

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

• 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

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

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Phonics instruction is specific. Students apply phonics skills in context reading the texts.

Students use initial, medial and final letter/sound relationships.

What's New?, p. T87, T114; **On the Job**, p. T124–125, T135, T153; **Time Detectives**, p. T20, T51, T182, T195; **Community Quilt**, p. T240

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

Consonants

On the Job, p. T124–125, T135, T153, R49, R57; **Community Quilt**, p. T194–195, T203, T213, T217, T221, R51, R59

Consonant digraphs

On the Job, p. T170–171, T183, T199, T221, R51, R58; **Time Detectives**, p. T182–183, T195, T203, T207, R49, R54

Consonant blends/clusters

Time Detectives, p. T20–21, T33, T50, T134–135, T147, T165, R43, R51, R52, R59; **Community Quilt**, p. T240–241, T249, T256, T261, R53, R60

Long vowel sounds

What's New?, p. T64–65, T75, T91, R44, R52

Vowel digraphs and diphthongs

Hit Series, p. T20–21, T21, T49, T77, T95, T240, R43, R56

r-controlled vowels

Big Plans, p. T20–21, T39, R44, R53; **Hit Series**, p. T66–67, T77, T90, T95, T118–119, T131, T144, T149, T216–217, T227, T240, T245, T249, R45, R48, R51, R55, R56, R58

Schwa

What's New?, p. T114–115, T125, T132, T133, T137, R45, R53

Variant vowels

What's New?, p. T210, T221, T233, R51, R56; **Hit Series**, p. T164, T166–167, T177, T185, T193, R49, R57

Phonograms

What's New?, p. T64–65, T91, T115, T211; **Big Plans**, p. T20–21; **Hit Series**, p. T20, T119, T216–217; **Community Quilt**, p. T240–241

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Use phonetic clues.

What's New?, p. T20–21, T31, T47, T64–65, T75, T87, T91, T114–115, T125, T133, T137, T154–155, T165, T183, T187, T210–211, T221, T229, T233; **Big Plans**, p. T20–21, T39, T55, T59, T76–77, T85, T103, T126–127, T147, T161, T178–179, T191, T205, T209, T232–233, T245, T269, T273; **On the Job**, p. T20–21, T37, T53, T70–71, T79, T101, T124–125, T135, T149, T170–171, T178, T183, T195, T199, T222–223, T231, T247, T251; **Hit Series**, p. T20–21, T45, T49, T66–67, T77, T95, T118–119, T131, T145, T149, T166–167, T176, T177, T189, T193, T216–217, T227, T245; **Time Detectives**, p. T20–21, T47, T51, T68–69, T93, T107, T111, T134–135, T147, T165, T182–183, T195, T203, T207, T230–231, T239, T251; **Community Quilt**, p. T20–21, T41, T65, T82–83, T91, T107, T111, T134–135, T153, T177, T194–195, T203, T217, T240–241, T249, T261

Using context clues.

What's New?, p. T19, T153; **Big Plans**, p. T26, T27, T34, T48, T75, T76, T77, T103, T117, T124, T130, T139, T154–T155, T157, T164, T177, T241, T257; **On the Job**, p. T19, T30, T69, T252, T254; **Hit Series**, p. T19, T65, T170; **Time Detectives**, p. T19, T23, T30, T31, T44, T54, T66, T94, T190; **Community Quilt**, p. T81, T93, T133, T151, T239

Context clues: homophones.

What's New?, p. T20–T21, T31, T43, T47, T159, T169, T232, R43, R52; **Big Plans**, p. T76–T77, T82, T85, T98, T103, T109, T182, R45, R54; **Community Quilt**, p. T64

Context clues: multiple meaning words.

Big Plans, p. T75, T135, T257; **Time Detectives**, p. T31, T44–T45; **Community Quilt**, p. T35

Context clues: specialized vocabulary.
Hit Series, p. T129, T244
Use picture clues.
What's New?, p. T50, T124; **Big Plans**, p. T130, T176, T225, T184, T196, T250; **On the Job**, p. T24, T25, T34, T82, T86, T156, T168, T174;
Time Detectives, p. T26, T32, T76, T78, T86, 87, T90, T188, T194, T235; **Community Quilt**, p. T24, T26, T30, T44, T50, T58, T93, T96, T151, T202
Structural analysis:
Base Words, **Big Plans**, p. T172, T173, T185, T198, T203, T232, T245, T272; **On the Job**, p. T20, T53, T169; **Time Detectives**, p. T50
Compound Words, **What's New?**, p. T136; **On the Job**, p. T123, T250; **Hit Series**, p. T117, T191, T192; **Time Detectives**, p. T93, T133;
Community Quilt, p. T19–T20, T31, T41, T65, R44, R55
Contractions/Possessives, **Community Quilt**, p. T82–T83, T91, T111, R41, R57
Inflected Endings, **What's New?**, p. T186; **Time Detectives**, p. T110; **Community Quilt**, p. T134–T135, T153, T177, T193, R48, R57
Prefixes, **Big Plans**, p. T208, T247, T272 **On the Job**, p. T20–T21, T37, T53, R43, R54; **Time Detectives**, p. T50, T195
Suffixes, **Big Plans**, p. T19, T178–T179, T184, T191, T209, T232–T233, T245, T272, T273, R49, R51, R56, R57; **Hit Series**, p. T165

- **R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction**
 PO 1. Draw conclusions based on the text

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Draw conclusions
What's New?, p. T24, T30, T74, T80, T121, T158, T160, T170, T222; **Big Plans**, p. T24, T34, T35, T38, T130, T184, T186, T248; **On the Job**, p. T26, T32, T42, T134, T182, T184, T232; **Hit Series**, p. T24, T25, T26, T30, T32, T34, T36, T40–41, T53, T69, T76, T79, T98, T99, T138, T180, T230, T234, R46, R55; **Time Detectives**, p. T24, T26, T28, T32, T36, T42–43, T46, T78, T82, T88, T90, T94, T98, T140, T186, T194, T265, R44, R52; **Community Quilt**, p. T26, T36, T50, T90, T98, T140, T200

- PO 2. Restate information from a reading selection

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Students paraphrase from a reading selection.
What's New?, p. T176, T177, T222; **Big Plans**, p. T150, T250, T264; **On the Job**, p. T28, T140, T178, T186; **Hit Series**, p. T214; **Time Detectives**, p. T30, T52, T84, T85, T142
See also summarizing
What's New?, p. T28, T68, T72, T78, T162, T218, T220; **Big Plans**, p. T32, T48, T84, T136, T188, T198, T226, T236, T242, T244, T246, T250, T256, T258, T266–T267, T268; **On the Job**, p. T28, T78, T84, T127, T132, T133, T138, T178, T230, T240; **Hit Series**, p. T28, T32, T36, T78, T86, T128, T172, T173, T224, T234; **Time Detectives**, p. T30, T38, T80, T146, T186, T188, T189, T190, T196, T200–T201, T202, T210, T211, T238; **Community Quilt**, p. T146, T248, R45, R56

- PO 3. Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection

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Students preview and make predictions.
What's New?, p. T22, T66, T116, T123, T156, T161, T212; **Big Plans**, p. T22, T78, T83, T128, T135, T180, T187, T234, T243, T258; **On the Job**, p. T22, T72, T77, T126, T131, T140, T172, T224; **Hit Series**, p. T22, T68, T120, T168, T218; **Time Detectives**, p. T22, T70, T79, T96, T136, T184, T191, T232; **Community Quilt**, p. T22, T84, T136, T196, T201, T242, T247
See making and confirming predictions.
What's New?, p. T27, T30, T32, T66, T71, T116, T124, T156, T212, T214, T217, T220; **Big Plans**, p. T22, T30, T36, T78, T86, T90, T128, T148, T180, T184, T234, T242; **On the Job**, p. T24, T27, T36, T38, T40, T72, T73, T74, T75, T80, T84, T94–95, T96, T97, T104, T105, T126, T172, T173, T176, T177, T180, T181, T184, T224, T229, T232, T236, T238, R50, R57; **Hit Series**, p. T27, T74, T120, T124, T127, T132, T134, T175, T176, T218, T223; **Time Detectives**, p. T22, T24, T29, T34, T136, T140, T144, T136, T145, T150, T151, T152, T184, T232, T237, R48, R54; **Community Quilt**, p. T22, T33, T36, T37, T50, T84, T89, T94, T136, T138, T145, T160, T196, T242, T250

- PO 4. Identify cause-and-effect relationships

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Cause/effect.
What's New?, p. T68, T176, T204, T213, T214, T215, T216, T220, T226–T227, T236, T237, T247; **Big Plans**, p. T37, T38, T42, T46, T110, T252, T253, R43, R53; **On the Job**, p. T26, T80, T90, T122, T164, T173, T174, T175, T176, T180, T182, T184, T192–T193, T194, T202, T203, T235, R53, R59; **Hit Series**, p. T70; **Time Detectives**, p. T142; **Community Quilt**, p. T38, T148, T155, T162, T244

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Arizona Language Arts Standards

PO 5. Differentiate fiction and nonfiction texts

Students focus on the characteristics of fiction and nonfiction genres:

Fiction:

What's New?, p. T23, T33, T67, T207, T213; **Big Plans**, p. T17, T23, T49, T89, T129, T138; **On the Job**, p. T17, T23, T67, T73, T173, T225; **Hit Series**, p. T23, T69, T169, T219; **Time Detectives**, p. T137, T179, T187, T233; **Community Quilt**, p. T118, T131, T137, T163

Nonfiction

Hit Series, p. T82, T156; **Community Quilt**, p. T52, T53, T97, T197, T243; **Time Detectives**, p. T23, T36, T37, T71; **What's New?**, p. T117, T124, T157, T175; **On the Job**, p. T41, T187

• **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**

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

Main ideas and details.

Big Plans, p. T88, T124, T172, T180, T181, T183, T190, T192, T194, T196, T198, T202–T203, T207, T235, T246, T247, T268, R52, R57; **Time Detectives**, p. T94, T95, T100, T113; **Community Quilt**, p. T199, T204, T206, T210–T211, T212, T221, T246, R54, R60

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

Sequence events.

What's New?, p. T30; **Big Plans**, p. T40, T41, T63, T182; **On the Job**, p. T24, T25, T30, T38, T42, T146–T147, T48, T56, T57, T73, T83, T104, T265, R45, R55; **Hit Series**, p. T70, T71, T74, T76, T80, T88–T89, T90, T128, T129, T138, T172, T218, T228, T259, R47, R56; **Time Detectives**, p. T32, T76, T77; **Community Quilt**, p. T34, T107, T148, T149, T202
Hit Series, Trade Book Teaching Guide, Go Fish, p. 8; Hit Series, Trade Book Teaching Guide, If You Lived at the Time of the Great San Francisco Earthquake, p. 9; **On the Job**, Trade Book Teaching Guide, Finding the Titanic, p. 8

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

Focused instruction on characters.

What's New?, p. T68, T69, T70, T72, T76, T78, T83, T84–T85, T94, T95, T160, T168, T169, T170, T176, T201, T207, T230, R48, R54; **Big Plans**, p. T44, T45, T136, T148, T240, T249, T269, T275, T280; **On the Job**, p. T24, T45, T226, T227, T228, T232, T234, T236, T238, T240, T244–T245, T254, T255; **Hit Series**, p. T33, T44, T126, T174, T189, T219, T220, T228, R44, R54; **Time Detectives**, p. T148, T149, T157, T186, T213; **Community Quilt**, p. T24, T30, T40, T42, T54, T138, T144, T158, T164, T167; Hit Series, Trade Book Teaching Guide, The Magic School Bus Inside the Human Body, p. 7; **Community Quilt**, Trade Book Teaching Guide, City Green, p.7; **Big Plans**, Trade Book Teaching Guide, Lon Po Po, p. 9; **What's New?**, Trade Book Teaching Guide, Chalk Box Kid, p. 8; **On the Job**, Trade Book Teaching Guide, Alvin Ailey, p. 8
Students compare/contrast characters between texts
What's New?, p. T179, T225, T240; **Big Plans**, p. T265; **On the Job**, p. T264; **Hit Series**, p. T258; ; **Time Detectives**, p. T41; **Community Quilt**, p. T167, T169, T274

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

Evaluating author's purpose.

What's New?, p. T118, T119, T120, T122, T130–T131, T140, T141; **Big Plans**, p. T140; **On the Job**, p. T74, T86, T138; **Hit Series**, p. T178; **Community Quilt**, p. T206

• **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**

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

Students compare characters between reading selections.

What's New?, p. T179, T225, T240; **Big Plans**, p. T265; **On the Job**, p. T264; **Hit Series**, p. T258; ; **Time Detectives**, p. T41; **Community Quilt**, p. T167, T169, T274

Students compare plot between texts.

What's New?, p. T240; **On the Job**, p. T264; **Hit Series**, p. T259

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

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Distinguish fantasy/reality.
What's New?, p. T214; **Hit Series**, p. T122, T123, T124, T126, T128, T130, T142–T143, T152; **Time Detectives**, p. T26, T27; **Community Quilt**, p. T198

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

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What's New?, p. T33; **Hit Series**, p. T36, T37

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:
What's New?, p. T68, T69, T70, T72, T76, T78, T83, T84–85, T94, T95, T160, T168, T169, T170, T176, T201, T207, T230, R48, R54; **Big Plans**, p. T44, T45, T136, T148, T240, T249, T269, T275, T280; **On the Job**, p. T24, T45, T226, T227, T228, T232, T234, T236, T238, T240, T244–245, T254, T255; **Hit Series**, p. T33, T44, T126, T174, T189, T219, T220, T228, R44, R54; **Time Detectives**, p. T148, T149, T157, T186, T213; **Community Quilt**, p. T24, T30, T40, T42, T54, T138, T144, T158, T164, T167
plot:
Big Plans, p. T24, T25, T26, T28, T30, T34, T44, T48, T52–53, T54, T56, T63, T129, T145, T286, R47, R55; **Hit Series**, p. T170, T224, T225; **Community Quilt**, p. T138, T139, T140, T142, T144, T150, T160, T162, T163, T164, T170–171, T172, T173, T180, T181, R50, R58
Setting
What's New?, p. T158, T159, T162, T164, T180–T181, T182, T218, T219, T236, T237, T246, R50, R55; **Time Detectives**, p. T150, T158, T159, T162, T164, T180–T181, T182, T190, T191; **Big Plans**, p. T130, T137, T140; **Time Detectives**, p. T26, T28, T71, T82, T83, T88, T107, T114, T115, T234, T235, T244–T245; T246 **Community Quilt**, p. T26, T28, T31, T36, T50, T60, T69, R43, R55; **Community Quilt**, Trade Book Teaching Guide, *Samuel's Choice*, p. 10; **Time Detectives**, Trade Book Teaching Guide, *Frederick Douglas Fights for Freedom*, p. 8; **Time Detectives**, Trade Book Teaching Guide, *Three names*, p. 8; **Big Plans**, Trade Book Teaching Guide, *Turtle Watch*, p. 9; **What's New?**, Trade Book Teaching Guide, *Chalk Box Kid*, p.9
point of view:
Big Plans, p. T42, T43; **Hit Series**, p. T156, T219; **Community Quilt**, p. T27
mood:
What's New?, p. T166, T167, T168; **Hit Series**, p. T72; **Time Detectives**, p. T138, T139, T144, T146, T152, T154, T158–159, T160, T168, T169; **Community Quilt**, p. T29, T139, T142; **On the Job**, Trade Book Teaching Guide, *The Boxcar Children*, *The Pizza Mystery*, p. 14
theme:
On the Job, p. T39, T42, T133, T181; **Time Detectives**, p. T240; **Community Quilt**, p. T49, T159, T244, T245, T246, T248, T254–255, T256, T264, T265; **Community Quilt**, *Lily and Miss Liberty*, p. 6, *City Green*, Theme, p. 6; PV: *What's New*, *Muggie Maggie*, Theme, p. 6

• R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets

PO 1. Explain the meaning of specific signs (e.g., traffic, safety, warning)

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See the following activities:
 Safety promotions, **On the Job**, p. T160
 Design a Sign, **Community Quilt**, p. R41
 Brochure, **On the Job**, p. T89
 Design a Cereal Box, **On the Job**, p. T109–T116
 Chart Fire Safety Tips, CE: *On The Job*, R25

PO 2. Restate information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs)

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Students read from a variety of consumer literature and restate what they have read.
 Informational Article, **On the Job**, p. T186–189
 Magazine articles, **What's New?**, p. T124–127; **Time Detectives**, p. T36–39
 Newspapers, **Big Plans**, p. T216
 Advertisements, **On the Job**, p. T160
 Brochure, **On the Job**, p. T89
Students read a variety of consumer literature in the workplace model of ad advertising agency.
 Ad Agency, **On the Job**, p. T8, T274

PO 3. Compare information in written advertisements

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*See the classroom workplace model, An Advertising Agency. Within this theme teachers can engage students in comparing information in written advertisements. Ad Agency, **On the Job**, p. T8, T274*
Students consider safety promotions as advertisements.
On the Job, p. T160
See the unit project in which students develop an ad campaign.
 Create an Ad Campaign, **On the Job**, p. T266-T271
Students determine the purpose of advertisements.
On the Job, p. T166
Students create advertisements.
What's New?, p. T124, T151, T173, T184; **Big Plans**, p. T201, T216, T265; **On the Job**, p. T60, T75, T160, T243, T266–271; **Time Detectives**, p. T179, T197, T204; **Community Quilt**, p. T55, T168, T169; **On the Job**, Trade Book Teaching Guide, *Finding the Titanic*, *Mirette on the High Wire*, *The Boxcar Children*, *The Pizza Mystery*, p. 15

PO 4. Fill out a variety of forms (e.g., contest entry, requests for information)

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Students focus on completing forms and applications.
Big Plans, p. T274–T275
See reading a student entry form for Invent America. Students find a contest to enter with a family member.
Big Plans, p. T261

• R-F7. Follow a list of directions and evaluate those directions for clarity

PO 1. Follow a set of written directions

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Students read and use illustrations to understand how arpilleras are made.
Community Quilt, p. T94–95
Students create a set of written directions and step-by-step directions.
 Create Step-by-Step Directions, **Big Plans**, p. T217-T222
Reading written directions.
Community Quilt, p. T112

PO 2. Evaluate written directions for sequence and completeness

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Students evaluate a set of written directions and step-by-step directions.
Big Plans, p. T217-222

• R-F8. 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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Students compare theme, characters, setting and plots of folk tales from different cultures.
What's New?, p. T240
See the Trade Book Teaching Guide that includes discussion comparing and contrasting this Red-Riding Hood Story from China to other tales.
Big Plans, Trade Book Teaching Guide, *Lon Po Po*, p. 11

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

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See the multicultural literature to include:
 How My Family Lives in America, **What's New?**, p. T116–123
 Kids Speak Up to Save Native Languages, **What's New?**, p. T124–127
 On the Pampas, **What's New?**, p. T156–173
 Chicken Sunday, **Big Plans**, Trade Book Library, p. T286
 Too Many Tamales, **On the Job**, p. T72–85
 Alvin Ailey, **On the Job**, Trade Book Library, p. T265
 Little House on the Prairie, **Hit Series**, p. T68–81
 Pueblo Storyteller, **Time Detectives**, p. T184–191
 Tonight is Carnival, **Community Quilt**, p. T84–95
 The Wise Old Woman, **Community Quilt**, p. T136–161

The Little Hero of Holland, **Community Quilt**, p. T162–167
 Mary McLeod Bethune, **Community Quilt**, p. T242–249
 Lily and Miss Liberty, **Community Quilt**, Trade Book Library, p. T274
Students relate personal experiences to the literature they read.
What's New?, p. T28, T72, T217; **Big Plans**, p. T186, T188, T262; **On the Job**, p. T78; **Time Detectives**, p. T32, T138; **Community Quilt**, p. T250
See also the Cultural Connection feature throughout.
What's New?, p. T29, T69, T117, T120, T125, T159, T171, T165, T177; **Big Plans**, p. T25, T27, T39, T91, T133, T143, T185, T197, T197, T240, T253, T263; **On the Job**, p. T29, T91, T139, T179, T185, T233; **Hit Series**, p. T71, T83, T131, T151, T163, T123, T175, T221, T235; **Time Detectives**, p. T T32, T77, T87, T149, T155, T155, T189; **Community Quilt**, p. T T31, T45, T53, T87, T93, T163, T205

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

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Foreign words in the literature:
What's New?, p. T163; **Big Plans**, p. T24, T31; **Hit Series**, p. T35, T48

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™ that includes prewriting activities.
What's New?, p. T35, T44, T79, T88, T127, T134, T173, T184, T223, T230, T242; **Big Plans**, p. T47, T56, T93, T100, T149, T158, T195, T206, T259, T270, T282; **On the Job**, p. T43, T50, T87, T98, T141, T150, T185, T196, T239, T248, T260; **Hit Series**, p. T35, T46, T81, T92, T135, T146, T181, T190, T231, T242, T254; **Time Detectives**, p. T35, T48, T97, T108, T153, T162, T197, T204, T241, T248, T260; **Community Quilt**, p. T51, T62, T95, T108, T161, T174, T207, T214, T258, T270

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

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See especially emphasized in each Writing Process Workshop.
What's New?, p. T241–T245; **Big Plans**, p. T282–T285; **On the Job**, p. T260–T263; **Hit Series**, p. T260–T263; **Time Detectives**, p. T254–T257; **Community Quilt**, p. T270–T273
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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Writing drafts.
What's New?, p. T44, T88, T134, T184, T230, T244; **Big Plans**, p. T56, T100, T158, T206, T270, 284; **On the Job**, p. T50, T98, T150, T196, T248; **Hit Series**, p. T46, T92, T146, T190, T242, 256; **Time Detectives**, p. T48, T108, T162, T204, T248, T262; **Community Quilt**, p. T62, T108, T174, T214, T258, T272

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

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See revising.
What's New?, p. T44, T88, T134, T184, T230, T244; **Big Plans**, p. T56, T100, T158, T206, T270, T284; **On the Job**, p. T50, T98, T150, T196, T248, T262; **Hit Series**, p. T46, T92, T146, T190, T242, T262; **Time Detectives**, p. T48, T108, T162, T204, T248, T256; **Community Quilt**, p. T62, T108, T174, T214, T258, T272

PO 5. Edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell

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See the revising/editing step of the writing process. Students are encouraged to use resources when editing their work.
What's New?, p. T44, T88, T134, T184, T230, T244; **Big Plans**, p. T56, T100, T158, T206, T270, T284; **On the Job**, p. T50, T98, T150, T196,

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checker, glossary, style manual, grammar and usage reference) T248, T262; **Hit Series**, p. T46, T92, T146, T190, T242, T262; **Time Detectives**, p. T48, T108, T162, T204, T248, T256; **Community Quilt**, p. T62, T108, T174, T214, T258, T272
See the Scholastic Guide, Checking Your Grammar. This useful reference book includes important grammar rules students need to know, helps them organize sentences, teaches parts of speech and style and usage.

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PO 6. Proofread revised draft

Proofreading
What's New?, p. T44, T88, T134, T184, T230, T244; **Big Plans**, p. T56, T100, T158, T206, T270, T284; **On the Job**, p. T50, T98, T150, T196, T248, T262; **Hit Series**, p. T46, T92, T146, T190, T242, T262; **Time Detectives**, p. T48, T108, T162, T204, T248, T256; **Community Quilt**, p. T62, T108, T174, T214, T258, T272

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PO 7. Present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform)

See the publishing step of the writing process.
What's New?, p. T245; **Big Plans**, p. T285; **On the Job**, p. T263; **Hit Series**, p. T263; **Time Detectives**, p. T257; **Community Quilt**, p. T273

In final copy of student's own writing tasks:
• W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks

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PO 1. Spell high frequency words correctly

Teachers observe students' success spelling high-frequency words. See focused instruction on spelling
What's New?, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Big Plans**, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **On the Job**, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Hit Series**, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Time Detectives**, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; **Community Quilt**, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37

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PO 2. Punctuate endings of sentences

See focused instruction on end marks and using quotation marks.
 Question Mark, **What's New?**, p. R6–R7, R56
 Quotation Marks/Dialogue, **Hit Series**, p. R30–R31, R60

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PO 3. Capitalize sentence beginnings and proper nouns

See instruction on capitalization.
Capitalization
 pronoun I, **Community Quilt**, p. R6–R7, R61
 proper nouns, **What's New?**, p. R22–R23, R57
Students revise for punctuation.
What's New?, p. T44, T88, T134, T184, T230, T244; **Big Plans**, p. T56, T100, T158, T206, T270, T284; **On the Job**, p. T50, T98, T150, T196, T248, T262; **Hit Series**, p. T46, T92, T146, T190, T242, T262; **Time Detectives**, p. T48, T108, T162, T204, T248, T256; **Community Quilt**, p. T62, T108, T174, T214, T258, T272

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PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)

See building grammar and usage knowledge.
Adjectives:
 comparative, **Community Quilt**, p. R22–R23, R61
 articles and other adjectives, **On the Job**, p. R22–R23, R60
 that tell what kind, how many, **On the Job**, p. R14–R15, R59
Adverbs,
 that tell how, **Time Detectives**, p. R30–R31, R57
 that tell when or where, **Time Detectives**, p. R38–R39, R57
Nouns:
 common, **What's New?**, p. R22–R23, R57
 possessive, singular and plural, **On the Job**, p. R30–R31, R60
 proper, **What's New?**, p. R22–R23, R57

singular and plural, **What's New?**, p. T86, R30–R31, R57
Pronouns:
 possessive, **Hit Series**, p. R6–R7, R59
 singular and plural, **What's New?**, p. R38–R39, R57
 subject/object, **On the Job**, p. R38–R39, R60
Sentences:
 compound, **Time Detectives**, p. R22–R23, R57
 exclamation and command, **What's New?**, p. R14–R15, R56
 expanding, **Community Quilt**, p. R38–R39, R62
 question and statement, **What's New?**, p. R6–R7, R56
Subjects and predicates:
 compound, **Hit Series**, p. R14–R15, R59; **Time Detectives**, p. R14–R15, R57
 simple and complete, **On the Job**, p. R6–R7, R59
Verbs:
 action, **Big Plans**, p. R6–R7, R58
 be, **Big Plans**, p. R22–R23, R58
 contractions, **Hit Series**, p. R22–R23, R60
 irregular, **Hit Series**, p. R38–R39, R60; **Community Quilt**, p. R30–R31, R62
 linking, **Big Plans**, p. R38–R39, R58
 main/helping, **Big Plans**, p. R30–R31, R58
 tense, **Big Plans**, p. R14–R15, R58
Usage
 Pronoun-Verb Agreement, **Community Quilt**, p. R14–R15, R61
 Subject-Verb Agreement, **Time Detectives**, p. R6–R7, R56
 Using Pronouns I and me, **Community Quilt**, p. R6–R7, R61
 See the Scholastic Guide, **Checking Your Grammar**. This useful reference book includes important grammar rules students need to know, helps them organize sentences, teaches parts of speech and style and usage.

PO 5. Write legibly

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Students participate in handwriting instruction and practice and apply their best penmanship to published products. See handwriting instruction.
What's New?, p. R4–R5, R12–R13, T20–R21, R28–R29, R36–R37; **Big Plans**, p. R4–R5, R12–R13, T20–R21, R28–R29, R36–R37; **On the Job**, p. R4–R5, R12–R13, T20–R21, R28–R29, R36–R37; **Hit Series**, p. R4–R5, R12–R13, T20–R21, R28–R29, R36–R37; **Time Detectives**, p. R4–R5, R12–R13, T20–R21, R28–R29, R36–R37; **Community Quilt**, p. R4–R5, R12–R13, T20–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**

PO 1. Write a narrative

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

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See focused instruction on establishing a beginning, middle and end.
 Beginning, Middle, End, **Community Quilt**, p. T108, T109
See instruction on using sensory details.
 Sensory Language, **Time Detectives**, p. T48, T49
See focusing on details.
 Arrange Details: **Big Plans**, p. T56, T57; **Time Detectives**, p. T204, T205; **Hit Series**, p. T146 T147
 Descriptive Details, **What's New?**, p. T44, T45; **On the Job**, p. T98, T99
 Main Idea and Details, **Big Plans**, p. T206, T207, T282
Students write narrative compositions.
 Write an Anecdote, **What's New?**, p. T248–T253
 Dialogue, **Community Quilt**, p. T268
 Description, **Time Detectives**, p. T48
 Expressive Writing, **Big Plans**, p. T215, T280; **On the Job**, p. T159
 Heroic Deed, **Community Quilt**, p. T131, T161, T174

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Humorous Event or Story, *What's New?*, p. T17, T35, T44; *On the Job*, p. T260-T263
 Mystery, *Hit Series*, p. T163, T181, T190
 Personal Narrative, *What's New?*, p. T193
 Poem, *Big Plans*, p. T151; *On the Job*, p. T191; *Hit Series*, p. T39; *Community Quilt*, p. T57, T270–T273
 Realistic Description, *What's New?*, p. T79, T88
 Write poems/rhymes, *What's New?*, p. T53, T114, T233; *On the Job*, p. T222; *Hit Series*, p. T27; *Community Quilt*, p. T32, T250
 Write haiku poems, *Community Quilt*, p. T154
 Write a personal narrative, *What's New?*, p. T97, T193
 Write a personal essay, *What's New?*, p. T257
 Write a personal profile, *What's New?*, p. T174
 Write a legend, *Community Quilt*, p. T98
 Write descriptions, *What's New?*, 97, 137, 214, 257; *Big Plans*, p. T110; *On the Job*, p. T84, 176, 205; *Hit Series*, p. T17
 Write journal entry, *Community Quilt*, p. T204
 Write profiles of each other, *Community Quilt*, p. T54
 Write new version of folk tale, *Big Plans*, Trade Book Teaching Guide, *Lon Po Po*, p.14
 Write about a neighbor character, *Big Plans*, Trade Book Teaching Guide, *Chicken Sunday* p.14
 Write a description, *Big Plans*, Trade Book Teaching Guide, *Chicken Sunday* p.14
 Write family story, *Time Detectives*, Trade Book Teaching Guide, *Three Names*, p. 14
 Write historical fiction, *Hit Series*, Trade Book Teaching Guide, *...If You Lived at the Time of the Great San Francisco Earthquake*, p. 14
 Write a diary entry, *Community Quilt*, Trade Book Teaching Guide, *City Green*; *On the Job*, Trade Book Teaching Guide, *Finding the Titanic*; *What's New?*, Trade Book Teaching Guide, *Hannah*; *Community Quilt*, Trade Book Teaching Guide, *Cloudy With a Chance of Meatballs*; *Hit Series*, Trade Book Teaching Guide, *Ramona Quimby, Age 8*; *On the Job*, Trade Book Teaching Guide, *Alvin Ailey*; *Hit Series*, Trade Book Teaching Guide, *...If You Lived at the Time of the Great San Francisco Earthquake*, p. 14
 Write first-person narrative, *What's New?*, Trade Book Teaching Guide, *Uncle Jed's Barbershop*, p. 14
 Personal essay, *What's New?*, Trade Book Teaching Guide, *Uncle Jed's Barbershop*, p. 14
 Write about a personal team effort, *On the Job*, Trade Book Teaching Guide, *Finding the Titanic*, p. 14
 Write a Biographical Sketch, *On the Job*, Trade Book Teaching Guide, *Alvin Ailey*, Trade Book Teaching Guide, p. 14

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Students write stories in different contexts, the writing lessons, integrated activities, and workshops.
 Character Sketch, *What's New?*, p. T207, T223, T230; *On the Job*, p. T45; *Time Detectives*, p. T157
 Folk Tale, *What's New?*, p. T17, T35, T230, T242–T245; *Big Plans*, p. T73, T100; *Hit Series*, p. T17, T46
 Humorous Event or Story, *What's New?*, p. T17, T35, T44; *On the Job*, p. T260-T263
 Conversation Between Two Characters, *Hit Series*, p. T254–T258
 Story Sequence Ending, *Hit Series*, p. T87, T185
 Plot Summary for a Fable, *Big Plans*, p. T17, T56
 Create a New Episode, *Hit Series*, p. T258-T259
 Retelling a Tale, *On the Job*, p. T167, T185, T196
 Write a description of a setting, *Community Quilt*, p. T92
 Write a sequel, *Community Quilt*, p. T160
 Write a story, *Big Plans*, p. T215; *On the Job*, p. T94, T159
 Write an adventure story, *What's New?*, p. T193, T257
 Write a how and why story, *Hit Series*, Trade Book Teaching Guide, *Go Fish*, p. 14
 Write a search story, *On the Job*, Trade Book Teaching Guide, *Finding the Titanic*, p.14
 Write a how and why story, *Hit Series*, Trade Book Teaching Guide, *Go Fish*, p. 14
 Write a tall tale, p *Community Quilt*, Trade Book Teaching Guide, *Cloudy With a Chance of Meatballs*, 14
 Write a mystery story, *On the Job*, Trade Book Teaching Guide, *The Box Car Children*, p. 14
 Innovate on the story ending, *What's New?*, Trade Book Teaching Guide, *Uncle Jed's Barbershop*, p. 14
 Create a plot line, *Hit Series*, Trade Book Teaching Guide, *Ramona Quimby, Age 8*, p. 14
 Write a new episode, *Hit Series*, Trade Book Teaching Guide, *The Magic School Bus Inside the Human Body*, p. 14
 Write a new, humorous ending, *Time Detectives*, Trade Book Teaching Guide, *George Washington's Breakfast*, p. 14
 Write a fantasy story, *Big Plans*, Trade Book Teaching Guide, *Catwings Return*, p.14
 Write a new story ending, *Big Plans*, Trade Book Teaching Guide, *Lon Po Po* p.14
 Write a description of a neighborhood setting, *Big Plans*, Trade Book Teaching Guide, *Catwings Return*, p.14
 Write a descriptive paragraph about the setting, *Hit Series*, Trade Book Teaching Guide, *Go Fish*, p. 14

-OR-

PO 2. Write a story

- use sensory details to describe setting and characters
- develop a story line with a problem and events leading to a solution

Write a setting description, *What's New?*, Trade Book Teaching Guide, *The Chalk Box Kid*, p. 14

- **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**

PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)

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See instruction on taking notes.
 Taking Notes, **Hit Series**, p. T155; **Time Detectives**, p. T52–T53
See a variety of activities.
 Graph a Survey About the Future, **Time Detectives**, p. R40
 Graph the Weather, **Time Detectives**, p. R24
 Graph Favorite Folk Tales, **What's New?**, p. R40
 Graph Growth, **What's New?**, p. R16
 Make a bar graph, **What's New?**, p. T187
See the unit workshop.
 Create an Artifact Exhibit Card, **Time Detectives**, p. T119-T124
 Make a Milestone Chart, **What's New?**, p. T99-T104
Creating charts.
What's New?, p. T38, T164, T187; **Big Plans**, p. T168; **On the Job**, p. T60, T176, T188, T240, R25; **Hit Series**, p. T155, R40

PO 2. Write an introductory statement

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See focused instruction on opening sentences.
Hit Series, p. T46, T47; **Community Quilt**, p. T258, T259; **Time Detectives**, p. T163
Students focus on their introductory statements in writing lessons.
What's New?, p. T134, T242–245; **Big Plans**, p. T158, T270, T271, T282–285; **On the Job**, p. T150, T196, T260–263; **Hit Series**, p. T92, T190, T242; **Time Detectives**, p. T162, T261; **Community Quilt**, p. T62, T214

PO 3. Report events sequentially

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See focused instruction on sequence and order.
 Logical Order, **What's New?**, p. T134, T135
 Time order, **Big Plans**, p. T56, T57
 Sequence, using sequence in expressive writing., **What's New?**, p. T98
 Write a fantasy story, sequence events in their stories, **Big Plans**, Trade Book Teaching Guide, *Catwings Return*, p.14
 Story Sequence, **Hit Series**, p. T87, T185
See reporting activities to emphasize.
 Write a history report, **Community Quilt**, p. T191, T207, T214
 Write a newspaper report about the dinosaur discovery, **Big Plans**, p. T149
 Write a newspaper report, **Community Quilt**, Trade Book Teaching Guide, *Samuel's Choice*, p. 15
 Make an Eyewitness News Report, **Hit Series**, p. T251

PO 4. Write a concluding statement

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See focusing on transitions to include.
On the Job, p. T197
Teachers can emphasize in the context of writing persuasive speeches.
What's New?, p. T97; **On the Job**, p. T108; **Hit Series**, p. T56; **Time Detectives**, p. T118, T257; **Community Quilt**, p. T223, T253
See also writing persuasive arguments to emphasize.
Big Plans, p. T167, T229, T259, T270; **On the Job**, p. T17, T43, T50, T239, T248; **Community Quilt**, p. T17, T51, T62

- **W-F5. Locate, acknowledge and use several sources to write an informational report in their own words**

PO 1. Use resources (e.g., video tapes, magazines,

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See using the mentor videos.

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informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words	<p>Big Plans, p. T9, Hit Series, p. T9, What's New?, p. T9, On the Job, p. T9, Community Quilt, p. T9, Time Detectives, p. T9</p> <p><i>See focused instruction on using reference sources.</i></p> <p>Dictionary, What's New?, p. T150, T188–T189, R49, R55</p> <p>Encyclopedia, On the Job, p. T102–T103, R47, R56; Time Detectives, p. T58, T208–T209, R50, R55; Community Quilt, p. T218–T219, R52, R59</p> <p>Maps and Globes, What's New?, p. T194, T200; On the Job, p. T154–T155</p> <p>Reading Nonfiction, Big Plans, p. T210–T211, R50, R56</p> <p>Reference Sources, Hit Series, p. T102; Time Detectives, p. T208–T209, R50, R55</p> <p>Using the Library/Media Center, On the Job, p. T54–T55, R44, R54; Hit Series, p. T194–T195, R50, R57</p> <p><i>Students use resources to acquire information and share their findings. See the following examples.</i></p> <p>Research the ancient land, Persia, now known as Iran, use electronic atlas/encyclopedia, On the Job, p. T161</p> <p>Research facts about mosquitoes, Time Detectives, p. T29</p> <p>Research in encyclopedia, textbooks an animal, write report, Big Plans, p. T66</p> <p>Research ants, Big Plans, p. T61</p> <p>Research an animal's habitat, make a poster, Hit Series, p. T134</p> <p>Research animals, Time Detectives, p. T72</p> <p>Research mammals of the ice age, Time Detectives, p. T75</p> <p>Research in encyclopedias more about the ice age, Time Detectives, p. T83</p> <p>Research how Plains Indians used bison, Time Detectives, p. T94</p> <p>Research in encyclopedias the RR system growth in the US, discuss findings, Community Quilt, p. T29</p> <p>Research different kinds of pigeons, prepare report, Community Quilt, p. T40</p> <p>Reassert musical instruments, Community Quilt, p. T117</p> <p>Research contributions of immigrants, Community Quilt, p. T204</p> <p>Research the Braille alphabet and it's inventor, write a summary of research findings, What's New?, Trade Book Teaching Guide, <u>Hannah</u>, p. 15</p> <p>Research, write nonfiction article, explain topic of choice, create class book, Big Plans, Trade Book Teaching Guide, <u>Turtle Watch</u>, p.14</p> <p>Research a person you admire, write a biographical sketch, Time Detectives, Trade Book Teaching Guide, <u>George Washington's Breakfast</u>, p. 14</p> <p>Research a topic, use the library, write nonfiction picture books, Hit Series, Trade Book Teaching Guide, <u>The Magic School Bus Inside the Human Body</u>, p. 14</p>
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PO 2. Write an introductory statement, followed by details to support the main idea

Students focus on writing with supporting details.

Main Idea and Details, **Big Plans**, p. T206, T207, T282

5 W's and How, **Big Plans**, p. T158, T159; **On the Job**, p. T150, T151; **Time Detectives**, p. T261

Arrange Details, Time order, **Big Plans**, p. T56, T57; **Time Detectives**, p. T204, T205; **Hit Series**, p. T146 T147

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PO 3. List resources used by title

See the Scholastic Guide, Putting It In Writing providing students different ways to organize their ideas, samples of text as models for content, and explaining the conventions of format for a variety of compositions. See writing a bibliography on pages 92-93.

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

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

Writing letters, thank you notes.

E-Mail Message to a Friend, **What's New?**, p. T83; **Time Detectives**, p. T227, T241, T248

Persuasive Letter, **What's New?**, p. T239; **Hit Series**, p. T213, T231, T242; **Community Quilt**, p. T183

Write a Friendly Letter, **What's New?**, p. T195-T200

Letters, **What's New?**, p. T37; **Big Plans**, p. T51; **On the Job**, p. T93, T206; **Time Detectives**, p. T41

Write a Letter to a King, **On the Job**, p. T206

Write a Letter to the Community, **Community Quilt**, p. T71

Write a letter/note, **What's New?**, p. T72, T77, T239; **Big Plans**, p. T256; **Hit Series**, p. T185; **On the Job**, p. T206

Write a letter, **Time Detectives**, Trade Book Teaching Guide, Frederick Douglas Fights for Freedom, p.14

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Write a persuasive letter, **Time Detectives**, Trade Book Teaching Guide, George Washington's Breakfast, p. 14
 Write a friendly letter, **Time Detectives**, Trade Book Teaching Guide, Let's Go Traveling, p. 14
 Write persuasive letters, **Community Quilt**, Trade Book Teaching Guide, Samuel's Choice, p. 14
 Write a postcard, **Community Quilt**, Trade Book Teaching Guide, Lily and Miss Liberty, p. 15
 Write a letter, **On the Job**, Trade Book Teaching Guide, Mirette on the High Wire, p. 14

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

Teachers can emphasize in the context of writing a friendly letter workshop that includes addressing an envelope.
What's New?, p. T195-T200
See the Scholastic Guide, Putting It In Writing. Samples and explanations for conventions of headings, greetings, closing and addressing are given. Students apply in their writing activities, such as those identified above.

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**

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Retelling stories:
What's New?, p. T78, T87, T176, T223, T237; **Big Plans**, p. T17, T28, T50, T99, T134, T139, T140, T182, T194, T250, T254, T269; **On the Job**, p. T40, T78, T96, T104, T130, T159, T188, T195, T196, T238, T247, T254; **Hit Series**, p. T17, T45, T72, T132, T145, T189, T224; **Time Detectives**, p. T34, T54, T88, T152, T179, T188, T190, T247; **Community Quilt**, p. T107, T142, T173, T213, T257
See also other activities that involve telling or retelling stories or personal experiences.
 Retell an Event, **On the Job**, p. T159
 Tell a Story, **Time Detectives**, p. T172
 Tell About a Trip, **What's New?**, p. T54

• **Listen and respond to stories, poems and nonfiction**

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Listen to literature read aloud.
What's New?, p. T27, T35, T43, T49, T71, T79, T87, T93, T123, T127, T133, T139, T161, T173, T183, T189, T217, T223, T229, T235; **Big Plans**, p. T31, T47, T55, T61, T83, T93, T99, T105, T135, T149, T157, T163, T187, T195, T205, T211, T243, T259, T269, T275; **On the Job**, p. T27, T43, T49, T55, T77, T87, T97, T103, T131, T141, T149, T155, T177, T195, T201, T229, T239, T247, T263, TR3, TR35; **Hit Series**, p. T27, T45, T51, T73, T91, T97, T127, T135, T145, T151, T175, T181, T189, T195, T223, T231, T241, T247; **Time Detectives**, p. T29, T35, T47, T53, T79, T97, T107, T113, T145, T153, T161, T167, T191, T197, T203, T209, T237, T241, T247, T253; **Community Quilt**, p. T33, T51, T61, T67, T89, T95, T107, T113, T145, T161, T173, T179, T201, T207, T213, T219, T247, T251, T257, T263
Listen to story audiocassettes.
What's New?, p. R3, R11, R19, R27, R35; **Big Plans**, p. R3, R11, R19, R27, R35; **On the Job**, p. R3, R11, R19, R27, R35; **Hit Series**, p. R3, R11, R19, R27, R35; **Time Detectives**, p. R3, R11, R19, R27, R35; **Community Quilt**, p. R3, R11, R19, R27, R35

• **Participate in group discussions.**

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Students participate in group discussions.
What's New?, p. T9, T17, T61, T111, T15, T126, T207; **Big Plans**, p. T9, T17, T49, T73, T123, T162-163, T175, T199, T229; **On the Job**, p. T9, T17, T67, T89, T98, T121, T167, ; **Hit Series**, p. T9, T17, T115, T163, T213, T224, T251; **Time Detectives**, p. T9, T17, T65, T131, T179; **Community Quilt**, p. T9, T17, T79, T131, T191, T237

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

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Presentation skills lessons specifically focus on using effective vocabulary and organization to communicate effectively for purpose.
 Recognize Persuasion, **On the Job**, p. T272-T273
 Speak to Entertain, **What's New?**, p. T254-T255
 Persuasive Speech, **On the Job**, p. T200-T201
 Tell a Story to Entertain, **What's New?**, p. T234-T235
See focused instruction on speaking publicly, using logical order.
 Public Speaking, **Big Plans**, p. T279

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

Big Plans, p. T9, **Hit Series**, p. T9, **What's New?**, p. T9, **On the Job**, p. T9, **Community Quilt**, p. T9, **Time Detectives**, p. T9

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- Give and follow multiple-step directions

Examples of giving and following directions.

Giving Directions, **What's New?**, p. T125; **Community Quilt**, p. T112–T113

Listen to Directions, **Community Quilt**, p. T112

Give step by step directions, **Big Plans**, p. T140

Create Step-by-Step Directions, **Big Plans**, p. T217–T222

Describe steps in a process; **Hit Series**, p. T200

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- 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

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

What's New?, p. T241–T245; **Big Plans**, p. T282–T285; **On the Job**, p. T260–T263; **Hit Series**, p. T260–T263; **Time Detectives**, p. T254–

T257; **Community Quilt**, p. T270–T273

See the instruction and activities on speaking effectively.

Public Speaking, **Big Plans**, p. T279

Recognize Persuasion, **On the Job**, p. T272–T273

Speak to entertain, storytelling, **What's New?**, p. T254–T255

See selected Integrated Language Arts Speaking Activities.

Give a Persuasive Talk, **What's New?**, p. T194

Report on Small Animals, **On the Job**, p. T257

Speak About the Future, **Time Detectives**, p. T258

Give an Ecology Talk, **On the Job**, p. T160

Speak Out to Honor Someone, **Community Quilt**, p. T267

Make an Eyewitness News Report, **Hit Series**, p. T251

Present an oral report, **Time Detectives**, p. T253

Research foxes and dogs, prepare oral report, **On the Job**, p. T241

Research in encyclopedias the RR system growth in the US, discuss findings, **Community Quilt**, p. T29

Oral Report with Graphic Aids, **Time Detectives**, p. T252–T253

Create a Radio Show, **What's New?**, p. T54

Debate Maria's Problem, **On the Job**, p. T107

Retell an Event, **On the Job**, p. T159

Tell a Story, **Time Detectives**, p. T172

Students are encouraged to present their Unit Projects.

Create a Community Quilt, CI T276–281

Create a New Episode, **Hit Series**, p. T258–T259

Create an Ad Campaign, **On the Job**, p. T266–T271

Draw a Floor Plan, **Big Plans**, p. T288–293

Make a Time Capsule, **Time Detectives**, p. T266–T271

Write an Anecdote, **What's New?**, p. T248–T253

Giving and following directions.

Giving Directions, **What's New?**, p. T125; **Community Quilt**, p. T112–T113

Give step by step directions, **Big Plans**, p. T140

Create Step-by-Step Directions, **Big Plans**, p. T217–T222

Describe steps in a process; **Hit Series**, p. T200

See role-playing activities.

Role-play, **Hit Series**, p. T199

Role-Play an Interview, **Big Plans**, p. T280

Role-Play an Interview, **Big Plans**, p. T280

Role-Play Animals, **Big Plans**, p. T66

See acting out activities.

What's New?, p. T34, T153, T177

Big Plans, p. T32, T36, T37, T51, T66, T90, T99, T142, T186, T236, T240, T241, T251

On the Job, p. T34, T43, T74, T80, T128, T233, T236

Hit Series, p. T24, T30, T81, T88, T134, T139, T222, T236
Time Detectives, p. T36, T39, T94, T98, T101, T144, T149, T234, T240
Community Quilt, p. T30, T86, T138, T150, T158
See also presenting Reader's Theaters.
Big Plans, p. T65; **Hit Series**, p. T125, T144, T188; **Time Detectives**, p. T171, T214; **Community Quilt**, p. T61; **Community Quilt**, Trade Book Teaching Guide, City Green, p.15

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

• **Recognize different types of visual media**

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Students make connections to a variety of media including cartoons, television, movies and visual arts.
Big Plans, p. T87; T257; **On the Job**, p. T41, T85; **Hit Series**, p. T29, T79, T229, T265; **Time Detectives**, p. T149; **Community Quilt**, p. T33, T41, T55, T99, T143, T145, T167
See the mentor videos.
Big Plans, p. T9, **Hit Series**, p. T9, **What's New?**, p. T9, **On the Job**, p. T9, **Community Quilt**, p. T9, **Time Detectives**, p. T9
See promotional poster.
 Promotional Poster, **On the Job**, p. T160, T205; **Hit Series**, p. T252
Fine art.
Big Plans, p. T87; **Time Detectives**, p. T155
Students view and create a variety of visual media. See the following examples.
 Analyze how words and images are used to convey ideas, differentiate between presentation techniques in different media, **Time Detectives**, p. T272–T273
 Create an Ad Campaign, **On the Job**, p. T266–T271
 Draw a Floor Plan, **Big Plans**, p. T288–293
 Make a Milestone Chart, **What's New?**, p. T99–T104
 Create an Artifact Exhibit Card, **Time Detectives**, p. T119–T124
 Make a Public Service Poster, **Community Quilt**, p. T119–T124
 Create a Community Quilt, **Community Quilt**, p. T276–281
 Design a Cereal Box, **On the Job**, p. T109–T116
 Commercial Announcements, p. T266–T267
Students distinguish the purpose of advertisements.
 Distinguish purpose of advertisements, **On the Job**, p. T166
Brochures and advertisements.
What's New?, p. T124, T151, T173, T184; **Big Plans**, p. T201, T216, T265; **On the Job**, p. T60, T75, T160, T243, T266–271; **Time Detectives**, p. T179, T197, T204; **Community Quilt**, p. T55, T168, T169
See focusing on graphic devices and aids.
 Graph, **Time Detectives**, p. T253; **Hit Series**, p. T247
 Bar graph, **What's New?**, p. T187, T221
 Pictograph, **What's New?**, p. T221
Watch videos
What's New?, p. T55
Students make video recordings.
What's New?, p. T143, T179, T225, T254; **Big Plans**, p. T51, T136, T163, 280, 294; **On the Job**, p. T59, T272; **Hit Series**, p. T102, T251; **Time Detectives**, p. T172; **Community Quilt**, p. T67
See online media at Scholastic Network.
What's New?, p. T11, T60, T71, T110, T196, T2014, T206, T219, T244, T257; **Big Plans**, p. T11, T16, T51, T61, T66, T109, T122, T135, T183, T228, T297; **On the Job**, p. T11, T66, T77, T166, T177, T218, T229, T275; **Hit Series**, p. T16, T27, T62, T75, T109, T162, T175, T191, T228, T237, T269; **Time Detectives**, p. T16, T25, T64, T73, T130, T145, T226, T237, T274; **Community Quilt**, p. T16, T33, T78, T85, T130, T145, T236, T251, T253, T272, T285

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

Students use the computer to create multimedia presentations.
Big Plans, p. T218; **On the Job**, p. T160; **Hit Series**, p. T156; **Community Quilt**, p. T209
Students take a class poll on preferences to electronic teachers at home or at school. They graph findings, present an oral report and use graphics in presentations.
Time Detectives, p. T253
Students present reports across topics. Teachers encourage visual aids in the oral presentations. See the following examples:
On the Job, p. T241, T257; **Time Detectives**, p. T84, T94; **Community Quilt**, p. T29, T117
See also the following Unit Workshops to emphasize
 Design a Robot, **Big Plans**, p. T111-T116
 Make a Milestone Chart, **What's New?**, p. T99-T104

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

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See creating an artifact exhibit card.
Time Detectives, p. T119-T124
See reading the reference book Clues to the Past A to Z, a dictionary of artifacts.
 "Clues to the Past A to Z," **Time Detectives**, p. T192-198
See the mentor videos.
Big Plans, p. T9, **Hit Series**, p. T9, **What's New?**, p. T9, **On the Job**, p. T9, **Community Quilt**, p. T9, **Time Detectives**, p. T9
Students view and respond to fine arts literature.
Big Plans, p. T87; **Time Detectives**, p. T155
See references to Scholastic Network.
What's New?, p. T11, T60, T71, T110, T196, T2014, T206, T219, T244, T257; **Big Plans**, p. T11, T16, T51, T61, T66, T109, T122, T135, T183, T228, T297; **On the Job**, p. T11, T66, T77, T166, T177, T218, T229, T275; **Hit Series**, p. T16, T27, T62, T75, T109, T162, T175, T191, T228, T237, T269; **Time Detectives**, p. T16, T25, T64, T73, T130, T145, T226, T237, T274; **Community Quilt**, p. T16, T33, T78, T85, T130, T145, T236, T251, T253, T272, T285
See references to using the Internet.
What's New?, p. T11, T71, T105, T121, T129, T145, T179, T201, T225, T244, T257; **Big Plans**, p. T11, T61, T66, T67, T112, T117, T135, T183, T237, T284; **On the Job**, p. T11, T61, T77, T93, T115, T154, T177, T191, T213, T229; **Hit Series**, p. T11, T27, T71, T75, T109, T127, T157, T175, T223, T237, T256; **Time Detectives**, p. T25, T41, T59, T73, T144, T157, T173, T191, T213, T216, T221, T237, T262; **Community Quilt**, p. T33, T85, T117, T120, T125, T145, T201, T231, T251, T253
See video taping activities.
What's New?, p. T143, T179, T225, T254; **Big Plans**, p. T51, T136, T163, 280, 294; **On the Job**, p. T59, T272; **Hit Series**, p. T102, T251; **Time Detectives**, p. T172; **Community Quilt**, p. T67
Reading literature on the computer.
What's New?, p. T161, T210, T244; **On the Job**, p. T129, T181; **Hit Series**, p. T135, T227; **Time Detectives**, p. T31, T93
Using electronic reference sources.
What's New?, p. T27, T31, T37; **On the Job**, p. T161; **Hit Series**, p. T195; **Time Detectives**, p. T216; **Community Quilt**, p. T117
See Integrated Curriculum activities for Art.
What's New?, p. R9, R17, R25, R33, R41; **Big Plans**, p. R9, R17, R25, R33, R41; **On the Job**, p. R9, R17, R25, R33, R41; **Hit Series**, p. R9, R17, R25, R33, R41; **Time Detectives**, p. R9, R17, R25, R33, R41; **Community Quilt**, p. R9, R17, R25, R33, R41
See suggestions to watching other videos.
What's New?, p. T55
Students create a collage of heroes.
Community Quilt, p. T268

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

See the unit workshop, creating a milestone chart.
What's New?, p. T99-T104
Students interpret graphic devices in the text.
What's New?, p. T172; **Big Plans**, p. T24, T92; **On the Job**, p. T138, T139, T186; **Hit Series**, p. T124, T232, T235-T236; **Time Detectives**, p. T38, T39, T74, T81
See activities creating cartoons.
 Create a cartoon strip, **Time Detectives**, p. T142
 Tell a Story in Cartoons, **Time Detectives**, p. T214
Students interpret graphic devices.
What's New?, p. T172; **Big Plans**, p. T24, T92; **On the Job**, p. T138, T139, T186; **Hit Series**, p. T124, T232, T235-T236; **Time Detectives**, p.

T38, T39, T74, T81

See visual literacy.

What's New?, p. T33, T99, T173, T179; **Big Plans**, p. T35, T49, T145, T146, T148, T187, T195, T237, T239, T255; **On the Job**, p. T25, T37, T89, T175, T237; **Hit Series**, p. T37, T73, T139, T181, T139; **Time Detectives**, p. T37, T73, T91, T95, T99, T139, T193; **Community Quilt**, p. T27, T29, T39, T95, T139, T165