

A Correlation of



© 2011

to the

Indiana
Common Core State Standards
for English Language Arts
Grade Three

INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street @2011* meets the objectives of the Indiana Common Core State Standards for English Language Arts. Correlation page references to the Teacher's Edition are cited by unit and volume. Lessons in the Teacher's Edition contain facsimile Student Edition pages. Student Edition pages are cited by volume.

Scott Foresman Reading Street 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 Comprehension.

Assessment

Reading Street begins the year with the Baseline Group Test to make initial grouping decisions. Daily and Weekly assessment allow teachers to monitor students' progress at different critical points of instruction. The Unit Benchmark Test measures students' mastery of target skills taught throughout the unit. The End-of-Year Benchmark Test measures students' mastery of target skills taught throughout the six units of the program.

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 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 in the Differentiated Instruction feature in the *Reading Street* Teacher's Edition, as well as daily lessons for the ELL group. They offer pacing suggestions for the week and scaffolded instruction for the week's target skills and strategies. An ELL Reader reinforces the weekly concept and vocabulary while building language and fluency.

Literacy

Reading Street provides what teachers need to organize and carry out a customized literacy program. Planning guides and instructional lessons help teachers plan and implement lessons. Teachers can select from a rich array of readers to match texts to students.

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.

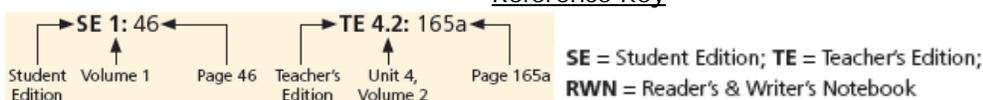
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Reading Standards for Literature	
Key Ideas and Details	
<p>Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>SE 1: 46, 78, 114, 184, 256, 290, 326, 424, 492; 2: 172, 212, 246, 310, 350, 420 486, 520</p> <p>TE 1.1: 37a, 39a, 41a, 43a, 47a, 68–69a, 72–73a, 77a, 79a, 87a, 94a, 94–95, 104–105, 105a, 106e, 107a, 108–109, 109a, 115a 1.2: 164a, 164–165, 170–171, 171a, 173a, 176–177, 177a, 179a, 181a, 183a, 185a, 189a, 193h, 193l–193m; 2.1: 236a, 236–237, 242–243, 244–245, 245a, 247a, 248e, 248–249, 249a, 253a, 257a, 270a, 270e, 270–271, 277a, 280–281, 281a, 282e, 282–283a, 286–287, 287a, 289a, 291a, 299h, 299l–299m; 2.2: 321a, 325a, 327a; 3.1: 408a, 408–409, 415a, 416–417, 417a, 418e, 419a, 420–421, 421a, 422–423, 423a, 425a, 429a, 437h, 437l–437m; 3.2: 472a, 472–473, 479a, 480–481, 481a, 485a, 486e, 487a, 489a, 490–491, 491a, 493a, IR14–IR15 IR21, IR23, IR24, IR41, IR44; 4.1: 83a; 4.2: 154a, 154–155, 162–163, 163a, 165a, 166–167, 167a, 171a, 173a, IR51, IR53 5.1: 207a, 213a, 239a, 241a, 245a, 247a, 271a, 275a, 277a, 279a; 5.2: 292a, 292–293, 298–299, 299a 301a, 304e, 305a, 306–307, 307a, 309a, 311a, 315a, 319h, 319l–319m, 324a, 324–325, 330–331, 331a, 333a, 335a, 338–339, 339a, 340e, 342–343, 343a, 346–347, 347a, 349a, 351a, 357a, IR43; 6.1: 405a 407a, 409a, 421a; 6.2: 464a, 464–465, 470–471, 471a, 473a, 475a, 477a, 478e, 478–479, 479a, 481a, 487a, 493h, 493l,</p>

Reference Key



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Continued	<p>498a, 498–499, 504–505, 505a, 507a, 508–509, 509a, 512e, 513a 515a, 516–517, 517a, 519a, 521a, 525a, 526–527, 529a, 531h, 531l–531m</p> <p>Unit 3 Week 2 Tab Side 2: Use with Genre, SE/TE pp. 428–435</p> <p>Instruction and practice in this skill occurs as students read each selection. Students answer questions about the key details and events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p>
<p>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.</p>	<p>SE 1: 24–25, 87, 330–331; 2: 83, 172, 181, 464–465, 486</p> <p>TE 1.1: 24a, 24–25, 34–35, 35a, 37a, 38e, 38–39, 39a, 42–43, 43a, 44–45a, 47a, 53a, 55h, 60a, 66–67, 72e, 74–75, 76–77a, 79a, 86–87, 113a; 1.2: IR15; 2.1: 270a, 270–271, 281a, 282e, 282–283, 283a, 289a, 291a; 2.2: 304a, 304–305, 312–313, 313a, 318e, 324–325, 325a, 327a, 330g–330h, 330–331a, 333h, 333l–333m; 3.1: 423a, 435a; 4.1: 83a; 4.2: 154a, 154–155, 160–161, 161a, 163a, 168e, 170–171, 171a, 173a, 181a, 183h, 183l–183m; 5.1: 194a, 194–195, 200–201, 201a, 206e, 210–211, 211a, 213a, 217a, 221h, 221l–221m, 279a; 5.2: 349a; 6.1: 408–409a, 416–417a, 419a; 6.2: 464a, 475a 478e, 478–479a, 485a, 487a, 493h, 514–515a, 517a, IR40, IR45</p> <p>Unit 1 Week 2 Tab Side 2: Use with Guide Comprehension, TE pp. 76–77a</p> <p>Unit 4 Week 2 Tab Side 2: Use with Genre, SE/TE pp. 80–83</p> <p>Unit 4 Week 5 Tab Side 2: Use with Genre, SE/TE pp. 176–181</p> <p>As an example of treatment in the</p>

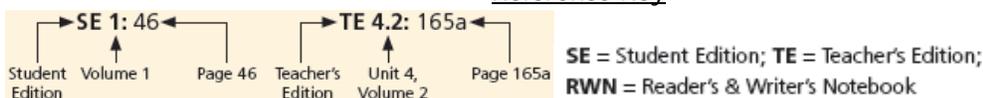
Reference Key



SE = Student Edition; TE = Teacher's Edition;
 RWN = Reader's & Writer's Notebook

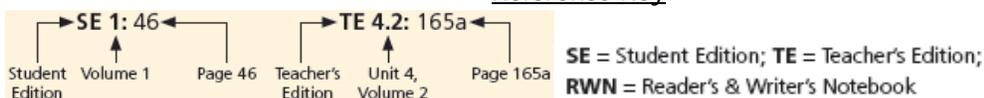
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Continued	program, see SE 1: 330–331 TE 2.2: 330g–330h, 330–331, 331a. The Teacher’s Edition identifies the characteristics of a fable, including the moral. Then students read a fable and answer Let’s Think About questions in the Student Edition to identify the lesson of the fable and apply it to their own life.
<p>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.</p>	<p>SE 1: 24–25, 46, 60–61, 114, 184, 408–409, 424, 435; 2: 212, 420, 486 TE 1.1: 24a, 34–35a, 39a, 41a, 43a, 55h, 60a, 60–61, 62d, 67a, 68–69, 72e, 72–73, 73a, 75a, 77a, 79a, 85a, 89h, 89l–89m, 94a, 94–95, 102–103, 106e, 106–107, 107a, 110–111a, 115a, 121h, 121l–121m; 1.2: 171a, 172–173a, 174–175a, 176e, 177a, 179a, 180–181a 185a, IR13, IR14, IR24, IR33–IR35, IR54; 2.1: 255a; 2.2: 317a; 3.1: 408a, 408–409, 415a 416–417a, 418e, 419a, 420–421, 421a, 422–423a, 425a, 429a, 431a, 433a, 435a; 3.2: 478–479a 481a, 483a, 485a, IR21–IR22, IR23–IR25, IR50–IR51, IR53–IR55; 4.2: 171a 5.1: 207a, 213a, 226a, 227a, 228b, 228e, 234–235, 235a, 238e, 240–241, 241a, 245a, 251a, 269a, 270–271a, 272e, 279a, 281a; 5.2: 308–309a, IR33 6.1: 411a, 421a; 6.2: 464a, 466d, 471a, 472–473, 473a, 475a, 477a, 478e, 480–481, 481a, 487a, 498a, 506–507, 507a, 509a, 511a, 512e, 512–513, 513a, 515a, 517a, 521a, 527a, 529a, IR40–IR41, IR44</p> <p>Character is a major Comprehension Skill developed throughout the program. Student Edition pages and accompanying Teacher’s Edition lessons teach students how to identify and describe characters and their</p>

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Continued	traits, motivations, actions feelings, and role in moving the plot forward. These activities are supported by Story Structure sections in the Teacher's Edition. Think Critically questions in the Student Edition and Teacher's Edition check students' ability to find information needed to describe story elements.
Craft and Structure	
<p>Literature 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>TE 1.1: 96d, 105a, 107a, 111a, 121i; 1.2: 166d, 173a; 2.2: 311a; 3.1: 444d 464–465, 467i; 4.1: 92d, 99a, 115i; 4.2: 156d, 165a; 5.1: 275a; 5.2: 301a, 349a 6.1: 385a, 391a, 398a, 398–399, 400d, 404–405, 405a, 412e, 413a, 415a, 417a, 418–419, 419a, 429h, 429i, 429l–429m, 436d, 451a, 459i; 6.2: 466d, 473a 475a, 507a, 509a</p> <p>Within every lesson, vocabulary development is an integral part of the instruction. Each lesson begins with <i>Amazing Words</i> where students work with words related to the content question of the week and in the Listening Comprehension activity. Vocabulary is presented in context on the Student Edition <i>I Can Read</i> page. The Vocabulary Strategy pages present and apply the skill in the accompanying short selection. The lesson vocabulary is then practiced as the main selection is read. Vocabulary development continues on Day 3, Day 4, and Day 5. In addition nonliteral or figurative language is included in the Literary Terms section.</p>

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<p>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.</p>	<p>SE 1: 224–225, 414–415, 462–463; 2: 284–285, 538–539, 540–541 TE 1.1: 29a, 31a, 35a, 37a; 2.1: 225a; 3.1: 410d, 421a, 462g, 462–463 3.2: 538–539, 539a, 540–541, 541a; 5.1: 284g, 284–285, 285a; 5.2: 538–539 6.2: 524g, 524–525 Unit 6 Week 5 Tab Side 2: Use with Genre, SE/TE pp. 524–525</p> <p>As students are introduced to and read examples of various genres, they learn about the features of the genres, such as chapter, scene, and stanza (verse). The Student Edition includes genre lesson pages, which are supported by Teacher’s Edition pages that add instructional activities to help students identify the features of the selection. To expand students’ experiences with a wide variety of printed material, provide appropriate collections in the classroom library or help students find suitable materials in the school library and allow them time to investigate the text structure.</p>
<p>Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>SE 1: 46, 78, 184, 256, 290, 326, 492; 2: 246, 486 TE 1.1: 38e, 47a, 72e, 79a, 105e; 1.2: 176e, 185a, IR11, IR13, IR21, IR23, IR31 IR33, IR51, IR53; 2.1: 257a, 282e, 291a; 2.2: 304a, 310–311, 311a, 317a, 318e, 318–319, 319a, 327a, IR21, IR23, IR31, IR33 IR41; 3.1: 415a; 3.2: 486e, 493a, IR41, IR43; 5.1: 206e, 211a, 238e, 247a, 272e 5.2: 309a, 340e, IR11, IR13, IR21, IR23, IR31, IR33, IR41, IR51; 6.1: 412e 6.2: 478e, 487a, IR21, IR23, IR41, IR43, IR53</p> <p>Text–to–self questions on the Student Edition Think Critically page and the</p>

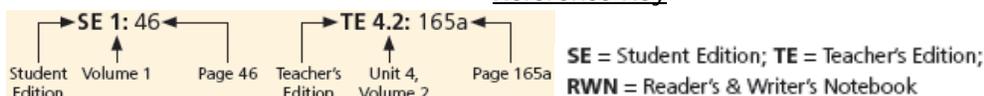
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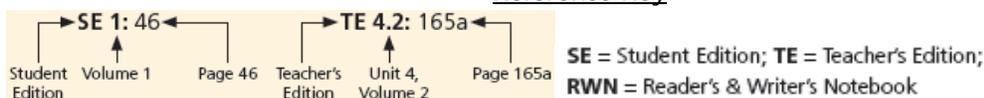
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Continued	Teacher's Edition Comprehension Check provide opportunities for students to compare their feelings, ideas, and experiences to those of characters in stories.
Integration of Knowledge and Ideas	
<p>Literature 7. Explain how specific aspects 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).</p>	<p>SE 1: 78, 326; 2: 200, 202, 420, 486 TE 1.1: 29a, 33a, 65a, 79a, 86–87, 99a; 1.2: 169a; 2.1: 241a, 243a, 247a, 275a 285a; 2.2: 309a, 327a; 3.1: 413a; 3.2: 477a, 478–479, 479a, 481a, 491a, 493a; 4.2: 159a; 5.1: 199a, 231a, 263a, 266–267, 267a, 272e, 274–275, 275a, 276–277, 277a, 281a; 5.2: 292a, 297a, 302–303, 303a, 304e, 304–305, 305a, 311a, 324a, 324–325, 329a, 335a, 336–337, 337a, 340e, 340–341, 341a, 344–345, 345a, 349a, 355a; 6.1: 403a, 421a; 6.2: 469a, 487a, 503a Unit 5 Week 3 Tab Side 2: Use with SE/TE pp. 262–263, 284–285</p> <p>Throughout the program, students examine a variety of visuals in the selections to identify information to describe setting, characters, and plot. They use illustrations to preview selections and analyze them in response to Extend Thinking (Think Critically) questions in the Teacher's Edition.</p>
<p>Literature 8. (Not applicable to literature)</p>	<p>N/A</p>
<p>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).</p>	<p>SE 1: 114, 424, 429, 432; 2: 172, 180, 212, 420, 520 TE 1.1: 69a, 87a, 115a; 1.2: IR31, IR53; 3.1: 418e, 425a, 429a, 433a; 3.2: IR41 4.2: 168e, 173a, 177a, 179a, 181a; 5.1: 213a; 5.2: IR51; 6.1: 421a; 6.2: 521a</p>

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Continued	<p>The page references cited are for the Reading Across Texts features in the program. The purpose of the Reading Across Texts questions in the Student Edition is to give students opportunities to compare two texts, a main selection and a paired selection that have a related topic but are different in other ways.</p> <p>Many selections have a Meet the Author page. A selection's Meet the Author page identifies additional books by the author of the selection. See, for example SE 1: 395. Make these books available for students to read, and encourage them to compare the different works of the author.</p> <p>The program has two selections by Alma Flor Ada—<i>Fairy Tale News from Hidden Forest</i> (SE 1: 358–361) and <i>I Love Saturdays y Domingos</i> (SE 2: 230–245)—and two by Ron Fridell—<i>Amazing Bird Nests</i> (SE 1: 342–353) and <i>Once Upon a Constitution</i> (SE 2: 424–427). After reading the second selection by an author review the first one. Then discuss similarities and differences in the selections.</p>
Range of Reading and Level of Text Complexity	
<p>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.</p>	<p>Each fiction selection contains opportunities to read a literary text independently proficiently, and fluently. Routines and practice techniques appear on Student Edition pages with application activities included on the accompanying Teacher's Edition pages. See the following representative pages, which are taken from the second selection in Unit 1:</p> <p>SE 1: 61, 62, 88 TE 1.1: 60–61, 62–63, 88, 89j–89k</p>

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Continued	Lessons focus on accuracy, rate, phrasing, automaticity, punctuation cues, and expression/intonation. Each subskill is applied to appropriate selections in a variety of independent reading activities. Additionally, the Differentiated Instruction pages continue skill development as students read the Concept Literacy Reader; ELL Reader; ELD Reader; and the Below-Level, On-Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages that follow each selection. See TE 1.1: DI•31, DI•36, DI•40 for examples of the Readers for the second selection in Unit 1.

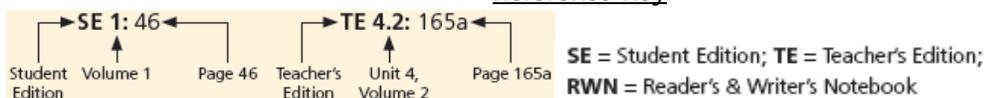
Reading Standards for Informational Texts

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.

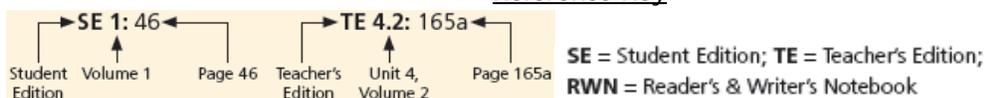
SE 1: 150, 222, 354, 394, 458; **2:** 42, 76, 106, 140, 386, 452
TE 1.1: 24a, 24–25, 34–35, 35a, 37a, 38e, 38–39, 39a, 42–43, 43a, 44–45, 47a, 53a; **1.2:** 126a, 132–133, 133a, 140e, 140–141, 143a, 148–149, 149a, 151a, 155a, IR43; **2.1:** 210–211, 211a, 214–215, 215a, 217a, 219a, 223a, 261a, 297a; **2.2:** 345a, 353a, 355a, IR13, IR51, IR53, IR55; **3.1:** 383a, 391a, 393a, 395a, 442a, 452–453, 453a, 455a, 457a, 459a; **3.2:** 499a, 517a, 523a, 525a, IR34; **4.1:** 31a, 66–67a, 75a, 77a, 97a, 100–101a, 107a, 111a, 113a; **4.2:** 120a, 120–121, 126–127, 127a, 128–129, 129a, 131a, 132e, 132–133a, 134–135, 135a, 138–139a, 141a, 147a, 149h, 149l–149m, IR24, IR43; **5.1:** 251a; **5.2:** 314–315a **6.1:** 370a, 376–377, 377a, 379a, 380–381a, 382e, 383a, 385a, 387a, 391a, 393h, 393l–393m, 441a, 453a

Reference Key



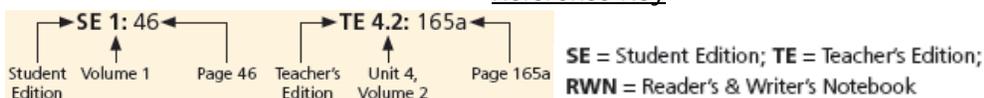
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Continued	<p>Unit 1 Week 1 Tab Side 2: Use with Guide Comprehension, p. 50</p> <p>Instruction and practice in this skill occurs as students read each selection. Students answer questions about the key details and events in each selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p>
<p>Informational Text 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>SE 1: 204–205, 222, 338–339, 354, 394; 2: 76, 315, 391, 434–435, 452 TE 2.1: 204a, 204–205, 210–211a, 213a, 216e, 218–219a, 223a, 227a, 229a, 231h, 295a 2.2: 338a, 338–339, 344–345a, 349a, 350e, 352–353a, 355a, 363h, 363l–363m, IR10–IR11, IR13–IR15 IR50–IR51, IR53–IR55; 3.1: 364–365a, 374a, 384–385, 385a, 388e, 388–389a, 391a, 393a, 395a, 399a 3.2: 515a, 523a, 525a; 4.1: 64–65a, 66–67a, 69a, 72–73a, 75a, 77a; 4.2: 139a IR24; 5.1: 226a, 226–227, 232–233, 233a, 238e, 244–245, 245a, 251a; 5.2: 315a; 6.1: 381a, 391a, 426–427a, 434a, 441a, 446e, 446–447a, 453a; 6.2: IR34</p> <p>Unit 5 Week 2 Tab Side 2: Use with SE/TE pp. 230–231, 250–251</p> <p>As part of their analysis of each informational text, students are asked to summarize the text. To do this, they are taught to distinguish main ideas from supporting details in the text and to describe the main ideas briefly in their own words.</p>

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<p>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.</p>	<p>SE 1: 118–119, 150, 338, 442, 506–507, 528–529; 2: 41</p> <p>TE 1.1: 119a; 1.2: 126a, 126–127, 136–137, 137a, 138–139, 139a, 140e, 142–143, 143a, 145a, 149a, 151a, 155a, 157a, 159h, 159l–159m; 2.1: 213a, 217a 219a; 3.1: 389a, 400–401a; 3.2: 506a, 506–507, 512–513a, 518e, 520–521a, 524–525a, 529a, 533a, 537h, 537l–537m, IR34; 4.1: 40–41a, 75a, 90a, 90–91, 96–97, 97a, 98–99a, 100e, 101a, 102–103, 103a, 105a, 107a, 111a, 113a, 115h, 115l–115m; 4.2: 120a, 132e, 132–133, 133a, 138–139, 139a, 141a, 145a; 5.1: 217a, 218–219a; 6.1: 370a, 372d, 380–381, 381a, 382e, 382–383, 383a, 385a, 387a, 391a, 398a, 407a, 409a, 410–411, 411a, 412e, 414–415, 415a, 417a, 421a, 425a, 445a, 447a</p> <p>Unit 3 Week 5 Tab Side 2: Use with Guide Comprehension, TE/SE pp. 532–535</p> <p>Unit 6 Week 2 Tab Side 2: Use with Guide Comprehension. TE/SE pp. 424–427</p> <p>For each informational text selection, questions in the Student Edition and Teacher’s Edition direct students’ attention to identifying the sequence of events in the text. Text Structure sections in the Teacher’s Edition also offer instruction and reinforcement in identifying and describing the sequence of events in an informational text.</p>

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Craft and Structure	
<p>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>.</p>	<p>Each of the program’s lessons includes <i>Amazing Words</i>, content words related to the unit theme and the specific selection. The words are presented in a variety of contexts and then used by students in daily activities to help them master the use and meanings of the words. Day 1 of each lesson plan in the Read and Comprehend section also contains <i>Academic Vocabulary</i> to help students learn the meanings of general academic words. For the teacher’s convenience, side notes in the Teacher’s Edition offer definitions of academic language at the point of introduction. See the following representative pages for the five–day lesson plan for one expository selection:</p> <p>TE 1.2: 123a, 123b, 127a, 127d, 128a, 128b, 128d, 128–129, 140a, 140b, 154a 154b, 154h, 159a</p>
<p>Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>SE 1: 222, 228, 339, 354, 458; 2: 144–147, 314–317, 354–357 TE 1.2: 164a, 166d, 174–175, 175a, 176e, 181a, 182–183, 190–191a; 2.1: 204a, 204–205, 212–213, 213a, 216e, 226–227a, 229a, 260–261, 294–295a; 2.2: 338a, 338–339, 340d, 343a, 344–345, 348–349, 349a, 350e, 355a; 3.1: 400–401, 444d, 456–457, 459a; 3.2: 499a, 527a 532g, 532–535a, IR31; 4.1: 58a, 60d, 64–65, 65a, 68–69, 70e, 70–71, 71a, 72–73, 77a; 4.2: 144–147a; 5.1: 219a; 5.2: 314g 314–315, 316–317a, 354–355; 6.1: 390g, 424–425, 436d</p> <p>Unit 1 Week 3 Tab Side 2: Use with Guide Comprehension, TE/SE pp. 118–119</p> <p>Unit 5 Week 5 Tab Side 2: Use with Guide Comprehension, TE pp. 354–355</p>

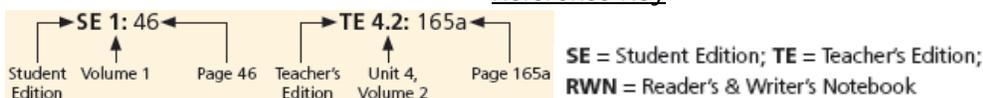
Reference Key



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 RWN = Reader's & Writer's Notebook

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Continued	<p>Unit 6 Week 4 Tab Side 2: Use with 21st Century Skills, SE/TE pp. 490–491</p> <p>The program offers many opportunities for students to learn about and use text features and search tools to find information.</p> <p>Text features: Text Structure (compare and contrast, main idea and details question and answer among others) in both the Student Edition and Teacher’s Edition; Text Features sections (e.g., headings, captions) in the Teacher’s Edition</p> <p>Search tools: 21st Century Skills (Web sites, search engines, online reference sources, online directories) in both the Student Edition and Teacher’s Edition Research and Study Skills (encyclopedia in print, electronic, or online versions) in the Teacher’s Edition</p>
<p>Informational Text 6. Distinguish their own point of view from that of the author of a text.</p>	<p>The program’s Comprehension strand reinforces the strategy of using background knowledge to understand point of view. Activities in Read and Comprehend sections help students relate the author’s point of view to their own background interpretation of the ideas and events in the text.</p> <p>TE 1.1: 62d, 69a, 89i; 1.2: 141a, 147a; 2.2: 347a, 353a; 3.1: 381a; 4.1: 26d, 31a 53i, 90a, 97a, 100e, 100–101, 101a, 107a, 111a, 113a; 4.2: 129a; 5.1: 228d, 241a, 253i; 6.1: 445a, 447a, 451a; 6.2: 519a, 529a</p> <p>Every selection has a Think Critically question (Think Like an Author) in the Student Edition that requires students</p>

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Continued	<p>to examine their own experience or background knowledge to interpret the author’s perspective and point of view.</p> <p>SE 1: 150, 458; 2: 42, 76, 386, 452 TE 1.2: 151a; 3.1: 459a; 3.2: 529a; 4.1: 43a, 77a; 6.1: 387a, 453a</p>
Integration of Knowledge and Ideas	
<p>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).</p>	<p>SE 1: 150, 354, 442–443, 458; 2: 58–59, 76, 434–435, 452 TE 1.1: 51a; 1.2: 133a, 137a, 151a, 155a, 188–191a; 2.1: 213a, 219a, 226–227a 228–229, 263a; 2.2: 343a, 345a, 355a; 3.1: 398–399a, 400–401, 442a, 442–443, 452–453a, 455a, 459a, 467h; 3.2: 525a, IR30–IR31, IR33, IR34–IR35; 4.1: 26d, 40–41a 49a, 58a, 67a, 68–69a, 70e, 73a, 74–75a, 77a, 81a, 85h, 85l, 85m, 101a, 105a, 111a; 4.2: 141c IR20–IR21, IR23, IR24–IR25; 5.1: 216–217, 250–251; 5.2: 315a, 357a; 6.1: 390g 390–391a, 434a, 434–435, 436d, 442–443a, 446e, 450–451a, 453a, 459h, 459l–459m</p> <p>Unit 2 Week 1 Tab Side 2: Use with SE/TE pp. 218–219, 226–227 Unit 3 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 398–401 Unit 3 Week 3 Tab Side 2: Use with Comprehension, TE p. 442a; SE pp. 452–456 Unit 6 Week 3 Tab Side 2: Use with Genre, SE/TE pp. 438–439; 456–457</p> <p>Students are provided with a wealth of opportunities to work with and extract information from a wide variety of visual and graphic sources in informational texts and to use the information to support or add to their understanding of the texts. Skill and strategy lessons in the Teacher’s</p>

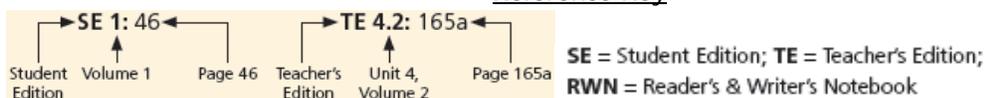
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SE = Student Edition; TE = Teacher's Edition;
 RWN = Reader's & Writer's Notebook

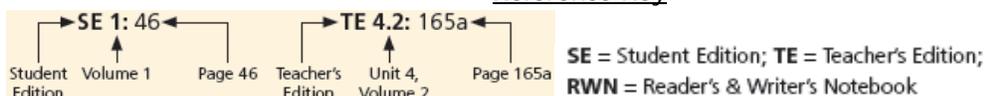
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Continued	Edition also help students use visuals to reinforce understanding of concepts presented in the text. See, for example TE 3.1 : 442a, 442–443.
Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>SE 1: 338–339, 354, 442–443, 506–507 TE 1.1: 119a; 1.2: 149a; 2.2: 338a, 340d, 348–349a, 350e, 355a, IR54; 3.1: 374a, 374–375, 381a, 382–383, 383a, 388e, 389a, 390–391, 391a, 393a, 395a, 401a, 442a, 450–451a, 456–457a; 3.2: 506a, 512–513a, 514–515, 515a, 518e, 520–521a, 524–525a, 529a, 535a, 537h, IR34, IR50–IR51, IR53–IR55; 4.1: 24a, 33a, 34–35, 35a, 37a, 38–39, 39a, 41a, 98–99a, 101a 103a, 105a, 113a; 4.2: 122d, 139a; 5.1: 218–219a; 6.1: 372d, 383a, 385a, 425a</p> <p>The text structure strategy strand in the program helps students identify the organization of text and how ideas are connected within a paragraph and passages. See, for example, SE 1: 338–339 and its accompanying Teacher Edition pages; TE 2.2: 338a, 338–339</p>
Informational Text 9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>SE 1: 53, 229; 2: 51, 106, 113, 391 TE 1.1: 53a; 2.1: 229a, 236a, 236–237, 244–245, 245a, 248e, 250–251, 251a, 257a, 261a, 265h, 265l–265m; 3.1: 399a; 3.2: 497a, 499a, 535a, IR31; 4.1: 24a, 32–33, 33a, 35a, 36–37, 37a, 39a, 43a, 51a, 53h, 53l–53m, 107a, 113a; 4.2: IR43; 6.1: 391a</p> <p>The purpose of the Reading Across Texts questions in the Student Edition is to give students opportunities to compare two texts, a main selection and a paired selection that have a</p>

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Continued	related topic but are different in other ways. See, for example, Reading Across Texts on SE 1: 53 and its accompanying teaching note on TE 1.1: 53a. As part of students' analysis of the two selections, ask them to identify and summarize the information that the two texts have in common.
Range 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.	Each selection contains opportunities to read independently, proficiently, and fluently beginning at Unit 1. Routines and practice techniques appear on Student Edition pages with application activities included on the accompanying Teacher's Edition pages. See the following representative pages for selections in Unit 1: SE 1: 127, 129, 158, 230, 362 TE 1.2: 122i, 126–127, 128–129, 151b, 158–159, 159j, DI•81, DI•86, DI•90 2.1: 200i, 204–205, 206–207, 223b, 230–231, 231j, DI•6, DI•11, DI•15 2.2: 334i, 338–339, 340–341, 355b, 362–363, 363j, DI•106, DI•111, DI•115
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 3)	N/A
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 3)	N/A
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	SE 1: 58, 92, 124, 162, 302, 336, 372; 2: 56, 256, 290, 368, 396, 496 TE 1.1: 22a, 22–23, 23a, 25c, 26c, 37c, 38c–38d, 47e, 50d, 50f, 55c, 55i, 55o, 58a, 58–59, 59a–59b, 61a, 61c,

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Continued	<p>62c, 62e, 72c–72d, 82c–82d, 82f, 89i, DI•45, 92a, 92–93, 93a–93b, 95c, 96c, 96e, 96–97, 100–101, 101a, 106c–106d, 112–113, 113a, 118c–118d, 118f, 121i, DI•20; 1.2: 124a, 124–125 125a–125b, 128c, 128e, 128–129, 140c–140d, 143a, 146–147, 147a, 149a, 154c–154d, 154f, 159a, 159h, 159i, DI•95, 162a, 162–163, 163a–163b, 166c, 166e, 176c, 176d, 176e, 178–179, 179a, 188c–188d, 188f, 193a, 193h, 193i, DI•120; 2.1: 226c–226d, 234a, 234–235, 235a, 237c, 238e, 238–239, 246–247, 247a, 247c, 248e, 252–253, 253a, 257e, 260d, 265a, 265e, 265h, 294d 2.2: 302a, 302–303, 303a–303b, 306c, 318d, 330d, 330f, 333a, 333i, DI•95, 336a 336–337, 337a–337b, 340c, 350d, 358c–358d, 358f, 363i, DI•120; 3.1: 372a, 372–373, 373a–373b, 376c, 388c, 388d, 398c–398d, 398f, 403i, DI•20, 428c–428d, 440a, 440–441, 441a–441b, 444c, 452c, 452e, 462d, 462f, 467c; 3.2: 496d, 532d; 4.1: 46d, 56a, 56–57, 57a–57b, 60c, 70c–70d, 80d, 80f, 85i, DI•45, 110c–110d; 4.2: 144d, 176d; 5.1: 216d, 250d, 256a, 256–257, 257a–257b, 260c, 260e, 260–261, 270–271, 271a, 271c, 272b, 272c–272d, 284c–284d, 284f, 287a, 287h, 287i, DI•70; 5.2: 290a, 290–291, 291a–291b, 294c, 304c–304d, 314c–314d, 314e–314f, 319i, DI•95, 354c–354d; 6.1: 368a, 368–369, 369a–369b, 372c, 382c–382d, 390d, 390f, 393i, DI•20, 396a, 396–397, 397a–397b, 399c, 400c, 412d, 412–413, 424c–424d, 424f, 429i, DI•45, 456c–456d, 490d, 496a 496–497, 497a–497b, 500c, 512d, 524d, 524f, 531i, DI•120; 6.2: 496a, 496–497, 497a–497b, 500c, 512c–512d, 524f, 531i</p>

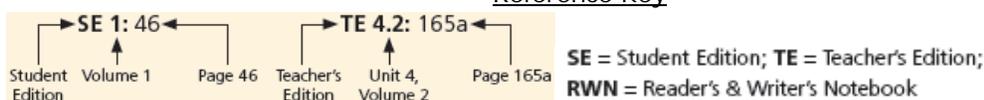
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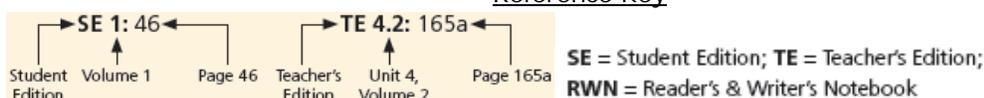
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Continued	<p>Unit 2 Week 4 Tab Side 2: Use with Vocabulary, TE p. 306e</p> <p>Every day's Get Set to Read section of a lesson includes pages for skills practice focusing on the phonics and word analysis skills. This carefully structured Student Edition practice and Teacher's Edition instruction help children decode the words independently and apply those skills as they read the selection.</p>
<p>Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>SE 1: 406–407, 470–471; 2: 88–89, 118–118, 462–463 TE 3.1: 406a, 406–407, 407a–407b, 409c, 410c, 417c, 418c–418d, 425e, 428f, 437c, 437i, 437o, DI•45, 426c 3.2: 470a, 470–471, 471a–471b, 474c, 486c–486d, 495f, 496f, 501i, DI•95, 532c; 4.1: 88a, 88–89, 89a–89b, 92c, 99c, 100c–100e, 100f, 115i, DI•70; 4.2: 118a, 118–119, 119a–119b, 122c, 131c, 132c, 132d, 144c–144e, 144f, 149c, 149i, DI•95, 176c; 6.2: 462a, 462–463, 463a–463b, 465c, 466c, 466e, 478d, 478e, 490f, 493h, 493i, DI•95, 524c Unit 4 Week 3 Tab Side 2: Use with Phonics/Word Analysis, TE pp. 88a–89b; SE p. 88</p> <p>Student Edition pages, along with accompanying Teacher's Edition pages, present affixation skills. Students identify prefixes and suffixes and use the meaning of the base word and affix to determine meaning.</p>
<p>Foundational Skills 3.b. Decode words with common Latin suffixes.</p>	<p>SE 2: 322–323, 432–433 TE 5.2: 322a, 322–323, 323a–323b, 326c, 340c–340d, 354c, 354e–354f, 359i, DI•120; 6.1: 390c 432a, 432–433, 433a–433b, 435c, 436c, 445c,</p>

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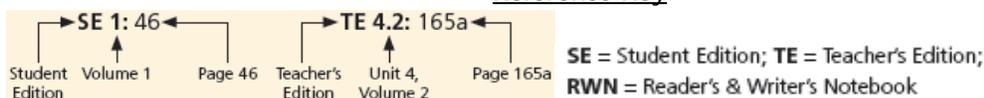
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Continued	<p>446c–446d, 453e, 456f, 459c, 459i, DI•70; 6.2: 490c</p> <p>Student Edition skill pages and their accompanying Teacher’s Edition pages present affixation skills. Students identify common suffixes and use the meaning of the base word and the suffix to determine the meaning of words with suffixes.</p>
<p>Foundational Skills 3.c. Decode multi-syllable words.</p>	<p>SE 1: 22, 202, 234, 268; 2: 152, 192 TE 1.1: 22a, 22–23, 23a–23b, 26c, 38d, 50c, 50f, 55i, DI•20; 2.1: 202a, 202–203, 203a–203b, 206c, 216c–216d, 226f, 231i, DI•20, 234a, 234–235, 235a–235b, 238c 248d, 260c, 260f, 265i, DI•45, DI•70; 4.2: 152a, 152–153, 153a–153b, 156c, 167c, 168c, 168d, 176c–176e, 176f, 183i, DI•120; 5.1: 192a, 192–193, 193a–193b, 196c, 206c, 206d, 216c, 216f, 221i, DI•20, 250c</p> <p>The lessons present the common patterns used in two–syllable words to help students divide a word into syllables. They apply their skills as they decode each syllable, combine the syllables, and identify the word. Students can then use these skills to decode words with two or more syllables.</p>
<p>Foundational Skills 3.d. Read grade appropriate irregularly spelled words.</p>	<p>SE 1: 440, 504; 2: 22 TE 3.1: 440a, 440–441, 441a–441b, 444c, 452d, 462f, 467i, DI•70; 3.2: 496c 504a, 504–505, 505a–505b, 508c, 518c–518d, 532f, 537i, DI•120; 4.1: 22a, 22–23 23a–23b, 26c, 36d, 46c, 46f, 53i, DI•20, 80c</p> <p>The program includes phonics lessons that focus on consonant sounds with multiple spellings and silent consonant patterns. These lessons help students</p>

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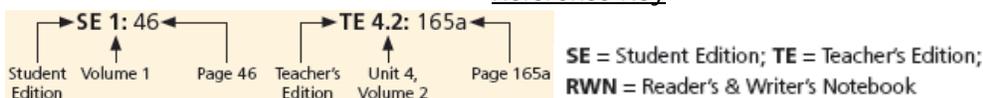
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Continued	identify vowel digraphs, diphthongs, patterns, and schwa sounds to provide students with the decoding skills needed to pronounce irregularly spelled words.
Fluency	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SE 1: 54, 88, 158, 230, 264, 332, 362, 436, 500; 2: 52, 252, 318, 392, 458, 530</p> <p>TE 1.1: 47b, 54–55, 55j, 79b, 88–89, 89j, 121j; 1.2: 151b, 158–159, 159j, 164–165, 166–167, 185b, 192–193, 193j, IR15, IR25, IR35, IR55; 2.1: 223b, 230–231, 236–237, 238–239, 257b, 264–265, 265j, 268a, 268–269, 269a–269b, 272c, 272e, 272–273, 278–279, 279a, 282c–282d, 282e, 291b, 294f, 299a, 299h, 299i, 299j; 2.2: 304–305, 306–307, 327b, 332–333, 333a, 333j, 336a, 336–337, 337a, 338–339, 340c, 340–341, 350c–350d, 355b, 358f, 362–363, 363i, 363j, IR25, IR35, IR45; 3.1: 376–377, 395b, 402–403, 403j, 408–409, 410–411, 425b, 436–437, 437j, 442–443, 444–445, 459b, 466–467, 467j; 3.2: 493b, 500–501, 501j, 506–507, 508–509, 529b, 536–537, 537j IR25, IR35, IR45; 4.1: 24–25, 26–27, 28–29, 43b, 52–53, 53j, 58–59, 60–61, 77b, 84–85, 85j, 90–91, 92–93, 107b, 115j–115k; 4.2: 120–121, 122–123, 141b, 148–149, 149j–149k, 183j, IR15 IR25, IR45, IR55; 5.1: 194–195, 196–197, 213b, 220–221, 221j, 247b, 252–253, 253j, 281b, 287j; 5.2: 311b, 318–319 319j, 324–325, 326–327, 351b, 358–359, 359j, IR15, IR25, IR55; 6.1: 387b, 392–393, 393j, 398–399, 400–401, 421b, 428–429, 429j, 453b, 458–459 459j; 6.2: 487b, 493j, 521b, 530–531</p> <p>The program includes a carefully</p>

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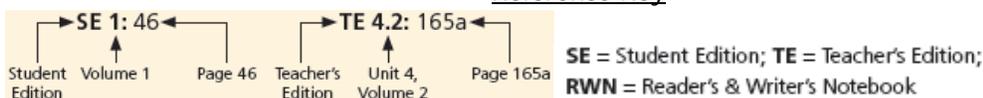
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Continued	structured sequence that deals with all aspects of fluency. Lessons provide practice and assessment of accuracy and fluency, focusing on phrasing, pronunciation, rate, and expression/intonation. In addition, the lessons include teacher modeling. See the following representative Fluency pages for the first selection: TE 1.1: 23b, 24–25, 26–27, 47b, 50e, 54–55, 55j–.55k.
Foundational Skills 4.a. Read on-level text with purpose and understanding.	SE 1: 54, 88, 158, 230, 264, 332, 362, 436, 500; 2: 52, 252, 318, 392, 458, 530 TE 1.1: 29a, 47b, 54–55, 55j, 65a, 79b, 88–89, 89j, 99a, 121j; 1.2: 126–127, 128–129, 131a, 151b, 158–159, 159j, 169a, 185b, 193j, IR15, IR25, IR35, IR55; 2.1: 209a, 223b, 230–231, 241a, 257b, 264–265, 265j, 270–271, 272–273, 275a, 291b, 298–299, 299j; 2.2: 309a, 327b, 332–333, 333j, 343a, 355b, 362–363, 363j, IR25, IR35, IR45; 3.1: 379a, 395b, 403j, 413a, 425b, 436–437, 437j, 447a, 459b, 467j; 3.2: 477a, 493b, 500–501, 501j, 511a, 529b, 537j, IR25, IR35, IR45; 4.1: 29a, 43b, 52–53, 53j, 63a, 77b, 85j, 95a, 107b, 115j; 4.2: 125a, 141b, 159a, 183j, IR15, IR25, IR45, IR55; 5.1: 199a, 221j, 231a, 247b, 252–253, 253j, 263a, 281b, 287j; 5.2: 297a, 311b, 318–319, 319j, 329a, 359j, IR15, IR25, IR55; 6.1: 375a, 387b, 392–393, 393j, 403a, 421b, 429j, 439a, 453b, 458–459, 459j; 6.2: 469a, 487b, 493j, 503a, 521b, 530–531 Unit 2 Week 3 Tab Side 2: Use with Oral Vocabulary, TE p. 267a Each selection in the Student Edition and the accompanying Teacher’s Edition pages guide students as they preview, predict, and set a purpose for

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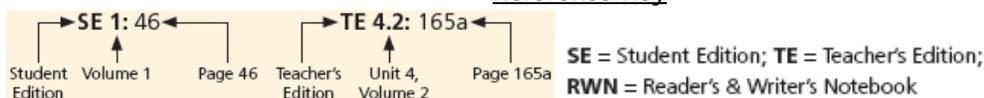
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Continued	reading. Additionally students have an opportunity to read On–Level Readers developed for each lesson. See TE 1.1: DI•36 for the use of the On–Level Reader for a selection in Unit 1.
<p>Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Each selection contains daily opportunities to read with accuracy, appropriate rate and expression beginning in Unit 1. Routines and practice techniques appear on Student Edition pages with application activities included on the accompanying Teacher’s Edition pages. See the following representative pages for Unit 1:</p> <p>SE 1: 54, 88, 120, 194–195, 196–197 TE 1.1: 24–25, 26–27, 47b, 54–55, 55j, DI•6, DI•11, DI•15, 56i, 60–61, 62–63, 79b, 88–89, 89j, DI•31, DI•36, DI•40, 94–95, 96–97, 115b, 120–121, 121j, DI•56 DI•61, DI•65; TE 1.2: 194–195, 195a, 196–197, 197a; 2.1: 204–205, 206–207, 230–231; 3.2: 472–473, 474–475, 493b, 500–501; 4.1: 154–155, 156–157, 173b, 182–183; 5.1: 226–227, 228–229, 247b, 252–253, 253j–253k, 258–259, 260–261, 281b, 286–287, 287j–287k; 5.2: 292–293, 294–295, 296–297, 311b, 318–319; 6.1: 370–371, 372–373, 387b, 392–393, 432–433, 434–435, 453b, 458–459, 459j; 6.2: 464–465, 466–467, 487b, 490–491, 492–493, 498–499, 500–501, 521b, 530–531</p>
<p>Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 1: 26, 206, 238, 306, 340, 474; 2: 26, 196, 228 TE 1.1: 26e, 36–37a, 55a; 2.1: 206e, 216–217a, 238e, 246–247a; 2.2: 306e, 314–315, 340e, 340–341, 350e, 350–351, 351a, 359a, 361a, 363a, 363h; 3.2: 474e, 482–483a; 4.1: 26e,</p>

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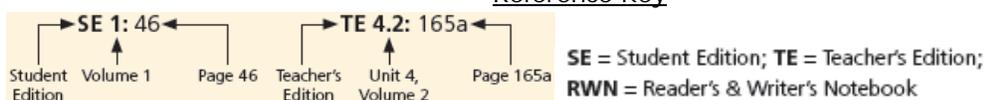
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Continued	30–31a; 5.1: 196e, 224a, 224–225, 225a–225b, 228c, 228e, 236–237, 237a, 238c, 239a, 242–243, 243a, 253i, 253l–253m The program’s Vocabulary strand in the Student and Teacher’s Editions provides lessons in using context to determine the meaning of words in context including homonyms, multiple-meaning words, and unfamiliar words. Through these lessons students are given the skills to identify and understand words in context.
Writing Standards	
Text Types and Purposes	
Writing 1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	SE 1: 292–293; 2: 44–45, 214–215, 352–353 TE 2.1: 277e, 281d, 292–293, 293a, 293b, 299d; 4.1: 44–45, 45a, 45b 5.1: 214–215, 215a, 215b; 5.2: 352–353, 353a, 353b, CW•11–CW•20 Opportunities for persuasive, or opinion, writing can be found in the Weekly Writing section where each week a complete writing process lesson is taught. Similar activities are found on the Let’s Write It! pages and the accompanying Teacher Edition’s materials. Writing activities such as writing an advertisement story review, or persuasive letter focus on expressing opinions about a topic. The Research and Inquiry sections also ask students to research a topic and express an opinion as they write an explanation or short report about the information.

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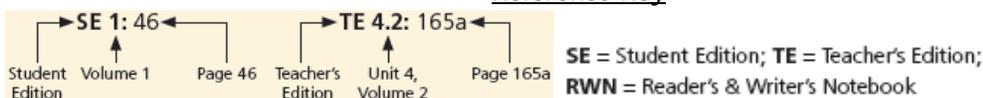
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<p>Writing 1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>SE 1: 292; 2: 44, 214, 352 TE 2.1: 281d–281e, 292–293, 293a–293c, 299d–299e; 4.1: 44–45, 45a; 5.1: 214–215, 215a 5.2: 325e–325f, 339d–339f, 352–353, 353a–353c, 359d–359e, 359p–359q, CW•11–CW•20; 6.1: CW•2–CW•5</p> <p>The Let’s Write It! pages in the Student Edition present opportunities for persuasive or opinion, writing. These include a persuasive essay and a letter to the editor. The daily writing sections in the accompanying Teacher’s Edition lessons guide students through the writing process. For example, on Days 1 and 2, students analyze a writing model. They plan a first draft in which they organize their ideas as they offer their opinion on a given issue or topic. The Customize Writing/Writing Process pages guide students through a five-stage writing process, from persuasive writing prompt to finished product. See, for example, TE 5.2: CW•11–CW•20.</p> <p>Reader’s and Writer’s Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher’s Edition lessons and Writing Process pages. In addition, Look Back and Write prompts at the end of the selections in the Student Edition often ask students to state their opinion about an issue or topic in writing. See, for example, SE 2: 350 and TE 5.2: 351a.</p>
<p>Writing 1.b. Provide reasons that support the opinion.</p>	<p>SE 1: 292; 2: 44, 215 TE 2.1: 271e–271f, 281d–281e, 292–293, 293a–293c, 299d–299e, 299p–299q; 4.1: 44–45, 45a; 5.1: 195e–</p>

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Continued	195f, 205d–205e, 214–215, 215a–215c, 221d–221e, 221p–221q; 6.1: CW•6 See the statement for Writing Standard 1.a. The mini–lessons provided in the Teacher’s Edition Language Arts Writing lessons on Days 2 and 3 help students focus on supporting facts and details as they complete a graphic organizer and study a topic pertinent to the writing form, such as logical and emotional appeals. The Writing Process pages, RWN pages, and Look Back and Write prompts all remind students that the use of strong supporting evidence is a key feature in persuasive/opinion writing.
Writing 1.c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	SE 2: 45, 352 TE 4.1: 44–45, 45a, 53d; 5.2: 352–353, 353a Students revise their drafts on Day 4 of the Teacher’s Edition lessons. Adding or deleting information, reorganizing sentences, and adding transition or linking words or phrases are strategies that are suggested and discussed with students during the revising stage. In addition, mini–lessons focus on use of such words to help make writing clearer. See, for example, TE 4.1: 53d. Also, as part of Peer Revision, students can point out places in their partners’ drafts where linking words or phrases can be added to better connect ideas.
Writing 1.d. Provide a concluding statement or section.	See the statement for Writing Standard 1.a. The drafting and revising stages of writing lessons, as well as models and checklists, either provide examples of support the writing of, or remind students about the need for a conclusion as part of the structure of their

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Continued	<p>persuasive/opinion writing. In addition, encourage students to practice writing a summarizing sentence about their opinion that they could use to conclude their writing. See representative examples on the following pages: SE 2: 44, 352 TE 4.1: 44–45, 45a; 5.2: 352–353, 353a</p>
<p>Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>SE 1: 152, 356, 494; 2: 108, 174 TE 1.2: 152–153, 153a–153c; 2.2: 349d–349e, 356–357, 357a–357c, 363d–363e, CW•11–CW•20 3.2: 473e–473f, 485d–485e, 494–495, 495a–495c, 501d–501e, 501p–501q, 507e–507f, 517d–517e, 530–531, 531a–531c, 537d–537e, 537p–537q; 4.1: 91e–91f, 99d–99e, 107a, 108–109, 109a–109c, 115d–115e, 115p–115q; 4.2: 174–175, 175a</p> <p>Opportunities for informative/explanatory writing can be found in the Weekly Writing section where each week a complete writing process lesson is given. Similar activities are found in the Let’s Write It! pages and the accompanying Teacher’s Edition materials. Writing activities such as writing directions, a how-to article, a biography, or a nonfiction description focus on examining a topic. The Research and Inquiry sections also ask students to research a topic and provide information as they write an explanation or short report to present to the class.</p>
<p>Writing 2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>SE 1: 116, 328, 356, 460, 494, 530; 2: 108, 312, 454 TE 1.1: 47a, 79a, 95e–95f, 105d–105e, 115a, 116–117, 117a–117c, 121d–121e, CW•2–CW•7; 1.2: 127e–127f, 139d–139e, 151a, 152–153,</p>

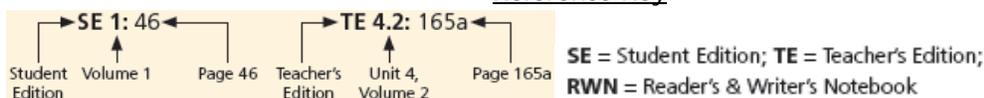
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SE = Student Edition; TE = Teacher's Edition;
 RWN = Reader's & Writer's Notebook

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Continued	<p>153a–153c, 155b, 159d–159e, 159p–159q, 185a; 2.1: 223a, 265b, 291a; 2.2: 305e–305f, 317d–317e, 327a, 328–329 329a–329c, 333d–333e, 333p–333q, 339e–339f, 349d–349e, 356–357, 357a, 357b 363d–363e, CW•15–CW•16; 3.1: 395a, 425a, 443e–443f, 451d–451e, 459a, 460–461, 461a–461c, 467d–467e, 467p–467q, CW•2–CW•6; 3.2: 473e–473f, 485d–485e, 493a, 494–495, 495a, 495b, 501b 501d–501e, 507e–507f, 517d–517e, 530–531, 537b, 537d, CW•15–CW•16; 4.1: 43a, 77a 91e–91f, 99d–99e, 107a, 108–109, 109a, CW•2–CW•6; 4.2: 141a, 173a, CW•12–CW•14; 5.1: 213a, 221b, 247a 287b, CW•2–CW•6; 5.2: 293e–293f, 303d–303e, 311a, 312–313, 313a–313c, 319b, 319d–319e, 359b; 6.1: 387a, 393b, 421a, 429b, 435e–435f, 445d–445e, 453a, 454–455 455a, 459d–459e, 493b, 521a; 6.2: CW•15–CW•16</p> <p>The Let’s Write It! pages in the Student Edition present several kinds of expository or informative/ explanatory, writing, such as compare–and–contrast compositions. The daily writing sections in the accompanying Teacher’s Edition lessons guide students through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft. In their draft, they state the topic and organize their ideas in a way that is logical for the kind of writing.</p> <p>Also, the Customize Writing (CW) pages guide students through a five–stage writing process from expository writing prompt to finished product that</p>

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Continued	<p>may include illustrations or graphics. See, for example, TE 3.2: CW•11–CW•20. Reader’s and Writer’s Notebook</p> <p>(RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher’s Edition lessons and CW pages. In addition, Look Back and Write prompts at the end of the selections in the Student Edition often ask students to write a main idea and supporting details about a topic.</p>
<p>Writing 2.b. Develop the topic with facts, definitions, and details.</p>	<p>SE 1: 78, 114, 116, 150, 184, 290, 326, 354, 356, 394, 424, 458, 492, 494, 530 2: 42, 76, 106, 108, 140, 172, 212, 246, 310, 312, 386, 383, 420, 452, 454, 520</p> <p>TE 1.1: 47a, 79a, 95e–95f, 105d–105e, 115a, 116–117, 117a–117c, 121d–121e, 121p–121q, CW•6; 1.2: 151a, 185a; 2.1: 223a 265b, 291a; 2.2: 327a, 339e–339f, 349d–349e, 355a, 356–357, 357a, 357b, CW•15–CW•16; 3.1: 395a, 425a, 459a; 3.2: 473e–473f, 485d–485e, 493a, 494–495, 495a, 495b 501b, 507e–507f, 517d–517e, 530–531, 531b, 537d, CW•12–CW•14; 4.1: 43a, 77a, 107a 108–109; 4.2: 141a, 173a; 5.1: 213a, 247a; 5.2: 293e–293f, 303d–303e, 311a, 312–313, 313a–313c, 319b, 319d–319e, 319p–319q, 359b; 6.1: 381d–381e, 387a, 388–389, 389a, 421a, 435e–435f, 445d–445e, 453a, 454–455, 455a–455c, 459d–459e, 459p–459q, 521a</p> <p>See the statement for Writing Standard 2.a. The mini–lessons provided in the Teacher’s Edition lessons on Days 2 and 3 help students focus on the facts</p>

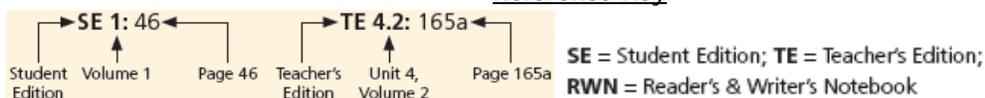
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Continued	and details they use to develop their topic as they fill out a graphic organizer and study a topic pertinent to the writing form, such as main idea and supporting details. The Customize Writing pages, Reader's and Writer's Notebook pages, and Look Back and Write prompts remind students that the development of the topic through facts, details, and examples is a key feature in expository/informative/explanatory writing.
<p>Writing 2.c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p>	<p>SE 1: 530 TE 3.2: 517d–517e, 530–531, 537d</p> <p>Students revise their drafts on Day 4 of the Teacher's Edition lessons. Adding or deleting information; reorganizing sentences or paragraphs; and adding transition or linking words, phrases, or sentences are strategies that are suggested to and discussed with students during the revising stage. See, for example, TE 3.2: 537d which includes a mini-lesson that discusses using words such as <i>both, and, but, and too</i> to signal comparisons and contrasts.</p> <p>Revising checklists in Customize Writing may remind students to make sure that word choices make a relationship clear. See, for example, TE 3.2: CW•18. Also, as part of Peer Revision, students can point out places in their partner's drafts where linking words, phrases, or sentences can be added to better join related ideas and information.</p>

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<p>Writing 2.d. Provide a concluding statement or section.</p>	<p>SE 1: 356, 530 TE 2.2: 339e–339f, 356–357, 363d–363e; 3.2: 501d–501e, 517d–517e, 530–531 537d; 4.1: 115d–115e; 6.1: 459d–459e See the statement for Writing Standard 2.a. Let’s Write It! Writer’s Checklists in the Student Edition include checks for concluding statements. See, for example SE 1: 494. The drafting and revising stages of all writing lessons and models and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as part of the structure of their expository/informative/explanatory writing. In addition, encourage students to practice writing sentences summarizing their ideas on their topic, which they could use to conclude their writing.</p>
<p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>SE 1: 48, 186, 396; 2: 78, 522 TE 1.1: 25e–25f, 37d–37e, 48–49, 49a–49b, 55d–55e, 55p–55q, 61e–61f, 71d–71e, 80–81, 81a–81c, 89d–89e, 89p–89q; 1.2: 165e–165f, 175d–175e, 186–187, 187a–187c, 193d–193e, 193p–193q; 2.1: 237e–237f, 247d–247e, 258–259, 259a–259c, 265d–265e, 265p–265q; 3.1: 375e–375f, 387d–387f 396–397, 397a–397b, 403d–403e, 403p–403q, 417d–417e, 426–427, 427a–427c, 437d–437e; 4.1: 78–79; 5.1: 227e–227f, 237d–237e, 248–249, 249a–249c, 253d–253e, 253p–253q; 6.2: 465e–465f 488–489, 522–523, 531d Opportunities for narrative writing can be found in the Weekly Writing section where each week a complete writing process lesson is given. Similar activities are found in the Let’s Write</p>

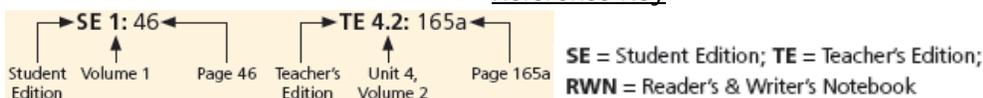
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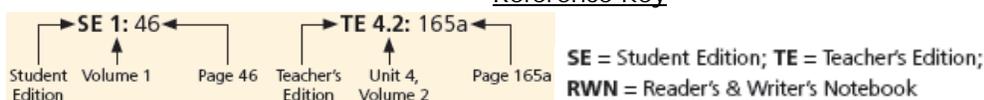
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Continued	It! pages and the accompanying Teacher Edition's materials. Writing activities such as writing a fairy tale, play, fable, or poem focus on examining a topic. The Research and Inquiry sections also ask students to investigate a concept or idea and write about it to present to the class.
<p>Writing 3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>SE 1: 48, 80, 87, 186, 258, 361, 396, 426; 2: 78, 83, 142, 174, 248, 488, 522</p> <p>TE 1.1: 25e–25f, 37d–37e, 48–49, 49a–49c, 55d–55e, 55p–55q, 61e–61f, 71d–71e, 80–81 81a, 87a; 1.2: 165e–165f, 175d–175e, 186–187, 193p, CW•12–CW•14; 2.1: 237e–237f 247d–247e, 258–259, 361a, 363b, CW•2–CW•5; 3.1: 375e–375f, 387d–387e, 396–397, 397a–397c, 403c–403e, 403p–403q, 409e–409f, 417d–417e, 426–427, 427a, 427b, 437d–437e, 426–427, 427a–427c, 437d–437e, 437p–437q; 4.1: 59e–59f, 69d–69e, 78–79, 79a–79c, 83a, 85d–85e, 85p–85q; 4.2: 121e–121f, 131d–131e, 141a, 142–143, 143a–143c, 149d–149e, 149p–149q, 155e–155f, 167d–167e, 174–175 5.1: 227e–227f, 237d–237e, 248–249, 259e–259f, 271d–271e, 282–283, 283a–283c, 287d–287e, 287p–287q; 6.2: 465e–465f, 477d–477e, 488–489, 489a–489c, 493d–493e, 493p–493q, 499e–499f, 511d–511e, 522–523, 523a–523c, 531d–531e, 531p–531q</p> <p>The Let's Write It! pages in the Student Edition present several narrative writing forms, including realistic fiction, fable, poem, and play. The daily writing sections in the accompanying Teacher's Edition lessons guide students step by step</p>

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Continued	through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they organize their ideas, taking into consideration the elements of the particular kind of narrative writing. Also, the Customize Writing (CW) pages guide students through a five-stage writing process from narrative writing prompt to finished product. Reader's and Writer's Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher's Edition lessons and CW pages.
<p>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.</p>	<p>SE 1: 80, 186, 258, 396, 426; 2: 78, 108, 488, 522 TE 1.1: 37d–37e, 49b, 61e–61f, 80–81; 1.2: 127e–127f, 165e–165f, 186–187 193p, CW•15–CW•16; 2.1: 237e–237f, 258–259, 265d, CW•6; 3.1: 396–397, 403d–403e, 409e–409f 426–427, 427b, 437d–437e; 4.1: 78–79, 79b, 108–109; 4.2: 149d–149e 6.2: 465e–465f, 488–489, 489b, 511d, 522–523, 531d</p> <p>See the statement for Writing Standard 3.a. The mini-lessons provided in the Teacher's Edition lessons on Days 2 and 3 help students focus on the elements they need to include and the techniques they can use to write a particular kind of narrative. See, for example, TE 3.1: 427b, which includes a mini-lesson on writing effective dialogue. Students fill out a graphic organizer and study a topic pertinent to the writing form, such as choosing vivid words or building a plot. Lessons remind students that the development of strong, engaging story elements—characters setting, plot, theme—is a key feature in narrative writing.</p>

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<p>Writing 3.c. Use temporal words and phrases to signal event order.</p>	<p>SE 2: 78–79, 142–143, 175 TE 3.1: 387d–387e; 4.1: 35d–35e, 44–45, 45a–45c, 69e, 78–79, 85d–85e; 4.2: 131d–131e, 142–143, 155e, 167d–167e, 173a, 174–175, 175a–175c, 183d–183e; 5.1: 227e–227f; 6.2: 477e</p> <p>Use the comprehension skill Sequence of Events to introduce and reinforce the use of temporal words to signal sequence. See, for example, SE 1: 60–61 and TE 1.1: 60a. Then apply the skill to student’s own writing by using the Language Arts activity Writing—Fiction on TE 3.1: 387d–387e. Students revise their drafts on Day 4 of the Teacher’s Edition lessons. Adding or deleting details, replacing vague or weak words with more exact or more vivid words, and adding transition or temporal words or phrases are strategies that are suggested to and discussed with students during the revising stage.</p> <p>Also, as part of Peer Revision, students can point out places in their partners’ drafts where transition or temporal words or phrases can be added to make the sequence of events clearer to readers. Remind students that temporal, or time order, words and phrases include <i>first, next, then, last, finally, after, before, later, in the meantime</i> and phrases that mention times of day, days, months, or years.</p>
<p>Writing 3.d. Provide a sense of closure.</p>	<p>SE 1: 80, 87, 259; 2: 78, 83, 488, 522 TE 1.1: 61e–61f, 71d–71e, 80–81, 87a; 2.1: 237e–237f, 247d–247e, 258–259 3.1: 427b; 4.1: 69d–69e, 78–79, 83a; 4.2: 167d–167e; 6.2: 477d–477e, 488–489 522–523, 581p</p>

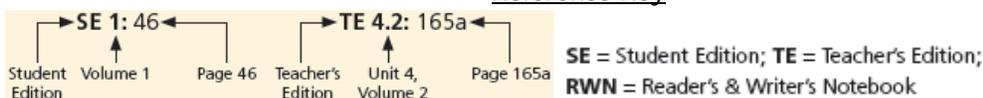
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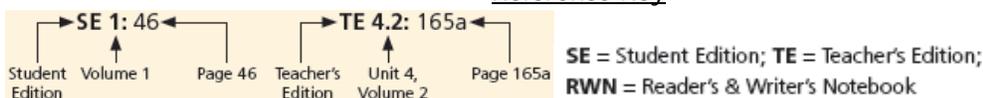
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Continued	See the statement for Writing Standard 3.a. The drafting and revising stages of the writing lessons and models and checklists provide examples of, support the writing of, or remind students about the need for a conclusion as an important part of the structure of their narrative writing. In addition, ask students to reread the conclusions of several stories, such as <i>Tops and Bottoms</i> (SE 1 : 308–325) and <i>Suki's Kimono</i> (SE 2 : 198–211) and note how these authors wrap up their narratives in satisfying ways. Suggest that students then evaluate how well their conclusion performs the same task.
Production and Distribution of Writing	
<p>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.)</p>	<p>In the Writing section in each week, students follow the basic writing process in which peer and adult review and guidance are included. There are scoring rubrics to check on process as well as peer help to revise and improve the writing along with teacher guidance. See Unit 1 representative pages:</p> <p>TE 1.1: 49a, 55d–55e, 81a, 89d–89e, 117a, 121d–121e; 1.2: 153a 159d–159e, 187a; 2.2: 317d–317e, 328–329, 329a–329c, 333d–333e, 339e–339f, 349d–349e, 356–357, 357a–357c, 363d–363e, 363p–363q; 4.2: 131d–131e, 141a, 142–143, 143a–143c, 149d–149e; 5.1: 205d–205e, 215a–215c, 221d–221e; 6.1: 399e–399f, 411d–411e, 421a, 422–423, 423a–423c, 429d–429e, 429p–429q</p>

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<p>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.)</p>	<p>The weekly writing lessons in the Student Edition and Teacher’s Edition and the unit Writing Process lessons in the Teacher’s Edition are based on a five–step process. Two of these steps are Revise and Proofread/Edit. In the weekly lessons, these two steps are presented on Days 4 and 5, respectively. Day 4 also includes Peer Revision during which student partners exchange drafts and offer ideas for strengthening one another’s writing.</p> <p>TE 1.1: 55p, 89d–89e, CW•7–CW•8; 1.2: 193p. CW•17–CW•19; 2.1: 205e–205f, 215d–215e, 224–225, 225a–225c, 231d–231e, 231p–231q, CW•7–CW•8; 2.2: 333d–333e, 363p, CW•17–CW•19; 3.1: CW•7–CW•8; 3.2: 501d–501e, 537p, CW•17–CW•19; 4.1: 25e–25f, 35d–35e, 44–45, 45a–45c, 53d–53e, 53p–53q, 85p, CW•7–CW•8; 4.2: 155e–155f, 167d–167e, 173a, 174–175, 175a–175c, 183d–183e, 183p–183q, CW•17–CW•19; 5.1: 221p, CW•7–CW•8; 5.2: 319p, 359d–359e, CW•17–CW•19; 6.1: 459d–459e, 459p, CW•7–CW•8; 6.2: CW•17–CW•19</p>
<p>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.</p>	<p>TE 1.1: CW•9–CW•10; 1.2: 185c, CW•1–CW•10, CW•20; 2.1: 231b, 265b, 299b, CW•1–CW•10; 2.2: CW•20; 3.1: 403q 467q, CW•1–CW•10; 3.2: CW•20; 4.1: CW•1–CW•10; 4.2: 144g, 149b, CW•20; 5.1: 221q CW•1–CW•10; 5.2: 319q, CW•20; 6.1: 393b, 429b, CW•1–CW•10; 6.2: CW•20</p> <p>The program includes a Research and Study Skills strand that presents lessons on using technology, such as keyboarding, and Research and Inquiry lessons that encourage the use of</p>

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Continued	computer programs in preparing presentation materials. In addition, at the midpoint of each unit are the Customize Writing/21st Century Writing pages. Like the Customize Writing/Writing Process pages, these writing pages follow a five-step writing process; however, they emphasize technology use to produce and publish writing. The 21st Century Writing projects: E-Pen Pals, Story Exchange, Photo Writing, Classroom profile, E-Newsletter, and Discussion Forum.
Research to Build and Present Knowledge	
Writing 7. Conduct short research projects that build knowledge about a topic.	Each Teacher’s Edition lesson contains a weekly research project. The topic of this research project is always tied to the Question of the Week and the topic of the main Student Edition selection. The five steps in the research project include <i>Identify Questions, Navigate/Search, Analyze, Synthesize, and Communicate</i> . One step is presented on each day of the five-day lesson. Students begin by brain-storming topic-related questions and end by giving a brief report on the topic. See the following representative pages: TE 1.2: 127b, 139b, 151d, 159b, 159n; 4.2: 121b, 131b, 141d, 149b, 149n 6.1: 371b, 381b, 387d, 393b, 393n
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.	SE 2: 388–389 TE 1.2: 127b, 139b, 139e, 151d; 2.1: 281e; 2.2: 349d; 3.2: 485d, 493c, 517d 4.1: 25e, 35d, 35e, 45b, 131d; 5.1: 227e; 6.1: 371e–371f, 381d–381e, 389a–389c, 393d–393e, 393p–393q; 6.2: CW•12–CW•14 Unit 6 Week 1 Tab Side 2: Use with SE/TE pp. 374–385

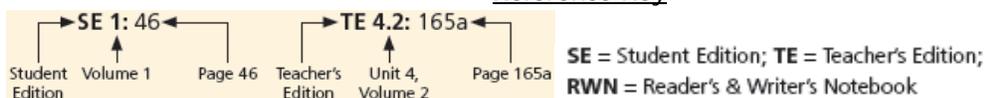
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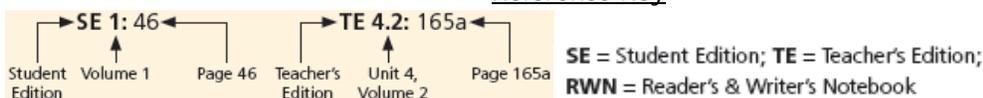
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Continued	Writing activities in the Teacher's Edition lessons help develop the skills needed to gather, organize, and analyze information. See, for example, the Writing–Notes lesson (TE 6.1: 371e–371f). In addition, the weekly research project in each Teacher's Edition lesson is divided into five steps. During the <i>Navigate/Search</i> step students gather relevant information from various sources, take notes, and organize their evidence. During <i>Analyze</i> and <i>Synthesize</i> , they restate the information they find. During <i>Synthesize</i> , they also collect and arrange basic bibliographic information for the sources they used.
Writing 9. (Begins in Grade 4)	N/A
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.	In every Writing section in each week, students follow the basic writing process in a five-day plan. They participate in short term writing activities in the Research and Inquiry section as well as the multiple-day plan in the Teacher's Edition lessons and the Let's Write It! pages in the Student Edition. See Unit 1 representative pages: SE 1: 48, 80 TE 1.1: 25e–25f, 37b, 37d–37e, 47d, 49a–49c, 55b, 55d–55e, 55n, 55p–55q, 61b 61e–61f, 79d, 81a–81c, 89b, 89d–89e, 89n, 89p–89q

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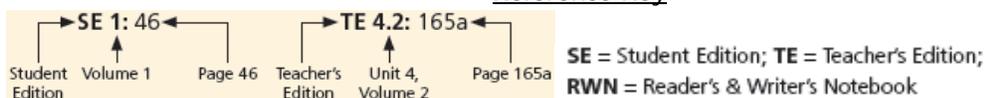
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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Each selection lesson plan contains multiple opportunities for students to initiate and engage in group discussions. Students discuss topics and texts in the daily <i>Anchored Talk</i>, <i>Oral Vocabulary</i>, and <i>Wrap Up Your Day</i>, as well as in <i>Day 2 Build Background</i> and <i>Day 5 Concept Wrap Up</i>.</p> <p>SE 1: 20–21, 28–29 TE 1.1: 20j, 20–21, 21a, 25f, 26a, 26b, 28–29, 37e, 38a, 38b, 49c, 50a, 50b, 55e, 55f</p> <p>The program also includes Listening and Speaking and Media Literacy activities in the Student Edition and their accompanying Teacher's Edition lessons. The topics of these activities are derived from the reading selections. See the following pages for examples.</p> <p>SE 1: 55, 159, 299; 2: 183 TE 1.1: 55; 1.2: 159a; 2.1: 299a; 4.2: 183a</p>
<p>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.</p>	<p>The program's Listening and Speaking and Media Literacy activities in the Student Edition include listening, speaking, and teamwork tips that incorporate rules for discussions and cooperative interaction. See the following representative Listening and Speaking pages.</p> <p>SE 1: 55, 89, 159, 231, 299, 437, 501, 537; 2: 53, 115, 183, 287, 319, 359, 393 459, 531 TE 1.1: 28–29, 55a, 55n, 62a, 89a, 89n, 90–91, 96a, 121a, 121n; 1.2:</p>

Reference Key



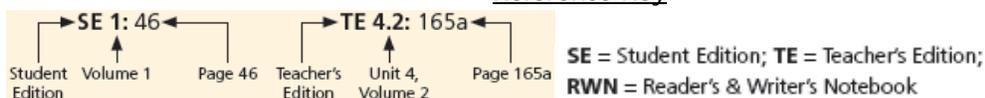
Indiana Common Core State Standards for English Language Arts - Grade Three	Scott Foresman Reading Street ©2011
Continued	122j 159n, 166a, 168–169, 193a, 193n; 2.1: 231a, 231n, 265n, 272a, 299a, 299n 2.2: 333n; 3.1: 403a, 403n, 410a, 418a, 437a, 437n, 446–447, 452a, 462a 467n; 3.2: 476–477, 501n, 508a, 537a, 537n; 4.1: 28–29, 53a, 53n, 54j, 60a 85a, 85n, 115a, 115n; 4.2: 149a, 149n, 156a, 183a, 183n; 5.1: 196a, 221n 253a, 253n, 254j, 262–263, 272a, 287a, 287n; 5.2: 319n, 359a, 359n; 6.1: 372a 393a, 400a, 402–403, 429a, 429n, 436a, 446a, 459a, 459n; 6.2: 466a, 493a 493n, 531a, 531n
<p>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).</p>	<p>SE 1: 89, 159, 193, 231, 265, 299, 363, 403, 501, 537; 2: 53, 85, 115, 149, 183 287, 319, 359, 393, 429, 459, 493, 531</p> <p>TE 1.1: 28–29, 38a, 55g, 62a, 64–65, 89a, 90–91, 96a, 121a; 1.2: 122j, 130–131 159a, 160j, 166a, 193a, 193g; 2.1: 200j, 208–209, 226a, 231a, 231g, 240–241 265g, 266j, 272a, 282a, 294a, 299g; 2.2: 330a, 333g, 334j, 358a; 3.1: 370j 378–379, 404j, 412–413, 418a, 437a, 446–447; 3.2: 474a, 501g, 502j, 508a 518a, 532a, 537a; 4.1: 20j, 26a, 28–29, 53a, 54j, 60a, 85a, 94–95, 115a 4.2: 116j, 122a, 132a, 144a, 150j, 156a, 168a, 176a, 183a; 5.1: 190j, 198–199 206a, 216a, 222j, 238a, 250a, 254j, 272a, 287a; 5.2: 314a, 328–329, 359a 6.1: 366j, 372a, 374–375, 382a, 390a, 400a, 424a, 429a, 430j, 456a; 6.2: 460j 468–469, 478a, 490a, 493a, 502–503</p> <p>Listening and Speaking activities are the primary focus of the Let’s Learn It! pages in the Student Edition. Together with the accompanying Teacher’s Edition lessons these pages provide</p>

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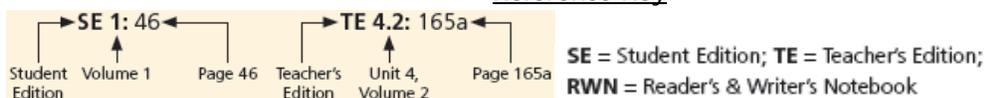
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Continued	tips advising students to ask relevant, topic-related questions and to respond with detail. Students are encouraged to use pertinent comments that help clarify their understandings and improve their own presentations as well as to provide suggestions that build on the ideas of others. Amazing Ideas discussions provide additional opportunities to respond to and ask questions and to give suggestions that build on partners' ideas.
<p>Speaking/Listening 1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>Listening and Speaking activities are the primary focus of the Let's Learn It! pages in the Student Edition. Together with the accompanying Teacher's Edition lessons these pages provide tips encouraging students to use pertinent comments that help clarify their understandings, improve their own presentations, and provide suggestions that build on the ideas of others. See these representative pages:</p> <p>SE 1: 299, 403; 2: 149, 429 TE 2.1: 299a; 3.1: 403a; 4.2: 149a; 6.1: 429a</p> <p>Concept discussions provide additional opportunities to check understandings.</p> <p>TE 1.1: 20j, 38a, 50a, 56j, 72a, 82a, 90j, 106a, 118a; 1.2: 122j, 140a, 154a, 160j 176a, 188a; 2.1: 200j, 216a, 226a, 248a, 260a, 266j, 282a, 294a; 2.2: 300j, 306a 318a, 330a, 334j, 350a, 358a; 3.1: 370j, 388a, 398a, 404j, 418a, 428a, 438j 452a, 462a; 3.2: 468j, 486a, 496a, 502j, 518a, 532a; 4.1: 20j, 36a, 46a, 54j, 70a 80a, 86j, 100a, 110a; 4.2: 116j, 132a, 144a, 150j, 168a, 176a; 5.1:</p>

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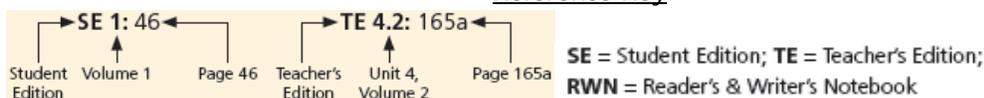
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Continued	190j, 206a 216a, 222j, 238a, 250a, 254j, 272a, 284a; 5.2: 288j, 304a, 314a, 320j, 340a 354a; 6.1: 366j, 382a, 390a, 394j, 412a, 424a, 430j, 446a, 456a; 6.2: 460j, 478a 490a, 494j, 512a, 524a
Speaking/Listening 1.d Explain their own ideas and understanding in light of the discussion.	The Concept Talk pages in the Teacher's Edition and the Let's Talk About It pages in the Student Edition give students many opportunities to discuss their own ideas and understanding during group discussions. For example, see the following page references from Unit 1 Volume 1. All other units have similar activities: SE 1: 20-21, 56-57 TE 1.1: 20j, 26a, 55f, 56j, 89f, 90j, 121f, 121g
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.	SE 1: 363, 467, 537; 2: 221, 493 TE 2.2: 363a, 363n; 3.1: 467a; 3.2: 537a; 4.1: 115a; 4.2: 183a; 5.1: 221a 6.2: 493a In addition to teaching main idea and details in its comprehension pages, the program teaches and practices summarizing skills in which students are guided in summarizing and retelling important ideas in written materials. See, for example SE 2: 24 and TE 4.1: 24a, 24–25, and 42–43. This skill is related to paraphrasing graphic and orally presented material because students are required to analyze and restate information. In addition, the program teaches and practices skills for analyzing graphically presented materials. See, for example, SE 1: 442 and TE 3.2: 442a, 442–443, and 467l–467m. Suggestions for Let's Learn It! Listening and Speaking

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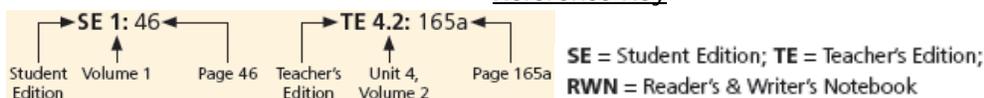
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Continued	encourage students to restate oral or visual information given in presentations. See, for example, SE 1: 467.
<p>Speaking/Listening 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SE 1: 89, 159, 193, 231, 265, 501, 537; 2: 53, 85, 115, 149, 183, 287, 319, 359 393, 429, 459</p> <p>TE 1.1: 55n, 89a, 89n, 121n; 1.2: 159a, 159n, 193a, 193n; 2.1: 231a, 231n, 265a 265n, 299n; 2.2: 333n; 3.1: 403n, 437n, 467n; 3.2: 501n, 537a, 537n; 4.1: 53a 53n, 85a, 85n, 115a, 115n; 4.2: 149n, 183a, 183n; 5.1: 221n, 253n, 287a, 287n 5.2: 319n, 359a, 359n; 6.1: 393n, 429a, 429n; 6.2: 493a, 493n, 531n</p> <p>Listening and Speaking activities are the primary focus of the Let’s Learn It! pages in the Student Edition. Together with the accompanying Teacher’s Edition lessons, these pages provide tips advising students to ask relevant, topic–related questions and to respond with detail. Amazing Ideas discussions provide additional opportunities to respond to and ask questions.</p>
Presentation of Knowledge and Ideas	
<p>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.</p>	<p>SE 1: 55, 89, 159, 193, 231, 265, 299, 363, 403, 437, 467, 501, 537; 2: 53, 85 149, 183, 221, 253, 287, 319, 359, 393, 429, 459, 493, 521</p> <p>TE 1.1: 46–47, 55a, 55n, 78–79, 89a, 89n, 114–115, 121a; 1.2: 150–151, 159a 159n, 184–185, 193a, 193n; 2.1: 222–223, 231a, 231n, 256–257, 265a, 265n 290–291, 299a, 299n; 2.2: 326–327, 333n, 354–355, 363a; 3.1: 394–395, 403a 403n, 424–425, 437a, 437n, 458–459, 467a, 467n; 3.2: 492–493, 501a, 501n 528–529, 537a, 537n; 4.1: 42–43, 53a, 53n,</p>

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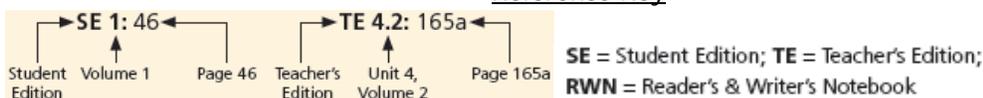
Indiana Common Core State Standards for English Language Arts - Grade Three	Scott Foresman Reading Street ©2011
Continued	<p>76–77, 85n, 106–107, 115n 4.2: 140–141, 149a, 149n, 172–173, 183a, 183n; 5.1: 212–213, 221a, 221n 246–247, 253a, 253n, 280–281, 287a, 287n; 5.2: 310–311, 319a, 319n 350–351, 359a, 359n; 6.1: 366–367, 393a, 393n, 420–421, 429a, 429n 452–453, 459a; 6.2: 486–487, 493a, 493n, 520–521, 531a, 531n</p> <p>The Listening and Speaking activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lesson provide numerous opportunities for students to prepare presentations with appropriate facts and descriptive details. Students gather information, write the presentation, prepare visuals, and finally give the presentation. Use the main idea and supporting fact lessons in the comprehension strand to reinforce understanding of the concepts. The strand provides explicit instruction in identifying main ideas and details in written materials. See, for example, TE 2.1: 204a, 204–205, and 218–219.</p> <p>Review identifying main idea and supporting details to help students as they prepare their presentations. Remind them to include supportive facts and details for their main ideas in their presentations.</p>
<p>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.</p>	<p>For each Week’s five–day plan, the following describes the type of visuals and auditory work included. For small group work, the Practice Station activities usually include auditory and visual work (TE 1.1: 20h–20i). In the lessons, students are given the opportunity to work with auditory and</p>

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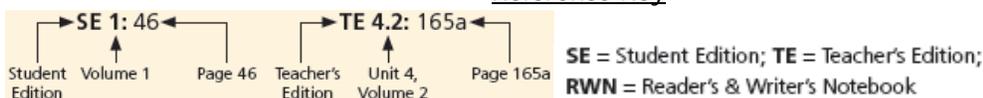
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Continued	<p>visual aids. Concept Talk uses a recording of the poster and has students work with graphic organizers (TE 1.1: 20j, 20–21, 55f).</p> <p>The Writing activity includes adding visuals to the document in the publish stage of the writing process (TE 1.1: 55p–55q). The Research and Inquiry Communicate activities suggest using visuals to support oral presentations (TE 1.1: 55n).</p>
<p>Speaking/Listening 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>SE 1: 55, 89, 193, 265, 299, 363, 403, 467, 501; 2: 53, 115, 183, 221, 287, 359</p> <p>TE 1.1: 55a, 55n; 1.2: 159a, 193a; 2.1: 265a, 299a; 3.1: 403a, 437a, 467a; 3.2: 501a 4.1: 53a, 115a; 4.2: 149a, 149n, 183a, 183n; 5.1: 253a; 5.2: 319a; 6.1: 393a, 459a 6.2: 493a, 531a, 531n</p> <p>Listening and Speaking activities are a focus of the Let’s Learn It! and Media Literacy lessons in the Student Edition and accompanying Teacher’s Edition lesson. Several of these activities remind students to use correct subject–verb agreement and to use pronouns correctly. See SE 1: 55 and SE 2: 115, for example. Also, in the Teacher’s Edition Conventions lessons, the program provides explicit instruction in identifying and following rules for subject–verb agreement. See TE 3.1: 459e and 467e and TE 4.1: 115.</p> <p>Encourage use of proper pronoun–antecedent agreement in speaking and writing activities. The program’s Conventions strand includes lessons on pronouns in the fourth unit of the</p>

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Continued	Teacher's Edition. See, for example, TE 4.1: 25d and 59d. As you discuss pronouns, take time to relate pronouns to their antecedents. Use the selection <i>Rocks in His Head</i> (beginning on SE 2: 94) to help students identify pronouns and their antecedents. Have students identify the antecedents of pronouns in sentences you read from the selection. Then have students discuss the story. Remind them to use correct pronoun–antecedent agreement as they speak.
Language Standards	
Conventions in Writing and Speaking	
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>SE 1: 81, 117, 153; 2: 143, 175, 353, 423</p> <p>TE 1.1: 25d, 37c, 61d, 71c, 71d–71e, 79e, 80–81, 81a–81c, 89c, 89d–89e, 89o, DI•49, 115e, 116–117 1.2: 127d, 139c, 150–151, 159o, IR17, IR27, IR47; 3.1: 451d–451e, 460–461, 461a–461c, 467d–467e, CW•8; 4.1: 25d, 35c, 43e, 53c; 4.2: 121d, 131c, 141e 142–143, 149c, 149o, 149p, DI•99, 155d, 167c, 173e, 174–175, 183c, 183o, 183p, DI•124, IR47, IR57; 5.1: 237d–237e, 248–249, 249a–249c, 253d–253e; 5.2: 325d, 339c, 351e, 352–353, 359c, 359o, 359p DI•124, IR57; 6.1: 399d, 411c, 421e, 422–423, 429c, 429o, 429p, DI•49</p> <p>Conventions of grammar and usage are taught, practiced, or assessed every day of every week. Examples are cited above.</p>
Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<p>SE 1: 225, 259, 293, 329, 357, 397, 427, 495, 531; 2: 45, 79, 109, 215, 249 283, 313</p> <p>TE 2.1: 205d, 215c, 223e, 224–225, 231c, 231o, DI•24, 237d, 247c, 257e</p>

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Continued	<p>258–259, 265c, 265o–265p, DI•49, 271d, 281c, 291e, 292–293, 299c, 299o 299p, DI•74; 2.2: 305d, 317c, 327e, 328–329, 333c, 333o, 333p, DI•99, 339d 349c, 355e, 356–357, 363c, 363o, 363p, DI•124, IR17, IR27, IR37, IR47, IR57 3.1: 375d, 387c, 395e, 396–397, 403c, 403o, 403p, DI•24, 409d, 417c, 425e, 426–427, 437c, 437o, 437p–437q, DI•49; 3.2: 437d, 485c, 493e, 494–495, 501c, 501o, 501p DI•99, 507d, 517c, 529e, 530–531, 537c, 537o, DI•124, IR17, IR27, IR47, IR57 4.1: 25d, 35c, 43e, 44–45, 53c, 53o, 53p, DI•24, 59d, 69c, 77e, 78–79, 85c, 85o 85p, DI•49, 91d, 99c, 107e, 108–109, 115c, 115o, 115p, DI•74; 4.2: 183d, IR17 IR27, IR37; 5.1: 195d, 205c, 213e, 214–215, 221c, 221o, 221p, DI•24, 227d 237c, 247e, 248–249, 253c, 253o, 253p, DI•49, 259d, 271c, 281e, 282–283, 287c, 287o, 287p, DI•74; 5.2: 293d, 303e, 311e, 312–313, 319c, 319o, 319p DI•99, IR17, IR27, IR37, IR47</p> <p>Unit 5 Week 1 Tab Side 2: Use with Conventions, TE p. 159d; SE p. 201</p> <p>Unit 5 Week 4 Tab Side 2: Use with Conventions, TE p. 293d</p> <p>In the Student Edition, nouns, pronouns, verbs, adjectives, and adverbs are taught in conjunction with several weekly writing lessons. In the Teacher’s Edition, they are formally presented as part of Conventions in the Language Arts sections of several lessons where the topics of formation and placement are covered. They are also discussed in many writing lessons in the Teacher’s Edition, both in the lessons that accompany the Student Edition writing lessons and in the mini-lessons on word choice.</p>

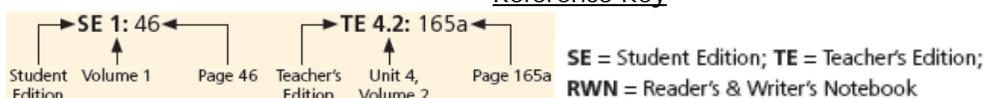
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SE = Student Edition; TE = Teacher's Edition;
 RWN = Reader's & Writer's Notebook

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<p>Language 1.b. Form and use regular and irregular plural nouns.</p>	<p>The program’s Conventions strand provides explicit instruction and practice in recognizing and forming common regular and irregular plural nouns.</p> <p>SE 1: 58, 259, 293; 2: 22 TE 1.1: 58a, 58–59, 59a, 62c, 72c–72d, 82f, 89i, 118c; 2.1: 237d, 247c, 257e 265c, 265o, 271d, 281c; 2.2: 271d, 281c, 291e, 299c, 299o; 4.1: 22a, 22–23, 23a–23b, 26c, 35c, 36c–36d, 46f, 53c, 53i, 80c</p>
<p>Language 1.c. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>Students learn to identify a noun as the word for any person, place, or thing and a proper noun as the name of a specific person, place, or thing. Abstract nouns are included in selections. To reinforce understanding of abstract nouns, point out examples as each selection proceeds through the guided reading process. For example, use the selection SE 1: <i>When Charlie McButton Lost Power</i> (beginning on SE 1: 28) and these abstract nouns: p. 31—<i>power</i>, p. 32—<i>dread</i>, p. 33—<i>fears</i>, p. 36—<i>judgment, decision</i>, p. 37—<i>distress</i>. As each word is discussed, point out how the word names a concept or idea that we can think about. It is not a word that names something we can see or touch. Have students look for other examples in each lesson.</p> <p>Unit 2 Week 2 Tab Side 2: Use with Conventions, TE p. 237d</p>

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<p>Language 1.d. Form and use regular and irregular verbs.</p>	<p>The program’s Conventions strand provides explicit instruction and practice in recognizing and forming verb tenses.</p> <p>SE 1: 397, 427 TE 3.1: 375d, 387c, 395e, 403c, 403o, 409d, 417c, 425e, 426–427, 437c, 437o 443d, 451c, 459e, 467c, 467o</p> <p>As students read stories that have common verbs with irregular past tense, point out the verbs and discuss the present tense and past tense forms. For example when reading <i>When Charlie McButton Lost Power</i> (SE 1: 30–31), point out the verb forms <i>blow</i> and <i>blew</i> used in the story.</p>
<p>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.</p>	<p>SE 1: 396, 426, 495, 531 TE 3.1: 375d, 387c, 395e, 396–397, 403c, 403o, 403p, DI•24, 426–427 3.2: 473d, 485c, 493e, 494–495, 501c, 501o, 501p, DI•99, 507d, 517c, 529e 530–531, 537c, 537o, DI•124, IR17, IR47, IR57; 4.2: 183d</p> <p>When discussing verbs in conjunction with the News Article Let’s Write It page (SE 1: 494–495), review verb tenses with students. Remind them that by changing the form of a verb, they can show whether something is happening now, has happened in the past, or will happen in the future.</p> <ul style="list-style-type: none"> • Present tense <i>I talk. He talks. They talk.</i> • Past tense <i>You talked. She talked. We talked.</i> • Future tense <i>I will talk. They will talk.</i> <p>Find examples of different verb tenses in a selection, such as <i>Supermarket</i></p>

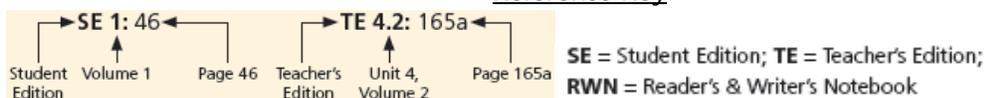
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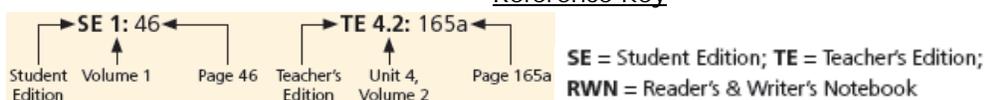
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Continued	(beginning on SE 1: 130). Read a sentence, identify the verb, and ask students to identify the tense of each verb you identify.
Language 1.f. Ensure subject-verb and pronoun-antecedent agreement.*	<p>SE 1: 48, 152, 186, 460–461; 2: 45, 109 TE 1.1: 48–49, 105c, 115e, 121p; 1.2: 127d, 152–153, 159q, 186–187; 3.1: 443d 451c, 459e, 460–461, 467c, 467o, 467p, DI•74; 3.2: 437d, IR37; 4.1: 25d, 43e 44–45, 53c, DI•24, 59d, 69c, 77e, 85c, 85o, DI•49, 91d, 107e, 108–109; 5.1: DI•50</p> <p>In its Conventions lessons, the program provides explicit instruction in identifying and following rules for subject–verb agreement. See TE 3.1: 459e and 467e. Provide additional support by having students identify the subjects and verbs in sentences of the reading selection <i>Seeing Stars</i> (beginning on SE 1: 446). Have students make a two–column chart with <i>subjects</i> listed in the first column and <i>verbs</i> in the second column. Encourage them to note the construction of singular and plural verbs and how they relate to the subject. Then have students write sentences and exchange them with a partner, who checks that the subjects and verbs in the sentences agree. In addition, pronouns are presented in Convention lessons in TE 4.1. See, for example, TE 4.1: 25d, 35c, 43e, 53c, 53n.</p> <p>As you discuss pronouns, remind students that pronouns replace nouns. Tell them that sentences must make it clear what noun is replaced by a pronoun.</p>

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Continued	Use the selection <i>The Man Who Invented Basketball</i> (beginning on SE 2: 28) to help students identify pronouns and their antecedents. Read select sentences from the selection, model how to identify pronouns and their antecedents, and then have students identify pronouns and antecedents in sentences from the selection. You might use these sentences, for example: "James Naismith turned eleven in 1872. He was old enough to know where the river near his home became safe solid ice." "When James needed ice skates, he made them." "The game had to be fast and fun. It could not be risky. ..." Then have students make up their own sentences using pronouns and their antecedents.
Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	The program introduces basic adjectives and adverbs. That instruction is followed by work with comparative and superlative adjectives and adverbs. SE 2: 249, 313 TE 5.1: 227d, 237c, 247e, 253c, 253o; 5.2: 293d, 303c, 311e, 319c, 319o
Language 1.h. Use coordinating and subordinating conjunctions.	The program includes work with conjunctions. The lessons focus on both coordinating (<i>and, but, or</i>) and subordinating (<i>because, therefore</i>) conjunctions. The writing activity on TE 5.2: 359p–359q explains how to improve student writing using conjunctions to combine sentences. SE 2: 353 TE 5.2: 325d, 339c, 351e, 359c, 359o; 6.1: 435d, 445c, 453e, 459c, 459o

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<p>Language 1.i. Produce simple, compound, and complex sentences.</p>	<p>SE 1: 49, 187; 2: 455 TE 1.1: 25d, 37c, 47e, 48–49, 55c, 55o, DI•24, 61d, 71c, 79e, 81b, 89c, 89o, 105e, DI•74, CW•7; 1.2: 127d, 139c, 151e, 152–153, 159c, 159o, 165d–165e, , 175c, 185e, 186–187, 187a–187c, 193c, 193d–193e, 193o, DI•124–DI•125, IR57; 2.1: 223e, 291e 2.2: 333d, 355e; 3.1: 395e, 425e, 437p; 3.2: 485d–485e, 493e, 494–495, 495a–495c, 501d–501e, 529e, 537p; 4.1: 53d 53p, DI•25, 85d, DI•50, 99d–99e, 107a, 108–109, 109a–109c, 115d–115e, DI•75, CW•7; 5.2: 325d, 339c, 339d–339f, 351e, 352–353, 353a–353c, 359c, 359d–359e, 359o 359p, DI•124; 6.1: 435d, 445c, 453e, 454–455, 459c, 459d, 459o, 459p, DI•74 6.2: 465d, 493p Unit 1 Week 5 Tab Side 2: Use with Conventions, p. 165d The program’s Conventions strand provides explicit instruction in identifying and forming simple declarative, imperative, exclamatory, and interrogative sentences and compound sentences. Story selections contain numerous examples of simple, compound, and complex sentences. Use them to discuss sentence structure. Choose sentences from selections for use as models. For example, use the selection <i>My Rows and Piles of Coins</i> (beginning on SE 1: 168). Select sentences from the story, such as “My heart beat excitedly.” “I wanted to buy everything, but I clutched my coins tightly in my pocket.” “I turned and bumped into a skinny man, who laughed at my confusion.” Identify the two independent clauses in compound sentences and the dependent and</p>

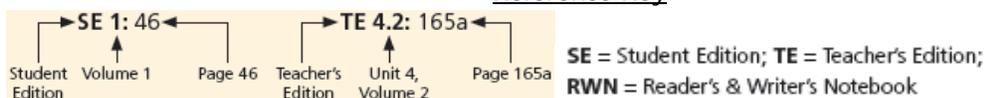
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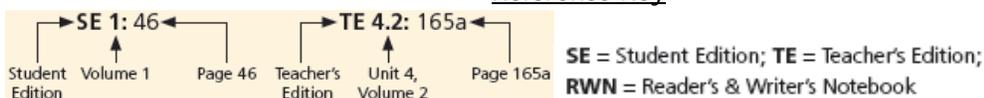
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Continued	independent clauses in complex sentences. Model writing simple, complex and compound sentences, and encourage students to use varying structures as they complete writing activities in the program.
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SE 1: 116, 187; 2: 143, 423, 435, 488–489, 523 TE 1.1: 37c, 47e, 55c, 55p, 89p, DI•50, 95d, 105c, 115e, 116–117, 121c, 121o, 121p, DI•75, CW•8; 1.2: 127d, 159p, DI•99, 165d, 186–187, 193c, 193d, IR37; 2.1: 231p, 265p, 299p, CW•8; 2.2: 317c, 333p, 349c, 355e, 363c, 363o, 363p, IR47, IR57; 3.1: 437p, 467d 467p; 3.2: 501p; 4.1: 53p, 69d–69e, 78–79, 79a–79c, 85d–85e, 85p, 115q, CW•8; 4.2: 121d, 141e, 142–143, 149c, 149o 149p, DI•99; 5.1: 221p, 287p; 5.2: 319p, 359p; 6.1: 399d, 411c, 421e, 422–423 429c, 429o, 429p, DI•49, 434–435, 459c, 459p; 6.2: 465d, 477c, 477d–477e, 487e, 488–489, 489a–489c, 493d–493e, 493o, 493p</p> <p>In the Student Edition, capitalization and punctuation are taught in conjunction with the weekly writing lesson. In the Teacher’s Edition, capitalization and punctuation, along with grammar and usage, comprise Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the Let’s Write It! lesson in the Student Edition is taught and practiced in all the Teacher’s Edition lessons for the week. The topic also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit.</p>

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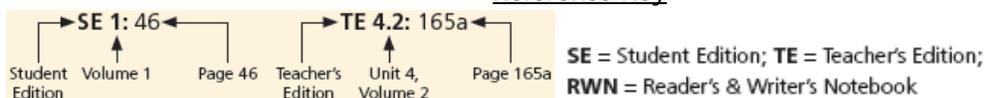
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Continued	Spelling is a separate main component of the Language Arts strand.
<p>Language 2.a. Capitalize appropriate words in titles.</p>	<p>In the Student Edition, capitalization is taught in conjunction with writing. In the Teacher’s Edition, capitalization, along with grammar, usage, and punctuation, is presented in Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the weekly Let’s Write It! lesson in the Student Edition is taught and practiced in all the Teacher’s Edition lessons for the week. The Conventions rubric for the writing activity focuses on the featured trait. Book titles are included in TE 6.1: 371d, 381c, 387e, 393c, 393o</p> <p>Use the following routine with each selection title when Prereading Strategies are presented at the beginning of each lesson.</p> <ul style="list-style-type: none"> • As the selection title is identified, call attention to the use of capitalization to identify important words in the title. • Discuss the difference between important and less important words in the title. • Ask students to identify the capitalized words in the title.
<p>Language 2.b. Use commas in addresses.</p>	<p>The program’s Conventions strand provides explicit instruction and practice in recognizing and using commas in addresses.</p> <p>TE 6.2: 465d, 477c, 487e, 493c, 493o</p>

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<p>Language 2.c. Use commas and quotation marks in dialogue.</p>	<p>SE 2: 523 TE 3.1: DI•50; 4.1: 85p; 6.2: 499d, 511c, 521e, 522–523, 531c, 531o, DI•124</p> <p>In the Student Edition, punctuation, including commas and quotation marks, is taught in conjunction with writing. In the Teacher’s Edition, punctuation, including commas and quotation marks, along with grammar and usage and capitalization is presented in Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the weekly Let’s Write It! lesson in the Student Edition is taught and practiced in the Teacher’s Edition lessons for the week. The Conventions rubric for the writing activity focuses on the featured trait.</p> <p>Use any selection in the program that includes dialogue to point out the use of commas and quotation marks to set off the speaker’s words. For example, as students read <i>What About Me?</i> (beginning on SE 1: 64), point out the opening and closing quotation marks that enclose the spoken words and the commas that separate those words from the speech tags. Also point out the speech tags that identify the speaker of the words.</p>

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<p>Language 2.d. Form and use possessives.</p>	<p>The program’s Conventions strand provides explicit instruction and practice in recognizing and forming possessives.</p> <p>SE 1: 329, 357 TE 2.2: 305d, 317c, 327e, 328–329, 330o, 333c, 339d, 349c, 355e, 356–357 363c, 363o Unit 2 Week 5 Tab Side 2: Use with Conventions, TE p. 339d</p>
<p>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>).</p>	<p>TE 1.1: 47e, 58a, 59a, 61c, 62c, 71c, 72c–72d, 79e, 82f, 89c, 89o, 89i, 92a, 92–93, 93a–93b, 95c, 96c, 105c, 106c–106d, 115e, 118f, 121c, 121i, 121o; 1.2: 151e 185e, IR26, IR36; 2.1: 223e, 257e, 291e; 2.2: 327e, 355e; 3.1: 395e, 425e, 459e 3.2: 470a, 470–471, 471a, 473c, 474c, 485c, 486c–486d, 493e, 496f, 501c, 501i, 501o, 529e, IR46; 4.1: 22a, 22–23, 23a–23b, 25c, 26c, 35c, 36c–36d, 43e, 46f, 53c, 53i, 53o, 77e 107e; 4.2: 118a, 118–119, 119a–119b, 121c, 122c, 131c, 132c, 141e, 144c–144e, 149c, 149o, 173e, IR16, IR46; 5.1: 213e, 227c, 237c 247e, 253c, 253o, 281e; 5.2: 311e, 322a, 322–323, 323a–323b, 325c, 326c, 339c, 340c–340d, 351e, 354c, 354e–354f, 359c, 359i, 359o, IR26, IR56 6.1: 387e, 421e, 432a, 432–433, 433a–433b, 435c, 436c, 445c, 435e, 446c–446d, 453e, 459c, 459i, 459o; 6.2: 487e, 521e, IR36 Unit 3 Week 4 Tab Side 2: Use with Phonics, SE/TE p. 470</p> <p>Each week in the Teacher’s Edition, a spelling concept is pretested on Day 1; practiced on Days 2, 3, and 4 using activities, strategies, and workbook pages and tested again on Day 5. The</p>

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Continued	spelling concept also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit. These lessons focus on spelling patterns and the spelling of high-frequency words.
<p>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.</p>	<p>TE 1.1: 22a, 22–23, 23a, 25c, 26c, 37c, 38c–38d, 47e, 50f, 55c, 55i, 55o; 1.2: 127c, 139c, 151e, 159c, 159o, 165c, 175c 185e, 193c, 193o, IR16, IR46, IR56; 2.1: 205c, 215c, 223e, 231c, 231o, 234a, 234–235, 235a, 237c, 247c, 251e, 257e, 265c, 265e, 265o, 271c, 281c, 291e, 299c, 299o; 2.2: 302a, 302–303, 303a–303b, 305c, 306c, 317c, 327e 333c, 333i, 333o, 339c, 349c, 355e, 363c, 363o, IR16, IR26, IR36, IR46, IR56; 3.1: 372a, 372–373, 373a–373b, 375c, 387c, 388c, 395e, 403c, 403i, 403o, 406a, 406–407, 407a–407b, 409c, 410c, 417c, 418c–418d, 425e, 428f, 437c, 437i, 437o, 440a, 440–441, 441a–441b, 443c, 444c, 451c, 452c, 452d, 459e, 462f, 467c, 467o; 3.2: 504a, 504–505, 505a, 507o, 508c, 517c, 518c–518d, 529e, 532f, 537c, 537i, 537o, IR16, IR26, IR36, IR56; 4.1: 59c, 69c 77e, 85c, 85o, 88a, 88–89, 89a–89b, 91c, 92c, 99c, 100c–100e, 107e, 115c, 115i, 115o; 4.2: 152a, 152–153, 153a–153b, 155c, 156c, 167c, 168c, 173e, 176c–176e, 176f, 183c, 183i, 183o, IR26, IR36, IR56; 5.1: 195c, 205c, 213e, 221c, 221o, 256a, 256–257, 257a–257b, 259c, 260c, 271c, 272c–272d, 281e, 284c–284d, 284f, 287c, 287i, 287o; 5.2: 290a, 290–291, 291a–291b, 293c, 294c, 303c, 304c–304d, 311e, 314c, 314e–314f, 319c, 319i, 319o, IR16, IR36, IR46; 6.1: 371c, 381c,</p>

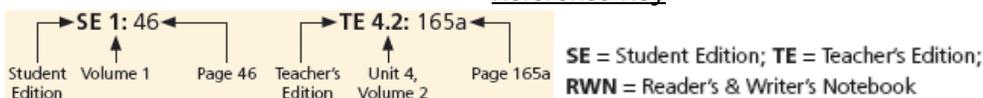
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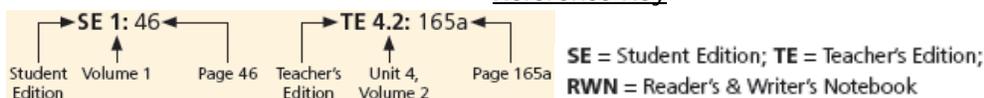
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Continued	<p>387e 393c, 393o, 396a, 396–397, 397a, 399c, 400c, 411c, 412–413, 421e, 429c, 429i, 429o; 6.2: 462a, 462–463, 463a, 465c, 466c, 477c, 487e, 493c, 493i, 493o, 496a, 496–497, 497a–497b, 499c, 500c, 511c, 512c–512d, 521e, 524f, 531c, 531i, 531o, IR16, IR26, IR46, IR56</p> <p>Every week’s lesson focuses of spelling concepts, which are pretested, practiced and posttested. The spelling concept also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit. These lessons focus on spelling patterns and generalizations. In addition, as part of the writing process, students proofread and edit for spelling capitalization, punctuation, and grammar.</p>
<p>Language 2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Spelling lessons encourage students to use print or online dictionaries to check spelling.</p> <p>TE 1.1: 55c, 89c, 121c; 1.2: 193c; 2.1: 223c, 231c, 265c, 299c; 2.2: 333c 3.1: 403c, 403p; 3.2: 501c, 537c; 4.1: 53c, 53p, 85c; 4.2: 149c, 183c; 5.1: 221c 253c, 287c; 5.2: 359c, 359p; 6.1: 393c, 429c, 459c; 6.2: 493c, 493p</p> <p>In addition, the Research and Study strand identifies the structure, organization and purpose of reference sources including dictionaries and glossaries (see, for example, TE 2.1: 223c)</p> <p>Provide multiple copies of reference sources for students’ use. Encourage</p>

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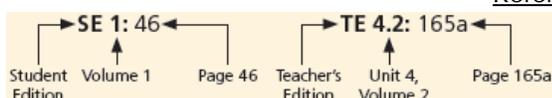
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Continued	them to use the sources to check and correct spelling as they proofread and edit their writing on Day 5 of the weekly writing lessons (see, for example, TE 1.1: 55e) and as the fourth step of the writing process in Customize Writing (see, for example, TE 1.1: CW•8).
Knowledge of Language	
<p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>In the Conventions section as well as in both the Literary Terms and Writing Traits strands, the program includes lessons that discuss using the conventions of language and making language choices for effective communication. In addition Think Critically questions in the Teacher's Edition may focus on the effect of words used in the selections. This provides the opportunity to identify effective choices and to apply them to students' own writing.</p> <p>TE 1.1: 37d–37e, 48–49, 49a–49c, 55d–55e; 2.1: 183d, 225b; 3.2: 474d; 4.2: 121d, 122d, 131c, 137a, 141e, 149c, 149i, 149o; 5.1: 196d, 283b 6.1: 372d, 383a, 391i</p> <p>In the Weekly writing strand, the Writing Revising Strategy pages provide opportunities for students to check their writing for effective language.</p> <p>TE 1.1: 55d, 89d, 117b, 121d; 1.2: 153b, 159d, 193p; 2.1: 293b, 299d 2.2: 333d, 363d; 3.1: 397b, 403d, 437d, 467d; 3.2: 501d; 4.1: 45b, 53d, 85d 115d; 4.2: 149d; 5.1: 215b, 221d, 287d; 5.2: 319d, 359d; 6.1: 393d, 429d, 459d 459p; 6.2: 493d</p>

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<p>Language 3.a. Choose words and phrases for effect.</p>	<p>In the Literary Terms and Writing Craft and Traits strands, the program includes lessons that discuss effective communication through use of words and phrases. In addition, Think Critically questions in the Teacher's Edition may focus on the effect of words or phrases used in the selections. This provides the opportunity for students to identify effective choices and to apply them to their own writing.</p> <p>TE 1.1: 37d, 49b; 1.2: 159d; 2.1: 183d, 215d–215e, 224–225, 225a–225c, 231d–231e, CW•7; 3.1: 387d–387e, 397a–397c, 403c–403e; 3.2: 474d, 517d–517e, 530–531, 531a–531c, 537d–537e; 4.2: 122d, 137a 149d, 149i, 183d; 5.1: 196d, 271d–271e, 282–283, 283a–283c, 287d–287e; 6.1: 372d, 383a, 391i, 445d–445e, 454–455, 455a–455c, 459d–459e; 6.2: 493d, 511d–511e, 522–523, 523a–523c, 531d–531e</p> <p>Unit 1 Week 4 Tab Side 2: Use with SE/TE pp. 152–153</p> <p>In the Weekly writing strand, the Writing Revising Strategy pages provide opportunities for students to check their writing for effective language choices.</p>
<p>Language 3.b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>In the Speaking and Listening sections of the program, students develop oral language skills based on the conventions of standard English. The same is true in the Conventions and Writing sections where students focus on using conventions of standard English conventions.</p> <p>Throughout the program, students have opportunities to use formal and</p>

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Continued	<p>informal language in speaking and writing activities. As students prepare speeches (for example, TE 2.1: 231a), emphasize that speeches require formal language. Point out that formal language follows all the rules of grammar and does not use slang or contractions. Tell students that less formal language is appropriate for daily discussions or conversations with partners and classmates. (See, for example Activate Prior Knowledge and Anchored Talk—TE 2.1: 200j.)</p> <p>As students work on their weekly writing activities, emphasize the need for formal language in their written products. Refer students to the revising and editing and proofreading stages of the weekly writing process. (See, for example, TE 2.1: 231d and 231p–231 q.) Point out to students as they write dialogue that dialogue may be less formal than other kinds of writing because it reflects the way people speak. (See, for example, TE 3.1: 437d.)</p>
Vocabulary Acquisition and Use	
<p>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.</p>	<p>SE 1: 26, 54, 62, 88, 128, 158, 238, 264, 272, 298, 340, 362, 376, 402, 474, 500 2: 26, 52, 60, 84, 92, 114, 122, 148, 156, 182, 228, 252, 260, 286, 326, 358 436, 458, 500, 530 TE 1.1: 26e, 36–37a, 43c, 55a, 62e, 69a, 70–71a, 73a, 89a; 1.2: 128e, 128–129 159a, IR12–IR13, IR15, IR22–IR23, IR25; 2.1: 238e, 238–239, 265a, 272e, 278–279a, 281c, 282c, 282e, 297a, 299a; 2.2: 340e, 340–341, 350e, 350–351, 351a, 359a, 361a, 363a, 363h, IR32–IR33, IR35; 3.1: 376e 386–387a, 392–393a, 403a; 3.2: 474e, 474–475, 482–483, 486e,</p>

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Continued	<p>486–487, 487a, 489a, 501a, IR12–IR13, IR15; 4.1: 23a, 26e, 26–27, 30–31, 31a, 37a, 49a, 53a, 60e, 60–61, 70e, 85a, 85h, 92e, 92–93, 97a, 100e, 104–105a, 115a, 115h; 4.2: 122e, 122–123, 149a, 149h, 156e 156–157, 183a; 5.1: 224–225, 228e, 236–237a, 242–243a, 247b, 253a, 260e, 260–261, 270–271, 271a, 272b, 272–273a, 285a 287a, 287h; 5.2: 294e, 300–301, 301a, 304e, 319a, 319h, 326e, 326–327, 334–335a, 337a, 348–349a, 354a, 354h, 359a, IR22–IR23, IR25, IR32–IR33 IR35, IR52–IR53, IR55; 6.1: 395a, 400b, 400e, 400–401, 412b, 429a, 429h, 436e, 436–437, 459a; 6.2: 500e, 500–501, 518–519a, 525a 531a, 531h, IR52–IR53, IR55 Unit 4 Week 4 Tab Side 2: Use with Vocabulary, SE/TE pp. 122–123</p> <p>The program offers numerous instructional opportunities to help students learn how to determine or clarify word meanings through Vocabulary, Dictionary and Reference Sources, and affixation activities.</p>
<p>Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>The program’s Vocabulary strand provides explicit instruction and practice in recognizing and using context clues to acquire meanings of words and phrases.</p> <p>SE 1: 26–27, 54, 128–129, 158, 206–207, 230, 238–239, 264, 306–307, 332 340–341, 362, 376–377, 402, 474–475, 500; 2: 26–27, 52, 92–93, 114, 122–123 148, 196–197, 220, 228–229, 252, 294–295, 318, 326–327, 358, 400–401, 428 500–501, 530 TE 1.1: 26e, 26–27, 55a, 61a, 62e; 1.2: 128e, 128–129, 143a, 146–147, 147a, 149a, 159a, 159h; 2.1: 206e,</p>

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Continued	206–207, 231a, 238e, 238–239, 246–247, 247a, 248e, 252–253, 253a, 265a, 265h; 2.2: 306e, 306–307, 333a, 340e, 340–341, 363a 3.1: 376e, 376–377, 386–387, 387a, 392–393, 393a, 403a, 403h; 3.2: 474e, 474–475, 501a; 4.1: 26e, 26–27, 53a 92e, 92–93, 115a; 4.2: 122e, 122–123, 149a; 5.1: 196e, 196–197, 221a, 228e 228–229, 253a; 5.2: 294e, 294–295, 319a, 326e, 326–327, 359a; 6.1: 400e 400–401, 429a; 6.2: 500e, 500–501, 531a
<p>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</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p>	<p>SE 1: 508; 2: 372, 466 TE 3.2: 508e, 518e, 518–519, 519a, 522–523a, 532d, 537a, 537h; 6.1: 372e, 372–373, 384–385a, 393a, 393h; 6.2: 466e, 476–477a</p> <p>The program focuses on the meanings of words with prefixes and suffixes in Word Analysis and Vocabulary lessons. Students learn to combine the meaning of the known word with the meaning of the affix to determine the meaning of the new word.</p>
<p>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</i>, <i>companion</i>).</p>	<p>SE 1: 166, 192, 508, 536; 2: 372, 392, 466, 492 TE 1.2: 166e, 176e, 178–179a, 193a, 193h, IR52–IR53, IR55; 3.2: 508e, 518–519a, 522–523a 537a, IR52–IR53, IR55; 6.1: 372e, 384–385a, 393a; 6.2: 466e, 476–477a 484–485a, 493a, IR12–IR13, IR15, IR42–IR43, IR45</p> <p>The program focuses on root words in Word Analysis and Vocabulary lessons on related words. Students decode and determine the meaning of an unfamiliar word based on knowledge of words with the same root.</p>

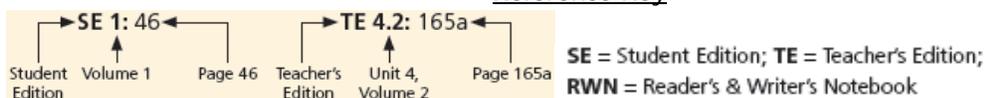
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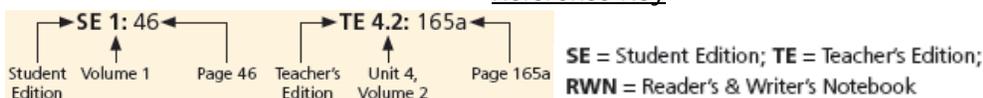
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<p>Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>The program’s Vocabulary strand provides explicit instruction and practice in using glossaries and dictionaries to find word meanings.</p> <p>SE 1: 96–97, 120, 410–411, 436, 444–445, 466; 2: 60–61, 84, 156–157, 182 436–437, 458, 492</p> <p>TE 1.1: 96e, 96–97, 100–101, 101a, 112–113, 113a, 115c, 121a; 2.1: 223c; 3.1: 410e, 410–411, 414–415, 415a, 419a, 421a, 437a, 437h, 444e, 444–445, 452e, 467a; 4.1: 43c, 60e 85a; 4.2: 156e, 156–157, 168e, 168–169, 169a, 183a, 183h; 6.1: 436e, 436–437, 440–441, 441a, 448–449, 449a, 459a, 459h</p> <p>Unit 4 Week 1 Tab Side 2: Use with Research and Study Skills, TE p. 43c</p>
<p>Language 5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Instruction in word relationships, including words related by meaning, such as synonyms; by phonics, such as homophones; by symbols, such as homographs and by base words and affixes are a focus of the program’s Vocabulary and Word Analysis strands. See these representative pages:</p> <p>TE 1.1: 21a, 26b, 62b, 72b, 82b, 91a, 96b, 106b, 118b 1.2: 206e, 206–207; 3.2: 508e, 508–508; 5.1: 196e, 206e, 206–207, 207a, 221a, 221h; 6.2: 500e, 500–501</p>
<p>Language 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>TE 1.1: 33a, 105a, 107a; 1.2: 137a, 149a, 173a; 2.1: 243a, 265a, 279a; 2.2: 311a 315a; 3.1: 387a, 431a, 451a, 453a, 464–465; 3.2: 497a; 4.1: 97a, 99a, 104–105 4.2: 139a; 5.1: 265a, 275a; 5.2: 301a, 349a; 6.1: 415a, 417a, 443a; 6.2: 473a 475a, 507a, 509a</p>

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Continued	Explicit instruction in identifying and differentiating figurative language, including idioms, similes, and metaphors, is provided in Teacher's Edition Literary Terms lessons. Students are then asked to analyze the meanings of these figures of speech that appear in selections, thus distinguishing them from literal meanings of word.
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>).	Each selection lesson plan includes <i>Anchored Talk</i> , which introduces vocabulary words and connects them to the real world and students' experiences. See the following representative pages: TE 1.2: 127e; 2.1: 201a, 206b, 216b, 226b; 6.1: 435a, 445d, 455b
Language 5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	SE 1: 206, 230; 2: 196, 220 TE 2.1: 206e, 216–217a, 219a, 231a; 5.1: 196e, 206e, 206–207a, 221a, 221h To foster the use of specific words, Vocabulary lessons in the Read and Comprehend section and questions that accompany the reading selection in the Teacher's Edition focus on defining and identifying synonyms and using them to understand the meanings of words with related meanings. For an additional activity, choose related words from a story, such as <i>A Symphony of Whales</i> (beginning on SE 1: 476), and discuss their meanings in relation to state of mind and degree of certainty. This story includes such speech-related words as <i>said</i> , <i>shouted</i> ,

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Continued	<i>called, cried, and whispered.</i> List the words on the board. Discuss the differences in the meanings of the words, using references sources if necessary. During the discussion, talk about how the words help convey what is taking place in the story.
<p>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>).</p>	<p>Each week’s lesson plan contains <i>Amazing Words</i>, which are content words related to the unit theme and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. Day 1 of each lesson plan also contains <i>Academic Vocabulary</i> to help students learn the meanings of general academic words and use them correctly. See the following representative pages for the first three selections in Unit 1:</p> <p>TE 1.1: 21a, 25a, 26b, 38b, 50b, 55g, 57a, 61a, 62b, 72b, 82b, 89g, 91a, 95a 96b, 106b, 118b, 121g</p> <p>The program’s Conventions strand provides explicit instruction and practice in using words that signal relationships.</p> <p>SE 1: 60–61, 94–95; 2: 258–259 TE 1.1: 60a, 60–61, 62d, 89h, 94a, 94–95, 121h; 5.1: 258a, 258–259</p>

Reference Key

