

A Correlation of
**Scott Foresman
Reading Street
Common Core**
©2013



to the

**Language and Literacy Framework for
Literature and the Content Areas**

Grade 3

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INTRODUCTION

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013** meets the *Language and Literacy Framework for Literature and the Content Areas**. Correlation page references are to the Teacher's Edition and Student Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Scott Foresman Reading Street, Common Core is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of **Reading Street** is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

Writing on Reading Street

Writing instruction on **Reading Street** emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Small Group Time

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

ELL Instruction

Daily support for English language learners can be found throughout the **Reading Street** Teacher's Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

21st Century Skills

Technology on **Scott Foresman Reading Street** can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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*Fountas, I. C. & Pinnell, G.S. (2006). *Teaching for Comprehending and Fluency K–8: Thinking, Talking, and Writing About Reading*. Portsmouth, NH: Heinemann. Fountas, I.C. & Pinnell, G.S. (2000). *Guiding Readers and Writers (Grades 3–6) Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

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<p>The three block framework, consisting of language and word study, reading workshop, and writing workshop, is a conceptual tool for organizing instruction. The framework is flexible, allowing numerous variations in content, student groupings, daily timeframes and the level of teacher-directed instruction.</p>	
<p>The Three Blocks</p>	
<p>Language and Word Study</p>	
<p>Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry.</p>	<p>Reading Street Common Core provides in-depth study of all types of reading materials.</p> <p>Literature: TE 1: 27–28–37a, 38e–47a, 64–65–71a, 82g–87a, 98–99–105a, 106e–115a, 168–169–175a, 176e–185a TE 2: 240–241–247a, 248e–257a, 274–275–281a, 282e–291a, 308–309–317a, 318e–327a, 330g–331a, 358g–361a TE 3: 412–413–417a, 418e–425a, 428g–435a, 476–477–485a, 486e–493a TE 4: 80g–83a, 158–159–167a, 168e–173a, 176g–181a TE 5: 198–199–205a, 206e–213a, 230–231–237a, 238e–247a, 262–263–271a, 272e–281a, 296–297–303a, 304e–311a, 328–329–339a, 340e–351a TE 6: 402–403–411a, 412e–421e, 468–469–477a, 478e–491a, 502–503–511a, 512e–521a, 524g–529a</p>

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<p>Continued Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry.</p>	<p>Continued Informational texts: TE 1: 50g–53a, 118g–119a, 130–131–139a, 140e–151a, 154g–157a, 188g–189a TE 2: 208–209–215a, 216e–223a, 226g–229a, 260g–263a, 294g–297a, 342–343–349a, 350e–355a TE 3: 378–379–387a, 388e–395a, 398g–399a, 446–447–451a, 452e–459a, 496g–499a, 510–511–517a, 518e–529a, 532g–535a TE 4: 28–29–35a, 36e–43a, 46g–51a, 62–63–69a, 70e–77a, 94–95–99a, 100e–107a, 110g–113a, 124–125–131a, 132e–141a, 144g–147a TE 5: 216g–219a, 250g–251a, 314g–317a, 354g–357a TE 6: 374–375–381a, 382e–387a, 390g–391a, 424g–427a, 438–439–445a, 446e–453a, 456g–457a, 490g–491a</p> <p>Poetry: TE 1: 194–195–197a TE 2: 364–365–367a TE 3: 462g–465a, 538–539–541a TE 4: 184–185–187a TE 5: 284g–285a, 360–361–363a TE 6: 532–533–535a</p>

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<p>They investigate the meaning and structure of words,</p>	<p>Each week, students acquire academic vocabulary and domain-specific words. Students develop vocabulary through a wide variety of oral and written activities/exercises. Refer to the following examples:</p> <p>TE 1: 26e, 26-27, 50a, 55h, 56j-57b, 89a, 96e, 106a, 121a, 128e, 154a, 166e, 188a TE 2: 200j-201b, 206e, 231a, 238e, 248a, 272e, 294a, 300j-301b, 306e, 340e, 358a TE 3: 376e, 388a, 404j-405b, 418a, 444e, 467a, 467f, 474e, 501f, 508e, 508-509 TE 4: 20j-21b, 26e, 46a, 59a, 60e, 80a, 91a, 92e, 115f, 122e, 144a, 150j, 168a TE 5: 195a, 196e, 206a, 222j-223b, 228e, 253h, 260e, 260-261, 272a, 294e, 325a TE 6: 366j, 372e, 372-373, 400e, 424a, 430j-431b, 459a, 466e, 466-467, 499a</p>
<p>And the conventions and forms of written language.</p>	<p>Reading Street Common Core focuses on conventions prior to each writing lesson. Students then apply in the daily <i>Writing</i> activities and then <i>Independent Writing</i>. In addition, the features <i>Bridge to Common Core</i> and <i>English Language Learners: Support Writing</i> target both forms and conventions. Refer to the following examples:</p> <p>TE 1: 25d, 47e, 55c, 55o, 71c, 89c, 95d, 115e, 121c, 139c, 159o, 165d, 175c, 193c TE 2: 205d, 223e, 231c, 247c, 265c, 265o, 281c, 291e, 299o, 305d, 333c, 349c, 363c TE 3: 387c, 395e, 403c, 409d, 425e, 437o, 443d, 467c, 485c, 501o, 507d, 529d, 537o TE 4: 35c, 43e, 53o, 59d, 77e, 85c, 91d, 107e, 115o, 121d, 141e, 149c, 155d, 183o TE 5: 195d, 213e, 221c, 227d, 247e, 253o, 271c, 287c, 287o, 293d, 303c, 319c, 359o TE 6: 371d, 387e, 393c, 411c, 421e, 429o, 435d, 453e, 459c, 465d, 493c, 511c, 531o</p>

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<p>Reading Workshop</p>	
<p>Students read a variety of self-selected and teacher-selected texts for extended periods.</p>	<p>Each <i>Reading Street Common Core</i> nurtures the love of reading. Each week the text set consists of an anchor text and a paired selection. Each text was thoughtfully selected to provide key insights into the unit concept or theme. The weekly <i>Independent Reading</i> allows students to select books and practice reading independently. Students have an opportunity to extend and apply what they have learned. Refer to the following examples:</p> <p>TE 1: 20i, 28-29, 50g, 56i, 64-65, 72e, 82g, 90i, 98-99, 118g, 122i, 130-131, 160i TE 2: 200i, 208-209, 226g, 232i, 260g, 266i, 274-275, 300i, 308-309, 334i, 358g TE 3: 370i, 378-379, 398g, 404i, 412-413, 428g, 438i, 462g, 488i, 502i, 532g TE 4: 20i, 46g, 54i, 62-63, 80g, 86i, 94-95, 116i, 124-125, 144g, 150i, 158-159, 176g TE 5: 190i, 198-199, 216g, 222i, 230-231, 254i, 262-263, 284g, 288i, 296-297, 320i TE 6: 366i, 374-375, 402-403, 424g, 394i, 430i, 446e, 456g, 460i, 478e, 494i, 524g</p>
<p>They construct meaning and make personal and textual connections as they learn from and about reading.</p>	<p>Weekly and unit instruction is built around science and social studies concepts. The concepts connect every piece of literature, vocabulary, and writing, allowing students to develop deep knowledge, construct meaning and make connections. Refer to the following examples:</p> <p>TE 1: 24a, 24-25, 31a, 40-41, 43a, 46-47, 67a, 78-79, 101a, 119a, 171a, 184-185 TE 2: 256-257, 287a, 290-291, 296-297, 297a, 326-327, 330-331, 331a TE 3: 394-395, 417a, 458-459, 463a, 477a, 479a, 492-493, 498-499, 499a TE 4: 42-43, 76-77, 82-83, 83a, 106-107, 159a, 161a, 172-173, 180-181, 181a TE 5: 201a, 212-213, 246-247, 251a, 265a, 285a, 299a, 317a, 324a, 331a, 337a TE 6: 405a, 420-421, 426-427, 427a, 469a, 486-487, 505a, 520-521, 528-529</p>

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<p>Students learn effective comprehending strategies they apply to fiction and nonfiction texts.</p>	<p>The <i>Read for Understanding Routines</i> provides weekly opportunities to develop deep understanding and build higher-order thinking skills through Close Reading. Students learn and use the comprehension skills and strategies they need to understand the text. The Text-Based Comprehension activities/strategies in <i>Reading Street Common Core</i> support a student’s success in reading. <i>Small Group Time</i> options provide additional instruction, practice, or extension as needed. Refer to the following examples:</p> <p>Fiction: TE 1: 27–28–37a, 38e–47a, SG•3, 64–65–71a, 82g–87a, SG•29, 98–99–105a, 106e–115a, 168–169–175a, 176e–185a TE 2: 240–241–247a, 248e–257a, SG•30, 274–275–281a, 282e–291a, 308–309–317a, 318e–327a, 330g–331a, SG•57, 358g–361a TE 3: 412–413–417a, 418e–425a, 428g–435a, SG•24, 476–477–485a, 486e–493a, SG•57 TE 4: 80g–83a, 158–159–167a, 168e–173a, 176g–181a, SG•67, SG•73 TE 5: 198–199–205a, 206e–213a, SG•8, 230–231–237a, 238e–247a, 262–263–271a, 272e–281a, SG•36, 296–297–303a, 304e–311a, 328–329–339a, 340e–351a TE 6: 402–403–411a, 412e–421e, SG•25, 468–469–477a, 478e–491a, SG•51, 502–503–511a, 512e–521a, 524g–529a</p>

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<p>Continued Students learn effective comprehending strategies they apply to fiction and nonfiction texts.</p>	<p>Continued Nonfiction: TE 1: 50g–53a, 118g–119a, 130–131–139a, 140e–151a, 154g–157a, SG•57, SG•58, 188g–189a TE 2: 208–209–215a, 216e–223a, 226g–229a, SG•14, 260g–263a, 294g–297a, 342–343–349a, 350e–355a TE 3: 378–379–387a, 388e–395a, 398g–399a, SG•4, 446–447–451a, 452e–459a, SG•36, 496g–499a, 510–511–517a, 518e–529a, 532g–535a TE 4: 28–29–35a, 36e–43a, 46g–51a, SG•3, 62–63–69a, 70e–77a, SG•25, 94–95–99a, 100e–107a, 110g–113a, 124–125–131a, 132e–141a, 144g–147a TE 5: 216g–219a, 250g–251a, 314g–317a, 354g–357a TE 6: 374–375–381a, 382e–387a, 390g–391a, SG•13, 424g–427a, 438–439–445a, 446e–453a, 456g–457a, SG•45, 490g–491a</p>

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<p>Writing Workshop</p>	
<p>Students develop writing strategies and skills,</p>	<p>Varied writing tasks help students write to inform, explain, narrate or persuade. Daily writing allows students to write in response to their reading as well as the Quick Write routine for writing on demand. In addition, students write different writing products each week. On the Unit level, students compose one- or two-week Writing Workshops as well as writing process lessons. Refer to the following examples:</p> <p>TE 1: 25e–25f, 37d–37e, 48–49a, 61e–61f, 71d–71e, 80–81a, 81b–81c, 86–87, 165e–165f, 175d–175e, 186–187a WP1-WP10</p> <p>TE 2: 247d–247e, 258–259a, 271e–271f, 281d–281e, 292–293, 293a, 299d–299e, 299p–299q, 360–361a, 363b, WP1-WP10</p> <p>TE 3: 375e–375f, 387b, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 409e–409f, 426–427a, 536-537a, WP1-WP10</p> <p>TE 4: 25e–25f, 35d–35e, 44–45a, 59e–59f, 82–83a, 85d–85e, 121e–121f, 131d–131e, 142–143a, 149d–149e, WP1-WP10</p> <p>TE 5: 195e–195f, 214–215a, 215b–215c, 227e–227f, 248–249a, 325e–325f, 339d–339e, 352–353a, 353b–353c, WP1-WP10</p> <p>TE 6: 411d–411e, 465e–465f, 477d–477e, 488–489, 499e–499f, 511d–511e, 522–523, 523a, 531d–531e, WP1-WP10</p>

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<p>Learn about the writer's craft,</p>	<p>Students analyze organizational models and mentor text to exemplify good traits. Together, students examine and explore writers' styles and techniques. Refer to the following examples:</p> <p>TE 1: 25e-25f, 48-49, 55d, 61e-61f, 80-81, 89d, 127e-127f, 152-153, 159c, 165e, WP2 TE 2: 205e-205f, 224-225, 231d, 237e-237f, 265d, 271e-271f, 305e-305f, WP2 TE 3: 375e-375f, 396-397, 409e-409f, 426-427, 443e, 467d, 473e, 494-495, WP2 TE 4: 25e-25f, 44-45, 59e-59f, 85d, 91e-91f, 108-109, 121e, 142-143, 149d, WP2 TE 5: 195e-195f, 214-215, 227e-227f, 253d, 259e-259f, 293e-293f, 325e, WP2 TE 6: 399e-399f, 422-423, 429d, 435e-435f, 459d, 465e-465f, 499e-499f, WP2</p>
<p>And use writing as a tool for learning and communication.</p>	<p>Writing is the tool for enhancing reading comprehension and learning from text as well as communicating effectively. Reading Street Common Core provides opportunities and guidance for students to talk about and then write about what they have read and learned. Refer to the following examples:</p> <p>TE 1: 46-47, 53a, 78-79, 87a, 114-115, 116-117, 119a, 150-151, 157a, 184-185 TE 2: 222-223, 229a, 256-257, 263a, 290-291, 297a, 326-327, 331a, 356-357, 361a TE 3: 394-395, 399a, 424-425, 435a, 460-461, 456a, 492-493, 499a, 528-529, 535a TE 4: 42-43, 51a, 76-77, 83a, 106-107, 113a, 140-141, 147a, 172-173, 187a TE 5: 212-213, 214-215, 219a, 246-247, 251a, 280-281, 285a, 317a, 350-351, 357a TE 6: 386-387, 391a, 420-421, 427a, 452-453, 457a, 486-487, 491a, 520-521, 529a</p>

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<p>Writing for sustained periods, they explore different genres and formats for a range of purposes</p>	<p>The varied writing tasks in <i>Reading Street Common Core</i> help students write successfully in order to inform, explain, narrate or persuade in the appropriate format with purpose. Refer to the following examples:</p> <p>Genres: TE 1: 54-55, 55a, 192-193, 193a TE 2: 271e-271f, 281d-281e, 292-293, 293a, 293b-293c, 299d-299e, 299p-299q TE 3: 402-403a, 473e-473f, 485d-485e, 494-495a, 495b-495c, 501d-501e, WP1 TE 4: 59e-59f, 78-79a, 82-83a, 85d-85e, 121e-121f, 142-143a, 149d-149e, WP1 TE 5: 318-319a, 325e-325f, 339d-339e, 352-353a, 353b-353c, 359d-359d, WP1 TE 6: 465e-465f, 477d-477e, 488-489, 499e-499f, 511d-511e, 522-523a, WP1</p> <p>Formats: TE 1: 25e-25f, 55q, 61e-61f, 89p-89q, 95e-95f, 121p-121q, 127e-127e, WP10 TE 2: 205e-205f, 231p-231q, 237e-237f, 265p-265q, 217e-217f, 305e-30f, WP10 TE 3: 375e-375f, 403p-403q, 409e-409f, 437q, 443e-443f, 467p-467q, 473e, WP10 TE 4: 25e-25f, 53p-53q, 59e-59f, 85p-85q, 91e-91f, 115q, 121e-121f, 149q, WP10 TE 5: 195e-195f, 221p-221q, 227e-227f, 253q, 259e-259f, 287p-287q, 293e, WP10 TE 6: 399e-399f, 429p-429q, 465d-465f, 493p-493q, 499e-499f, 531p-531q, WP10</p>

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<p>Continued Writing for sustained periods, they explore different genres and formats for a range of purposes</p>	<p>Continued Range of purposes: TE 1: 37d-37e, 48-49, 71d-71e, 80-81, 105d-105e, 116-117, 139d-139e, WP1 TE 2: 215d-215e, 224-225, 247d-247e, 258-259, 281d-281e, 317d-317e, WP1 TE 3: 387d-387e, 396-397, 417d-417e, 451d-451e, 460-461, 485d-485e, WP1 TE 4: 35d-35e, 44-45, 45b-45c, 69d-69e, 99d-99e, 108-109, 131d-131e, 167d, WP1 TE 5: 205d-205e, 214-215c, 237d-237e, 248-249, 271d-271e, 303d-303e, WP1 TE 6: 411d-411e, 422-423, 445d-445e, 477d, 488-489, 511d-511e, 522-523, WP1</p>
<p>and for a variety of audiences.</p>	<p>TE 1: 49a, 54-55, 116-117, 117b, 193p TE 2: 238-239, 264-265, 292-293, 339e TE 3: 443f, 460-461, 462g, 467e, 467p, 507e, 537p TE 4: 155e, 183p, WP6, WP8 TE 5: 214-215, 221e, 248-249, 325f TE 6: 372d, 419a, 424g, 493b, 499e, 523p, 531p</p>