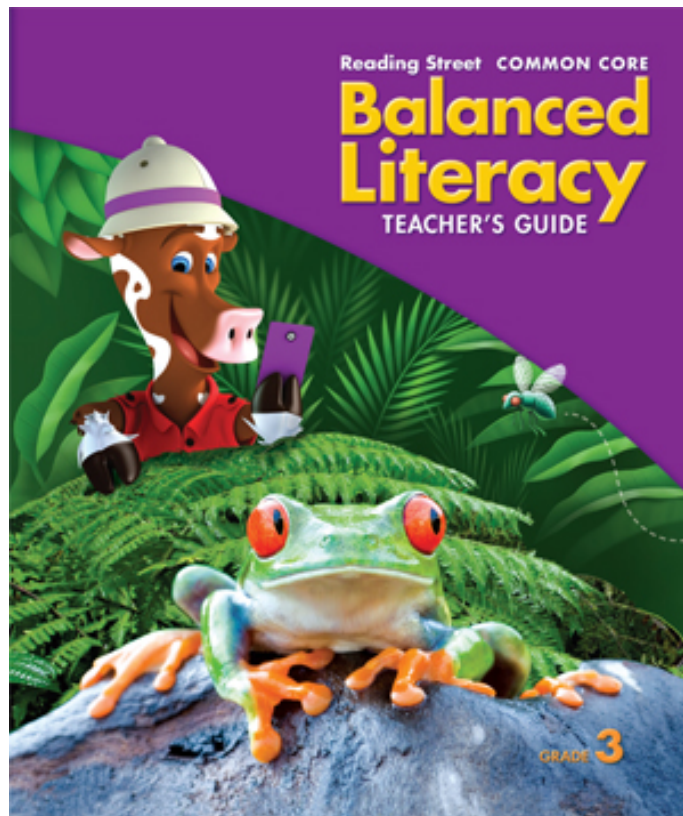


A Correlation of
**Reading Street
Common Core
Balanced Literacy**
©2015



To the
**Common Core State Standards
for English Language Arts
Grade 3**

A Correlation of Reading Street Common Core Balanced Literacy, ©2015 to the Common Core State Standards for English Language Arts Grade 3

Introduction

This document demonstrates how *Reading Street Common Core Balanced Literacy, ©2015*, aligns to the **Common Core State Standards for English Language Arts**. Correlation references are to the Balanced Literacy Teacher's Guide and are cited by page number. The Balanced Literacy Teacher's Guide is a guide for literacy instruction that supports balanced literacy classrooms.

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.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

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

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Table of Contents

Reading Standards for Literature	4
Reading Standards for Informational Texts.....	5
Reading Standards for Foundational Skills	6
Writing Standards	8
Speaking and Listening Standards	10
Language Standards.....	12

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Reading Standards for Literature	
Key Ideas and Details	
Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG: 6, 7, 18, 19, 30, 31, 54, 55, 78, 79, 90, 91, 102, 103, 115, 138, 139, 162, 163, 186, 187, 234, 235, 246, 247, 258, 259, 270, 271, 282, 283, 294, 295, 318, 319, 342, 343, 354, 355
Literature 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	TG: 6, 7, 18, 19, 30, 31, 54, 55, 79, 90, 91, 102, 103, 115, 139, 163, 186, 187, 199, 234, 235, 246, 247, 258, 259, 271, 283, 295, 319, 342, 343, 354, 355
Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TG: 6, 7, 18, 19, 30, 31, 54, 55, 78, 79, 90, 91, 102, 138, 139, 162, 163, 199, 234, 235, 246, 247, 258, 259, 270, 271, 282, 283, 294, 295, 318, 319, 342, 343, 354, 355
Craft and Structure	
Literature 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	TG: 7, 31, 32, 79, 102, 116, 212, 234, 236, 258, 259, 270, 271, 272, 295, 319, 342, 355
Literature 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	TG: 6, 54, 102, 138, 139, 140, 151, 162, 271, 342, 343, 355
Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.	TG: 19, 20, 55, 102, 103, 139, 235, 260, 295, 343, 355
Integration of Knowledge and Ideas	
Literature 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	TG: 6, 19, 30, 54, 78, 79, 91, 102, 162, 163, 235, 246, 258, 259, 270, 282, 294, 318, 342, 343
Literature 8. (Not applicable to literature)	Not applicable according to the Common Core State Standards for English Language Arts

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Literature 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TG: 19, 139, 151, 235
Range of Reading and Level of Text Complexity	
Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	TG: 6, 7, 18, 19, 30, 31, 43, 54, 55, 67, 78, 79, 90, 91, 102, 103, 115, 127, 139, 151, 162, 163, 199, 234, 235, 246, 258, 270, 271, 282, 294, 295, 318, 319, 342, 343, 354, 355
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG: 7, 30, 31, 42, 43, 55, 66, 67, 79, 91, 114, 115, 126, 127, 150, 151, 163, 174, 175, 186, 187, 198, 199, 210, 211, 222, 223, 234, 247, 258, 259, 282, 294, 306, 307, 318, 319, 330, 331, 343, 354
Informational Text 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	TG: 7, 31, 43, 66, 67, 91, 114, 115, 126, 127, 151, 187, 198, 199, 211, 223, 247, 258, 259, 282, 307, 319, 330, 331, 354
Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	TG: 7, 30, 42, 43, 67, 126, 127, 174, 175, 186, 187, 199, 210, 211, 223, 234, 247, 306, 307, 318
Craft and Structure	
Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	TG: 40, 43, 67, 114, 124, 163, 174, 187, 222, 331
Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	TG: 11, 43, 55, 67, 71, 79, 91, 107, 114, 115, 126, 127, 131, 150, 151, 163, 174, 175, 187, 198, 199, 211, 215, 223, 247, 259, 275, 283, 295, 299, 307, 319, 323, 335, 343

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Informational Text 6. Distinguish their own point of view from that of the author of a text.	TG: 114, 150, 187, 198, 199, 210, 211, 222, 294
Integration of Knowledge and Ideas	
Informational Text 7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	TG: 7, 42, 43, 55, 67, 71, 95, 114, 115, 119, 127, 150, 151, 174, 175, 179, 187, 198, 199, 211, 222, 223, 227, 247, 283, 307, 319, 330, 331
Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second/third in a sequence).	TG: 42, 43, 114, 115, 126, 127, 150, 174, 175, 211, 222, 223, 247, 306, 319
Informational Text 9. Compare and contrast the most important points and key details presented in two texts on the same topic.	TG: 31, 67, 79, 91, 187, 211, 223, 247, 259, 295, 319, 331
Range of Reading and Level of Text Complexity	
Informational Text 10. By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	TG: 7, 11, 19, 31, 42, 43, 55, 66, 67, 79, 91, 103, 114, 115, 126, 127, 139, 150, 163, 174, 175, 186, 187, 198, 222, 223, 247, 259, 295, 306, 307, 319, 330, 331
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 3)	Not applicable according to the Common Core State Standards for English Language Arts
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 3)	Not applicable according to the Common Core State Standards for English Language Arts

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	TG: 8, 9, 16, 20, 21, 24, 32, 33, 44, 45, 56, 57, 68, 69, 80, 81, 92, 93, 104, 105, 116, 117, 128, 129, 140, 141, 148, 152, 153, 164, 165, 176, 177, 188, 189, 196, 200, 201, 212, 213, 224, 225, 248, 249, 272, 273, 284, 285, 296, 297, 308, 309, 320, 321, 332, 333, 344, 345, 356, 357
Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.	TG: 52, 60, 140, 141, 164, 165, 212, 213, 212, 213, 220, 224, 225, 237, 292, 293, 296, 297, 340, 344, 345, 348
Foundational Skills 3.b. Decode words with common Latin suffixes.	TG: 164, 165, 224, 225, 237, 292, 293, 296, 297, 309, 333, 345
Foundational Skills 3.c. Decode multi-syllable words.	TG: 8, 9, 16, 21, 24, 32, 33, 68, 69, 80, 81, 105, 152, 153, 236, 237, 248, 249, 261, 272, 285, 320, 321, 332, 333, 345, 356, 357
Foundational Skills 3.d. Read grade appropriate irregularly spelled words.	TG: 8, 9, 20, 21, 32, 33, 44, 45, 56, 57, 68, 69, 93, 104, 105, 116, 117, 128, 129, 140, 141, 152, 153, 165, 176, 177, 188, 189, 200, 201, 213, 225, 237, 249, 284, 285, 309, 333, 345
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	TG: 9, 12, 24, 36, 42, 45, 48, 54, 56, 57, 60, 66, 68, 69, 72, 78, 80, 81, 84, 90, 92, 93, 96, 102, 105, 108, 116, 117, 120, 126, 132, 138, 140, 141, 144, 150, 151, 152, 153, 156, 168, 180, 192, 204, 216, 228, 240, 252, 264, 276, 288, 300, 312, 324, 336, 348
Foundational Skills 4.a. Read grade-level text with purpose and understanding.	TG: 12, 18, 44, 45, 56, 57, 81, 84, 91, 96, 105, 108, 132, 144, 152, 153, 156, 204, 216
Foundational Skills 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG: 6, 8, 12, 18, 24, 30, 36, 42, 48, 54, 60, 64, 66, 69, 72, 84, 90, 96, 104, 105, 108, 120, 126, 132, 144, 156, 168, 180, 192, 204, 216, 228, 240, 252, 264, 276, 288, 300, 312, 324, 336, 348

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG: 4, 6, 12, 64, 72, 78, 100, 105, 108, 112, 120, 162, 184, 192, 208, 256, 260, 261, 264, 352, 360
Writing Standards	
Text Types and Purposes	
Writing 1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	TG: 79, 95, 191, 251, 299
Writing 1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TG: 95, 191, 251, 299
Writing 1.b. Provide reasons that support the opinion.	TG: 79, 95, 191, 251, 299
Writing 1.c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	TG: 95, 191, 299
Writing 1.d. Provide a concluding statement or section.	TG: 95, 191
Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TG: 11, 91, 119, 131, 143, 155, 167, 179, 215, 227, 251, 263, 275, 287, 299, 311, 335, 347, 359
Writing 2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG: 35, 47, 83, 107, 119, 127, 155, 167, 179, 199, 215, 239, 275, 287, 335
Writing 2.b. Develop the topic with facts, definitions, and details.	TG: 35, 47, 83, 103, 115, 119, 127, 131, 143, 155, 167, 179, 199, 215, 263, 275, 287, 299, 311, 335, 347, 359
Writing 2.c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	TG: 119, 179, 335
Writing 2.d. Provide a concluding statement or section.	TG: 119, 155, 167, 179, 215, 335

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TG: 11, 23, 47, 59, 83, 131, 143, 203, 227, 263, 275, 323, 347, 359
Writing 3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TG: 11, 23, 59, 83, 115, 131, 143, 203, 227, 239, 263, 275, 323, 347, 359
Writing 3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TG: 11, 23, 47, 59, 83, 107, 131, 143, 203, 227, 263, 275, 347, 359
Writing 3.c. Use temporal words and phrases to signal event order.	TG: 83, 131, 203, 227, 239, 263
Writing 3.d. Provide a sense of closure.	TG: 23, 83, 131, 143, 203, 359
Production and Distribution of Writing	
Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)	TG: 11, 23, 31, 35, 43, 55, 59, 71, 83, 95, 103, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	TG: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
Writing 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TG: 11, 23, 35, 47, 59, 71, 79, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Research to Build and Present Knowledge	
Writing 7. Conduct short research projects that build knowledge about a topic.	TG: 12, 23, 35, 47, 59, 71, 72, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 215, 227, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
Writing 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TG: 11, 23, 35, 47, 59, 67, 71, 83, 95, 107, 115, 119, 127, 131, 139, 143, 151, 155, 163, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
Writing 9. (Begins in Grade 4)	Not applicable according to the Common Core State Standards for English Language Arts
Range of Writing	
Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TG: 11, 19, 23, 35, 47, 59, 67, 71, 79, 83, 95, 103, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 247, 251, 263, 271, 275, 287, 299, 311, 323, 335, 347, 359
Speaking and Listening Standards	
Comprehension and Collaboration	
Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	TG: 3, 7, 15, 24, 27, 39, 48, 51, 63, 64, 87, 96, 99, 107, 108, 111, 123, 147, 171, 183, 219, 227, 231, 243, 251, 255, 263, 267, 275, 287, 291, 303, 311, 323, 327, 335, 347, 351, 359
Speaking/Listening 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TG: 23, 47, 59, 60, 83, 87, 95, 96, 107, 108, 111, 120, 131, 132, 135, 143, 147, 155, 167, 180, 191, 192, 195, 203, 215, 216, 219, 240, 275, 311, 323, 335, 359
Speaking/Listening 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	TG: 12, 24, 35, 36, 48, 51, 59, 72, 83, 95, 96, 107, 119, 143, 144, 159, 180, 192, 216, 227, 228, 239, 240, 252, 263, 275, 276, 287, 288, 311, 312, 323, 324, 335, 347, 348, 359

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Speaking/Listening 1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TG: 15, 72, 111, 132, 147, 159, 180, 192, 240, 263, 335, 336, 359
Speaking/Listening 1.d Explain their own ideas and understanding in light of the discussion.	TG: 51, 87, 96, 99, 107, 111, 195, 227, 263, 336
Speaking/Listening 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG: 108, 120, 132, 147, 216
Speaking/Listening 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TG: 48, 60, 72, 95, 108, 131, 180, 192, 203, 204, 215, 216, 227, 263, 275, 323, 335, 336, 359
Presentation of Knowledge and Ideas	
Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	TG: 11, 12, 23, 24, 35, 36, 47, 48, 51, 59, 60, 71, 72, 79, 83, 84, 95, 96, 107, 119, 120, 131, 132, 143, 155, 167, 168, 180, 191, 203, 204, 215, 227, 228, 239, 251, 263, 264, 275, 276, 287, 288, 299, 300, 311, 312, 323, 324, 335, 347, 348, 359, 360
Speaking/Listening 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	TG: 11, 23, 47, 71, 72, 83, 95, 132, 155, 168, 191, 192, 203, 204
Speaking/Listening 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TG: 12, 48, 60, 84, 96, 156, 216, 227, 359, 360

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Language Standards	
Conventions in Writing and Speaking	
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TG: 10, 22, 23, 46, 47, 82, 107, 155, 190, 191, 226, 227, 238, 239, 251, 263, 287, 322, 323, 347
Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TG: 70, 82, 130, 142, 178, 190, 202, 214, 250, 262, 274
Language 1.b. Form and use regular and irregular plural nouns.	TG: 20, 21, 82, 94, 118, 188, 189
Language 1.c. Use abstract nouns (e.g., <i>childhood</i>).	TG: 70, 82, 215
Language 1.d. Form and use regular and irregular verbs.	TG: 130, 178
Language 1.e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	TG: 130, 142, 166
Language 1.f. Ensure subject-verb and pronoun-antecedent agreement.*	TG: 47, 154, 155, 202
Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TG: 262, 286
Language 1.h. Use coordinating and subordinating conjunctions.	TG: 191, 203, 215, 298, 334
Language 1.i. Produce simple, compound, and complex sentences.	TG: 10, 22, 34, 35, 46, 58, 107, 167, 203, 215, 287, 334
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TG: 10, 34, 35, 46, 47, 58, 70, 71, 82, 83, 88, 107, 118, 141, 143, 155, 167, 202, 203, 227, 238, 274, 287, 299, 310, 311, 322, 323, 346, 347
Language 2.a. Capitalize appropriate words in titles.	TG: 215, 299, 310

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Language 2.b. Use commas in addresses.	TG: 287, 346
Language 2.c. Use commas and quotation marks in dialogue.	TG: 104, 143, 203, 358
Language 2.d. Form and use possessives.	TG: 106, 118, 214
Language 2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	TG: 4, 5, 16, 17, 20, 21, 28, 29, 32, 45, 53, 125, 137, 140, 141, 160, 161, 164, 165, 184, 185, 197, 220, 221, 225, 227, 256, 292, 293, 308, 309, 328, 329, 340, 341, 357
Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules meaningful word parts) in writing words.	TG: 4, 5, 8, 17, 28, 29, 40, 41, 44, 45, 52, 53, 56, 57, 64, 65, 76, 77, 80, 88, 89, 93, 96, 100, 101, 112, 113, 124, 125, 128, 129, 136, 137, 140, 141, 148, 149, 152, 160, 161, 165, 172, 173, 176, 177, 185, 196, 197, 208, 209, 232, 233, 236, 237, 244, 245, 256, 257, 268, 269, 272, 280, 281, 304, 305, 316, 317, 328, 329, 340, 341, 352, 353
Language 2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TG: 77, 96, 143, 191, 323, 347
Knowledge of Language	
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TG: 11, 22, 35, 47, 68, 95, 96, 120, 131, 143, 155, 167, 179, 215, 227, 228, 239, 251, 252, 264, 271, 275, 287, 288, 311, 323, 324, 348
Language 3.a. Choose words and phrases for effect.	TG: 11, 35, 47, 68, 71, 83, 92, 96, 116, 131, 143, 176, 224, 239, 248, 251, 263, 275, 287, 308, 323, 335, 344, 359
Language 3.b. Recognize and observe differences between the conventions of spoken and written standard English.	TG: 24, 47, 48, 228, 264

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	TG: 3, 4, 12, 16, 17, 18, 24, 28, 39, 40, 41, 48, 56, 63, 64, 67, 72, 75, 76, 77, 78, 84, 88, 92, 93, 96, 99, 100, 105, 108, 111, 112, 113, 116, 120, 124, 125, 126, 132, 135, 136, 137, 144, 147, 148, 155, 156, 159, 160, 163, 168, 172, 184, 185, 192, 195, 196, 204, 207, 208, 209, 216, 219, 220, 228, 232, 233, 240, 243, 244, 245, 252, 255, 256, 264, 267, 268, 276, 279, 280, 288, 291, 292, 300, 303, 304, 305, 315, 316, 317, 316, 324, 327, 328, 329, 336, 339, 340, 341, 351, 352, 357, 360
Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	TG: 4, 12, 16, 29, 40, 41, 43, 48, 64, 72, 77, 78, 79, 84, 108, 112, 114, 120, 124, 125, 126, 132, 135, 136, 137, 147, 152, 160, 163, 168, 184, 185, 192, 208, 209, 210, 216, 220, 228, 244, 252, 256, 260, 261, 264, 268, 280, 288, 292, 300, 316, 324, 352, 360
Language 4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/ careless, heat/preheat</i>).	TG: 28, 52, 53, 60, 140, 141, 164, 165, 172, 173, 180, 220, 225, 304, 309, 312, 340, 344, 345, 348, 356
Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	TG: 52, 60, 172, 173, 180, 220, 356, 357
Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TG: 28, 30, 36, 84, 136, 138, 144, 148, 156, 196, 204, 232, 240, 316, 324, 328, 336, 340, 348, 360
Language 5. Demonstrate understanding of word relationships and nuances in word meanings.	TG: 64, 68, 72, 80, 100, 108, 124, 126, 132, 151, 152, 208, 209, 216, 236, 244, 252, 256, 264, 280, 288, 300, 316, 324, 332, 360
Language 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	TG: 84, 102, 126, 128, 151, 152, 210, 320, 332

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 3**

Common Core State Standards for English Language Arts Grade 3	Reading Street Common Core Balanced Literacy, ©2015 Grade 3
Language 5.b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	TG: 3, 4, 15, 16, 27, 28, 39, 40, 47, 51, 52, 63, 64, 75, 99, 111, 123, 124, 135, 147, 159, 171, 183, 184, 195, 207, 219, 231, 243, 255, 267, 279, 291, 303, 315, 327, 339, 351, 352
Language 5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	TG: 72, 244, 252, 352, 360
Language 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	TG: 3, 15, 16, 27, 20, 27, 39, 51, 52, 63, 64, 75, 76, 88, 99, 111, 112, 123, 135, 147, 155, 159, 160, 168, 171, 172, 183, 195, 207, 208, 209, 216, 219, 231, 232, 243, 255, 256, 267, 268, 279, 280, 291, 303, 304, 305, 315, 316, 317, 327, 328, 329, 339, 340, 341, 351