

LITERACY PLACE™ ©2000 by Scholastic
correlated to
Connecticut Mastery Test, Grade 4

Grade 1

A. Constructing Meaning

(Initial Understanding, and Developing Interpretation)

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<p>The student will demonstrate the ability to construct meaning with a variety of types of text:</p> <ul style="list-style-type: none"> Identify or infer the central idea, purpose, or theme within a written work. 	<p><i>Hello!</i>, p. T40, T54, T90, T110, T146; <i>Problem Patrol</i>, p. T27, T36, T48, T56, T60, T162; <i>Team Spirit</i>, p. T50, T112, T147, T161, T214; <i>Imagine That!</i>, p. T146, T184, T204, T208; <i>Information Finders</i>, p. T27, T30, T44, T48, T55, T101, T110; <i>Hometowns</i>, p. T48, T84, T85, T90, T94</p>
<ul style="list-style-type: none"> Identify important characters, settings, events, relationships, and details within a written work. 	<p><i>Hello!</i>, p. T40, T74, T83, T90, T101, T139, T146; <i>Problem Patrol</i>, p. T28, T54, T56, T117, T152; <i>Team Spirit</i>, p. T148, T189, T207, T264, T276; <i>Imagine That!</i>, p. T38, T40, T74, T124, T146; <i>Information Finders</i>, p. T26, T53, T101, T148, T160; <i>Hometowns</i>, p. T36, T46, T84, T130, T162</p>
<ul style="list-style-type: none"> Infer important characters, settings, events, or relationships within a written work. 	<p><i>Hello!</i>, p. T40, T140, T164, T194, T218; <i>Problem Patrol</i>, p. T48, T90, T94, T112, T156; <i>Team Spirit</i>, p. T50, T152, T192, T214, T276; <i>Imagine That!</i>, p. T26, T27, T30, T44, T45, T74, T127; <i>Information Finders</i>, p. T36, T84, T89, T148, T156; <i>Hometowns</i>, p. T26, T27, T30, T38, T46, T130</p>
<ul style="list-style-type: none"> Select and use relevant information from a written work in order to summarize. 	<p><i>Hello!</i>, p. T40, T90, T110, T146, T222; <i>Problem Patrol</i>, p. T36, T60, T120, T162, T184; <i>Team Spirit</i>, p. T50, T189, T204, T207, T264; <i>Imagine That!</i>, p. T30, T32, T80, T134, T146; <i>Information Finders</i>, p. T42, T47, T92, T94, T110, T152; <i>Hometowns</i>, p. T32, T50, T88, T138, T144, T200</p>

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B. Applying Strategies

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<p>The student will demonstrate the ability to apply specific reading strategies in order to construct meaning:</p> <ul style="list-style-type: none"> Determine and use an appropriate strategy for a particular reading task. 	<p><i>Hello!</i>, p. T25, T52, T73, T81, T158; <i>Problem Patrol</i>, p. T25, T87, T119, T152, T211, T323; <i>Team Spirit</i>, p. T29, T47, T51, T146, T183; <i>Imagine That!</i>, p. T37, T41, T83, T87, T145; <i>Information Finders</i>, p. T43, T103, T159, T191, T263; <i>Hometowns</i>, p. T51, T93, T151, T161, T205</p>
<ul style="list-style-type: none"> Determine and use the structure/organizational pattern of a written work as a strategy for constructing meaning, and use graphic aids such as lists, charts, diagrams, time lines, maps and illustrations as a strategy for constructing meaning. 	<p><i>Hello!</i>, p. T33, T52, T73, T101, T139; <i>Problem Patrol</i>, p. T25, T52, T54, T119, T152, T322; <i>Team Spirit</i>, p. T45, T154, T198, T206, T271; <i>Imagine That!</i>, p. T27, T32, T44, T45, T126, T142; <i>Information Finders</i>, p. T26, T32, T84, T102, T264; <i>Hometowns</i>, p. T30, T40, T130, T156, T160</p>
<ul style="list-style-type: none"> Use context clues to determine meanings of unknown or multiple meaning words, or figurative language. 	<p><i>Hello!</i>, p. T106, T138, T254; <i>Team Spirit</i>, p. T191, T204; <i>Imagine That!</i>, p. T136, T139, T190; <i>Information Finders</i>, p. T44, T142; <i>Hometowns</i>, p. T26, T28, T62</p>

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C. Analyzing, Elaborating, and Responding Critically
 (Demonstrating a Critical Stance)

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<p>The student will demonstrate the ability to analyze, elaborate on, and respond critically to written works:</p> <ul style="list-style-type: none"> • Use information from the text to make a prediction or support a hypothesis based on what is read. 	<p><i>Hello!</i>, p. T27, T50, T73, T87, T198; <i>Problem Patrol</i>, p. T28, T32, T50, T54, T89, T109, T152; <i>Team Spirit</i>, p. T42, T152, T194, T212, T272; <i>Imagine That!</i>, p. T36, T126, T133, T140, T187; <i>Information Finders</i>, p. T33, T36, T84, T96, T108; <i>Hometowns</i>, p. T31, T86, T143, T199, T250</p>
<ul style="list-style-type: none"> • Synthesize explicit and implicit information from a written work to create a new product. 	<p><i>Hello!</i>, p. T40, T74, T90, T144, T234; <i>Problem Patrol</i>, p. T32, T49, T91, T228, T326; <i>Team Spirit</i>, p. T129, T130, T175, T235, T265; <i>Imagine That!</i>, p. T27, T40, T75, T129, T225; <i>Hometowns</i>, p. T53, T99, T102, T149, T159; <i>Hometowns</i>, p. T45, T49, T95, T145, T163</p>
<ul style="list-style-type: none"> • Evaluate explicit and implicit information within a written work, including comparing and contrasting written works. 	<p><i>Hello!</i>, p. T40, T54, T110, T143, T166, T222; <i>Problem Patrol</i>, p. T32, T36, T52, T60, T87, T88, T96; <i>Team Spirit</i>, p. T52, T110, T210, T268, T274; <i>Imagine That!</i>, p. T27, T28, T86, T142, T148; <i>Information Finders</i>, p. T36, T52, T87, T100, T150, T156; <i>Hometowns</i>, p. T50, T94, T160, T162, T210</p>
<ul style="list-style-type: none"> • Select and use relevant information within a written work to include in a response to or extension of the work. 	<p><i>Hello!</i>, p. T40, T54, T74, T90, T196, T232; <i>Problem Patrol</i>, p. T35, T70, T98, T120, T162; <i>Team Spirit</i>, p. T60, T113, T159, T219, T277; <i>Imagine That!</i>, p. T43, T89, T149, T209, T225; <i>Information Finders</i>, p. T11, T53, T113, T161, T217; <i>Hometowns</i>, p. T53, T70, T95, T163, T267</p>

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Connecticut Mastery Test	LITERACY PLACE™ ©2000 by Scholastic
<ul style="list-style-type: none">Demonstrate an awareness of values, customs, ethics, and beliefs included in a written work.	<p><i>Hello!</i>, p. T166, T219, T222, T257; <i>Problem Patrol</i>, p. T97, T116, T264, T265, T300, T326; <i>Team Spirit</i>, p. T31, T176, T210, T214, T261; <i>Imagine That!</i>, p. T83, T89, T141, T148, T201; <i>Information Finders</i>, p. T43, T93, T151, T156, T194; <i>Hometowns</i>, p. T26, T28, T31, T33, T69, T94</p>

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LISTENING COMPREHENSION

A. Constructing Meaning and Using Strategies

(Initial Understanding, Developing Interpretation, and Using Strategies)

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<p>The student will demonstrate the ability to construct meaning and use strategies with a variety of types of spoken messages, using a variety of graphic aids, when appropriate.</p> <ul style="list-style-type: none"> Identify or infer the main idea within a spoken work. 	<p><i>Hello!</i>, p. T185, T241; <i>Problem Patrol</i>, p. T80, T144, T203, R45; <i>Team Spirit</i>, p. T288, R58; <i>Imagine That!</i>, p. T54, T270, R56; <i>Information Finders</i>, p. T64, R43; <i>Hometowns</i>, p. T64, T174, R44, R62</p>
<ul style="list-style-type: none"> Identify important people, settings, events, relationships, and details within a spoken work. 	<p><i>Hello!</i>, p. T129, T185; <i>Problem Patrol</i>, p. T79, T143, T203, R59; <i>Team Spirit</i>, p. T170, T288, R58; <i>Imagine That!</i>, p. T270, R46, R56; <i>Information Finders</i>, p. T64, T228; <i>Hometowns</i>, p. T64, T174; R63</p>
<ul style="list-style-type: none"> Infer important characters, settings, events, or relationships within a spoken work. 	<p><i>Hello!</i>, p. T130, R52; <i>Problem Patrol</i>, p. T80, T144, R58; <i>Team Spirit</i>, p. T171, T288, R58; <i>Imagine That!</i>, p. T54, T270, T271, R56; <i>Hometowns</i>, p. T65, T174, R62</p>
<ul style="list-style-type: none"> Select and use relevant information from a spoken work in order to summarize. 	<p><i>Hello!</i>, p. T131; <i>Problem Patrol</i>, p. R59; <i>Team Spirit</i>, p. T171, R58; <i>Imagine That!</i>, p. T271, T275, R46; <i>Information Finders</i>, p. T228; <i>Hometowns</i>, p. T65</p>

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B. Analyzing, Elaborating, and Responding Critically
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<p>The student will demonstrate the ability to analyze, elaborate on, and respond critically to a spoken work.</p> <ul style="list-style-type: none"> • Use information from a spoken work to make a prediction or to support a hypothesis based on what is heard. 	<p><i>Hello!</i>, p. T129, T185, T241, R52; <i>Problem Patrol</i>, p. T79, T143, T203, R43, R58; <i>Team Spirit</i>, p. T170, T288; <i>Imagine That!</i>, p. T54; <i>Information Finders</i>, p. T64; <i>Hometowns</i>, p. T64, T174, R63</p>
<ul style="list-style-type: none"> • Evaluate explicit and implicit information within a spoken work (e.g., distinguish fact from opinion; distinguish between informational and persuasive messages). 	<p><i>Hello!</i>, p. T130, T242; <i>Problem Patrol</i>, p. T143, T204; <i>Team Spirit</i>, p. T171, T289; <i>Imagine That!</i>, p. T55, T271, <i>Information Finders</i>, p. T64, T65, T229; <i>Hometowns</i>, p. T65, T175</p>
<ul style="list-style-type: none"> • Select and use relevant information within a spoken work to include in a response to the work. 	<p><i>Hello!</i>, p. T130, T186, T242; <i>Problem Patrol</i>, p. T80, T145, T204; <i>Team Spirit</i>, p. T171, T289; <i>Imagine That!</i>, p. T55, T271, T275, T276; <i>Information Finders</i>, p. T229; <i>Hometowns</i>, p. T64, T175</p>