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correlated to
Massachusetts Curriculum Framework
Language Arts

Grade 1

Language Strand

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<p>Learning Standard 1: Students will use agreed-upon rules for informal and formal discussions in small and large groups.</p> <p>Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.</p>	<p>The opportunity to address this objective is available throughout the text. See, for example: <i>Hello!</i>, p. T18, T54, T96, T130, T166; <i>Problem Patrol</i>, p. T42, T104, T127, T168, T257; <i>Team Spirit</i>, p. T68, T111, T159, T215, T263; <i>Imagine That!</i>, p. T89, T149, T205, T247, T274; <i>Information Finders</i>, p. T53, T121, T213, T275, T282; <i>Hometowns</i>, p. T68, T110, T178, T211, T267</p>
<p>Learning Standard 2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</p> <p>Contribute knowledge in class discussion to develop the framework for a class project.</p>	<p><i>Hello!</i>, p. T120, T288, T289, R25, R33; <i>Problem Patrol</i>, p. T70; T124, T125, T235; <i>Imagine That!</i>, p. T59, T60, T156-T157, T225; <i>Information Finders</i>, p. T19, T61, T224, T234; <i>Hometowns</i>, p. T60-T61, T102-T103, T170-T171, T274-T275</p>
<p>Learning Standard 3: Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</p> <p>Give oral presentations about experiences or interests using eye contact, proper pace, volume, and clear enunciation.</p>	<p><i>Hello!</i>, p. T18, T74, T130, T176, T288; <i>Problem Patrol</i>, p. T204, T228, T250; <i>Team Spirit</i>, p. T125, T171, T226, T289; <i>Imagine That!</i>, p. T55, T271, R9; <i>Information Finders</i>, p. T19, T77, T141, T185, T245; <i>Hometowns</i>, p. T65, T69, T111, T175</p>
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<p>Learning Standard 4: Students will acquire and use correctly an advanced reading vocabulary of English words, identifying meanings through an understanding of word relationships.</p> <p>Identify and use correctly in all content areas words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.</p>	<p><i>Hello!</i>, p. T27; <i>Problem Patrol</i>, p. T55, T117, T190, T256, T320; <i>Team Spirit</i>, p. T109; <i>Imagine That!</i>, p. T29; <i>Information Finders</i>, p. T97</p>
<p>Learning Standard 5: Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.</p> <p>Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days), paragraph indentation, usage (e.g., subject and verb agreement), sentence structure (e.g., fragments, run-ons), and standard English spelling.</p>	<p><i>Hello!</i>, p. T60, T116, T120, T130, T131, T135, T172, R6-R7, R14-R15, R22-R23; <i>Problem Patrol</i>, p. T81, T190, T256, T275, T332, R6-R7, R14-R15, R22-R23, R38-R39; <i>Team Spirit</i>, p. T207, R14-R15, R22-R23, R38-R39; <i>Imagine That!</i>, p. T55, R6-R7, R30-R31, R38-R39; <i>Information Finders</i>, p. T234, R22-R23, R38-R39; <i>Hometowns</i>, p. T32, R6-R7, R22-R23, R30-R31</p>

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<p>Learning Standard 6: Students will describe and analyze how oral dialects differ from each other in English, how they differ from written standard English, and what role standard American English plays in informal and formal communication.</p> <p>Identify variations in the dialogue of literary characters and explain how these variations relate to differences in the characters’ occupations or social groups, or the geographic region of the story.</p>	<p>The opportunity to address this objective is available throughout the text. See, for example: <i>Hello!</i>, p. T24-T39, T138-T145, T193-T201, T212-T219; <i>Problem Patrol</i>, p. T86-T97, T108-T117, T280-T299; <i>Team Spirit</i>, p. T82-T110, T188-T215, T252-T273; <i>Imagine That!</i>, p. T128-T158, T178-T204, T248-T263; <i>Information Finders</i>, p. T147-T163, T190-T213, T260-T264; <i>Hometowns</i>, p. T24-T49, T144-T159, T192-T207, T244-T265</p>
<p>Learning Standard 7: Students will describe and analyze how the English language has developed and been influenced by other languages.</p> <p>Identify words or word parts from other languages that have been adopted into the English language.</p>	<p><i>Hello!</i>, p. T109</p>

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Literature Strand

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<p>Learning Standard 8: Students will decode accurately and understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.</p> <p>Use their knowledge of phonics, syllabication, suffixes; the meanings of prefixes; a dictionary; or context clues to decode and understand new words, and use these words accurately in their own writing.</p>	<p><i>Hello!</i>, p. T106, T138, T254; <i>Team Spirit</i>, p. T191, T204; <i>Imagine That!</i>, p. T28, T136, T139, T190; <i>Information Finders</i>, p. T44, T142, T152; <i>Hometowns</i>, p. T26, T38, T62, T152</p>
<p>Learning Standard 9: Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.</p> <p>Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas, and comparing information from several sources.</p>	<p>This objective is addressed throughout the text. See, for example: <i>Hello!</i>, p. T17, T24, T27, T50, T136, T100, T214; <i>Problem Patrol</i>, p. T24, T30; T76, T108, T172, T212, T345; <i>Team Spirit</i>, p. T82, T141, T183, T188, T252, T262, T274; <i>Imagine That!</i>, p. T126, T146, T173, T187, T204, T237, T256; <i>Information Finders</i>, p. T36, T77, T108, T141, T154, T255, T256; <i>Hometowns</i>, p. T19, T48, T143, T158, T192, T239, T244, T264</p>

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<p>Learning Standard 10: Students will identify, analyze, and apply knowledge of the characteristics of different genres.</p> <p>Distinguish among common forms of literature such as poetry, prose, fiction, nonfiction, and drama and identify such differences as these: <i>poetry</i> is written in verse and commonly associated with images, concrete descriptive phrases, and the figurative language of similes and metaphors; <i>prose</i> is associated with straightforward statements, unadorned by imagery and closer to everyday speech than poetry; <i>fiction</i> is associated with narrative, novel, and short story, as opposed to <i>non-fiction</i>, which is associated with presentation of facts, concepts, and ideas.</p>	<p><i>Hello!</i>, p. T193, T198; <i>Problem Patrol</i>, p. T87, T151, T152, T221, T239, T281, T323; <i>Team Spirit</i>, p. T46, T47, T51, T103, T183, T261; <i>Imagine That!</i>, p. T19, T37, T83, T117, T144, T145, T203, T225, T237, T243, T254; <i>Information Finders</i>, p. T103, T141, T159, T191, T263; <i>Hometowns</i>, p. T93, T151, T204, T205, T209, T263</p>
<p>Learning Standard 11: Students will identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.</p> <p>Identify themes in fictional and nonfictional works, and relate them to personal experience or to the experiences of others.</p>	<p><i>Problem Patrol</i>, p. T17, T26, T27, T28, T40-T41, T46, T47, T48, T56, T68, T210, T225; <i>Team Spirit</i>, p. T40, T102, T135, T138, T147, T150, T154, T156, T160-T161, T172, T300; <i>Information Finders</i>, p. T26, T27, T28, T30, T34, T42, T48, T50, T101, T110, T252; <i>Imagine That!</i>, p. T142, T210; <i>Information Finders</i>, p. T216; <i>Hometowns</i>, p. T84, T85, T86, T88, T90, T92, T96-T97, T137</p>

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<p>Learning Standard 13: Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.</p> <p>Identify and use the following structures to gain meaning from informational materials:</p> <ol style="list-style-type: none"> 1. Common expository organizational structures such as comparison and contrast, chronological or logical order, and cause and effect, 2. Text and graphic features such as topic sentences, headings, key words, diagrams, illustrations, charts, and maps. 	<p><i>Hello!</i>, p. T34, T140, T160, T216, T250, T262; <i>Problem Patrol</i>, p. T28, T34, T88, T96, T154, T182, T216; <i>Problem Patrol</i>, p. T290; <i>Team Spirit</i>, p. T34, T44, T83-T84, T100, T126, T235, T269; <i>Imagine That!</i>, p. T34, T74, T86, T254, T301; <i>Information Finders</i>, p. T30, T64, T65, T156, T85, T154, T260, T262, T291; <i>Hometowns</i>, p. T33, T77, T130, T148, T154, T180, T260</p>
<p>Learning Standard 14: Students will identify, analyze, and apply knowledge of the structure, elements, and theme of poetry and provide evidence from the text to support their understanding.</p> <p>Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</p>	<p><i>Hello!</i>, p. T64, T219, T241; <i>Problem Patrol</i>, p. T118, T119; <i>Team Spirit</i>, p. T257, T259, T270, T274; <i>Information Finders</i>, p. T215; <i>Hometowns</i>, p. T179</p>

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<p>Learning Standard 15: Students will identify and analyze how an author’s choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Identify words appealing to the senses or involving direct or indirect comparisons in literature.</p>	<p><i>Hello!</i>, p. T60, T131, T284; <i>Imagine That!</i>, p. T55, T246; <i>Information Finders</i>, p. T100; <i>Hometowns</i>, p. T136, T142</p>
<p>Learning Standard 16: Students will compare and contrast similar myths and narratives from different cultures and geographic regions.</p> <p>Compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.</p>	<p>The opportunity to address this objective is available throughout the text. See, for example: <i>Hello!</i>, p. T81-T89, T138-T145, T193-T201; <i>Problem Patrol</i>, p. T86-T97, T108-T117; <i>Team Spirit</i>, p. T82-T110, T188-T215, T252-T273; <i>Imagine That!</i>, p. T128-T158, T178-T204, T248-T263; <i>Information Finders</i>, p. T147-T163, T190-T213, T260-T264; <i>Hometowns</i>, p. T24-T49, T144-T159, T192-T207, T244-T265</p>

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<p>Learning Standard 17: Students will interpret the meaning of literary works, non-fiction, films, and media by using different critical lenses and analytic techniques.</p> <p>Interpret the meaning of different selections of literary works and non-fiction, noting how different uses of language shape the reader’s expectation of how to read and interpret texts.</p>	<p>The opportunity to address this objective is available throughout the text. See, for example: <i>Hello!</i>, p. T81-T89, T138-T145, T193-T201; <i>Problem Patrol</i>, p. T86-T97, T108-T117; <i>Team Spirit</i>, p. T82-T110, T188-T215, T252-T273; <i>Imagine That!</i>, p. T128-T158, T178-T204, T248-T263; <i>Information Finders</i>, p. T147-T163, T190-T213, T260-T264; <i>Hometowns</i>, p. T24-T49, T144-T159, T192-T207, T244-T265</p>
<p>Learning Standard 18: Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</p> <p>Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Hello!</i>, p. T62, T118, T120, T174, T233; <i>Problem Patrol</i>, p. T68, T128, T130, T131, T258; <i>Team Spirit</i>, p. T126, T130, T172, T232; <i>Imagine That!</i>, p. T56, T102, T162, T166, T222, T225, T272, T275; <i>Information Finders</i>, p. T66, T126, T174, T230, T280; <i>Hometowns</i>, p. T66, T108, T176, T224, T280, T284</p>

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Composition Strand

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<p>Learning Standard 19: Students will write compositions with a clear focus, developing the composition with logically related ideas and adequate supporting detail.</p> <p>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.</p>	<p><i>Hello!</i>, p. T61, <i>Problem Patrol</i>, p. T104-T105, T168-T169, T234-T235, T306-T307, T340-T345; <i>Team Spirit</i>, p. T247, T261, T284-T285, T293, T296-T299; <i>Imagine That!</i>, p. T19, T39, T50-T51, T117, T147, T156-T157; <i>Information Finders</i>, p. T141, T153, T168-T169, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i>, p. T187, T207, T218-T219, T286-T289</p>
<p>Learning Standard 20: Students will select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.</p> <p>Use a variety of forms or genres when writing for different audiences.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Hello!</i>, p. T61, <i>Problem Patrol</i>, p. T104-T105, T168-T169, T234-T235, T306-T307, T340-T345; <i>Team Spirit</i>, p. T247, T261, T284-T285, T293, T296-T299; <i>Imagine That!</i>, p. T19, T39, T50-T51, T117, T147, T156-T157; <i>Information Finders</i>, p. T141, T153, T168-T169, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i>, p. T187, T207, T218-T219, T286-T289</p>

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<p>Learning Standard 21: Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p> <p>Revise their writing to improve level of detail and logical sequence after looking for missing information and determining if their ideas follow each other in a logical order.</p>	<p><i>Hello!</i>, p. T294; <i>Problem Patrol</i>, p. T342; <i>Team Spirit</i>, p. T298; <i>Imagine That!</i>, p. T280; <i>Information Finders</i>, p. T288; <i>Hometowns</i>, p. T288</p>
<p>Learning Standard 22: Students will use knowledge of standard English conventions to edit their writing.</p> <p>Use knowledge of punctuation (e.g., end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g., subject and verb agreement), sentence structure (e.g., fragments, run-ons) to edit their writing.</p>	<p><i>Hello!</i>, p. T16, T294, R6-R7, R14-R15, R30-R31; <i>Problem Patrol</i>, p. T19, T342, R6-R7, R22-R23; <i>Team Spirit</i>, p. T101, T129, T298, R6-R7, R38-R39; <i>Imagine That!</i>, p. T280, R6-R7, R22-R23, R38-R39; <i>Information Finders</i>, p. T288, R14-R15, R22-R23; <i>Hometowns</i>, p. T288</p>

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<p>Learning Standard 23: Students will use self-generated questions, note-taking, summarizing, precis writing, and outlining to enhance learning when reading or writing.</p> <p>Generate their own relevant questions in their exploration of a topic.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Hello!</i>, p. T120, R9, R24, R32, R41; <i>Problem Patrol</i>, p. R16, R24, R32, R33, R41; <i>Team Spirit</i>, p. T194, R24, R32, R33; <i>Imagine That!</i>, p. T226, T276, R8, R9, R32; <i>Information Finders</i>, p. T93, T234, T292-T294, R24; <i>Hometowns</i>, p. T181, R9, R16, R32</p>
<p>Learning Standard 24: Students will use open-ended research questions, different sources of information, and appropriate research methods to gather information for their research projects.</p> <p>Formulate open-ended research questions to explore a topic of interest.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Hello!</i>, p. T120, R9, R24, R32, R41; <i>Problem Patrol</i>, p. R16, R24, R25, R32, R33, R41; <i>Team Spirit</i>, p. T194, R24, R32, R33; <i>Imagine That!</i>, p. T226, T276, R8, R9, R32; <i>Information Finders</i>, p. T93, T234, T292-T294, R24; <i>Hometowns</i>, p. T181, R9, R16, R32</p>
<p>Learning Standard 25: Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</p> <p>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Hello!</i>, p. T64, T120, T122, T232, T289; <i>Problem Patrol</i>, p. T71, T194, T195, T261; <i>Team Spirit</i>, p. T70, T129, T130, T175, T235, T236; <i>Imagine That!</i>, p. T60, T106, T166, T225, T276; <i>Information Finders</i>, p. T69, T70, T129, T178, T233, T234; <i>Hometowns</i>, p. T69, T70, T111, T112, T179, T180, T228</p>
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<p>Learning Standard 26: Students will obtain information by using a variety of media and evaluate the quality of material they obtain.</p> <p>Use electronic media for research.</p>	<p><i>Hello!</i>, p. T120, R8, R32, R41; <i>Problem Patrol</i>, p. T194, R24, R32, R33; <i>Team Spirit</i>, p. T97, R8, R32, R33; <i>Imagine That!</i>, p. T43, T59, R8; <i>Information Finders</i>, p. T79, T93, T234, T263, T292-T294, R17, R24; <i>Hometowns</i>, p. T13, T87, T135</p>
<p>Learning Standard 27: Students will explain how the techniques used in electronic media modify traditional forms of discourse for different aesthetic and rhetorical purposes.</p> <p>Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.</p>	<p>The opportunity to introduce this objective is available on the following pages: <i>Hello!</i>, p. T193, T198; <i>Problem Patrol</i>, p. T281, T239, T323; <i>Team Spirit</i>, p. T46, T47, T51, T103, T261; <i>Imagine That!</i>, p. T83, T117, T144, T145, T203; <i>Information Finders</i>, p. T103, T141, T191, T263; <i>Hometowns</i>, p. T93, T151, T204, T205</p>
<p>Learning Standard 28: Students will design and create coherent media productions with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</p> <p>Create age-appropriate media productions (radio script, television play, audiotape, etc.) for display or transmission.</p>	<p><i>Hello!</i>, p. T39, T73, T85, T121, T177, T265; <i>Problem Patrol</i>, p. T66, T113, T194; <i>Team Spirit</i>, p. T294; <i>Imagine That!</i>, p. T59, T166, T226, T276; <i>Information Finders</i>, p. T113, T125, T130, T161, T211, T234, T235-T238, T284; <i>Hometowns</i>, p. T70, T111, T147, T197, T211, T267, T283</p>