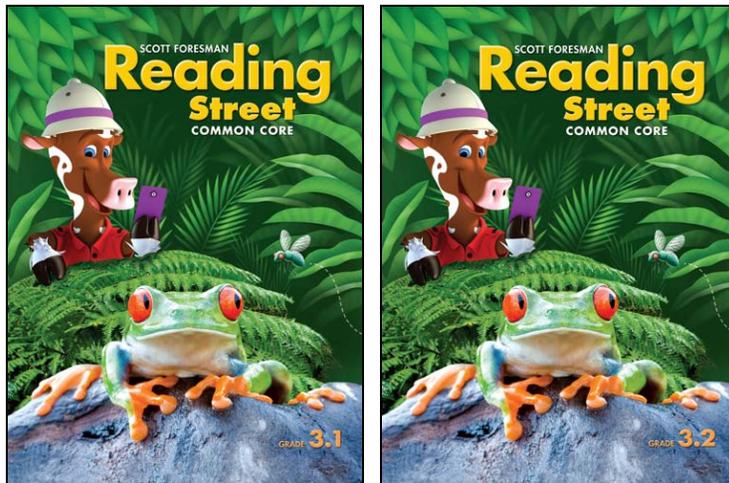


A Correlation of

**Scott Foresman  
Reading Street  
Common Core  
Grade 3**

© 2013



to the

**INDIANA**

**Academic Standards  
for English Language Arts**

**Grade 3**

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**INTRODUCTION**

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

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

*Reading Street Common Core* is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

At the heart of *Reading Street*—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that aid in this goal is the *Read for Understanding Routine*, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of *Scott Foresman Reading Street Common Core*. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

**Writing instruction and research activities** within *Reading Street Common Core* emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

**Reading Street Common Core instruction for all learners** is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street Common Core* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

**Scott Foresman Reading Street Common Core State Standards-Based Assessment** integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

**Technology** within *Scott Foresman Reading Street Common Core* echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

**eStreet Interactive** lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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<b>Grade 3</b>	
<b>Reading</b>	
<b>3.1 Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</b>	
3.1.1 Know and use more difficult word families (-ight) when reading unfamiliar words.	<b>3.5:</b> 259c, 271c, 281e, 287c, 287o, 293c, 303c, 311e, 319c, 319o <b>3.6:</b> 371c, 381c, 387c, 387e, 393c, 393o
3.1.2 Read words with several syllables.	These are some of the many examples. <b>3.1:</b> 23a–23b, 93a–93b, 125a–125b <b>3.2:</b> 303a–303b, 337a–337b <b>3.3:</b> 504a–505, 505a–505b <b>3.4:</b> 23a–23b, 36d, 46f, 57a–57b, 70d, 80f, 89a–89b, 100d, 110f <b>3.5:</b> 193a–193b, 225a–225b, 257a–257b <b>3.6:</b> 369a–369b, 397a–397b, 433a–433b, 463a–463b, 497a–497b
3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.	<b>3.1:</b> 94–95, 96–97, 115b, 120–121 <b>3.2:</b> 236–237, 238–239, 257b, 264–265 <b>3.3:</b> 374–375, 376–377, 395b, 402–403, 506–507, 508–509, 529b, 536–537 <b>3.4:</b> 90–91, 92–93, 107b, 114–115 <b>3.5:</b> 258–259, 260–261, 281b, 286–287 <b>3.6:</b> 498–499, 500–501, 521b, 530–531
3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). Example: Understand that words, such as fair and fare, are said the same way but have different meanings. Know the difference between two meanings of the word lead when used in sentences, such as "The pencil has lead in it" and "I will lead the way."	<b>3.2:</b> 206e, 206–207, 216–217, 230–231, 231a, 231h, 306e, 306–307, 314–315, 322–323, 323a, 333h <b>3.3:</b> 376e, 376–377, 386–387, 392–393, 402–403, 403a, 403h <b>3.6:</b> 500e, 500–501, 508–509, 518–519, 530–531, 531a, 531h

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3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.	<p><b>3.1:</b> 54–55a, 88–89a, 120–121a, 158–159a  <b>3.2:</b> 230–231a, 264–265a, 298–299a, 332–333a  <b>3.3:</b> 402–403a, 436–437a, 466–467a, 500–501a, 536–537a  <b>3.4:</b> 52–53a, 84–85a, 114–115a  <b>3.5:</b> 220–221a, 252–253a, 286–287a, 318–319a, 358–359a  <b>3.6:</b> 392–393a, 428–429a, 458–459a, 492–493a, 530–531a</p>
3.1.6 Use sentence and word context to find the meaning of unknown words.	<p><b>3.1:</b> 26e, 26–27, 36–37, 37a 38a, 43a, 54–55, 128e, 128–129, 158–159, 159a, 159h  <b>3.2:</b> 206e, 206–207, 230–231, 231a, 231h, 238e, 238–239, 246–247, 252–253, 264–265, 265a, 265h, 266, 306e, 306–307, 314–315, 322–232, 323a, 333a, 340e  <b>3.5:</b> 196e, 196–197, 206–207, 220–221, 221a, 221h, 228e, 228–229, 236–237, 238c</p>
3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.	<p><b>3.1:</b> 79c, 115c  <b>3.2:</b> 238e, 238–239  <b>3.3:</b> 482–483  <b>3.4:</b> 43c, 156e, 156–157, 183a</p>
3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.	<p><b>3.1:</b> 166e, 166–167, 178–179, 192–193, 193h  <b>3.3:</b> 508e, 508–509, 518–519, 522–523, 536–537, 537a, 537h  <b>3.6:</b> 372e, 372–373, 384–385, 392–393, 393a, 393h, 466e, 466–467, 476–477, 477a, 484–485, 492–493, 493a, 493h</p>
3.1.9 Identify more difficult multiple-meaning words (such as puzzle or fire).	<p><b>3.1:</b> 166e, 166–167, 178–179, 192–193, 193h  <b>3.3:</b> 508e, 508–509, 518–519, 522–523, 536–537, 537a, 537h  <b>3.6:</b> 372e, 372–373, 384–385, 392–393, 393a, 393h, 466e, 466–467, 476–477, 477a, 484–485, 492–493, 493a, 493h</p>

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<p><b>3.2 Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children's magazines and periodicals, and reference and technical materials.</b></p>	
<p>3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.</p>	<p><b>3.1:</b> 47c, 47d, 79c, 188g  <b>3.2:</b> 226g, 291c  <b>3.3:</b> 442a, 459c  <b>3.5:</b> 314g  <b>3.6:</b> 390g</p>
<p>3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical).</p>	<p><b>3.2:</b> 338a, 338–339, 348–349, 354–355  <b>3.3:</b> 442–443, 450–451, 456–457, 459a  <b>3.6:</b> 464–465</p>
<p>3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.            Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.</p>	<p><b>3.1:</b> 24a, 24–25, 30–31, 40–41, 46–47, 126a, 126–127, 132–133, 140–141, 148–149, 150–151  <b>3.5:</b> 324a, 324–325, 336–337, 340–341, 350–351</p>
<p>3.2.3 Show understanding by identifying answers in the text.            Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.</p>	<p><b>3.1:</b> 37b  <b>3.2:</b> 215b, 317b  <b>3.3:</b> 417b, 532g  <b>3.4:</b> 99b  <b>3.5:</b> 205b, 339b  <b>3.6:</b> 411b, 445b</p>
<p>3.2.4 Recall major points in the text and make and revise predictions about what is read.            Example: Listen and view Steve Jenkins' book Actual Size; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals.</p>	<p><b>3.1:</b> 37a, 45a, 71a, 77a, 105a, 113a, 139a, 149a, 175a, 183a  <b>3.2:</b> 215a, 221a, 247a, 255a, 289a, 317a, 325a, 349a, 353a  <b>3.3:</b> 387a, 393a, 417a, 423a, 451a, 457a, 485a, 491a, 517a, 527a  <b>3.4:</b> 35a, 69a, 75a, 99a, 105a, 131a, 167a, 171a  <b>3.5:</b> 205a, 211a, 237a, 245a, 271a, 279a, 309a, 339a, 349a  <b>3.6:</b> 381a, 385a, 411a, 419a, 445a, 451a, 477a, 485a, 511a</p>

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<p>3.2.5 Distinguish the main idea and supporting details in expository (informational) text. Example: Read an informational text, such as <i>Volcano The Eruption and Healing of Mount St. Helen's</i> by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.</p>	<p><b>3.2:</b> 210–211, 211a, 213a, 215a, 227a, 229a, 295a, 344–345, 345a, 349a, 352–353, 353a, 354–355, 355a <b>3.4:</b> 66–67, 67a, 69a, 75a <b>3.5:</b> 250–251, 251a</p>
<p>3.2.6 Locate appropriate and significant information from the text, including problems and solutions. Example: Identify the problem faced by a character in a book, such as <i>A Gift for Tia Rosa</i> by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.</p>	<p><b>3.1:</b> 182–183, 185a <b>3.3:</b> 474d <b>3.6:</b> 472–473</p>
<p>3.2.7 Follow simple multiple-step written instructions.</p>	<p><b>3.1:</b> 118–119, 119a</p>
<p>3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.</p>	<p><b>3.1:</b> 134–135, 144–145 <b>3.3:</b> 506a, 506–507, 512–513, 520–521, 524–525, 528–529, 537h, 537l–537m <b>3.4:</b> 90a, 90–91, 96–97, 98–99, 106–107, 115h, 115l–115m, 120a, 120–121, 126–127, 132–133, 134–135, 140–141, 149h, 149l–149m, 154a, 154–155, 160–161, 170–171, 172–173, 183h, 183l–183m <b>3.6:</b> 370a, 370–371, 376–377, 382–383, 386–387, 393h, 393l–393m, 398a, 398–399, 404–405, 418–419, 420–421, 429h, 429l–429m, 444–445, 474–475, 482–483</p>

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<p><b>3.3 Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</b></p>	
<p>3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction. Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem "On the Run" by Douglas Florian, the play <i>The Crane Wife</i> by Sumiko Yagawa, Anne Laurin's fictional book <i>Perfect Crane</i>, and the nonfiction counting book <i>Counting Cranes</i> by Mary Beth Owens.</p>	<p><b>3.1:</b> 28–45a, 194–195, 197, 197a  <b>3.2:</b> 238–255, 364–365  <b>3.3:</b> 410d, 412–423, 437h, 462g, 462–465, 465a, 476–491a 538–539, 540–541, 541a  <b>3.4:</b> 184–185, 187a  <b>3.5:</b> 284g, 284–285, 285a, 328–349a 362–363, 363a  <b>3.6:</b> 524g, 524–529 532–533, 534–535, 535a</p>
<p>3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as <i>Why Mosquitoes Buzz in People's Ears</i> retold by Verna Aardema or <i>How the Leopard Got Its Spots</i> by Justine and Ron Fontes. Plot each story onto a story map.</p>	<p><b>3.2:</b> 330g, 330–331, 331a, 358g, 358–361  <b>3.4:</b> 80–83, 158–171, 176g, 176–181  <b>3.6:</b> 502–511, 524g, 524–529</p>
<p>3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.</p>	<p><b>3.1:</b> 24a, 24–25, 34–35, 46–47, 55h, 55l–55m, 102–103, 110–111  <b>3.3:</b> 408a, 408–409, 420–421, 422–423, 424–425, 437h, 437l–437m  <b>3.4:</b> 80g</p>
<p>3.3.4 Determine the theme or author's message in fiction and nonfiction text. Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story <i>More Than Halfway There</i>, by Janet Halliday Ervin, and the nonfiction biography <i>Abe Lincoln's Hat</i>, by Martha Brenner.</p>	<p><b>3.1:</b> 24a, 24–25, 44–45, 55h, 55l–55m, 70–71, 76–77  <b>3.4:</b> 80g  <b>3.6:</b> 408–409, 416–417, 464a, 464–465, 478–479, 486–487, 493h, 493l–493m, 510–511, 514–515</p>

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<p>3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as <i>Cock-a-doodle doo! What Does It Sound Like to You?</i> by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.</p>	<p><b>3.1:</b> 26d, 55i <b>3.3:</b> 474d, 508d, 537i, 540–541, 541a <b>3.5:</b> 326d, 359i</p>
<p>3.3.6 Identify the speaker or narrator in a selection. Example: Read a book, such as <i>Class Clown</i> by Johanna Hurwitz or <i>Dinner at Aunt Connie's House</i> by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.</p>	<p><b>3.3:</b> 416–417</p>
<p>3.3.7 Compare and contrast versions of the same stories from different cultures.</p>	<p><b>3.1:</b> 87a <b>3.2:</b> 331a <b>3.4:</b> 177a</p>
<p>3.3.8 Identify the problem and solutions in a story.</p>	<p><b>3.1:</b> 182–183, 185a <b>3.3:</b> 474d <b>3.6:</b> 472–473</p>

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<b>Writing</b>	
<b>3.4 Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</b>	
3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.	<p><b>3.1:</b> 37d–37e, 71d–71e, 105d–105e, 139d–139e, 175d–175e, WP2–WP4</p> <p><b>3.2:</b> 215d–215e, 247d–247e, 281d–281e, 317d–317e, 349d–349e, WP2–WP4</p> <p><b>3.3:</b> 387d–387e, 417d–417e, 451d–451e, 485d–485e, 517d–517e, WP2–WP4</p> <p><b>3.4:</b> 35d–35e, 69d–69e, 99d–99e, 131d–131e, 167d–167e, WP2–WP4</p> <p><b>3.5:</b> 205d–205e, 237d–237e, 271d–271e, 303d–303e, 339d–339e, WP2–WP4</p> <p><b>3.6:</b> 381d–381e, 411d–411e, 445d–445e, 477d–477e, 511d–511e, WP2–WP4</p>
3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	<p><b>3.1:</b> 37d–37e, 71d–71e, 105d–105e, 139d–139e, 175d–175e, WP2–WP4</p> <p><b>3.2:</b> 215d–215e, 247d–247e, 281d–281e, 317d–317e, 349d–349e, WP2–WP4</p> <p><b>3.3:</b> 387d–387e, 417d–417e, 451d–451e, 485d–485e, 517d–517e, WP2–WP4</p> <p><b>3.4:</b> 35d–35e, 69d–69e, 99d–99e, 131d–131e, 167d–167e, WP2–WP4</p> <p><b>3.5:</b> 205d–205e, 237d–237e, 271d–271e, 303d–303e, 339d–339e, WP2–WP4</p> <p><b>3.6:</b> 381d–381e, 411d–411e, 445d–445e, 477d–477e, 511d–511e, WP2–WP4</p>
3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.	<p><b>3.1:</b> 48–49, 80–81, 116–117, 152–153, 186–187</p> <p><b>3.2:</b> 224–225, 258–259, 292–293, 328–329, 356–357</p> <p><b>3.3:</b> 396–397, 426–427, 460–461, 494–495, 530–531</p> <p><b>3.4:</b> 44–45, 78–79, 108–109, 142–143, 174–175</p> <p><b>3.5:</b> 214–215, 248–249, 282–283, 312–313, 352–353</p> <p><b>3.6:</b> 388–389, 422–423, 454–455, 488–489, 522–523</p>

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3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.	<b>3.1:</b> 139d–139e <b>3.2:</b> 281d–281e, 317d–317e, 349d–349e <b>3.4:</b> 35d–35e <b>3.5:</b> 215a–215c, 303d–303e <b>3.6:</b> 381d–381e
3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	<b>3.1:</b> 37b, 71b, 105b, 139b, 175b <b>3.2:</b> 215b, 247b, 281b, 317b, 349b <b>3.3:</b> 387b, 417b, 451b, 485b, 517b <b>3.4:</b> 35b, 69b, 99b, 131b, 167b <b>3.5:</b> 205b, 237b, 271b, 303b, 339b <b>3.6:</b> 381b, 411b, 445b, 477b, 511b
3.4.5 Use a computer to draft, revise, and publish writing.	<b>3.1:</b> 55b, 89b, 121b, 159b, 193b <b>3.2:</b> 231b, 265b, 299b, 333b, 363b <b>3.3:</b> 403b, 437b, 467b, 501b, 537b <b>3.4:</b> 53b, 85b, 115b, 149b, 183b <b>3.5:</b> 221b, 253b, 287b, 319b, 359b <b>3.6:</b> 393b, 429b, 459b, 493b, 531b
3.4.6 Review, evaluate, and revise writing for meaning and clarity.	<b>3.1:</b> 55d–55e, 89d–89e, 121d–121e, 159d–159e, 193d–193e <b>3.2:</b> 231d–231e, 265d–265e, 299d–299e, 333d–333e, 363d–363e <b>3.3:</b> 403d–403e, 437d–437e, 467d–467e, 501d–501e, 537d–537e <b>3.4:</b> 53d–53e, 85d–85e, 115d–115e, 149d–149e, 183d–183e <b>3.5:</b> 221d–221e, 253d–253e, 287d–287e, 319d–319e, 359d–359e <b>3.6:</b> 393d–393e, 429d–429e, 459d–459e, 493d–493e, 531d–531e
3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	<b>3.1:</b> 55p–55q, 89p–89q, 121p–121q, 159p–159q, 193p–193q <b>3.2:</b> 231p–231q, 265p–265q, 299p–299q, 333p–333q, 363p–363q <b>3.3:</b> 403p–403q, 437p–437q, 467p–467q, 501p–501q, 537p–537q <b>3.4:</b> 53p–53q, 85p–85q, 115p–115q, 149p–149q, 183p–183q <b>3.5:</b> 221p–221q, 253p–253q, 287p–287q, 319p–319q, 359p–359q <b>3.6:</b> 393p–393q, 429p–429q, 459p–459q, 493p–493q, 531p–531q

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<p>3.4.8 Revise writing for others to read, improving the focus and progression of ideas.</p>	<p><b>3.1:</b> 55d–55e, 89d–89e, 121d–121e, 159d–159e, 193d–193e  <b>3.2:</b> 231d–231e, 265d–265e, 299d–299e, 333d–333e, 363d–363e  <b>3.3:</b> 403d–403e, 437d–437e, 467d–467e, 501d–501e, 537d–537e  <b>3.4:</b> 53d–53e, 85d–85e, 115d–115e, 149d–149e, 183d–183e  <b>3.5:</b> 221d–221e, 253d–253e, 287d–287e, 319d–319e, 359d–359e  <b>3.6:</b> 393d–393e, 429d–429e, 459d–459e, 493d–493e, 531d–531e</p>

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<b>3.5 At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</b>	
<b>3.5.1 Write narratives that</b>	
3.5.1.a provide a context within which an action takes place.	<b>3.1:</b> 165e–165f, 175d–175e, 187a–187c, 193d–193e, 193p–193q <b>3.3:</b> 375e–375f, 387d–387e, 397a–397c, 403d–403e, 403p–403q <b>3.4:</b> 59e–59f, 69d–69e, 79b–79c, 85d–85e, 85p–85q
3.5.1.b include details to develop the plot. Example: Write a story based on an article in a magazine, such as Cricket or Stone Soup, about what life was like 100 years ago.	<b>3.1:</b> 165e–165f, 175d–175e, 187a–187c, 193d–193e, 193p–193q <b>3.3:</b> 375e–375f, 387d–387e, 397a–397c, 403d–403e, 403p–403q <b>3.4:</b> 59e–59f, 69d–69e, 79b–79c, 85d–85e, 85p–85q
<b>3.5.2 Write descriptive pieces about people, places, things, or experiences that</b>	
3.5.2.a develop a unified main idea.	<b>3.1:</b> 127e–127f, 139d–139e, 152–153, 153a–153c, 159d–159e, 159p–159q
3.5.2.b use details to support the main idea. Example: Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.	<b>3.1:</b> 127e–127f, 139d–139e, 152–153, 153a–153c, 159d–159e, 159p–159q
3.5.6 Write persuasive pieces that ask for an action or response. Example: Write a persuasive letter to your family asking for your favorite foods on a special occasion, such as your birthday or a holiday.	<b>3.4:</b> 25e–25f, 35d–35e, 44–45, 45a–45c, 53d–53e, 53p–53q

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<b>3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that</b>	
3.5.3.a show awareness of the knowledge and interests of the audience.	<b>3.1:</b> 95e–95f, 105d–105e, 116–117, 117a–117c, 121d–121e, 121p–121q
3.5.3.b establish a purpose and context.	<b>3.1:</b> 95e–95f, 105d–105e, 116–117, 117a–117c, 121d–121e, 121p–121q
3.5.3.c include the date, proper salutation, body, closing, and signature. Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.	<b>3.1:</b> 95e–95f, 105d–105e, 116–117, 117a–117c, 121d–121e, 121p–121q
3.5.4 Use varied word choices to make writing interesting. Example: Write stories using varied words, such as cried, yelled, or whispered instead of said.	<b>3.1:</b> 48–49, 49a–49b <b>3.2:</b> 224–225, 225b–225c, 258–259, 259a–259b <b>3.3:</b> 530–531, 531a–531b <b>3.4:</b> 174–175, 175a–175b <b>3.5:</b> 282–283, 283a–283b <b>3.6:</b> 454–455, 455a–455b, 522–523, 523a–523b
3.5.5 Write for different purposes and to a specific audience or person. Example: Write an article about the library at your school. Include a list of ways that students use the library.	<b>3.1:</b> 48–49, 80–81, 116–117, 152–153, 186–187 <b>3.2:</b> 224–225, 258–259, 292–293, 328–329, 356–357 <b>3.3:</b> 396–397, 426–427, 460–461, 494–495, 530–531 <b>3.4:</b> 44–45, 78–79, 108–109, 142–143, 174–175 <b>3.5:</b> 214–215, 248–249, 282–283, 312–313, 352–353 <b>3.6:</b> 388–389, 422–423, 454–455, 488–489, 522–523

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<b>3.5.7 Write responses to literature that</b>	
3.5.7.a demonstrate an understanding of what is read.	<b>3.1:</b> 47a, 79a, 115a, 151a, 185a <b>3.2:</b> 223a, 257a, 291a, 327a, 355a <b>3.3:</b> 395a, 425a, 459a, 493a, 529a <b>3.4:</b> 43a, 77a, 107a, 141a, 173a <b>3.5:</b> 213a, 247a, 281a, 311a, 351a <b>3.6:</b> 387a, 421a, 453a, 487a, 521a
3.5.7.b support statements with evidence from the text. Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.	<b>3.1:</b> 47a, 79a, 115a, 151a, 185a <b>3.2:</b> 223a, 257a, 291a, 327a, 355a <b>3.3:</b> 395a, 425a, 459a, 493a, 529a <b>3.4:</b> 43a, 77a, 107a, 141a, 173a <b>3.5:</b> 213a, 247a, 281a, 311a, 351a <b>3.6:</b> 387a, 421a, 453a, 487a, 521a
<b>3.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that</b>	
3.5.8.a uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).	<b>3.1:</b> 37b, 71b, 105b, 139b, 175b <b>3.2:</b> 215b, 247b, 281b, 317b, 349b <b>3.3:</b> 387b, 417b, 451b, 485b, 517b <b>3.4:</b> 35b, 69b, 99b, 131b, 167b <b>3.5:</b> 205b, 237b, 271b, 303b, 339b <b>3.6:</b> 381b, 411b, 445b, 477b, 511b
3.5.8.b organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation. Example: After making observations and completing research at the library, write a report that describes things found in nature and things that are found outside of nature.	<b>3.1:</b> 55b, 89b, 121b, 159b, 193b <b>3.2:</b> 231b, 265b, 299b, 333b, 363b <b>3.3:</b> 403b, 437b, 467b, 501b, 537b <b>3.4:</b> 53b, 85b, 115b, 149b, 183b <b>3.5:</b> 221b, 253b, 287b, 319b, 359b <b>3.6:</b> 393b, 429b, 459b, 493b, 531b
<b>3.6 Students write using Standard English conventions appropriate to this grade level.</b>	
3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	<b>3.1:</b> 25d, 61d, 95d, 127d, 165d <b>3.2:</b> 205d, 237d, 271d, 305d, 339d <b>3.3:</b> 375d, 409d, 443d, 473d, 507d <b>3.4:</b> 25d, 59d, 91d, 121d, 155d <b>3.5:</b> 195d, 227d, 259d, 293d, 325d <b>3.6:</b> 373d, 401d, 437d, 467d, 501d

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<b>3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.</b>	
3.6.2.a Declarative This tastes very good.	<b>3.1:</b> 95d, 105c, 115e, 116–117, 121c, 121o
3.6.2.b Imperative Please take your seats.	<b>3.1:</b> 127d, 139c, 151e, 152–153, 159c, 159o
3.6.2.c Interrogative Are we there yet?	<b>3.1:</b> 95d, 105c, 115e, 116–117, 121c, 121o
3.6.2.d Exclamatory It's a home run!	<b>3.1:</b> 127d, 139c, 151e, 152–153, 159c, 159o
3.6.3 Identify and use subjects and verbs that are in agreement (we are instead of we is).	<b>3.3:</b> 443d, 451c, 459e, 467c, 467o
3.6.4 Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.	<b>3.3:</b> 473d, 485c, 493e, 501c, 501o
3.6.5 Identify and correctly use pronouns (it, him, her), adjectives (brown eyes, two younger sisters), compound nouns (summertime, snowflakes), and articles (a, an, the) in writing.	<b>3.4:</b> 25d, 35c, 43e, 53c, 59d, 69c, 77e, 85c, 85o, 91d, 99c, 107e, 115c, 115o
3.6.6 Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis).	<b>3.6:</b> 465d, 477c, 487e, 493c, 493o
3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events (We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.)	<b>3.1:</b> 95d, 105c, 115e, 116–117, 121c, 121o <b>3.6:</b> 371d, 381c, 387e, 393c, 393o

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<p>3.6.8 Spell correctly one-syllable words that have blends (walk, play, blend), contractions (isn't, can't), compounds, common spelling patterns (qu-; changing win to winning; changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings, such as hair/hare).</p>	<p><b>3.2:</b> 271c, 281c, 291e, 299c, 299o, 305c, 317c, 327e, 333c, 333o  <b>3.3:</b> 375c, 387c, 395e, 403c, 403o, 507c, 517c, 529e, 537c, 537o  <b>3.5:</b> 227c, 237c, 247e, 253c, 253o 259c, 271c, 281e, 287c, 287o, 293c, 303c, 311e, 319c, 319o</p>
<p>3.6.9 Arrange words in alphabetical order. Example: Given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order apple, banana, cherry, grapefruit, peach, and pineapple.</p>	<p><b>3.1:</b> 115c</p>

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<b>Listening and Speaking</b>	
<b>3.7 Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</b>	
3.7.1 Retell, paraphrase, and explain what a speaker has said.	<b>3.5:</b> 359a
3.7.2 Connect and relate experiences and ideas to those of a speaker.	<b>3.1:</b> 54–55a, 88–89a, 120–121a, 158–159a, 192–193a <b>3.2:</b> 230–231a, 264–265a, 298–299a, 332–333a, 362–363a <b>3.3:</b> 402–403a, 436–437a, 466–467a, 500–501a, 536–537a <b>3.4:</b> 52–53a, 84–85a, 114–115a, 182–183a <b>3.5:</b> 220–221a, 252–253a, 286–287a, 318–319a, 358–359a <b>3.6:</b> 392–393a, 428–429a, 458–459a, 492–493a, 530–531a
3.7.3 Answer questions completely and appropriately.	<b>3.1:</b> 54–55a, 88–89a, 120–121a, 158–159a, 192–193a <b>3.2:</b> 230–231a, 264–265a, 298–299a, 332–333a, 362–363a <b>3.3:</b> 402–403a, 436–437a, 466–467a, 500–501a, 536–537a <b>3.4:</b> 52–53a, 84–85a, 114–115a, 182–183a <b>3.5:</b> 220–221a, 252–253a, 286–287a, 318–319a, 358–359a <b>3.6:</b> 392–393a, 428–429a, 458–459a, 492–493a, 530–531a
3.7.4 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).	<b>3.1:</b> 26d, 35a, 55i <b>3.3:</b> 474d, 508d, 537i, 540–541, 541a <b>3.5:</b> 362d, 333a, 359i
3.7.15 Follow three- and four-step oral directions.	<b>3.3:</b> 436–437, 437a, 466–467, 467a <b>3.4:</b> 182–183, 183a <b>3.5:</b> 220–221, 221a

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3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.	<b>3.1:</b> 54–55a, 120–121a <b>3.5:</b> 252–253a, 318–319a, 358–359a
3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	<b>3.1:</b> 54–55a, 88–89a, 120–121a, 158–159a, 192–193a <b>3.2:</b> 230–231a, 264–265a, 298–299a, 332–333a, 362–363a <b>3.3:</b> 402–403a, 436–437a, 466–467a, 500–501a, 536–537a <b>3.4:</b> 52–53a, 84–85a, 114–115a, 182–183a <b>3.5:</b> 220–221a, 252–253a, 286–287a, 318–319a, 358–359a <b>3.6:</b> 392–393a, 428–429a, 458–459a, 492–493a, 530–531a
3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	<b>3.1:</b> 54–55a, 88–89a, 120–121a, 158–159a, 192–193a <b>3.2:</b> 230–231a, 264–265a, 298–299a, 332–333a, 362–363a <b>3.3:</b> 402–403a, 436–437a, 466–467a, 500–501a, 536–537a <b>3.4:</b> 52–53a, 84–85a, 114–115a, 182–183a <b>3.5:</b> 220–221a, 252–253a, 286–287a, 318–319a, 358–359a <b>3.6:</b> 392–393a, 428–429a, 458–459a, 492–493a, 530–531a
3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	<b>3.3:</b> 402–403, 403a <b>3.4:</b> 52–53, 53a, 148–149, 149a <b>3.5:</b> 286–287, 287a
3.7.9 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	<b>3.1:</b> 94–95, 96–97, 115b <b>3.2:</b> 236–237, 238–239, 257b, 264–265 <b>3.3:</b> 376–377, 378–379, 395b, 402–403, 506–507, 508–509, 529b, 536–537 <b>3.4:</b> 90–91, 92–93, 107b, 114–115 <b>3.5:</b> 258–259, 281b, 286–287 <b>3.6:</b> 498–499, 500–501, 521b, 530–531
3.7.10 Compare ideas and points of view expressed in broadcast and print media or on the Internet.	<b>3.4:</b> 85a <b>3.6:</b> 490g

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3.7.11 Distinguish between the speaker's opinions and verifiable facts.	<b>3.2:</b> 264–265a <b>3.4:</b> 182–183a <b>3.5:</b> 318–319a <b>3.6:</b> 428–429a
3.7.16 Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.	<b>3.5:</b> 318–319a <b>3.6:</b> 428–429a
<b>3.7.12 Make brief narrative presentations that</b>	
3.7.12.a provide a context for an event that is the subject of the presentation.	<b>3.1:</b> 120–121a <b>3.3:</b> 436–437a <b>3.5:</b> 252–253a
3.7.12.b provide insight into why the selected event should be of interest to the audience.	<b>3.1:</b> 120–121a <b>3.3:</b> 436–437a <b>3.5:</b> 252–253a
3.7.12.c include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.	<b>3.1:</b> 120–121a <b>3.3:</b> 436–437a <b>3.5:</b> 252–253a
3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.	<b>3.3:</b> 436–437, 437a <b>3.5:</b> 252–253, 253a, 358–359, 359a
3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	<b>3.1:</b> 88–89a <b>3.2:</b> 362–363a <b>3.3:</b> 500–501a <b>3.6:</b> 492–493a