d, 350e–350f, 355b, 358e–358f, 362–363, 363j–363k</p> <p>3.3: 373a–373b, 374a, 374–375, 376e, 376–377, 388c–388d, 395b, 398e–398f, 402–403, 403j–403k, 403l–403m, 407a–407b, 408a, 408–409, 412–413, 413a, 418e–418f, 418–419, 425b, 428e–428f, 435a, 436–437, 437j–437k, 441a–441b, 442–443, 452c, 459b, 462e, 466–467, 467j, 467k, 467l, 467m, 470–471, 493b, 496e–496f, 500–501, 501j–501l, 505a–505b, 508–509, 518d, 529b, 532c–532d, 532e–532f, 536–537, 537j–537k</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. 	<p>(Continued)</p> <p>3.4: 23a–23b, 24a, 24–25, 26e, 26–27, 43b, 46e–46f, 52–53, 53j–53k, 58a, 58–59, 60e, 60–61, 62–63, 63a, 64–65, 65a, 77b, 79b–79c, 80e–80f, 84–85, 85j–85k, 88a, 88–89, 89a–89b, 91a, 94–95, 95a, 98–99, 99a, 100e–100f, 107b, 107d, 110c–110d, 110e–110f, 115j–115k, 115l–115m, 118a, 118–119, 119a–119b, 120a, 120–121, 122c, 122e, 122–123, 124–125, 125a, 141b, 147a, 148–149, 149j–149k, 153a–153b, 173b, 183j–183k</p> <p>3.5: 193a–193b, 206d, 213b, 216e–216f, 221j–221k, 225b, 231a, 238c–238d, 247b, 250e–250f, 252–253, 257a–257b, 258–259, 260–261, 272d, 281b, 284f, 287j–287k, 287l–287m, 291a–291b, 292–293, 294–295, 304d, 311b, 314f, 318–319, 319j–319k, 323a–323b, 324–325, 326–327, 351b, 354f, 358–359, 359j–359k</p> <p>3.6: 369a–369b, 370–371, 387b, 390e–390f, 392–393, 393j–393k, 393l–393m, 397a–397b, 398–399, 412c–412d, 424e–424f, 428–429, 429j–429k, 429l–429m, 432a, 432–433, 433a–433b, 434–435, 436–437, 446c–446d, 453b, 456e–456f, 458–459, 459j–459k, 459l–459m, 463a–463b, 464–465, 490e–490f, 493j–493k, 493l–493m, 497a–497b, 512d, 524e–524f, 530–531, 531j–531k</p>

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<ul style="list-style-type: none"> ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>SE/TE:</p> <p>3.1: 24–25, 26d, 26e, 26–27, 47b, 50d, 50e–50f, 54–55, 55j–55k, 79b, 88–89, 89j–89k, 94–95, 96–97, 115b, 120–121, 121j–121k, 128–129, 151b, 154e, 159j–159k, 185b, 188e–188f, 192–193, 193j–193k, 194–195, 195a, 196–197, 197a</p> <p>3.2: 203a–203b, 206e, 206–207, 226e–226f, 230–231, 248d, 260f, 265j–265k, 270–271, 298–299, 330f, 355b, 362–363, 364–365, 367a</p> <p>3.3: 374a, 374–375, 376e, 376–377, 395b, 402–403, 403a, 403j–403k, 444e, 444–445, 459b, 466–467, 472–473, 474–475, 486d, 493b, 500–501, 501j, 506–507, 508–509, 529b, 536–537, 538–539, 539a, 540–541, 541a</p> <p>3.4: 23a–23b, 36c–36d, 43b, 46e–46f, 53j–53k, 79b–79c, 90a, 90–91, 92e, 92–93, 114–115, 115b, 148–149, 154a, 154–155, 156–157, 173b, 176d, 176e–176f, 182–183, 183j–183k, 184–185, 185a, 186–187, 187a</p> <p>3.5: 194–195, 196–197, 206d, 213b, 220–221, 221j–221k, 226–227, 228–229, 238d, 247b, 250f, 252–253, 253j–253k, 258–259, 260–261, 272d, 281b, 284d, 284f, 286–287, 287j–287k, 292–293, 294–295, 304d, 311b, 318–319, 323a–323b, 324–325, 326–327, 351b, 358–359, 359j–359k, 360–361, 361a, 362–363, 363a</p> <p>3.6: 370–371, 372–373, 387b, 392–393, 393j–393k, 398–399, 400–401, 412d, 421b, 428–429, 429j–429k, 434–435, 436e, 436–437, 446c–446d, 453b, 458–459, 459j–459k, 459l–459m, 463a–463b, 464–465, 466–467, 487b, 492–493, 493j–493k, 498–499, 500–501, 512d, 521b, 524f, 530–531, 531a, 531j–531k, 532–533, 533a, 534–535, 535a</p>

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<ul style="list-style-type: none"> ▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>SE/TE:</p> <p>3.1: 26–27, 36–37, 54–55, 55a, 161a 3.2: 204–205, 205a, 206e, 206–207, 230–231, 238e, 238–239, 246–247, 306e, 306–307, 330f, 332–333, 340e, 340, 362, 363a 3.3: 398e–398f, 440–441, 444c, 444e, 444–445, 462c, 474e, 482–483, 483a 3.4: 26e, 26–27, 30–31, 31a, 55a–55b, 80e–80f, 110e–110f, 115j–115k, 115l–115m 3.5: 196–197, 224–225, 225a–225b, 228c, 228e, 228–229, 236–237, 238c–238d, 242–243, 243a, 250e–250f, 253h, 253i, 314f 3.6: 424e–424f, 456e–456f, 500e, 500–501, 512d, 524e–524f</p>

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<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.2</p>	<p>SE/TE: 3.1: 51a, 51–52, 118–119, 119a, 150–151 3.2: 204a, 204–205, 210–211, 211a, 212–213, 216e–216f, 218–219, 219a, 220–221, 221a, 222–223, 223a, 228–229, 229a, 231h, 231l–231m, 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 3.3: 374a, 374–375, 382–383, 383a, 384–385, 385a, 388e–388f, 388–389, 389a, 394–395, 458–459, 526–527, 527a 3.4: 36e–36f, 42–43, 43a, 58a, 58–59, 64–65, 65a, 66–67, 67a, 68–69, 69a, 72–73, 73a, 74–75, 75a, 76–77, 77a, 106–107, 107a, 110–111, 111a, 132e–132f, 134–135, 135a, 138–139, 139a, 140–141, 141a, 173c 3.5: 216–217, 217a, 226a, 226–227, 250–251, 251a, 292a, 292–293, 314–315 3.6: 381d–381e, 382e–382f, 386–387, 387a, 424g–424h, 426–427, 427a, 434a, 434–435, 440–441, 445a, 446e–446f, 452, 453a, 498a, 498–499</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1</p>	<p>SE/TE: 3.1: 50–51, 51a, 52–53, 53a, 94, 94a, 126a, 127, 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 3.2: 204a, 204–205, 210–211, 211a, 212–213, 213a, 214–215, 215a, 216–217, 217a, 218–219, 219a, 220–221, 221a, 222–223, 223a, 226–227, 227a, 260–261, 261a, 270a, 270–271, 296–297, 297a, 299l–299m, 333l–333m, 346–347, 348–349, 350e–350f, 352–353, 353a, 354–355 3.3: 374a, 374–375, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388e–388f, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 398g–398h, 403h–403i, 403l–403m, 442a, 442–443, 446–447, 448–449, 449a, 450–451, 452e–452f, 452–453, 453a, 454–455, 456–457, 457a, 458–459, , 497a, 499a, , 516–517, 517a, 520–521, 521a, 522–523, 523a, 528–529, 529a 3.4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36e–36f, 36–37, 37a, 38–39, 42–43, 43a, 46–47, 47a, 48–49, 49a, 50–51, 51a, 53h, 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, 120a, 120–121, 126–127, 127a, 128–129, 129a, 130–131, 131a, 132–133, 133a, 140–141, 141a, 146–147, 147a, 149h, 149l–149m, 154a, 154–155, 183l–183m 3.5: 216g–216h, 216–217, 217a, 218–219, 219a, 221l–221m, 226a, 226–227, 250–251, 251a, , 292a, 292–293, , 324a–324–325</p>

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<p>(Continued) CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1</p>	<p>(Continued) 3.6: 370a, 370–371, 374–375, 375a, 376–377, 377a, 378–379, 379a, 380–381, 381a, 382e–382f, 382–383, 383a, 384–385, 385a, 386–387, 387a, 393l–393m, 398a, 398–399, 424–425, 425a, 426–427, 427a, 429l–429m, 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</p>
<p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. E03.B-K.1.1.3</p>	<p>SE/TE: 3.1: 53a, 94, 94a, 118–119, 126a, 136–137, 138–139, 140e, 142–143, 143a, 144–145, 150–151, 154–155, 155a, 156–157, 157a 3.2: 216e–216f, 226–227, 227a, 228–229, 229a 3.3: 382–383, 383a, 388–389, 389a, 400–401, 401a, 506a, 506–507, 512–513, 513a, 518e, 520–521, 521a, 524–525, 525a, 537h, 537l–537m 3.4: 28–29, 29a, 40–41, 41a, 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, 132e–132f, 132–133, 133a, 136–137, 137a, 144–145, 145a, 154 3.5: 218–219, 219a, 221l–221m 3.6: 370a, 370–371, 382–383, 383a, 398a, 398–399, 429l–429m</p>
<p>Craft and Structure Point of View</p>	
<p>CC.1.2.3.D Explain the point of view of the author. E03.B-C.2.1.1</p>	<p>SE/TE: 3.2: 346–347 3.3: 380–381, 381a, 448–449 3.4: 42–43, 43a, 46g–46h, 46–47, 47a, 48–49, 49a, 50–51, 51a, 53i, 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, 126–127, 127a, 128–129, 129a, 140–141, 141a 3.5: 324a, 324–325, 359h 3.6: 386–387</p>

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Craft and Structure Text Structure	
CC.1.2.3.E Use text features and search tools to locate and interpret information. E03.B-C.2.1.2	SE/TE: 3.1: 154g–154h, 154–155, 155a, 188g–188h, 188–189, 189a, 190–191, 191a 3.2: 215b, 216e, 222–223, 223c, 226g–226h, 226–227, 227a, 228–229, 229a, 260–261, 261a, 294–295, 295a, 327c, 338a, 338–339, 342–343, 343a, 344–345, 349a, 350e–350f, 354–355 3.3: 378–379, 379a, 395c, 398–399, 399a, 400–401, 401a, 442a, 442–443, 456–457, 496g–496h, 496–497, 497a, 498–499, 532g–532h, 532–533, 533a, 534–535, 535a 3.4: 50–51, 51a, 58a, 58–59, 60d, 64–65, 65a, 70e–70f, 70–71, 71a, 76–77, 77a, 99b, 100e–100f, 107c, 144g–144h, 144–145, 145a, 146–147, 147a 3.5: 213c, 216–217, 217a, 218–219, 250g–250h, 250–251, 251a, 271b, 281c, 314g–314h, 314–315, 315a, 316–317, 317a, 339b, 351c, 354g–354h, 354–355, 355a, 356–357, 357a, 359b 3.6: 390g–390h, 390–391, 391a, 411b, 424g–424h, 424–425, 425a, 445b, 452–453, 453a, 487c, 490g–490h, 490–491, 491a
Craft and Structure Vocabulary	
CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. E03.B-V.4.1.1 E03.B-V.4.1.2	SE/TE: 3.1: 127a, 128d, 154a–154b, 159a 3.2: 347a, 350–351, 351a 3.3: 375a, 496g, 496–497, 497a, 499a, 532a–532b 3.4: 46g–46h, 126–127, 127a 3.6: 453b, 456g–456h, 456–457, 457a, 459h

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Integration of Knowledge and Ideas Diverse Media	
<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. E03.B-C.3.1.3</p>	<p>SE/TE: 3.1: 50–51, 51a, 52–53a, 57a–57b, 130–131, 131a, 132–133, 133a, 137a, 138–139, 139a, 150–151, 154–155, 155a, 190–191, 191a 3.2: 208–209a, 218–219a, 226g–226h, 226–227, 227a, 228–229, 229a, 262–263, 263a, 291c, 343a, 345a, 349b 3.3: 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 3.4: 40–41, 41a, 48–49, 49a, 50–51, 51a, 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, 100–101, 101a, 104–105, 105a, 110–111, 111a, 112–113, 125a, 132f, 138–139, 139a, 141c 3.5: 216–217, 217a, 218–219, 228b, 247c, 281c, 314g–314h, 314–315, 315a, 316–317, 317a 3.6: 387c, 390–391, 391a, 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</p>
Integration of Knowledge and Ideas Evaluating Arguments	
<p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. E03.B-C.3.1.1</p>	<p>SE/TE: 3.1: 126a, 126–127, 150–151, 159h, 159l–159m 3.2: 338a, 338–339, 348–349, 354–355 3.3: 374a, 374–375, 378–379, 379a, 380–381, 381a, 384–385, 385a, 388e–388f, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 398g–398h, 398–399, 399a, 400–401, 401a, 403h–403i, 403l–403m, 442a, 442–443, 451a, 506a, 506–507, 512–513, 513a, 514–515, 537h 3.4: 100–101, 101a, 102–103, 103a, 112–113, 113a, 120a, 120–121, 126–127, 127a, 134–135, 135a 3.5: 218–219, 219a 3.6: 376–377, 377a, 393h, 426–427, 427a</p>

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Integration of Knowledge and Ideas Analysis Across Texts	
<p>CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.2</p>	<p>SE/TE: 3.1: 52–53, 118–119, 119a 3.2: 228–229, 229a, 260–261, 261a, 262–263, 263a, 296–297, 296–297, 297a 3.4: 46–47, 50–51, 51a, 104–106, 112–113, 113a, 138–139 3.5: 216g, 251a, 354g, 355a, 356–357, 357a, 391 3.6: 425a, 457a</p>
Vocabulary Acquisition and Use	
<p>CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.B-V.4.1.1 E03.B-V.4.1.2</p>	<p>SE/TE: 3.1: 20–21, 1a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, 56, 57a–57b, 60–61, 61a, 62a–62b, 62d, 72a–72b, 72–73, 73a, 82a–82b, 89i, 90–91, 91a–91b, 94–95, 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 3.2: 200–201, 201a–201b, 205a, 206a–206b, 216a–216b, 226a–226b, 232–233, 233a–233b, 237a, 238a–238b, 248a–248b, 260a–260b, 266–267, 267a–267b, 271a, 272a–272b, 282a–282b, 294a–294b, 300–301, 301a–301b, 306a–306b, 318a–318b, 330a–330b, 334–335, 335a–335b, 339a, 340a–340b, 350a–350b, 358a–358b 3.3: 370–371, 371a–371b, 376a–376b, 388a–388b, 398a–398b, 404–405, 405a–405b, 409a, 410a–410b, 418a–418b, 428a–428b, 438–439, 439a–439b, 443a, 444a–444b, 452a–452b, 462a–462b, 468–469, 469a–469b, 473a, 474a–474b, 474e, 486a–486b, 496a–496b, 501h–501i, 502–503, 503a–503b, 507a, 508a–508b, 518a–518b, 532a–532b 3.4: 20–21, 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, 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, 150, 151a–151b, 155a, 156a–156b, 168a–168b, 176a–176b</p>

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<p>(Continued) CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.B-V.4.1.1 E03.B-V.4.1.2</p>	<p>(Continued) 3.5: 190–191, 191a–191b, 196a–196b, 206a–206b, 216a–216b, 222, 223a–223b, 227a, 228a–228b, 238a–238b, 250a–250b, 254, 255a–255b, 258–259, 259a, 260a–260b, 272a–272b, 284a–284b, 288–289, 289a–289b, 293a, 294a–294b, 294d, 304a–304b, 314a–314b, 320, 321a–321b, 326a–326b, 326d, 340a–340b, 348–349, 354a–354b, 354c–354d 3.6: 366–367, 367a–367b, 371a, 372a–372b, 382a–382b, 390a–390b, 394–395, 395a–395b, 399a, 400a–400b, 400d, 412a–412b, 424a–424b, 430–431, 431a, 435a, 436a–436b, 436c–436d, 446a–446b, 456a–456b, 456g–456h, 460–461, 461a–461b, 465a, 466a–466b, 478a–478b, 487c, 490a–490b, 494–495, 495a–495b, 500a–500b, 512a–512b, 524a–524b</p>

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Vocabulary Acquisition and Use	
<p>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E03.B-V.4.1.1</p>	<p>SE/TE: 3.1: 21a–21b, 25a, 26e, 26–27, 36–37, 55a, 55l, 54–55, 62e, 62–63, 70–71, 71a, 88–89, 89a, 89h, 91a–91b, 96e, 96–97, 120–121, 123a–123b, 127a, 127–128, 128e, 158, 159a, 159h 3.2: 201a–201b, 206e, 206–207, 216–217, 217a, 219a, 231a, 231i, 233a–233b, 237a, 238e, 238–239, 246–247, 264–265, 261a, 264, 265a, 265h, 267a–267b, 268a–268–269, 269a–269b, 271a, 272d, 272e, 272–273, 282c–282d, 297a, 298, 299a, 299h, 301a–301b, 305a, 306e, 306–307, 330c, 333a, 333h, 335a–335b, 339a, 340e, 340–341, 358–359, 359a, 360–361, 361a, 362–363, 363a, 363h 3.3: 375a, 376a–376b, 376e, 376–377, 386–387, 388a–388b, 392–393, 398a–398b, 402–403, 403h–403i, 409a, 405a, 409a, 410a–410b, 410e, 410–411, 414–415, 418a–418b, 428a–428b, 436–437, 437a, 439a, 443a, 444a–444b, 444e, 444–447, 447a, 452a–452b, 462a–462b, 466–467, 467a, 467h, , 469a–469b, 473a, 474a–474b, 474e, 474–475, 486a–486b, 486e–486f, 486–487, 487a, 489a, 496a–496b, 500, 501a, , 507a, 508e, 508–509, 536 3.4: 26e, 26–27, 52–53, 53a, 55a–55b, 59a, 60e, 60–61, 68–69, 69a, 70e–70f, 70–71, 71a, 84–85, 85a, 85h, , 87a–87b, 89a–89b, 91a, 92e, 92–93, 96–97, 97a, 100e–100f, 104–105, 105a, 110g–110h, 110–111, 111a, 112–113, 113a, 114–115, 115a, 115h, 117a–117b, 121a–121b, 122a–122b, 122e, 122–123, 148, 149a, 149h, 151a–151b, 155a, 156e, 156–157, 168–169, 169a, 182–183, 183a, 183h</p>

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<p>(Continued) CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E03.B-V.4.1.1</p>	<p>(Continued) 3.5: 191a–191b, 195a, 196e, 196–197, 206–207, 207a, 221h, 223a–223b, 227a, 228e, 228–229, 234–235, 235a, 247e, 252–253, 253a, 255a–255b, 259a, 260e, 260–261, 266–267, 267a, 269a, 272–273, 284–285, 285a, 286, 287a, 287h, 289a–289b, 293a, 294e, 294–295, 300–301, 301a, 318–319, 319a, 321a–321b, 325a, 326e, 326–327, 358, 359a 3.6: 367a–367b, 371a, 372a–372b, 395a–395b, 399a, 400e, 400–401, 424a–424b, 428–429, 429a, 431a, 435a, 436a–436b, 436e, 436–437, 448–449, 449a, 456a–456b, 458–459, 459a, 459h, 461a–461b, 465a, 495a–495b, 499a, 500e, 500–501, 508–509, 509a, 511c, 512c, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h</p>
<p>Range of Reading</p>	
<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>SE/TE: 3.1: 50–51, 51a, 118g–118h, 127, 130–131, 131a, 132–133, 133a, 134–135, 135a, 136–137, 137a, 138–139, 139a, 140–141, 141a, 142–143, 143a, 144–145, 145a, 146–147, 147a, 148–149, 149a, 154–155, 155a, 156–157, 157a, 159l–159m, 188–189, 189a, 190–191, 191a 3.2: 204a, 204–205, 208–209, 209a, 210–211, 211a, 220–221, 221a, 226–227, 227a, 228–229, 229a, 260–261, 261a, 262–263, 263a, 294g–294h, 294–295, 295a, 296–297, 297a, 333l–333m, 338–339, 340–341, 342–343, 348–349, 349a, 352–353, 353a, 363l–363m 3.3: 378–379, 379a, 380–381, 381a, 382–383, 383a, 384–385, 385a, 386–387, 387a, 388–389, 389a, 390–391, 391a, 392–393, 393a, 398g–398h, 398–399, 399a, 446–447, 510–511, 511a, 516–517, 517a, 526–527, 527a, 532–533, 533a 3.4: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 46–47, 47a, 62–63, 63a, 124–125, 125a, 132e–132f, 138–139, 139a, 146–147, 147a</p>

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<p>(Continued) CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>(Continued) 3.5: 216–217, 217a, 218–219, 219a, 250g–250h, 250–251, 251a, 319j–319k, 354–355, 355a, 356–357, 357a 3.6: 374–375, 375a, 380–381, 381a, 384–385, 385a, 424g–424h, 438–439, 439a, 440–441, 441a, 442–443, 443a, 444–445, 445a, 446–447, 447a, 448–449, 449a, 450–451, 451a, 456–457, 457a, 459j–459k, 459l–459m</p>

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<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Theme</p>	
<p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2</p>	<p>SE/TE: 3.1: 24a, 24–25, 38e–38f, 44–45, 46–47, 47a, 55l–55m, 60a, 60, 64–65, 65a, 72e–72f, 76–77, 77a, 78–79, 79a, 82g–82h, 82–83, 83a, 85a, 87a, 87, 98–99, 99a, 112–113, 113a, 114–115, 115a, 164a, 164, 172–173, 176e–176f, 183a, 184–185, 185a 3.2: 248e–248f, 256, 257a, 282e–282f, 288–289, 289a, 290, 304a, 304–305, 318e–318f, 324–325, 326–327, 327a, 330g–330h, 330–331, 331a, 358g–358h, 358–359, 359a, 360–361, 361a 3.3: 422–423, 424–425, 428g–428h, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, 492–493, 493a 3.4: 24a, 24–25, 80g–80h, 80–81, 81a, 82–83, 83a, 158–159, 159a, 168e–168f, 170–171, 171a, 172–173, 173a, 176g, 176–177, 177a, 178–179, 179a, 180–181, 181a 3.5: 194a, 194–195, 206e–206f, 210–211, 212–213, 213a, 232–233, 233a, 238e–238f, 244–245, 245a, 246–247, 247a, 253h, 253l–253m, 272e–272f, 280–281, 291b, 304e–304f, 304–305, 305a, 308–309, 309a, 310–311, 311a, 340e–340f, 348–349, 350–351, 351a 3.6: 408–409, 409a, 412e–412f, 416–417, 417a, 418–419, 419a, 433a–433b, 464a, 464–465, 474–475, 475a, 478e–478f, 478–479, 479a, 484–485, 485a, 486–487, 487a, 493h, 493l–493m, 502–503, 503a, 510–511, 511a, 512e–512f, 514–515, 515a, 520–521, 521a, 528–529, 529a</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1</p>	<p>SE/TE: 3.1: 24a, 24–25, 28–29, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38e–38f, 38–39, 39a, 40–41, 41a, 42–43, 43a, 44–45, 45a, 46–47, 60a, 60–61, 68–69, 69a, 70–71, 71a, 74–75, 75a, 76–77, 77a, 78–79, 82–83, 83a, 89l–89m, 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, 164a, 165, 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 3.2: 236a, 236–237, 242–243, 243a, 244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 256–257, 265i, 265l–265m, 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, 304a, 304–305, 312–313, 313a, 314–315, 315a, 316–317, 317a, 322–323, 323a, 326–327, 327a, 330–331, 331a, 358–359, 359a, 360–361, 361a 3.3: 408a, 408–409, 412–413, 414–415, 415a, 416–417, 417a, 418e, 418–419, 419a, 420–421, 421a, 422–423, 423a, 424–425, 428–429, 429a, 430–431, 431a, 432–433, 433a, 434–435, 435a, 437h, 437l, 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 3.4: 24a, 24–25, 53l–53m, 160–161, 161a, 162–163, 163a, 164–165, 165a, 166–167, 167a, 168e–168f, 168–169, 169a, 170–171, 171a, 172–173, 173a</p>

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<p>(Continued) CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1</p>	<p>(Continued) 3.5: 194a, 194–195, 200–201, 201a, 202–203, 203a, 204–205, 205a, 206e–206f, 206–207, 207a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 221h, 232–233, 233a, 234–235, 235a, 236–237, 237a, 238–239, 239a, 240–241, 241a, 242–243, 243a, 244–245, 245a, 246–247, 247a, 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, 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, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 338–339, 339a, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346–347, 347a, 348–349, 349a, 350–351, 351a, 359l–359m 3.6: 404–405, 405a, 406–407, 407a, 408–409, 409a, 410–411, 411a, 412e–412f, 412–413, 413a, 414–415, 415a, 418–419, 419a, 420–421, 421a, 429h, 464a, 464–465, 470–471, 471a, 472–473, 473a, 474–475, 475a, 476–477, 477a, 478e–478f, 478–479, 479a, 480–481, 481a, 482–483, 483a, 484–485, 485a, 486–487, 487a, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512e–512f, 512–513, 513a, 514–515, 515a, 516–517, 517a, 518–519, 519a, 520–521, 521a, 526–527, 527a, 531h, 531l–531m</p>

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<p>Key Ideas and Details Literary Elements</p>	
<p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3</p>	<p>SE/TE: 3.1: 24a, 24–25, 30–31, 34–35, 35a, 38–39, 40–41, 41a, 42–43, 44–45, 45a, 46–47, 55h, 55l–55m, 60a, 60–61, 66–67, 67a, 69a, 72e, 72–73, 73a, 74–75, 76–77, 84–85, 85a, 86–87, 87a, 89h, 102–103, 106e–106f, 110–111, 114–115, 121h, 121l–121m, 164a, 170–171, 172–173, 174–175, 176e–176f, 180–181, 184–185, 185a 3.2: 236a, 236–237, 248–249, 254–255, 255a, 265l–265m, 276–277, 277a, 280–281, 281a, 282–283, 286–287, 287a, 289a, 290–291, 316–317, 333d–333e 3.3: 408a, 408–409, 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, 472a, 473, 478–479, 480–481, 484–485, 485a, 490–491 3.4: 24, 80g–80h, 80–81, 81a, 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 3.5: 200–201, 201a, 202–203, 203a, 204–205, 205a, 208–209, 209a, 210–211, 211a, 212–213, 213a, 234–235, 235a, 236–237, 238e–238f, 238–239, 239a, 240–241, 241a, 244–245, 245a, 258a, 258–259, 266–267, 267a, 268–269, 270–271, 272e–272f, 273a, 274–275, 276–277, 278–279, 287h, 287l–287m, 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</p>

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<p>(Continued) CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3</p>	<p>(Continued) 3.6: 406–407, 407a, 408–409, 409a, 410–411, 411a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418–419, 419a, 420, 464a, 464–465, 472–473, 473a, 474–475, 475a, 476–477, 477a, 478–479, 479a, 480–481, 481a, 482–483, 483a, 486–487, 487a, 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</p>
<p>Craft and Structure Point of View</p>	
<p>CC.1.3.3.D Explain the point of view of the author. E03.A-C.2.1.1</p>	<p>SE/TE: 3.1: 62d, 89i 3.4: 26d, 53i 3.5: 228d, 253i</p>
<p>Craft and Structure Text Structure</p>	
<p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p>	<p>SE/TE: 3.1: 36–37, 164a, 165, 194–195, 195a, 196–197, 197a 3.2: 224–225, 310–311, 364–365, 365a 3.3: 410d, 412–413, 413a, 418e–418f, 420–421, 421a, 422–423, 423a, 424, 437h–437i, 462g–462h, 462–463, 463a, 464–465, 482–483, 483a, 510–511, 511a, 518e–518f, 538–539, 539a, 540–541, 541a 3.4: 184–185, 185a, 186–187, 187a 3.5: 259e–259f, 284g–284h, 284–285, 285a, 360–361, 361a, 362–363, 363a 3.6: 412–413, 413a, 416–417, 417a, 429i, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a, 533</p>

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Craft and Structure Vocabulary	
<p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. E03.A-V.4.1.1 E03.A-V.4.1.2</p>	<p>SE/TE: 3.1: 50a–50b, 96d, 107a, 121h, 166d, 193i 3.2: 225b, 250–251, 251a, 311a, 314–315, 315a, 340d, 364–365, 365a, 366–367, 367a 3.3: 514–515, 515a 3.4: 92c–92d, 156d, 165a, 183i 3.5: 236–237, 239a, 260d, 265a, 284g–284h, 326d, 339a, 346–347, 359i 3.6: 412–413, 413a, 416–417, 417a, 429i, 472–473, 473a, 493i, 512–513, 513a, 518–519, 519a</p>
Integration of Knowledge and Ideas Sources of Information	
<p>CC.1.3.3.G 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).</p>	<p>SE/TE: 3.1: 32–33, 72e, 78–79, 102–103, 168–169 3.2: 243a, 246–247, 250–251, 282–283, 283a, 284–285, 313a, 316–317, 326–327 3.3: 476–477, 477a, 480–481, 486e, 490–491, 516–517 3.4: 178–179, 179a, 180–181, 181a 3.5: 198–199, 200–201, 231a, 238e–238f, 262–263, 263a, 265a, 266–267, 296–297, 328–329, 336–337 3.6: 402–403, 403a, 420–421, 421a, 468–469, 469a, 472–473, 473a, 476–477, 477a, 478–479, 479a, 482–483, 483a, 486</p>
Integration of Knowledge and Ideas Text Analysis	
<p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. E03.A-C.3.1.1</p>	<p>SE/TE: 3.1: 114–115 3.3: 424, 429, 432–433, 433a, 462–463, 463a 3.4: 172, 177a, 180, 181a 3.6: 420, 486–487, 520</p>

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<p>Vocabulary Acquisition and Use Strategies</p>	
<p>CC.1.3.3.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E03.A-V.4.1.1</p>	<p>SE/TE: 3.1: 21a–21b, 25a, 26e, 26–27, 36–37, 55a, 55l, 54–55, 62e, 62–63, 70–71, 71a, 88–89, 89a, 89h, 91a–91b, 96e, 96–97, 120–121, 123a–123b, 127a, 127–128, 128e, 158, 159a, 159h 3.2: 201a–201b, 206e, 206–207, 216–217, 217a, 219a, 231a, 231i, 233a–233b, 237a, 238e, 238–239, 246–247, 264–265, 261a, 264, 265a, 265h, 267a–267b, 268a–268–269, 269a–269b, 271a, 272d, 272e, 272–273, 282c–282d, 297a, 298, 299a, 299h, 301a–301b, 305a, 306e, 306–307, 330c, 333a, 333h, 335a–335b, 339a, 340e, 340–341, 358–359, 359a, 360–361, 361a, 362–363, 363a, 363h 3.3: 375a, 376a–376b, 376e, 376–377, 386–387, 388a–388b, 392–393, 398a–398b, 402–403, 403h–403i, 409a, 405a, 409a, 410a–410b, 410e, 410–411, 414–415, 418a–418b, 428a–428b, 436–437, 437a, 439a, 443a, 444a–444b, 444e, 444–447, 447a, 452a–452b, 462a–462b, 466–467, 467a, 467h, , 469a–469b, 473a, 474a–474b, 474e, 474–475, 486a–486b, 486e–486f, 486–487, 487a, 489a, 496a–496b, 500, 501a, , 507a, 508e, 508–509, 536 3.4: 26e, 26–27, 52–53, 53a, 55a–55b, 59a, 60e, 60–61, 68–69, 69a, 70e–70f, 70–71, 71a, 84–85, 85a, 85h, , 87a–87b, 89a–89b, 91a, 92e, 92–93, 96–97, 97a, 100e–100f, 104–105, 105a, 110g–110h, 110–111, 111a, 112–113, 113a, 114–115, 115a, 115h, 117a–117b, 121a–121b, 122a–122b, 122e, 122–123, 148, 149a, 149h, 151a–151b, 155a, 156e, 156–157, 168–169, 169a, 182–183, 183a, 183h</p>

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<p>(Continued) CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E03.A-V.4.1.1</p>	<p>(Continued) 3.5: 191a–191b, 195a, 196e, 196–197, 206–207, 207a, 221h, 223a–223b, 227a, 228e, 228–229, 234–235, 235a, 247e, 252–253, 253a, 255a–255b, 259a, 260e, 260–261, 266–267, 267a, 269a, 272–273, 284–285, 285a, 286, 287a, 287h, 289a–289b, 293a, 294e, 294–295, 300–301, 301a, 318–319, 319a, 321a–321b, 325a, 326e, 326–327, 358, 359a 3.6: 367a–367b, 371a, 372a–372b, 395a–395b, 399a, 400e, 400–401, 424a–424b, 428–429, 429a, 431a, 435a, 436a–436b, 436e, 436–437, 448–449, 449a, 456a–456b, 458–459, 459a, 459h, 461a–461b, 465a, 495a–495b, 499a, 500e, 500–501, 508–509, 509a, 511c, 512c, 518–519, 519a, 524–525, 525a, 530–531, 531a, 531h</p>
<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.3.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.A-V.4.1.1 E03.A-V.4.1.2</p>	<p>SE/TE: 3.1: 20–21, 1a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, 56, 57a–57b, 60–61, 61a, 62a–62b, 62d, 72a–72b, 72–73, 73a, 82a–82b, 89i, 90–91, 91a–91b, 94–95, 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 3.2: 200–201, 201a–201b, 205a, 206a–206b, 216a–216b, 226a–226b, 232–233, 233a–233b, 237a, 238a–238b, 248a–248b, 260a–260b, 266–267, 267a–267b, 271a, 272a–272b, 282a–282b, 294a–294b, 300–301, 301a–301b, 306a–306b, 318a–318b, 330a–330b, 334–335, 335a–335b, 339a, 340a–340b, 350a–350b, 358a–358b 3.3: 370–371, 371a–371b, 376a–376b, 388a–388b, 398a–398b, 404–405, 405a–405b, 409a, 410a–410b, 418a–418b, 428a–428b, 438–439, 439a–439b, 443a, 444a–444b, 452a–452b, 462a–462b, 468–469, 469a–469b, 473a, 474a–474b, 474e, 486a–486b, 496a–496b, 501h–501i, 502–503, 503a–503b, 507a, 508a–508b, 518a–518b, 532a–532b</p>

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<p>(Continued) CC.1.3.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.A-V.4.1.1 E03.A-V.4.1.2</p>	<p>(Continued) 3.4: 20–21, 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, 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, 150, 151a–151b, 155a, 156a–156b, 168a–168b, 176a–176b 3.5: 190–191, 191a–191b, 196a–196b, 206a–206b, 216a–216b, 222, 223a–223b, 227a, 228a–228b, 238a–238b, 250a–250b, 254, 255a–255b, 258–259, 259a, 260a–260b, 272a–272b, 284a–284b, 288–289, 289a–289b, 293a, 294a–294b, 294d, 304a–304b, 314a–314b, 320, 321a–321b, 326a–326b, 326d, 340a–340b, 348–349, 354a–354b, 354c–354d 3.6: 366–367, 367a–367b, 371a, 372a–372b, 382a–382b, 390a–390b, 394–395, 395a–395b, 399a, 400a–400b, 400d, 412a–412b, 424a–424b, 430–431, 431a, 435a, 436a–436b, 436c–436d, 446a–446b, 456a–456b, 456g–456h, 460–461, 461a–461b, 465a, 466a–466b, 478a–478b, 487c, 490a–490b, 494–495, 495a–495b, 500a–500b, 512a–512b, 524a–524b</p>

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Range of Reading	
<p>CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>SE/TE: 3.1: 28–29, 29a, 30–31, 31a, 32–33, 33a, 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, 44–45, 45a, 46–47, 47a, 60–61, 64–65, 65a, 82–83, 83a, 84–85, 85a, 86–87, 87a, 88–89, 89j–89k, 89l–89m, 98–99, 99a, 100–101, 101a, 102–103, 103a, 104–105, 105a, 106–107, 107a, 108–109, 109a, 110–111, 111a, 112–113, 113a, 170–171, 171a, 172–173, 173a, 174–175, 175a, 176–177, 177a, 178–179, 179a, 180–181, 181a, 182–183, 183a, 193l–193m, 194–195, 195a, 196–197, 197a 3.2: 240–241, 241a, 242–243, 243a, 244–245, 245a, 246–247, 247a, 248e–248f, 248–249, 249a, 250–251, 251a, 252–253, 253a, 254–255, 255a, 274–275, 275a, 280–281, 281a, 288–289, 289a, 308–309, 309a, 310–311, 311a, 312–313, 313a, 314–315, 315a, 316–317, 317a, 318–319, 319a, 320–321, 321a, 322–323, 323a, 324–325, 325a, 330g–330h, 330–331, 331a, 358g–358h, 358–359, 359a, 360–361, 361a, 364–365, 365a, 366–367, 367a 3.3: 428g–428h, 428–429, 429a, 437l–437m, 462–463, 463a, 476–477, 477a, 486e–486f, 501l–501m, 538–539, 539a, 540–541, 541a 3.4: 53l–53m, 80–81, 81a, 82–83, 83a, 158–159, 159a, 166–167, 167a, 170–171, 171a, 176g–176h, 176–177, 177a, 184–185, 185a, 186–187, 187a 3.5: 194a, 194–195, 198–199, 199a, 221j–221k, 230–231, 231a, 253j–253k, 253l–253m, 262–263, 263a, 264–265, 265a, 268–269, 269a, 270–271, 271a, 274–275, 275a, 276–277, 277a, 280–281, 281a, 284–285, 285a, 287j–287k, 287l–287m, 296–297, 297a, 302–303, 303a, 310–311, 311a, 319l–319m, 328–329, 329a, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 338–339, 339a, 340d, 340–341, 341a, 342–343, 343a, 344–345, 345a, 346–347, 347a, 348–349, 349a, 360–361, 361a, 362–363, 363a</p>

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<p>(Continued) CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>(Continued) 3.6: 402–403, 403a, 410–411, 411a, 412e–412f, 418–419, 419a, 468–469, 469a, 476–477, 477a, 484–485, 485a, 502–503, 503a, 504–505, 505a, 506–507, 507a, 508–509, 509a, 510–511, 511a, 512–513, 513a, 514–515, 515a, 516–517, 517a, 518–519, 519a, 524–525, 525a, 526–527, 527a, 528–529, 529a, 532–533, 533a, 534–535, 535a</p>

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Informative/Explanatory	
CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SE/TE: 3.1: 55b, 152–153 3.2: 290–291, 291a, 356–357, 357b–357c, 363d–363e, 363p–363q 3.3: 403b, 409b, 443e–443f, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501d–501e, 501p–501q, 507e–507f, 517d–517e, 528–529, 530–531, 531a, 531b, 537d–537e 3.4: 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 109b–109c, 115b, 115d–115e, 115p–115q, 140–141, 141a, 149n, 174–175 3.5: 221b, 253b, 287b, 293e–293f, 303d–303e, 310–311, 311a, 312–313, 313a, 313b–313c, 359b 3.6: 381d–381e, 386–387, 387a, 420–421, 421a, 427a, 435e–435f, 454–455, 455a, 455b–455c, 459b, 493b, 531b
Informative/Explanatory Focus	
CC.1.4.3.B Identify and introduce the topic. E03.C.1.2.1	SE/TE: 3.1: 105d–105e, 116–117, 117a, 139d–139e, 151c, 152–153, 153a 3.2: 265b, 317d–317e, 329a, 339e–339f, 349d–349e, 356–357, 357b–357c 3.3: 394–395, 395a, 443e–443f, 451d–451e, 460–461, 461a, 467p–467q, 473e–473f, 494–495, 495a, 495b–495c, 501b, 501d–501e, 507e–507f, 517d–517e, 529d, 530–531, 531b, 537b, 537d–537e 3.4: 76–77, 77a, 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 173c, 175b–175c 3.5: 287b, 293e–293f, 312–313, 313a 3.6: 435e–435f, 454, 531b

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Informative/Explanatory Content	
<p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. E03C.1.2.2 E03E.1.1.2</p>	<p>SE/TE: 3.1: 114–115, 116–117, 117a, 139d–139e, 150, 184 3.2: 265b, 290, 326–327, 339e–339f, 349d–349e, 354–355, 356–357, 357b–357c, 363d–363e 3.3: 394–395, 395a, 403b, 409a–409b, 424–425, 443e–443f, 458–459, 461b–461c, 473e–473f, 485d–485e, 492, 494–495, 495a, 495b–495c, 501b, 507e–507f, 517d–517e, 530–531, 531a, 531b, 537d–537e 3.4: 42–43, 76–77, 77a, 106–107, 107a, 108–109, 109a, 109b–109c, 140–141, 141a, 172–173 3.5: 212–213, 237b, 246–247, 287b, 293e–293f, 303d–303e, 310–111, 312–313, 313a, 313b–313c, 319b, 319d–319e, 359b 3.6: 371e–371f, 386–387, 420, 445d–445e, 452, 455b–455c, 454, 493b, 520, 531b</p>
Informative/Explanatory Organization	
<p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. E03.C.1.2.1 E03.C.1.2.3 E03.C.1.2.4</p>	<p>SE/TE: 3.2: 339e–339f, 356–357, 363d–363e 3.3: 501d, 507e–507f, 530–531, 531a, 531b–531c, 537d–537e 3.4: 115d–115e 3.6: 459d</p>

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Informative/Explanatory Style	
<p>CC.1.4.3.E Choose words and phrases for effect. E03.D.2.1.1</p>	<p>These pages provide opportunities for children to meet this standard. SE/TE: 3.1: 55b, 152–153 3.2: 290–291, 291a, 356–357, 357b–357c, 363d–363e, 363p–363q 3.3: 403b, 409b, 443e–443f, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501d–501e, 501p–501q, 507e–507f, 517d–517e, 528–529, 530–531, 531a, 531b, 537d–537e 3.4:, 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 109b–109c, 115b, 115d–115e, 115p–115q, 140–141, 141a, 149n, 174–175 3.5: 221b, 253b, 287b, 293e–293f, 303d–303e, 310–311, 311a, 312–313, 313a, 313b–313c, 359b 3.6: 381d–381e, 386–387, 387a, 420–421, 421a, 427a, 435e–435f, 454–455, 455a, 455b–455c, 459b, 493b, 531b</p>

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Informative/Explanatory Conventions of Language	
<p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>3.1: 55b, 152–153 3.2: 290–291, 291a, 356–357, 357b–357c, 363d–363e, 363p–363q 3.3: 403b, 409b, 443e–443f, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501d–501e, 501p–501q, 507e–507f, 517d–517e, 528–529, 530–531, 531a, 531b, 537d–537e 3.4: 91e–91f, 99d–99e, 106–107, 107a, 108–109, 109a, 109b–109c, 115b, 115d–115e, 115p–115q, 140–141, 141a, 149n, 174–175 3.5: 221b, 253b, 287b, 293e–293f, 303d–303e, 310–311, 311a, 312–313, 313a, 313b–313c, 359b 3.6: 381d–381e, 386–387, 387a, 420–421, 421a, 427a, 435e–435f, 454–455, 455a, 455b–455c, 459b, 493b, 531b</p>
Opinion/Argumentative	
<p>CC.1.4.3.G Write opinion pieces on familiar topics or texts.</p>	<p>SE/TE:</p> <p>3.2: 256–257, 265, 271e–271f, 299h, 299p–299q 3.4: 25e–25f, 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q7 3.5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 350–351, 351a, 352–353, 353a, 353b–353c, 359d–359e</p>
Opinion/ Argumentative Focus	
<p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>E03.C.1.1.1 E03.E.1.1.1</p>	<p>SE/TE:</p> <p>3.2: 271e–271f, 281d–281e, 292–293, 293a, 299d–299e, 299p–299q 3.4: 25e–25f, 35d–35e, 44–45, 45a 3.5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 352–353, 353a, 353b–353c</p>

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Opinion/ Argumentative Content	
CC.1.4.3.I Support an opinion with reasons. E03.C.1.1.2	SE/TE: 3.2: 256–257, 271e–271f, 281d–281e, 292–293, 293a, 293b–293c, 299d–299e, 299p–299q 3.4: 35d–35e, 44–45, 45a, 45b–45c 3.5: 195e–195f, 205e, 214–215, 215a, 215b, 339d–339e, 352–353, 353a, 353b– 353c, 359d–359e
Opinion/ Argumentative Organization	
CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. E03.C.1.1.1 E03.C.1.1.3 E03.C.1.1.4	SE/TE: 3.2: 271e–271f, 281d–281e, 292–293, 293a, 299d–299e, 299p–299q 3.3: 437d 3.4: 25e–25f, 35d–35e, 44–45, 45a–45b, 53d–53e 3.5: 195e–195f, 214–215, 215a, 215b– 215c, 325e–325f, 339d–339e, 352–353, 353a, 353b–353c
Opinion/ Argumentative Style	
CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. E03.D.2.1.1 E03.D.1.1.9	These pages provide opportunities for children to meet this standard. SE/TE: 3.2: 256–257, 265, 271e–271f, 299h, 299p–299q 3.4: 25e–25f, 35d–35e, 44–45, 45a, 45b– 45c, 53d–53e, 53p–53q7 3.5: 195e–195f, 214–215, 215a, 215b– 215c, 325e–325f, 339d–339e, 350–351, 351a, 352–353, 353a, 353b–353c, 359d– 359e

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<p style="text-align: center;">Pennsylvania Core Standards for English Language Arts, Grade 3</p>	<p style="text-align: center;">Scott Foresman Reading Street Common Core Edition, ©2013</p>
<p>Opinion/ Argumentative Conventions of Language</p>	
<p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6</p>	<p>These pages provide opportunities for children to meet this standard. SE/TE: 3.2: 256–257, 265, 271e–271f, 299h, 299p–299q 3.4: 25e–25f, 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q7 3.5: 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 350–351, 351a, 352–353, 353a, 353b–353c, 359d–359e</p>

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Narrative	
<p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p>	<p>SE/TE: 3.1: 25e–25f, 37d–37e, 48–49, 49a, 49b–49c, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 121, 121a, 127e–127f, 159d–159e, 165e–165f, 175d–175e, 186–187, 187a, 187b–187c, 193d–193e, 193p–193q 3.2: 237e–237f, 247d–247e, 258–259, 259a, 259b–259c, 265d–265e, 361a, 363b 3.3: 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 417d–417e, 426–427, 427a, 437d–437e, 541a 3.4: 59e–59f, 69d–69e, 78–79, 79a, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c 3.5: 227e–227f, 237d–237e, 248–249, 249a, 249b–249c, 253d–253e, 253p–253q, 259e–259f, 271d–271e, 282–283, 283a, 283b–283c, 363a 3.6: 399e–399f, 411d–411e, 423b–423c, 465e–465f, 477d–477e, 488–489, 489a, 489b–489c, 499e–499f, 511d–511e, 522–523, 523a, 523b–523c, 531d–531e, 531p–531q</p>
Narrative Focus	
<p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. E03C.1.3.1</p>	<p>SE/TE: 3.1: 25e–25f, 37d–37e, 48–49, 49a, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87, 165e–165f, 175d–175e, 186–187, 187a 3.2: 247d–247e, 258–259, 259a, 360–361, 361a, 363b 3.3: 375e–375f, 387b, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 417d–417e, 426–427, 427a, 427b–427c 3.4: 59e–59f, 69d–69e, 78–79, 79a, 82–83, 83a, 85d–85e, 85p–85q, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c, 149d–149e, 155e–155f, 174–175, 175a 3.5: 227e–227f, 237d–237e, 248–249, 249a, 253d, 271d–271e 3.6: 411d–411e, 465e–465f, 477d–477e, 488–489, 499e–499f, 511d–511e, 522–523, 523a, 531d–531e</p>

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Narrative Content	
<p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. E03C.1.3.2</p>	<p>SE/TE: 3.1: 49b–49c, 80–81, 81a, 153b–153c, 159d–159e, 186–187, 187a 3.2: 258–259, 259a, 265d–265e, SG•48, 305e–305f, 328–329, 329a 3.3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 426–427, 427b–427c 3.4: 78–79, 79a, 79b–79c, 108, 149d–149e 3.5: 237d–237e, 248–249, 249a, 271e, 283b–283c 3.6: 465e–465f, 488–489, 489a, 489b–489c, 493d–493e, 522–523, 523a, 523b–523c, 531d–531e</p>
Narrative Organization	
<p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. E03.C.1.3.1 E03.C.1.3.3 E03.C.1.3.4</p>	<p>SE/TE: 3.2: 247d–247e 3.3: 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q 3.4: 60a–60b, 85d–85e, 131d–131e, 143b–143c, 155e–155f, 167d–167e, 174–175, 175b–175c 3.5: 227e–227f</p>

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Narrative Style	
<p>CC.1.4.3.Q Choose words and phrases for effect. E03.D.2.1.1</p>	<p>These pages provide opportunities for children to meet this standard. SE/TE: 3.1: 25e–25f, 37d–37e, 48–49, 49a, 49b–49c, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 121, 121a, 127e–127f, 159d–159e, 165e–165f, 175d–175e, 186–187, 187a, 187b–187c, 193d–193e, 193p–193q 3.2: 237e–237f, 247d–247e, 258–259, 259a, 259b–259c, 265d–265e, 361a, 363b 3.3: 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 417d–417e, 426–427, 427a, 437d–437e, 541a 3.4: 59e–59f, 69d–69e, 78–79, 79a, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c 3.5: 227e–227f, 237d–237e, 248–249, 249a, 249b–249c, 253d–253e, 253p–253q, 259e–259f, 271d–271e, 282–283, 283a, 283b–283c, 363a 3.6: 399e–399f, 411d–411e, 423b–423c, 465e–465f, 477d–477e, 488–489, 489a, 489b–489c, 499e–499f, 511d–511e, 522–523, 523a, 523b–523c, 531d–531e, 531p–531q</p>

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Narrative Conventions of Language	
<p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>3.1: 25e–25f, 37d–37e, 48–49, 49a, 49b–49c, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 121, 121a, 127e–127f, 159d–159e, 165e–165f, 175d–175e, 186–187, 187a, 187b–187c, 193d–193e, 193p–193q</p> <p>3.2: 237e–237f, 247d–247e, 258–259, 259a, 259b–259c, 265d–265e, 361a, 363b</p> <p>3.3: 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 417d–417e, 426–427, 427a, 437d–437e, 541a</p> <p>3.4: 59e–59f, 69d–69e, 78–79, 79a, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c</p> <p>3.5: 227e–227f, 237d–237e, 248–249, 249a, 249b–249c, 253d–253e, 253p–253q, 259e–259f, 271d–271e, 282–283, 283a, 283b–283c, 363a</p> <p>3.6: 399e–399f, 411d–411e, 423b–423c, 465e–465f, 477d–477e, 488–489, 489a, 489b–489c, 499e–499f, 511d–511e, 522–523, 523a, 523b–523c, 531d–531e, 531p–531q</p>
Response to Literature	
<p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>E 03.E.1.1.1 E 03.E.1.1.2 E 03.E.1.1.3 E 03.E.1.1.4 E 03.E.1.1.5</p>	<p>SE/TE:</p> <p>3.1: 46–47, 78–79, 114–115, 150–151, 184–185</p> <p>3.2: 222–223, 256–257, 290–291, 326–327, 354–355</p> <p>3.3: 394–395, 424–425, 458–459, 492–493, 528–529</p> <p>3.4: 44–45, 78–79, 108–109, 140–141, 174–175</p> <p>3.5: 214–215, 248–249, 282–283, 312–313, 352–353</p> <p>3.6: 388–389, 422–423, 454–455, 488–489, 522–523</p>

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Production and Distribution of Writing Writing Process	
<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>SE/TE: 3.1: 25b, 25e–25f, 37d–37e, 47d, 55b, 55d–55e, 55p–55q, 79d, 89d–89e, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 117b–117c, 121d–121e, 121p–121q, 159d–159e, 159p–159q, 165e–165f, 185d, 193p–193q 3.2: 205e–205f, 215d–215e, 223d, 224–225, 225a, 231p–231q, 247d–247e, 257d, 259b–259c, 265d–265e, 265p–265q, 299d–299e, 299p–299q, 333d–333e, 333p–333q, 363d–363e, 363p–363q 3.3: 375e–375f, 437d–437e, 437p–437q, 461b–461c, 467d–467e, 467p–467q, 501d–501e, 517d–517e, 537p–537q 3.4: 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, 85p–85q, 115d–115e, 149e, 149p–149q, 175b–175c, 183p–183q 3.5: 213d, 221d–221e, 221p–221q, 247d, 253p–253q, 281d, 282–283, 283a, 287d–287e, 287p–287q, 303d–303e, 319d–319e, 319p–319q, 359d–359e, 359p–359q 3.6: 393d–393e, 393p–393q, 429d–429e, 429p–429q, 459d–459e, 459p–459q, 487d, 493d–493e, 493p–493q, 499e–499f, 511d–511e, 523b–523c, 531b, 531p–531q</p>
Technology and Publication	
<p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>SE/TE: 3.1: 55b, 71b, 121b, 159b, 185c, 185d, 193b 3.2: 231b, 260, 260g–260h, 265b, 299b 3.3: 403p–403q, 532g–532h, 534–535, 535a 3.4: 53b, 144g–144h, 149b 3.5: 253b, 287b, 319b, 319p–319q 3.6: 393b, 429b, 459b, 531b</p>

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Conducting Research	
<p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p>	<p>SE/TE: 3.1: 55, 55a, 127b, 139b, 151d, 159b, 159n, 175b, 191a 3.2: 205b, 215b, 230–231, 231a, 237b, 247b, 257d, 339b, 349b, 355d 3.3: 375b, 387b, 417b, 443b, 451b, 459c, 473b, 493c, 496g–496h, 499a, 507b, 517b 3.4: 25b, 35b, 43d, 53b, 91b, 121b, 131b, 141d, 149n, 155b 3.5: 195b, 205b, 227b, 237b, 247d, 259b, 271b, 281d, 287b, 293b, 303b, 311d, 325b 3.6: 371b, 387d, 399b, 421d, 435b, 453d, 465b, 477b, 487d, 499b, 511b</p>
Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.3.W 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/TE: 3.1: 37b, 46–47, 55b, 78–79, 89b, 105b, 114–115, 115d, 121b, 127e–127f, 139b, 139d–139e, 150–151, 151d, 159b, 165b, 175b, 184, 185d, 193b 3.2: 215b, 222–223, 247b, 255–256, 281b, 290–291, 291c, 291d, 299b, 317b, 326–327, 327d, 333b, 349b, 349d–349e, 354–355, 355c, 355d, 363b 3.3: 387b, 394–395, 395a, 403b, 417b, 424–425, 425a, 425d, 437b, 443b, 458–459, 459a, 459c, 459d, 467b, 485b, 485d–485e, 492–493, 493a, 493c, 493d, 517b, 517d–517e, 528–529, 529d 3.4: 25e–25f, 35b, 35d–35e, 42–43, 43d, 53b, 69b, 76–77, 77d, 85b, 106, 107c, 107d, 115b, 121b, 131b, 131d–131e, 141d, 149b, 167b, 172–173, 173a, 173d, 183b 3.5: 205b, 212–213, 213a, 227b, 227e–227f, 237b, 246–247, 247a, 271b, 280, 287b, 303b, 310–311, 311c, 311d, 350, 351c, 351d 3.6: 371e–371f, 381b, 381d–381e, 386–387, 387d, 388–389, 389a, 389b–389c, 393d–393e, 411b, 420–421, 421d, 445b, 452–453, 453a, 453d, 477b, 486–487, 487d, 520–521, 521a, 521c, 521d, 531b</p>

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Range of Writing	
<p>CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>SE/TE: 3.1: 25b, 25e–25f, 47d, 48–49, 49a, 53a, 55d–55e, 55p–55q, 61b, 61e–61f, 78–79, 79a, 80–81, 81a, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 121b, 121p–121q, 159n, 159p–159q, 165b, 175d–175e, 187b–187c, 193d–193e, 193p–193q 3.2: 222–223, 223a, 237e–237f, 247d–247e, 256–257, 259b–259c, 265d–265e, 265p–265q, 299b, 299p–299q, 326–327, 328–329, 329a, 329b–329c, 333b, 333p–333q, 339e–339f, 356–357, 363p–363q, 367a 3.3: 375b, 375e–375f, 403p–403q, 507e–507f, 517d–517e, 537b, 541a 3.4: 42–43, 43a, 44–45, 45a, 45b–45c, 53d–53e, 140–141, 141a, 142–143, 143a, 172–173, 173a, 183p–183q 3.5: 195e–195f, 205d–205e, 219a, 227b, 227e–227f, 248–249, 249a, 253b, 253d–253e, 253p–253q, 271d–271e, 283b–283c, 285a, 287b, 287d–287e, 310–311, 311a, 311d, 313b–313c, 319b, 319p–319q, 359p–359q 3.6: 393b, 393d–393e, 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</p>

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<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>Comprehension and Collaboration Collaborative Discussion</p>	
<p>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>SE/TE: 3.1: 20–21, 21a–21b, 26a–26b, 38a–38b, 50a–50b, 50g–50h, 54–55, 62a–62b, 82a–82b, 89a, 91a–91b, 96a–96b, 106a–106b, 118a–118b, 118g–118h, 128a–128b, 140a–140b, 154a–154b, 158–159, 159a, 166a–166b, 176a–176b, 188a–188b 3.2: 205a, 206a–206b, 216a–216b, 226a–226b, 238a–238b, 248a–248b, 257d, 260a–260b, 272a–272b, 282a–282b, 294a–294b, 298–299, 299a, 306a–306b, 318a–318b, 330a–330b, 333a, 333n, 340a–340b, 350a–350b, 358a–358b, 358g–358h 3.3: 371a–371b, 376a–376b, 388c–388d, 398a–398b, 404–405, 439a–439b, 444a–444b, 496a–496b, 503a–503b, 508a–508b, 518a–518b, 532a–532b 3.4: 21a–21b, 25a, 26a–26b, 36a–36b, 46a–46b, 80a–80b, 117a–117b, 121a–121b, 122a–122b, 132a–132b, 144a–144b, 151a–151b, 156a–156b, 168a–168b, 176a–176b, 182–183, 183h 3.5: 195a, 196a–196b, 206a–206b, 216a–216b, 227a, 228a–228b, 238a–238b, 250a–250b, 255a–255b, 259b, 260a–260b, 272a–272b, 284a–284b, 289a–289b, 293a, 294a–294b, 304a–304b, 314a–314b, 321a–321b, 326a–326b, 340a–340b, 354a–354b 3.6: 371a, 372a–372b, 382a–382b, 390a–390b, 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</p>

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Comprehension and Collaboration Critical Listening	
CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	SE/TE: 3.2: 362–363, 363a 3.3: 371a, 402–403, 403a, 405a, 439a, 467, 503a, 537 3.4: 24a, 24–25, 115a 3.5: 221 3.6: 395a, 431a, 461a, 492–493, 495a
Comprehension and Collaboration Evaluating Information	
CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	SE/TE: 3.1: 55n, 88–89, 158–159, 159a, 159n, 192–193, 193a, 193n 3.2: 231a, 232–233, 264–265, 299n, 300–301, 333a, 333n 3.3: 403n–403o, 437n, 458, 467n, 501n, 536–537 3.4: 52–53, 53a, 53n, 84–85, 85n, 89a–89b, 114–115, 115a, 115n, 149, 149n, 182–183 3.5: 253n, 255a–255b, 286–287, 287n, 319, 359 3.6: 392–393, 428–429, 429n, 458–459, 459a, 459n

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Presentation of Knowledge and Ideas Purpose, Audience, and Task	
<p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p>SE/TE: 3.1: 54–55, 55a, 55n, 79a, 88–89, 89n, 115a, 120–121, 121a, 121n, 158–159, 159a, 159n, 192–193, 193a, 193n 3.2: 230–231, 231a, 231n, 257a, 264–265, 265a, 265n, 282e–282f, 291a, 198, 298–299, 299a, 299n, 333n, 350e–350f, 355a, 362–363, 363a, 363n, 363q 3.3: 388e–388f, 395a, 402–403, 403a, 403n–403o, 407a–407b, 425a, 428g–428h, 436–437, 437j, 437n, 452e–452f, 467, 467n, 500–501, 501a, 501n, 518e–518f, 528–529, 529a, 536–537, 537a, 537n 3.4: 52–53, 53a, 53n, 55a–55b, 84–85, 85a, 89a–89b, 115n, 140–141, 141a, 148, 149a, 149n, 173a, 182–183, 183n 3.5: 221, 221n, 238e–238f, 246–247, 247a, 252–253, 253a, 253n, 281a, 286–287, 287a, 287n, , 304e–304f, 311a, 318, 319a, 319n, 358, 359a, 359n 3.6: 387a, 392–393, 393a, 393n, 412e–412f, 420–421, 421a, 428–429, 429a, 429n, 446e–446f, 458–459, 459n, 478e–478f, 486–487, 487a, 492–493, 493a, 493n, 520–521, 521a, 530–531, 531a, 531n</p>
Presentation of Knowledge and Ideas Context	
<p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>SE/TE: 3.1: 54–55, 55a, 55n, 88–89, 159a, 192–193, 193a 3.2: 264–265, 265a, 298–299, 299a, 362–363 3.3: 402–403, 466–467, 467a, 500–501 3.4: 52–53, 55a–55b, 59c, 60a–60b, 114–115, 115a, 149n, 182–183 3.5: 221, 287, 359 3.6: 530–531, 531a, 531n</p>

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Integration of Knowledge and Ideas Multimedia	
CC.1.5.3.F 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.	SE/TE: 3.3: 373b, 407b, 441b, 471b, 505b 3.4: 52, 53q, 85a, 85q 3.6: 369b, 397b, 433b, 463b, 497b
Conventions of Standard English	
CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on Grade 3 level and content.	SE/TE: 3.1: 25d, 37c, 48–49, 55p–55q, 61d, 71c, 71e, 79e, 80–81, 81a, 81b–81c, 89c, 89o, 127d, 139c, 151a, 152–153, 153a, 159c 3.2: 231p–231q, 237d, 328–329, 329a, 329c 3.3: 451d–451e, 460–461, 461a, 461b–461c, 467c, 467d, 501b–501c 3.4: 25c–25d, 35c, 44–45, 45a, 53c, 108–109, 109a, 121d, 131c, 141e, 142–143, 143a, 149c, 149o, 149p–149q, 155d, 167c, 173e, 174–175, 175a, 183c, 183d–183e, 183o, 183p–183q 3.5: 221p–221q, 237d–237e, 249b–249c, 253d–253e, 287p–287q, 319p–319q, 352–353, 359p–359q 3.6: 393p–393q, 399d, 422–423, 423a, 429p–429q, 459p–459q, 493p–493q

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