

Standard 1: Reading

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

• R-F1. Use phonetic skills to decode words

PO 1. Decode words in context using beginning, middle and final letter/sound relationships

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*Phonics instruction is specific. Students apply phonics skills in reading the texts. Students use initial, medial and final letter/sound relationships.*

**Hello!**, p. T16, T17, T20, T21, T23, T26, T32, T45, T46, T49, T65, T72, T75, T76, T79, T86, T89, T92, T99, T102, T103, T104, T107, T112, T132, T133, T135, T141, T142, T143, T145, T146, T148, T154, T155, T159, T187, T188, T189, T191, T199, T201, T203, T210, T211, T217, T224, T240, T244, T245, T252, T255, T256, T260, T270, T279, R19; **Problem Patrol**, p. T16, T19, T20, T21, T26, T44, T45, T49, T55, T82, T83, T88, T90, T91, T97, T110, T113, T121, T159, T170, T171, T177, T185, T206, T242, T251, T257, T272, T275, T276, T282, T312, T327; **Team Spirit**, p. T28, T37, T56, T57, T80, T84, T85, T89, T96, T102, T116, T117, T118, T144, T148, T186, T193, T197, T201, T209, T222, T251, T257, T262, T266, T267, T280; **Imagine That!**, p. T131, T185, T191, T197, T212, T255, T262, T263; **Information Finders**, p. T29, T37, T41, T80, T81, T95, T107, T188, T189, T199, T205, T207, T209; **Hometowns**, p. T22, T23, T35, T84

*Students use phonics skills to decode words. See phonics instruction.*

*Consonants*

**Hello!**, p. T16, T21, T42, T49, T56, T72, T77, T92, T99, T112, T128, T132, T133, T141, T148, T155, T184, T189, T201, T204, T210, T211, T217, T224, T240, T244, T245, T255, T260, T266, T267, T280; **Problem Patrol**, p. T16, T20, T21, T29, T38, T45, T78, T82, T83, T91, T100, T106, T107, T113, T115, T122, T142, T146, T147, T159, T164, T165, T170, T171, T177, T186, T206, T207, T221, T230, T236, T237, T245, T252, T272, T276, T277, T295, T302, T308, T309, T315, T328; **Imagine That!**, p. T23, T47, T83; **Team Spirit**, p. T23, T37, T56, T57, T81, T95, T109, T111, T116, T117, T145, T151, T153, T162, T163, T186, T187, T193, T217, T222, T223, T225, T251, T272

*Consonant Blends, pages only...*

**Imagine That!**, p. T120, T121, T131, T141, T152, T153, T159, T176, T177, T183, T189, T213, T241, T262; **Information Finders**, p. T23, T37, T41, T117, T209

*Consonant digraphs*

**Imagine That!**, p. T23, T47, T83, T197, T212–T213, T241, T262; **Hometowns**, p. T167; **Information Finders**, p. T22–T23, T29, T81, T109, T189, T205; **Team Spirit**, p. T144–T145, T149, T163, T187, T201, T250, T251, T257

*Diphthongs*

**Hometowns**, p. T80–T81, T89, T127, T191, T215, T243

*Long vowels*

**Imagine That!**, p. T22–T23, T29, T70–T71, T77, T81, T92, T93, T121, T153, T177, T185, T191, T213; **Hometowns**, p. T23, T35, T37, T56, T57, T81, T126, T127, T145, T149, T153, T167, T191, T197, T215, T243 T255; **Information Finders**, p. T23, T56, T107, T116, T117, T144, T145, T155, T165, T188, T189, T207, T248, T249, T261, T271

*Short vowels*

**Imagine That!**, p. T23, T70, T93; **Problem Patrol**, p. T16, T21, T31, T44, T45, T49, T55, T78, T83, T97, T100, T107, T122, T142, T147, T157, T164, T171, T186, T202, T207, T219, T230, T237, T252, T272, T285, T302, T308, T313, T328; **Hello!**, p. T154–T155, T159, T168, T184, T199, T204, T211, T224, T240, T245, T260, T266, T267, T271, T275, T280; **Team Spirit**, p. T22, T23, T27, T31, T57, T80, T81, T85, T89, T101, T112, T117, T145, T163, T197, T209, T223, T241, T267, T280, T281

*Variant vowels*

**Information Finders**, p. T80–T81, T95, T117, T119, T145, T165, T189; **Hometowns**, p. T167, T214–T215, T221

*r-Controlled vowels*

**Information Finders**, p. T259, T270–T271; **Hometowns**, p. T23, T29, T147, T190–T191, T203, T242–T243, T249, T261, T270–T271

*See phonics instruction in the Trade Book Teaching Guides.*

**Imagine That!**, Trade Book Teaching Guides, Going Home, final e, p. 6, 9; Pierre, vowel /e/, p. 6, 9

**Hometowns**, Trade Book Teaching Guides, The Leaving Morning, diphthong /ou/, p. 6, 9; Fox on Wheels, diphthong /ou/, p. 6, 9;

Michael Bird-Boy, vowels /oo/ p. 6, 9

**Information Finders**, Trade Book Teaching Guides, Owl at Home, vowel /a/, p. 6, 9; Animal Tracks, vowel /o/, ow, p.6, 9; Lost, vowel /o/, p. 6, 9

**Problem Patrol**, Trade Book Teaching Guides, I Need a Lunch Box, vowel /o/, p. 6, 9; Is It Dark? Is It Light? vowel /i/, p. 6, 9; The Big Hungry Bear, vowel /a/, p.6, 9

**Hello!**, Trade Book Teaching Guides, All About You, vowel /o/, p. 6, 9; My Friends, vowel /a/, p. 6, 9

**Team Spirit**, Trade Book Teaching Guides, This is Baseball, vowel /u/, p. 6, 9; Shoes from Grandpa, vowel /e/, p. 6, 9; The Doorbell Rang,

vowel /i/, p. 6, 9

See references to using *Phonics Readers*, *Phonics Chapter Books* and the *My Books*. The *Phonics Readers* are a collection of 72 titles that develop phonemic awareness, concepts of print, connections between sounds/letters, word blending, fluency and reading rate. *My Books* are take-home books that support the phonics lessons, build fluency, reinforce high-frequency words, and provide a shared reading opportunity for students with their friends and family. *Phonics Chapter books* are a set of six chapter book stories that develop phonemic awareness, concepts of print, fluency, reading rate and the ability to blend words, hear rhymes/alliterations, orally segment words, and name sounds.

**Hello!** p. T43, T93, T149, T205, T261; **Problem Patrol**, p. T39, T101, T165, T231, T303; **Team Spirit**, p. T63, T123, T119, T229, T287; **Imagine That!**, p. T53, T99, T159, T219, T269; **Information Finders**, p. T63, T123, T171, T227, T277; **Hometowns**, p. T63, T105, T173, T221, T277

- R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections

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PO 1. Derive meaning from a written selection using reading/decoding strategies

- phonetic clues
- context clues
- picture clues
- word order
- structural analysis (e.g., prefixes, suffixes)
- word recognition

*Understand phonics clues.*

**Hello!** p. T16, T20-21, T31, T42, T48-49, T51, T55, T56, T72, T76-77, T92, T105, T107, T111, T112, T128, T132-133, T141, T143, T147, T148, T154-155, T159, T165, T167, T168, T184, T188-189, T199, T201, T204, T210-211, T217, T223, T224, T240, T244-245, T253, T255, T260, T266-267, T271, T275, T279, T280; **Problem Patrol**, p. T16, T20-21, T31, T37, T38, T44-, T45, T49, T55, T61, T62, T78, T82-83, T91, T97, T99, T100, T106-107, T113, T115, T121, T122, T142, T146-147, T157, T159, T163, T164, T170-171, T177, T185, T176, T202, T206-207, T219, T221, T229, T230, T236-237, T245, T251, T252, T272, T276-277, T285, T295, T301, T302, T308-309, T313, T315, T327, T328; **Team Spirit**, p. T22-23, T27, T31, T37, T56-57, T59, T80-81, T85, T89, T95, T101, T109, T116-117, T119, T144-145, T149, T151, T153, T162-163, T165, T186-187, T191, T193, T197, T201, T209, T217, T222-223, T225, T250-251, T257, T267, T280-281; **Imagine That!**, p. T22-23, T29, T33, T46-47, T49, T70-71, T77, T81, T92-93, T95, T120-121, T131, T137, T141, T152-153, T176-177, T183, T185, T189, T197, T212-213, T215, T240-241, T249, T251, T255, T262-263, T265; **Information Finders**, p. T22-23, T29, T35, T37, T41, T56-57, T59, T80-81, T95, T102, T109, T116-117, T119, T144-145, T153, T155, T164-165, T167, T188-189, T195, T199, T201, T205, T207, T209, T220-221, T223, T248-249, T259, T261, T270-271, T273; **Hometowns**, p. T22-23, T29, T33, T35, T37, T39, T45, T56-57, T59, T80-81, T83, T89, T98-99, T101, T126-127, T133, T139, T145, T147, T149, T153, T157, T166-167, T169, T190-191, T197, T201, T203, T214-215, T217, T242-243, T249, T255, T257, T259, T261, T270-271

*Use context clues.*

**Hello!** p. T106, T138, T254; **Team Spirit**, p. T191, T204; **Imagine That!**, p. T28, T136, T139, T190; **Information Finders**, p. T44, T142, T152; **Hometowns**, p. T26, T38, T62, T152

*Use picture clues.*

**Hello!** p. T10, T17, T28, T30, T33, T52, T73, T81, T102, T108, T129, T138, T142, T158, T164, T185, T194, T196, T214, T273, T241; **Problem Patrol**, p. T17, T32, T41, T48, T52, T58, T59, T79, T92, T104, T114, T118, T143, T152, T156, T173, T183, T203, T210, T217, T227, T240, T246, T282, T283, T287, T288, T292, T298, T305, T316, T318, T320, T322; **Team Spirit**, p. T28, T32, T33, T44, T46, T69, T84, T86, T91, T92, T93, T106, T148, T150, T158, T190, T198, T202, T204, T211, T254, T260, T270, T271; **Imagine That!**, p. T32, T44, T124, T126, T127, T142, T144, T202, T226; **Information Finders**, p. T26, T32, T40, T46, T54-T55, T84, T90, T92, T100, T102, T104, T150, T196, T200, T218, T254, T256; **Hometowns**, p. T20, T28, T30, T36, T40, T46, T54, T86, T90, T94, T130, T134, T160, T196, T198, T206, T248, T250, T254, T258, T264

*Structural analysis*

*Compound words*, **Hello!**, p. T196; **Problem Patrol**, p. T27; **Information Finders**, p. T201, T220-221; **Hometowns**, p. T201, T259

*Inflectional endings*, **Team Spirit**, p. T191; **Imagine That!**, p. T33, T46, T47, T137; **Information Finders**, p. T153, T164, T165, T199, T271;

**Hometowns**, p. T22, T23, T45, T57, T127, T135, T257

*Contractions*, **Imagine That!**, p. T240-T241, T249; **Hometowns**, p. T83, T88, T89, T133

*Plurals*, **Imagine That!**, p. T255, T262-T263; **Information Finders**, p. T195, T234; **Hometowns**, p. T139

*Possessives*, **Hometowns**, p. T157, T166-T167

*Decode Compound Words by recognizing two smaller words*, **Hello!**, p. T196;

*Double letters*, **Hello!**, p. T201

*Final Double Letters*, **Hometowns**, p. T135, R58

*Inflectional Ending -ing* **Team Spirit**, p. T191; **Imagine That!**, p. T33, T46-T47, T137; **Information Finders**, p. T271; **Hometowns**, p. T57

/t/-ed, /d/-ed, /ed/-ed, **Information Finders**, p. T153, T164-T165, T199; **Hometowns**, p. T22-T23, T45, T57, T127, T257

*Word recognition, high frequency words*

**Hello!** p. T22, T35, T41, T49, T53, T55, T58, T62, T78, T89, T91, T103, T111, T114, T134, T137, T142, T148, T149, T151, T157, T160, T170, T173, T175, T177, T188, T190, T193, T197, T205, T213, T225, T226, T240, T246, T249, T257, T261, T281, T282; **Problem Patrol**, p. T22, T25, T33, T53, T64, T76, T84, T87, T93, T111, T124, T148, T188, T202, T208, T213, T215, T239, T243, T254, T272, T278, T311, T317, T321, T330; **Team Spirit**, p. T20, T43, T59, T62, T78, T87, T107, T122, T126, T142, T165, T168, T172, T181, T184, T195, T205, T225, T228, T232, T245,

Arizona Language Arts Standards

|                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>• <b>R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction</b><br/>PO 1. Draw conclusions based on the text</p> | <p>T248, T253, T273, T283, T286, T290; <b>Imagine That!</b>, p. T20, T52, T68, T95, T98, T118, T158, T174, T218, T238, T268; <b>Information Finders</b>, p. T59, T66, T78, T119, T122, T142, T153, T167, T170, T186, T226, T246, T276; <b>Hometowns</b>, p. T20, T79, T124, T172, T188, T197, T219, T240, T276</p> <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Draw conclusions</i><br/><b>Hello!</b>, p. T272, T274, T276; <b>Imagine That!</b>, p. T26, T186, T189, T196, T198, T204, T244, T245, T248, T250, T252, T260–T261, T283; <b>Information Finders</b>, p. T32, T44, T45, T46, T94, T100, T104, T156, T214, T258, T262; <b>Hometowns</b>, p. T44, T196, T204</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>PO 2. Restate information from a reading selection</p>                                                                                                                                                                                       | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Paraphrase</i><br/><b>Hello!</b>, p. T73, T252, T276; <b>Problem Patrol</b>, p. T306, T312; <b>Imagine That!</b>, p. T82, T88, T186, T198; <b>Information Finders</b>, p. T102, T198; <b>Hometowns</b>, p. T162</p> <p><i>Summarize text.</i><br/><b>Hello!</b>, p. T34, T38, T106, T166, T218; <b>Problem Patrol</b>, p. T32, T54, T96, T116, T172, T228, T326; <b>Team Spirit</b>, p. T36, T50, T98, T155, T200, T204; <b>Imagine That!</b>, p. T30, T32, T80, T134, T188, T248, T256; <b>Information Finders</b>, p. T34, T42, T47, T50, T94, T152, T158, T204, T214, T256, T262; <b>Hometowns</b>, p. T32, T50, T92, T144, T200, T252</p> <p><i>See also retelling a story.</i><br/><b>Hello!</b>, p. T28, T40, T131, T160, T202, T222, T276, T286; <b>Problem Patrol</b>, p. T60, T94, T98, T104, T120, T162, T180, T184, T248, T250, T298, T301; <b>Team Spirit</b>, p. T30, T38, T39, T156, T183, T201, T205, T264; <b>Imagine That!</b>, p. T19, T173, T194; <b>Information Finders</b>, p. T34, T96, T110, T161; <b>Hometowns</b>, p. T34, T52, T220, T246, T252, T256, R19, R27</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>PO 3. Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection</p>                                                                                                                       | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Students preview and make predictions.</i><br/><b>Hello!</b>, p. T24, T50, T73, T80, T100, T129, T136, T156, T185, T192, T212, T241, T248, T268; <b>Problem Patrol</b>, p. T17, T24, T46, T79, T86, T108, T143, T150, T172, T203, T210, T212, T238, T273, T280, T310; <b>Team Spirit</b>, p. T24, T50, T82, T146, T188, T216, T252; <b>Imagine That!</b>, p. T10, T24, T40, T72, T79, T86, T122, T178, T242; <b>Information Finders</b>, p. T24, T82, T146, T190, T214, T250; <b>Hometowns</b>, T24, T82, T128, T192, T244</p> <p><i>See making and confirming predictions.</i><br/><b>Hello!</b>, p. T10, T17, T24, T26, T27, T30, T34, T36, T38, T40, T44–45, T50, T54, T62, T73, T129, T136, T156, T185, T192, T198, T212, T214, T241, T248, T268; <b>Problem Patrol</b>, p. T17, T24, T28, T30, T32, T46, T50, T56, T73, T76, T79, T86, T88, T89, T92, T94, T96, T102, T108, T102–103, T108, T109, T112, T114, T128, T143, T150, T152, T161, T172, T176, T212, T238, T246, T247, T273, T280, T288, T289, T290, T310, T314, T320, T345; <b>Team Spirit</b>, p. T26, T30, T40, T42, T82, T88, T90, T92, T96, T97, T99, T102, T110, T146, T152, T170, T188, T190, T194, T203, T206, T210, T212, T213, T252, T254, T258, T262, T272, T274; <b>Imagine That!</b>, p. T31, T36, T38, T126, T133, T138, T140, T146, T187, T200, T204, T252, T256; <b>Information Finders</b>, p. T36, T84, T86, T92, T96, T108, T151, T154, T156, T255, T264; <b>Hometowns</b>, p. T31, T48, T82, T86, T87, T143, T150, T152, T158, T192, T194, T199, T206, T244, T250, T251, T264</p> |
| <p>PO 4. Identify cause-and-effect relationships</p>                                                                                                                                                                                            | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Cause/effect.</i><br/><b>Problem Patrol</b>, p. T92, T282, T283, T284, T286, T290, T294, T304–T305, T311, T312, T318, T334; <b>Team Spirit</b>, p. T208, T252, T253, T254, T256, T260, T262, T266, T270, T278–T279, T290; <b>Information Finders</b>, p. T84; <b>Hometowns</b>, p. T131, T134, T140, T142, T144, T146, T152, T154, T158, T164–T165, T262</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>PO 5. Differentiate fiction and nonfiction texts</p>                                                                                                                                                                                         | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Students discuss the genre of a selection.</i><br/><b>Hello!</b>, p. T241</p> <p><i>See focusing on the characteristics of fiction and nonfiction.</i><br/><b>Hello!</b>, p. T81, T109, T193, T198; <b>Problem Patrol</b>, p. T25, T87, T210, T211, T239, T281, T323; <b>Team Spirit</b>, p. T46, T47, T51, T103, T183, T261; <b>Imagine That!</b>, p. T19, T37, T83, T117, T144, T145, T203, T237; <b>Information Finders</b>, p. T43, T103, T141, T191, T263; <b>Hometowns</b>, p. T93, T151, T161, T204, T205, T263</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

**• R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature**

PO 1. Identify the main idea and relevant facts in a reading selection

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*Main ideas and details.*

**Problem Patrol** p. T17, T26, T27, T28, T40–41, T46, T47, T48, T56, T68, T210, T225; **Team Spirit** p. T102, T135, T138, T147, T150, T154, T156, T160–161, T161, T172, T300; **Information Finders**, p. T26, T27, T28, T30, T34, T42, T44, T48, T50, T101, T110, T252; **Hometowns**, p. T84, T85, T86, T88, T90, T92, T96–97, T137

PO 2. Sequence a series of events from a reading selection

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*Sequence events.*

**Hello!** p. T34; **Problem Patrol** p. T290; **Team Spirit** p. T34, T54, T150, T180, T189, T190, T192, T194, T196, T198, T200, T202, T204, T208, T216, T220–221, T232, T264, T265, T301; **Imagine That!** p. T32, T180, T181, T186, T198, T200, T204, T206, T210–211, T250, T252, T253; **Information Finders**, p. T85, T86, T90, T92, T98, T100, T108, T110, T114–115, T152, T154, T197, T202, T208; **Hometowns**, p. T36, T42, T46, T47, T134, T138, T146, T180, T260

PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection

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*Focused instruction on characters.*

**Hello!** p. T138, T140, T142, T143, T144, T146, T150–T151, T155, T157, T161, T173, T174, T198, T218, T219; **Problem Patrol** p. T95, T152, T153, T154, T156, T158, T160, T166–T167, T167, T173, T176, T178, T180, T192, T244, T312, T319, T322, T345; **Team Spirit** p. T40, T41, T48, T199, T208; **Information Finders**, p. T194; **Hometowns**, p. T38, T46, T140, T194, T195, T196, T198, T202, T206, T212–T213, T253

PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection

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*Identify author's purpose.*

**Hometowns**, p. T208  
**Hello!**, Trade Book Teaching Guide *School Bus*, p. 8

**• R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text**

PO 1. Compare characters, plot (including sequence of events), settings across reading selections

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*Students compare characters, plot and settings across reading selections.*

*Compare/contrast characters*

**Problem Patrol** p. T98, T120, T345

*Compare/contrast plot*

**Information Finders**, p. 291; **Team Spirit**, p. T301; **Hometowns**, p. T291

*Compare/contrast setting*

**Hello!**, p. T296; **Information Finders**, p. 291

PO 2. Explain whether the events in the reading selection are real or fantasy

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*Distinguish fantasy/reality.*

**Hello!** p. T138, T158, T164; **Problem Patrol** p. T52, T118, 248; **Team Spirit** p. T260, T266, T268; **Imagine That!** p. T28; **Information Finders**, p. T150, T193, T194, T196, T198, T200, T206, T210, T218–T219

PO 3. Describe structural elements of poetry (e.g., rhyme, rhythm, repetition)

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*Students discuss the elements and characteristics of poetry.*

**Hello!** p. T221; **Information Finders**, p. T159; **Hometowns**, p. T209

PO 4. Describe the literary elements of fiction and nonfiction

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*Students describe the literary elements of fiction and nonfiction including character, plot, setting, theme and point of view.*

*Character*, **Hello!** p. T138, T140, T142, T143, T144, T146, T150–T151, T155, T157, T161, T173, T174, T198, T218, T219; **Problem Patrol** p.

Arizona Language Arts Standards

|                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                  | <p>T95, T152, T153, T154, T156, T158, T160, T166–T167, T167, T173, T176, T178, T180, T192, T244, T312, T319, T322, T345; <b>Team Spirit</b>, p. T40, T41, T48, T199, T208; <b>Information Finders</b>, p. T194; <b>Hometowns</b>, p. T38, T46, T140, T194, T195, T196, T198, T202, T206, T212–T213, T253</p> <p><b>Plot</b>, <b>Problem Patrol</b>, p. T180; T181; <b>Team Spirit</b>, p. T25, T26, T28, T30, T34, T42, T44, T46, T54–T55, T207; <b>Imagine That!</b>, p. T124, T125, T128, T130, T138, T146, T150–T151, T190, T194, T200, T201, T202; <b>Information Finders</b>, p. T211</p> <p><b>Point of View</b>, <b>Hello!</b>, p. T36; <b>Imagine That!</b>, p. T122</p> <p><b>Setting</b> <b>Hello!</b>, p. T82, T83, T84, T86, T88, T90, T94–T95, T101, T102, T104, T106, T118, T142, T296; <b>Problem Patrol</b>, p. T116, T117, T174, T178, T179, T180, T182, T248, T249, T293, T312, T319, T322; <b>Team Spirit</b>, p. T86, T91, T98, T100, T106, T174, T178, T180, T182, T248, T249, T293, T312, T319, T322; <b>Imagine That!</b>, p. T194; <b>Information Finders</b>, p. T148, T149, T154, T158, T257; <b>Hometowns</b>, p. T26, T28, T41, T130, T132, T136, T140, T148, T154, T156</p> <p><b>Imagine That!</b>, Trade Book Teaching Guide, <i>Jenny's Journey</i>, p.9</p> <p><b>Information Finders</b>, Trade Book Teaching Guide, <i>Animal Tracks</i>, p. 9</p> <p><b>Theme</b>, <b>Hometowns</b>, p. T48</p> |
| <p>• <b>R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets</b></p> | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>PO 1. Explain the meaning of specific signs (e.g., traffic, safety, warning)</p>                                              | <p><i>Environmental print.</i></p> <p><b>Hello!</b>, p. T53, T86, T139; <b>Problem Patrol</b>, p. T131; <b>Imagine That!</b>, p. T259; <b>Information Finders</b>, p. T249, T257; <b>Hometowns</b>, p. T113, T114, T115, T116, T229, T230, T231</p> <p><i>See the following activities.</i></p> <p>Road Signs, <b>Problem Patrol</b>, p. T131</p> <p>Create warning signs, <b>Imagine That!</b>, p. T259</p> <p>Design a Sign, <b>Hometowns</b>, p. T113–T116</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>PO 2. Restate information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs)</p>                     | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>See the following activities.</i></p> <p>Game Rule Book, <b>Team Spirit</b>, p. T302–T305</p> <p>Pet Care Guide, <b>Problem Patrol</b>, p. T346–T349</p> <p>Visitor's Map, <b>Hometowns</b>, p. T292–T295</p> <p>Make a Welcome Message, <b>Hometowns</b>, p. T229–T232</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>PO 3. Compare information in written advertisements</p>                                                                       | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><b>Students create an advertisement. Teachers can include in this context.</b></p> <p>Make an advertising poster, <b>Imagine That!</b>, p. T209</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>PO 4. Fill out a variety of forms (e.g., contest entry, requests for information)</p>                                         | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>See grade three.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>• <b>R-F7. Follow a list of directions and evaluate those directions for clarity</b></p>                                      | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>PO 1. Follow a set of written directions</p>                                                                                  | <p><i>Follow written directions.</i></p> <p><b>Team Spirit</b>, p. T64–65; <b>Information Finders</b>, p. T172–173</p> <p><i>See also the following activities.</i></p> <p>Write Directions, <b>Imagine That!</b>, p. T106</p> <p>Steps in a Process, <b>Team Spirit</b>, p. T183, T214, T226–T227; <b>Hometowns</b>, p. T77, T91, T102–T103</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>PO 2. Evaluate written directions for sequence and completeness.</p>                                                          | <p style="text-align: center;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Teachers can emphasize in the context of the activities reading and writing directions.</i></p> <p><b>Imagine That!</b>, p. T106; <b>Team Spirit</b>, p. T64–65, T183, T214, T226–T227; <b>Information Finders</b>, p. T172–173; <b>Hometowns</b>, p. T77, T91, T102–T103</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

• **R-F.8. Recognize the historical and cultural perspectives of literary selections** **Note: For instructional purposes—not for state assessment**

PO 1. Identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures

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*See multicultural titles to emphasize: It Takes a Village, Hometowns, p. T24–T49*  
*Students read African folk tales and can compare/contrast them.*  
**Hometowns, p. T45**

PO 2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures

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*Students relate to personal experience, comparing to selections representing different cultures.*  
**Hometowns, p. T28, T33, T42**

PO 3. Recognize that some words in literary selections come from a variety of cultures

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*See foreign words:*  
**Hometowns, p. T30**

**Standard 2: Writing**

*Students effectively use written language for a variety of purposes and with a variety of audiences.*

**FOUNDATIONS (Grades 1-3)**

*Students know and are able to do all of the above and the following*

• **W-F1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks**

PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer’s notebook, K-W-L charts, scaffolds, group discussion)

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*Students write in the writing process at Literacy Place™ engaging in prewriting activities that include graphic organizers, brainstorming and discussion.*  
**Hello!, p. T293; Problem Patrol, p. T341; Team Spirit, p. T49, T111, T157, T215, T261, T297; Imagine That!, p. T35, T85, T147, T205, T257, T278–279; Information Finders, p. T49, T111, T157, T265, T274, T287; Hometowns, p. T49, T91, T159, T207, T265, T287**

PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience

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*Students draft compositions for a specific purpose and audience.*  
**Hello!, p. T293; Problem Patrol, p. T341; Team Spirit, p. T297**  
*Students address purpose and audience in the prewriting step of every writing lesson.*

PO 3. Write a first draft with the necessary components for a specific genre

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*Students write drafts as part of the writing process.*  
**Hello!, p. T293; Problem Patrol, p. T341; Team Spirit, p. T297; Imagine That!, p. T279; Information Finders, p. T288; Hometowns, p. T287**

PO 4. Revise draft content (e.g., organization, relevant details, clarity)

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*See revising*  
**Hello!, p. T294; Problem Patrol, p. T342; Team Spirit, p. T298; Imagine That!, p. T280; Information Finders, p. T288; Hometowns, p. T288**

PO 5. Edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)

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*See the proofreading/editing step of the writing process. Students are encouraged to use dictionaries when editing their work.*  
**Hello!, p. T294; Problem Patrol, p. T342; Team Spirit, p. T298; Imagine That!, p. T280; Information Finders, p. T288; Hometowns, p. T288**  
*See the SourceBook glossaries.*  
**Imagine That!, p. T294–295; Information Finders, p. T302–303; Hometowns, p. T302–303**

|                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                   | <p><i>Use a dictionary/picture dictionary.</i><br/> <b>Hello!</b>, p. T18; <b>Problem Patrol</b>, p. T194, T342; <b>Information Finders</b>, p. T276</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                   | <p><b>Literacy Place™ ©2000 Grade One</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PO 6. Proofread revised draft                                                                                                                                                                                                     | <p><i>Proofreading</i><br/> <b>Hello!</b>, p. T294; <b>Problem Patrol</b>, p. T342; <b>Team Spirit</b>, p. T298; <b>Imagine That!</b>, p. T280; <b>Information Finders</b>, p. T288; <b>Hometowns</b>, p. T288</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                   | <p><b>Literacy Place™ ©2000 Grade One</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PO 7. Present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform)                                                                                                                           | <p><i>See the publishing step of the writing process.</i><br/> <b>Hello!</b>, p. T61, T117, T173, T229, T285, T294; <b>Problem Patrol</b>, p. T67, T127, T191, T257, T333, T342; <b>Team Spirit</b>, p. T298; <b>Imagine That!</b>, p. T280; <b>Information Finders</b>, p. T288; <b>Hometowns</b>, p. T288</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>In final copy of student's own writing tasks:</b><br/> <b>• W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                   | <p><b>Literacy Place™ ©2000 Grade One</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PO 1. Spell high frequency words correctly                                                                                                                                                                                        | <p><i>Students proofread their compositions for correct spelling.</i><br/> <b>Hello!</b>, p. T294; <b>Problem Patrol</b>, p. T342; <b>Team Spirit</b>, p. T298; <b>Imagine That!</b>, p. T280; <b>Information Finders</b>, p. T288; <b>Hometowns</b>, p. T288<br/> <i>See also spelling instruction.</i><br/> <b>Imagine That!</b>, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <b>Hometowns</b>, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <b>Information Finders</b>, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <b>Problem Patrol</b>, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <b>Hello!</b>, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <b>Team Spirit</b>, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37</p>                                                                                                                                                             |
|                                                                                                                                                                                                                                   | <p><b>Literacy Place™ ©2000 Grade One</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PO 2. Punctuate endings of sentences                                                                                                                                                                                              | <p><i>Students revise their compositions for correct punctuation.</i><br/> <b>Hello!</b>, p. T294; <b>Problem Patrol</b>, p. T342; <b>Team Spirit</b>, p. T298; <b>Imagine That!</b>, p. T280; <b>Information Finders</b>, p. T288; <b>Hometowns</b>, p. T288<br/> <i>See focused instruction on punctuation.</i><br/> <b>Team Spirit</b>, T101, R38–R39; <b>Hello!</b>, R14–R15; <b>Problem Patrol</b>, p. T57, R6–R7</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                   | <p><b>Literacy Place™ ©2000 Grade One</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PO 3. Capitalize sentence beginnings and proper nouns                                                                                                                                                                             | <p><i>See instruction on capitalization.</i><br/> <b>Hello!</b>, p. T16, T152, R6–R7; <b>Problem Patrol</b>, R22–R23; <b>Imagine That!</b>, R38–R39; <b>Team Spirit</b>, p. T129; <b>Information Finders</b>, R14–R15, R22–R23</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                   | <p><b>Literacy Place™ ©2000 Grade One</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)                                                               | <p><i>See building grammar and usage knowledge.</i><br/> <b>Adjectives:</b><br/>                     comparatives, <b>Information Finders</b>, R38–R39<br/>                     definition, <b>Problem Patrol</b>, R38–R39<br/>                     describing words, <b>Imagine That!</b>, R30–R31<br/> <b>Nouns:</b><br/>                     names, <b>Hometowns</b>, R30–R31<br/>                     naming words, <b>Hello!</b>, p. T172; <b>Problem Patrol</b>, R14–R15; <b>Team Spirit</b>, R22–R23<br/>                     plural nouns, <b>Team Spirit</b>, R14–R15; <b>Hometowns</b>, R22–R23<br/>                     singular/plural nouns, <b>Information Finders</b>, p. T234<br/> <b>Pronouns,</b><br/>                     pronoun I, <b>Hello!</b>, p. T120, T130, R22–R23<br/>                     subject pronouns, <b>Hometowns</b>, p. T32, R6–R7</p> |

*Sentences:*

complete, **Imagine That!**, R6–R7  
 declarative (telling), **Hello!**, T243, R6–R7, R30–R31  
 exclamatory, **Team Spirit**, R38–R39  
 question, **Hello!**, T243; **Problem Patrol**, p. T19, R6–R7  
 simple, **Hello!**, R30–R31; **Team Spirit**, R6–R7

*Verbs:*

action words, **Hello!**, p. T160, T172; **Problem Patrol**, p. T205, R30–R31; **Information Finders**, p. T70  
 irregular, **Imagine That!**, R22–R23  
 linking verbs, **Team Spirit**, R30–R31  
 past time, **Information Finders**, R30–R31

*Word Order in Sentences*

**Hello!**, p. T35, T89, T103, T145, T243, T276, R38–R39; **Imagine That!**, p. T50, T51, R6–R7, R14–R15; **Information Finders**, R6–R7

*Subject/verb agreement*

**Hometowns**, R14–R15, R30–R31

*Irregular verbs*

**Imagine That!**, R22–R23

*Correct tense in complete sentences*

**Hometowns**, R38–R39

*Using pronouns*

**Hello!**, p. T120, T130, R22–R23; **Hometowns**, p. T32, R6–R7

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PO 5. Write legibly

*Students participate in handwriting instruction and practice and apply their best penmanship to published products. See handwriting instruction.*

**Hello!**, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Problem Patrol**, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Team Spirit**, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Imagine That!**, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Information Finders**, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Hometowns**, R4–R5, R12–R13, R20–R21, R28–R29, R36–R37

- **W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting**

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PO 1. Write a narrative

- establish a beginning, middle and end
- use sensory details to describe

*Students write narrative, expository and descriptive compositions. See the narrative writing experiences.*

Write a personal story, **Team Spirit**, Trade Book Teaching Guide, **The Doorbell Rang**, p.10  
 Write a personal story, **Team Spirit**, Trade Book Teaching Guide, **Shoes From Grandpa**, p.10  
 Write a personal story, Write an animal story **Information Finders**, Trade Book Teaching Guide, **Animal Tracks**, p.10  
 Write a personal story, **Problem Patrol**, Trade Book Teaching Guide, **I Need a Lunch Box**, p.10  
 Write a personal story, **Imagine That!**, Trade Book Teaching Guide, **Fox on Wheels**, p.10  
 Write about a personal experience, **Information Finders**, Trade Book Teaching Guide, **Animal Tracks**, p. 10  
 Write a personal story, **Hello!**, Trade Book Teaching Guide, **My Friends**, p.10  
 Write a personal story, **Team Spirit**, Trade Book Teaching Guide, **This is Baseball**, p.10  
 Write 'My Week' books, **Team Spirit**, p. T11  
 Write a message to another student, **Hello!**, p. T171  
 Write a Postcard, **Imagine That!**, p. T149  
 Write a Thank-You Letter, **Hometowns**, p. T228  
 Write a Thank-you letter, **Information Finders**, p. 267  
 Write a Thank-you Card, **Hometowns**, p. T53  
 Write a postcard, **Hometowns**, p. T95  
 Describe a Friend, write, dictate or tape record about a friend, include a title, **Hello!**, p. T233  
 Write a Thank-You Note, **Hometowns**, p. T69  
 Write an Interview Question, **Problem Patrol**, p. T260  
 Write Letters, **Hometowns**, p. T112

|                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                 | <p>Write a Postcard, <i>Imagine That!</i>, p. T105</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>-OR-<br/>PO 2. Write a story</p> <ul style="list-style-type: none"> <li>• use sensory details to describe setting and characters</li> <li>• develop a story line with a problem and events leading to a solution</li> </ul>                                  | <p style="text-align: right;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Students write stories in different contexts, the writing lessons, integrated activities, and workshops.</i></p> <p>Write Story Beginning, <i>Hometowns</i>, p. T211<br/>         Write a new/different story ending, <i>Hello!</i>, p. T232<br/>         Write a story beginning, <i>Hometowns</i>, p. T210, T211<br/>         Create a New Story, <i>Imagine That!</i>, p. T276<br/>         Write class books, <i>Hello!</i>, p. T74, T90, T110, T120; <i>Problem Patrol</i>, p. T194; <i>Team Spirit</i>, p. T120-121, T235; <i>Imagine That!</i>, p. T60, T96-97, T105<br/>         Write “Going Home” stories, <i>Imagine That!</i>, Trade Book Teaching Guide, <i>Going Home</i>, p.10<br/>         Innovate on the story, <i>Problem Patrol</i>, Trade Book Teaching Guide, <i>Is It Dark? Is It Light?</i>, p.10<br/>         Innovate on the book, <i>Team Spirit</i>, Trade Book Teaching Guide, <i>This is Baseball</i>, p.10<br/>         Write story retelling, <i>Information Finders</i>, p. T96, T110<br/>         Innovate on the story, <i>Hello!</i>, p. T40, T115; <i>Problem Patrol</i>, p. T154, T162, T262<br/>         Write a story plan, <i>Imagine That!</i>, p. T107-110<br/>         Make a Frog and Toad Book, <i>Information Finders</i>, p. T178<br/>         Continue the Story, <i>Team Spirit</i>, p. T293<br/>         Write a New Ending for the story, <i>Hello!</i>, p. T232</p> |
| <ul style="list-style-type: none"> <li>• <b>W-F4. Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors</b></li> </ul> | <p style="text-align: right;"><b>Literacy Place™ ©2000 Grade One</b></p> <p>How to Keep an Observation Log, <i>Information Finders</i>, p. T131-134<br/> <i>Make observations and take notes</i><br/> <i>Problem Patrol</i>, p. T225<br/> <i>Students survey and record the information in graphs.</i><br/> <i>Problem Patrol</i>, R40</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)</p>                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>PO 2. Write an introductory statement</p>                                                                                                                                                                                                                    | <p style="text-align: right;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Students focus on an introductory statement or story starter.</i></p> <p>Personal Narrative, <i>Hello!</i>, p. T168-169<br/>         Fantasy Story, <i>Imagine That!</i>, p. T156-157<br/>         Make Believe Story, <i>Problem Patrol</i>, p. T104-105<br/>         Personal narrative, <i>Information Finders</i>, p. T274-275<br/>         Folk Tale, <i>Hometowns</i>, p. T275-276</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>PO 3. Report events sequentially</p>                                                                                                                                                                                                                         | <p style="text-align: right;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>Students pay particular attention to sequence in the following writing lessons and activities.</i></p> <p>Personal narrative, <i>Information Finders</i>, p. T274-275<br/>         Folk Tale, <i>Hometowns</i>, p. T275-276<br/>         Fantasy story, <i>Imagine That!</i>, p. T156-157<br/>         Write a book report, <i>Team Spirit</i>, p. T294</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>PO 4. Write a concluding statement</p>                                                                                                                                                                                                                       | <p style="text-align: right;"><b>Literacy Place™ ©2000 Grade One</b></p> <p><i>See especially writing book reports to include</i><br/> <i>Hello!</i>, p. T232<br/> <i>Team Spirit</i>, p. T294</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• <b>W-F5. Locate, acknowledge and use</b></li> </ul>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**several sources to write an informational report in their own words**

PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words

*See the following writing lessons.*  
 Animal Report, **Problem Patrol**, p. T340–345  
 Research and write about dinosaurs, **Information Finders**, p. T198  
*Students use resources to acquire information.*  
**Information Finders**, p. T36, T284  
**Hello!**, p. T89  
**Problem Patrol**, p. T222, T318  
**Team Spirit**, p. T152, T210  
**Imagine That!**, p. T38, T78

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PO 2. Write an introductory statement, followed by details to support the main idea

*Teachers can include in the context of writing lessons such as the following*  
 Animal Description, **Problem Patrol**, p. T306–307  
 Four seasons book, **Team Spirit**, p. T120–121

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PO 3. List resources used by title

*Not specifically addressed at grade one*

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**• W-F6. Write well-organized communications, such as friendly letters, memos and invitations, for a specific audience and with a clear purpose**

PO 1. Organize content, including necessary components of the selected format, for a specified audience

*See writing in a specific format.*  
 Question and Answer Book, **Problem Patrol**, p. T42–43  
 Pattern book, **Hello!**, p. T46–47  
 Repetitive story, **Problem Patrol**, p. T234–235  
 Four Seasons Book, **Team Spirit**, p. T120–121  
 Steps in a process, **Team Spirit**, p. T226–227; **Hometowns**, p. T102–103  
 Book of facts, **Information Finders**, p. T60–61  
*See writing letters, invitations, thank-you notes and e-mails.*  
**Hello!**, p. T31; **Team Spirit**, p. T105; **Team Spirit**, p. T296–299; **Imagine That!**, p. T275; **Imagine That!**, p. T149; **Information Finders**, p. T267, T286–289; **Hometowns**, p. T53, T69, T86, T90, T95, T112, T228  
**Imagine That!**, Trade Book Teaching Guide, Going Home, p.11  
**Imagine That!**, Trade Book Teaching Guide, Jenny's Journey, p.11  
**Information Finders**, Trade Book Teaching Guide, Lost!, p.11  
**Hello!** Trade Book Teaching Guide, School Bus p.11  
**Team Spirit**, Trade Book Teaching Guide, Shoes From Grandpa, p.10  
**Team Spirit**, Trade Book Teaching Guide, This is Baseball, p.11

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PO 2. Place commas correctly in components (e.g., heading, greeting, closing, address) unique to letters, memos, invitations

*See instruction on writing addresses.*  
**Imagine That!**, p. T105  
**Hometowns**, p. T112

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**Standard 3: Listening And Speaking**

*Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.*

**FOUNDATIONS (Grades 1-3)**

*Students know and are able to do all of the above and the following*

- Tell or retell a personal experience or creative story in a logical sequence

*Retelling stories:*

**Hello!**, p. T40, T60, T90, T94, T98, T104, T120, T146, T162, T180, T184, T202, T248, T250, T298, T301; **Problem Patrol**, p. T28, T40, T60, T120, T131, T160, T184, T202, T222, T276, T250, T286; **Team Spirit**, p. T30, T38, T39, T156, T66, T126, T172, T183, T201, T205, T232, T264, T290; **Imagine That!**, p. T19, T56, T162, T166, T173, T194, T222, T272, T275, R17; **Information Finders**, p. T34, T66, T96, T110, T126, T161, T174, T230, T280; **Hometowns**, p. T34, T52, T66, T108, T176, T220, T224, T246, T252, T256, T280, R19, R27

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- Listen and respond to stories, poems and nonfiction

*See the Scholastic Grade One Read Alouds.*

**Hello!**, p. T17-18, T72-74, T129-130, T185-186, T241-243; **Problem Patrol**, p. T79-81, T143-145, T203-204; **Team Spirit**, p. T10-11, T170-171, T288-289; **Imagine That!**, p. T10-11, T54-55, T270-T271; **Information Finders**, p. T10-11, T64-T65, T228-229; **Hometowns**, p. T10-T11, T64-T65, T174-175

*Teachers spend time daily reading aloud.*

**Hello!**, p. T41, T47, T55, T65, T75, T91, T97, T111, T121, T131, T147, T153, T167, T177, T187, T203, T209, T223, T233, T243, T259, T265, T279, T289; **Problem Patrol**, p. T19, 37, 43, 61, 71, 81, 99, 105, 121, 145, 163, 169, 185, 195, 205, 229, 235, 251, 261, 275, 301, 307, 327, 337; **Team Spirit**, p. T35, T49, T59, T65, T70, T97, T111, T119, T125, T155, T157, T165, T171, T176, T203, T215, T225, T231, T236, T263, T275, T283, T289, T294; **Imagine That!**, p. T31, T39, T49, T55, T60, T79, T85, T95, T101, T106, T133, T147, T155, T161, T166, T187, T205, T215, T221, T226, T247, T257, T265, T271, T276; **Information Finders**, p. T33, T49, T59, T65, T70, T93, T111, T119, T125, T130, T151, T157, T167, T173, T178, T203, T213, T223, T229, T234, T255, T265, T273, T279, T284; **Hometowns**, p. T31, T49, T59, T65, T70, T87, T91, T101, T107, T112, T143, T159, T169, T175, T180, T199, T207, T217, T223, T228, T251, T265, T273, T279, T284

*See the literature audiocassettes.*

**Hello!**, p. T24, T80, T81, T101, T107, T136, T137, T157, T193, T212, T213, T233, T248, T249, T268, T269, T288; **Problem Patrol**, p. T23, T86, T87, T108, T109, T150, T151, T172, T173, T212, T238, T239, T280, T281, T310, T311, T336; **Team Spirit**, p. T75, T146, T147, T176, T188, T189, T246, T252, T253, T294; **Imagine That!**, p. T24, T25, T73, T122, T178, T244; **Information Finders**, p. T25, T147, T191, T251; **Hometowns**, T25, T83, T122, T129, T174, T193

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- Participate in group discussions.

*Students participate in discussions.*

**Hello!**, p. T9, T54, T176, T207, T228, T300; **Problem Patrol**, p. T9, T18; **Team Spirit**, p. T9, T19, T21, T77, T141, T170, T171, T176, T183, T236, T247, T289; **Imagine That!**, p. T9, T11, T19, T55, T67, T117, T173, T237, T271; **Information Finders**, p. T9, T19, T77, T141, T185, T245; **Hometowns**, p. T9, T19, T77, T123, T187, T239

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- Use effective vocabulary and logical organization to relate or summarize ideas, events and other information

*Presentation skills lessons specifically focus on using effective vocabulary and organization to communicate efficiently.*

Communicate Ideas, **Problem Patrol**, p. T350-351

Make an Oral Presentation, **Imagine That!**, p. T288-289

Speak to Inform, **Team Spirit**, p. T306-307

*Oral language activities involve students in developing usable, precise, interesting vocabulary.*

**Hello!**, p. T27, T60, T103, T115, T116, T172, T228, T273, T284; **Problem Patrol**, p. T29, T57, T66, T91, T113, T119, T126, T155, T190, T194, T195, T202, T211, T223, T226, T256, T287, T298, T325, T330, T331, T332; **Team Spirit**, p. T31, T33, T54, T87, T89, T114, T124, T160, T201, T205, T213, T220, T278; **Imagine That!**, p. T67, T74, T90, T135, T150, T165, T183, T195, T203, T209, T210, T247, T259; **Information Finders**, p. T37, T54, T68, T95, T101, T114, T178, T197, T211, T218, T232; **Hometowns**, p. T35, T43, T51, T54, T61, T96, T103, T133, T144, T145, T164, T212

*See using the mentor videos, students listen and relate and summarize information in discussion.*

**Hello!**, p.T9; **Problem Patrol**, p.T9; **Team Spirit**, p.T9; **Imagine That!**, p.T9; **Information Finders**, p.T9; **Hometowns**, p.T9

*Students summarize*

**Hello!**, p. T34, T38, T106, T166, T218; **Problem Patrol**, p. T32, T54, T96, T116, T172, T228, T326; **Team Spirit**, p. T36, T50, T98, T155, T200, T204; **Imagine That!**, p. T30, T32, T80, T134, T188, T248, T256; **Information Finders**, p. T34, T42, T47, T50, T94, T152, T158, T204, T214, T256, T262; **Hometowns**, p. T32, T50, T92, T144, T200, T252

*See vocabulary activities.*

**Hello!**, p. T64, T233; **Problem Patrol**, p. T70, T130, T194, T261; **Team Spirit**, p. T69, T235; **Imagine That!**, p. T105, T226; **Information Finders**, p. T233, T283; **Hometowns**, p. T180, T227, T228, T284

- Give and follow multiple-step directions

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*Giving and following directions.*

**Hello!**, p. T60; **Team Spirit**, p. T64–65, T176, T188; **Information Finders**, p. T172–173

- Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report

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*See focused instruction on speaking to an audience.*

**Problem Patrol**, p. T131

*See techniques for delivering better speeches.*

**Problem Patrol**, p. T260

*Students focus on selecting the most important and interesting information to present.*

MI: Information Finders, p. T283

*See instruction on telling events in logical sequence.*

**Hometowns**, p. T180

*Students have a speaking option in the publishing step of the writing process. See each Writing Process Workshop.*

**Hello!**, p. T292–295; **Problem Patrol**, p. T340–343; **Team Spirit**, p. T296–299; **Imagine That!**, p. T278–281; **Information Finders**, p. T286–289; **Hometowns**, p. T286–289

*Students are encouraged to present their Unit Projects.*

Big Book of Information, **Information Finders**, p. T292–293

Game Rule Book, **Team Spirit**, p. T302–305

Pet Care Guide, **Problem Patrol**, p. T346–349

Scrapbook, **Hello!**, p. T298–301

Story Mural, **Imagine That!**, p. T284–285

Visitor’s Map, **Hometowns**, p. T292–295

*See a variety of speaking activities.*

Apply Newly Acquired Vocabulary: Communicate Ideas, **Problem Patrol**, p. T350–351

Speak to Inform, **Team Spirit**, p. T306–307

Share and Recommend Books, **Hello!**, p. T232, R11; **Team Spirit**, p. T294

Share Stories, **Hometowns**, p. T69

Tell About a Favorite Object, plan what to say, make notes to prepare, **Hello!**, p. T176

Imagine Your Own Story, **Imagine That!**, p. T165

Compare Sharks and Dinosaurs, **Information Finders**, p. T233

Discuss the Value of Practice, **Team Spirit**, p. T176

Give a Tour, **Information Finders**, p. T283

Radio News Broadcast, **Imagine That!**, p. T59

Make an Album of Community Helpers, **Hometowns**, p. T70

Retell the Story, **Imagine That!**, p. T166

Describe a Friend, **Hello!**, p. T233

Mystery Object, write clues describing an object in a box, students guess what it is, **Hello!**, p. T177

Research schools or different kinds of transportation, share with class, **Hello!**, p. T108

Research penguins, draw picture and report to class orally, **Problem Patrol**, p. T222

Research nocturnal animals, **Problem Patrol**, p. T318

Research planets, **Imagine That!**, p. T80

Write and illustrate something you like, present orally **Hello!**, p. T166

Standard 4: Viewing And Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

**FOUNDATIONS (Grades 1-3)**

*Students know and are able to do all of the above and the following:*

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• Recognize different types of visual media

*Read environmental print/logos.*  
**Hello!**, p. T53, T86, T139; **Problem Patrol**, p. T131; **Imagine That!**, p. T259; **Information Finders**, p. T249, T257; **Hometowns**, p. T113, T114, T115, T116, T229, T230, T231  
*Students make connections to a variety of media including cartoons and visual arts.*  
**Hello**, p. T29, T35, T53, T84; **Problem Patrol**, p. T51, T115, T155, T225, T291, T313; **Team Spirit**, p. T43; **Imagine That**, p. T127, T145, T207; **Hometowns** p. T53, T135, T139, T161, T253  
*Read, use, create maps.*  
**Imagine That!**, p. T135; **Information Finders**, p. T47, T64, T65, T103, T256–264  
**Information Finders**, p. T256–264, T265, T284, R40; **Hometowns**, p. T77, T82–91, T111, T292–295, R17, R41  
*See the mentor videos.*  
**Hello!**, p. T9; **Problem Patrol**, p. T9; **Team Spirit**, p. T9; **Imagine That!**, p. T9; **Information Finders**, p. T9; **Hometowns**, p. T9  
*Students create visual aids such as posters, schedules, sketches and murals. See the following Unit Workshops and Projects.*  
 How to Make a Nature Poster, **Information Finders**, p. T235–238  
 How to Make a Pet Care Schedule, **Problem Patrol**, p. T263–266  
 How to Make a Pet Checklist, **Problem Patrol**, p. T133–136  
 How to Make a Sketch, **Imagine That!**, p. T227–230  
 How to Make a Welcome Message, **Hometowns**, p. T229–232  
 Pet Care Guide, **Problem Patrol**, p. T346–349  
 Scrapbook, **Hello!**, p. T298–301  
 Story Mural, **Imagine That!**, p. T284–285  
*See electronic books.*  
**Hello!**, p. T178, T305; **Problem Patrol**, p. T63, T66, T93, T101, T123, T159, T194, T249, T253, T329, T333, T165, T187, T231, T303; **Team Spirit**, p. T35, T58, T63, T123, T165, T169, T209, T224, T229, T282; **Imagine That!**, p. T48, T94, T99, T101, T154, T159, T161, T214, T219, T226, T264, T269 ; MI: **Information Finders**, p. T47, T58, T63, T113, T118, T123, T166, T171, T211, T222, T227, T272, T277; **Hometowns**, p. T31, T59, T63, T100, T105, T168, T173, T201, T216, T221, T273, T277  
*Watching videos.*  
**Imagine That!**, p. T116, T127; **Information Finders**, p. T179  
*Advertising posters.*  
**Imagine That!**, p. T209

• Plan and present a report, using two or more visual media

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*See Unit Projects.*  
 Big Book of Information, **Information Finders**, p. T292–293  
*See research and reporting activities to integrate*  
 Research dogs, present a report to the class, **Hello!**, p. T272  
 Research penguins, draw picture and report to class orally, **Problem Patrol**, p. T222  
 Research nocturnal animals, **Problem Patrol**, p. T318  
 Research constellations, **Imagine That!**, p. T78  
 Research planets, **Imagine That!**, p. T80  
 Research dinosaurs, draw and write, **Information Finders**, p. T198

• Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages

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*Students use available technology. They read literature on the computer.*  
**Hello!**, p. T178, T305; **Problem Patrol**, p. T63, T66, T93, T101, T123, T159, T194, T249, T253, T329, T333, T165, T187, T231, T303; **Team Spirit**, p. T35, T58, T63, T123, T165, T169, T209, T224, T229, T282; **Imagine That!**, p. T48, T94, T99, T101, T154, T159, T161, T214, T219, T226, T264, T269 ; MI: **Information Finders**, p. T47, T58, T63, T113, T118, T123, T166, T171, T211, T222, T227, T272, T277; **Hometowns**, p. T31, T59, T63, T100, T105, T168, T173, T201, T216, T221, T273, T277  
*They draw on the computer.*  
**Hello!**, p. T8, T39, T47, T66, T85, T122, T123, T179, T185, T209, T235, T241, T265, T298, T305; **Problem Patrol**, p. T33, T70, T105, T130, T143, T204, T235, T261, T295, T307, T350; **Team Spirit**, p. T35, T41, T109, T135, T157, T159, T219, T235, T237, T265, T277, T289; **Imagine That!**, p. T89, T107, T149, T187, T193, T209, T226, T259, T276 ; MI: **Information Finders**, p. T47, T53, T69, T125, T149, T161, T173, T217,

T228, T235, T263, T267, T275, T284, T288, T296 ; **Hometowns**, p. T45, T53, T64, T95, T107, T113, T163, T197, T227, T229, T283

*See using the Magnet Board.*

**Hello!**, p. T17, T20, T22, T48, T76, T78, T98, T122, T132, T134, T154, T165, T178, T188, T190, T210, T234, T244, T246, T266, T290; **Problem Patrol**, p. T20, T22, T44, T82, T84, T106, T146, T148, T170, T206, T208, T236, T276, T278, T308; **Team Spirit**, p. T20, T22, T57, T78, T80, T116, T142, T144, T162, T184, T186, T222, T248, T250; **Imagine That!**, p. T20, T22, T46, T68, T70, T85, T92, T118, T120, T152, T174, T176, T212, T238, T240, T257, T262 ; MI: Information Finders, p. T20, T22, T56, T78, T80, T116, T142, T144, T164, T186, T188, T220, T246, T248, T270; **Hometowns**, p. T20, T22, T56, T78, T80, T98, T124, T126, T188, T190, T214, T240, T242, T270

*See references to using the Internet.*

**Hello!**, p. T73; **Problem Patrol**, p. T17, T73, T137, T197, T223, T346, T267; **Team Spirit**, p. T97, T151, T177, T255; **Imagine That!**, p. T43, T61, T93; MI: Information Finders, p. T29, T71, T135, T201, T239, T263; **Hometowns**, p. T71, T87, T135, T181, T233, T251

*See the mentor videos.*

**Hello!**, p. T9; **Problem Patrol**, p. T9; **Team Spirit**, p. T9; **Imagine That!**, p. T9; **Information Finders**, p. T9; **Hometowns**, T9

*See references to viewing other videos.*

**Imagine That!**, p. T116, T127; **Information Finders**, p. T179

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*See instruction on how maps and diagrams tell part of a story.*

**Information Finders**, p. T65

*Students interpret graphic devices such as diagrams.*

**Team Spirit**, p. T154

*Read a time line.*

**Team Spirit**, p. T235

*Read/use maps.*

**Imagine That!**, p. T135; **Information Finders**, p. T47, T64, T65, T103, T256–264

*Students use graphic aids to acquire information.*

Charts and Tables, **Hometowns**, p. T106–107

Use a Diagram, **Information Finders**, p. T124–125

*See visual literacy.*

**Hello!**, p. T26, T31, T139; **Problem Patrol**, p. T55, T93, T131, T179, T226, T289, T293, T295, T313, T323, T337; **Team Spirit**, p. T27, T35, T51, T69, T91, T101, T199, T205, T237, T255, T261; **Imagine That!**, p. T35, T129, T135, T189, T191, T195, T197, T226, T247; **Information Finders**, p. T35, T37, T41, T51, T109, T161, T197, T203, T213, T215, T261; **Hometowns**, T27, T37, T149, T195

- Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text