

MARYLAND STATE CONTENT STANDARDS for LANGUAGE ARTS
A Response by
LITERACY PLACE™ ©2000 by SCHOLASTIC INC • GRADE ONE

1.0 Reading – Students examine, construct and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques.

By the end of grade 3, students know and are able to:

1.3.1 Concepts of Print and Structural Features of Text

LITERACY PLACE™ • GRADE ONE	
1. follow words from left to right and top to bottom	<i>Hello!</i> , p. T17, T26, T29, T37, T43, T48, T52, T57, T62, T73, T84, T85, T93, T113, T205, T261; <i>Problem Patrol</i> , p. T39
2. identify the front and back covers and title page of a book	<i>Hello!</i> , p. T17, T24, T50, T73, T80, T100, T129, T136, T153, T156, T185, T192, T212, T241, T248; <i>Problem Patrol</i> , p. T17, T108, T150, T172; <i>Team Spirit</i> , p. T10, T216; <i>Imagine That!</i> , p. T24, T242, T294–295; <i>Information Finders</i> , p. T10, T24, T302–303; <i>Hometowns</i> , p. T10, T128, T192, T302–303
3. differentiate letters from words	<i>Hello!</i> , p. T21, T31, T42, T48, T51, T52, T56, T72, T76, T77, T98, T99, T105, T107, T132, T133, T143, T154; <i>Problem Patrol</i> , p. T26, T55, T62, T78, T82, T85, T90, T106, T127, T146, T161, T174, T206, T242, T245, T314; <i>Team Spirit</i> , p. T23, T28, T56, T57, T81, T84, T96, T102, T117, T144, T145, T152, T186, T194, T260, T266; <i>Imagine That!</i> , p. T22, T23, T70, T71, T120, T121, T131, T152, T153, T176, T177, T197, T212; <i>Information Finders</i> , p. T22, T23, T144, T145, T155, T271; <i>Hometowns</i> , p. T35, T56, T57, T80, T126, T127, T153, T169, T242, T243, T270, T271
4. match oral words to printed words	<i>Hello!</i> , p. T17, T29, T31, T74, T86, T89, T140, T142, T143, T160, T161, T162, T196, T252, T254, T270, T272; <i>Problem Patrol</i> , p. T26, T30, T50, T56, T88, T90, T110, T112, T152, T156, T158, T174, T214, T218, T220, T242, T244, T282, T312, T314, T316; <i>Imagine That!</i> , p. R6–R7; <i>Team Spirit</i> , p. T103; <i>Hometowns</i> , p. T84
5. recognize that printed materials provide information	Reading environmental print: <i>Hello!</i> , p. T53, T86, T139, T302–303; <i>Problem Patrol</i> , p. T133–136, T263–266; <i>Team Spirit</i> , p. T50–51, T64–65, T302–305; <i>Information Finders</i> , p. T103, T172–173, T235–238, T292–295; <i>Hometowns</i> , p. T113–116
6. recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R. 3.2.4)	Using text features: <i>Hometowns</i> , p. T223 Identifying parts of books: <i>Hello!</i> , p. T17, T24, T50, T73, T80, T100, T129, T136, T153, T156, T185, T192, T212, T241, T248; <i>Problem Patrol</i> , p. T17, T108, T150, T172; <i>Team Spirit</i> , p. T10, T216; <i>Imagine That!</i> , p. T24, T242, T294–295; <i>Information Finders</i> , p. T10, T24, T302–303; <i>Hometowns</i> , p. T10, T128, T192, T302–303
7. Evaluate common text features. (MLO.R. 2.4.1.)	Can include in using text features: <i>Hometowns</i> , p. T223 Can include when identifying parts of books: <i>Hello!</i> , p. T17, T24, T50, T73, T80, T100, T129, T136, T153, T156, T185, T192, T212, T241, T248; <i>Problem Patrol</i> , p. T17, T108, T150, T172; <i>Team Spirit</i> , p. T10, T216; <i>Imagine That!</i> , p. T24, T242, T294–295; <i>Information Finders</i> , p. T10, T24, T302–303; <i>Hometowns</i> , p. T10, T128, T192, T302–303

1.3.2 Phonemic Awareness

LITERACY PLACE™ • GRADE ONE	
1. distinguish beginning, middle, and ending sounds in words	Identifying initial sounds: <i>Hello!</i> , p. T16, T17, T20, T21, T23, T26, T32, T65, T72, T75, T76, T79, T86, T89, T92, T99, T102, T103, T104, T107, T112, T132, T133, T135, T141, T142, T143, T145, T146, T148, T159, T187, T188, T189, T191, T201, T203, T210, T217, T224, T240, T244, T245, T252, T255, T256, T260, T270, T279, R19; <i>Problem Patrol</i> , p. T16, T19, T20, T21, T26, T82, T83, T88, T90, T91, T110, T113, T121, T170, T171, T177, T185, T206, T242, T251, T257, T272, T275, T276, T282, T312, T327; <i>Team Spirit</i> , p. T28, T37, T56, T57, T84, T89, T96, T102, T116, T117, T118, T144, T148, T186, T193, T201, T222, T251, T257, T262, T266; <i>Imagine That!</i> , p. T131, T197, T212; <i>Information Finders</i> , p. T29, T37, T41, T205, T209; <i>Hometowns</i> , p. T35, T84 Identifying medial sounds in words: <i>Hello!</i> , p. T154, T155, T159, T199, T203, T210, T211, T260, T266, T267, T271, T275, T279; <i>Problem Patrol</i> , p. T16, T44, T45, T49, T55, T97, T159, T327; <i>Team Spirit</i> , p. T80, T85, T89, T118, T197, T209, T267, T280; <i>Imagine That!</i> , p. T185, T191; <i>Information Finders</i> , p. T80, T81, T95, T107 Identifying final sounds in words: <i>Hello!</i> , p. T102, T104, T112, T146, T201, T203, T210, T211, T217, T260, T272, T279; <i>Problem Patrol</i> , p. T16, T29, T30, T83, T91, T110, T121, T159, T177, T185, T251, T282, T272, T275, T277, T319, T327; <i>Team Spirit</i> , p. T37, T56, T57, T89, T109, T116, T117, T118, T145, T162, T186, T193, T223, T251, T257; <i>Imagine That!</i> , p. T137, T197, T255, T262, T263;

LITERACY PLACE™ • GRADE ONE	
	<p><i>Information Finders</i>, p. T29, T188, T189, T199, T205, T207; <i>Hometowns</i>, p. T22, T23</p>
2. distinguish long and short vowel sounds	<p>Identifying short vowel sounds: <i>Hello!</i>, p. T154–155, T159, T168, T184, T199, T204, T211, T224, T240, T245, T260, T266, T267, T271, T275, T280; <i>Problem Patrol</i>, 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; <i>Team Spirit</i>, p. T22, T23, T27, T31, T57, T80, T81, T85, T89, T101, T112, T117, T145, T163, T197, T209, T223, T241, T267, T280, T281; <i>Imagine That!</i>, p. T23, T70, T93</p> <p>Identifying long vowel sounds: <i>Imagine That!</i>, p. T22–23, T29, T70–71, T77, T81, T92, T93, T121, T153, T177, T185, T191, T213; <i>Information Finders</i>, p. T23, T56, T107, T116, T117, T144, T145, T155, T165, T188, T189, T207, T248, T249, T261, T271; <i>Hometowns</i>, p. T23, T35, T37, T56, T57, T81, T126, T127, T145, T149, T153, T167, T191, T197, T215, T243 T255</p> <p>See also vowel digraphs and diphthongs: <i>Hello!</i>, p. T31; <i>Imagine That!</i>, p. T81, T92, T93, T185; <i>Information Finders</i>, p. T56, T107, T116, T117, T144, T155, T167; <i>Hometowns</i>, p. T80–81, T89, T127, T149, T191, T215, T24</p> <p>See also r-controlled vowels: <i>Information Finders</i>, p. T259, T270, T271; <i>Hometowns</i>, p. T23, T29, T81, T147, T190, T191, T203, T217, T242, T243, T249, T261, T270, T271</p>
3. identify and produce rhyming words	<p>Recognizing and producing rhyming words. <i>Hello!</i>, p. T31, T42, T48, T64, T77, T92, T98, T104, T105, T128, T140, T142, T143, T155, T160, T165, T196, T199, T221, T241, R4, R12, R20, R28, R36; <i>Problem Patrol</i>, p. T16, T55, T91, T113, T119, T158, T249; <i>Team Spirit</i>, p. T22, T80, T85, T89, T109, T116, T117, T144, T162, T186, T208, T222, T257, T259, T260, T270, T275; <i>Imagine That!</i>, p. T22, T70, T92, T152, T176, T212; <i>Information Finders</i>, p. T22, T80, T116, T144, T145, T164, T188, T248, T270; <i>Hometowns</i>, p. T22, T55, T80, T126, T179, T190, T214, T242, T270</p> <p>Reinforced using the Big Book of Rhymes and Rhythms: <i>Hello!</i>, p. T16, T48, T76, T98, T132, T154, T188, T210, T244, T266; <i>Problem Patrol</i>, p. T20, T82, T106, T146, T170, T206, T236, T276, T308; <i>Team Spirit</i>, p. T22, T56, T80, T116, T144, T162, T186, T222, T250, T280; <i>Imagine That!</i>, p. T22, T70, T92, T120, T152, T176, T212, ; <i>Information Finders</i>, p. T22, T80, T116, T144, T164, T188, T248; <i>Hometowns</i>, p. T22, T56, T80, T126, T214</p>
4. blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables	<p><i>Hello!</i>, p. T16, T20, T31, T41, T42, T48, T49, T51, T52, T55, T56, T72, T76, T77, T86, T91, T92, T98, T99, T104, T105, T107, T128, T132, T133, T141, T142, T143, T147, T148, T154, T155, T159, T165, T168, T188, T189, T199, T210, T211, T224, T240, T244, T245, T255, T259, T266, T271, T275, T280; <i>Problem Patrol</i>, p. T16, T20, T21, T26, T29, T31, T34, T44, T45, T49, T55, T61, T78, T82, T83, T95, T100, T106, T107, T113, T115, T122, T142, T146, T147, T157, T164, T170, T171, T186, T206, T207, T214, T219, T221, T230, T242, T245, T252, T272, T277, T302, T308, T309, T3143, T315, T328; <i>Team Spirit</i>, p. T22, T23, T27, T37, T56, T57, T80, T81, T85, T89, T116, T117, T145, T163, T165, T187, T197, T201, T222, T223, T251, T267, T280, T281; <i>Imagine That!</i>, p. T22, T23, T49, T77, T81, T95, T191, T213, T241, T262; <i>Information Finders</i>, p. T29, T81, T95, T109, T145, T259, T261; <i>Hometowns</i>, p. T147, T169, T201, T203</p>
5. add, delete, and change target sounds to change words	<p><i>Hello!</i>, p. T20, T21, T26, T32, T41, T42, T48, T49, T51, T56, T64, T76, T77, T91, T92, T98, T99, T105, T107, T128, T132, T133, T148, T154, T155, T165, T168, T184, T186, T201, T204, T230, T240, T253, T259, T271, T275, T279; <i>Problem Patrol</i>, p. T16, T38, T55, T62, T72, T78, T100, T122, T142, T164, T186, T213, T230, T252, T272, T302, T313, T327; <i>Team Spirit</i>, p. T23, T27, T71, T81, T117, T186, T187, T193, T197, T201, T217, T222; <i>Imagine That!</i>, p. T23, T71, T183; <i>Information Finders</i>, p. T23, T35, T81, T109; <i>Hometowns</i>, p. T80, T126, T190, T270</p>

LITERACY PLACE™ • GRADE ONE	
6. track auditorily each word in a sentence and each syllable in a word	<p>Hello!, p. T17, T26, T29, T37, T43, T48, T52, T56, T57, T62, T73, T84, T85, T93, T113, T205, T261; Problem Patrol, p. T39; Imagine That!, p. T46, T47; Information Finders, p. T188, T189, R29; Hometowns, p. T22, T23</p> <p>Students use Listening Center audiocassettes to track words in the texts and read along: Hello!, p. R3, R11, R19, R35; Problem Patrol, p. R3, R19; Team Spirit, p. R3, R19; Imagine That!, p. R3, R27; Information Finders, p. R3; Hometowns, p. R3, R27, R35</p>
7. segment words into individual sounds, including consonant blends	<p>Hello!, p. T48, T132, T140, T148, T154, T160, T162, T168, T188, T196, T203, T210, T211, T214, T224, T244, T252, T254, T256, T266, T272, T279, T280; Problem Patrol, p. T20, T21, T38, T44, T50, T56, T61, T62, T82, T88, T91, T95, T106, T110, T112, T115, T146, T152, T156, T164, T170, T206, T244, T236, T237, T252, T276, T302, T308, T313, T327; Team Spirit, p. T22, T80, T84, T116, T144, T1462, T186, T193, T197, T217, T250; Imagine That!, p. T92, T93, T120, T121, T152, T176, T212; Information Finders, p. T22, T23, T81, T82, T116, T117, T144, T248, T249, T270, T271; Hometowns, p. T190, T197, T214, T215, T242, T270</p>

1.3.3 Alphabetic Principle

LITERACY PLACE™ • GRADE ONE	
1. recognize and identify all shapes and upper- and lowercase letters	<p>Focus on shapes, Information Finders, R9</p> <p>Identifying upper and lowercase letters: Hello!, p. T16, T32, T50, T51, T52, T53, T54, T64, T66, T72, T86, T104, T170, T226, T234, R6, R11; Problem Patrol, p. T188, T196; Team Spirit, p. T258, T276; Imagine That!, p. T52, T158, T268; Information Finders, p. T150</p>
2. associate all consonant, consonant blends, and vowel sounds to appropriate letters and combine these sounds into recognizable words	<p>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</p>

1.3.4 Cueing Systems

LITERACY PLACE™ • GRADE ONE	
1. know and use common (e.g., -ill, -ate) and complex (e.g., -ight) word families to decode unfamiliar words	<p>Hello!, p. T20, T21, T31, T42, T48, T49, T51, T56, T76, T77, T92, T98, T99, T105, T107, T112, T143, T165, T168, T188, T189, T224, T244, T245, T253, T255, T260, T266, T267, T271, T272, R4-R5, R12-R13, R20-R21, R28-R29; Problem Patrol, p. T20, T55, T61, T276 ; Team Spirit, p. T22, T23, T57, T80, T81, T144, T250, T280, T287, , R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; Imagine That!, p. T54, T70, T71; Information Finders, p. T58, T144, T155, T271; Hometowns, p. T35, T56, T57, T190, T216, T221, T270, T272, T277</p>
2. read high-frequency and common, irregular sight words (e.g., have, said, the, of)	<p>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, T248, T253, T273, T283, T286, T290; Imagine That!, p. T20, T52, T68, T95, T98, T118, T158, T174, T218, T238, T268; Information Finders, p. T59, T66, T78, T119, T122, T142, T153, T167, T170, T186, T226, T246, T276; Hometowns, p. T20, T79, T124, T172, T188, T197, T219, T240, T276</p>

LITERACY PLACE™ • GRADE ONE	
3. recognize compound words, contractions, common abbreviations and common syntax	Compound Words, <i>Hello!</i> , p. T196; <i>Problem Patrol</i> , p. T27; <i>Information Finders</i> , p. T201, T220–221, T227, R28–R29; <i>Hometowns</i> , p. T201, T221, T259 Contractions, <i>Imagine That!</i> , p. T240–241, T249, T264, R36–R37; <i>Hometowns</i> , p. T83, T88, T89, T105, T133 Possessives, <i>Hometowns</i> , p. T157, T166–167
4. read root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled)	Inflectional Ending -ing, -ed <i>Team Spirit</i> , p. T191; <i>Imagine That!</i> , p. T33, T46–47, T137; <i>Information Finders</i> , p. T271; <i>Hometowns</i> , p. T57 /t/-ed, /d/-ed, /ed/-ed, <i>Information Finders</i> , p. T153, T164–165, T199; <i>Hometowns</i> , p. T22–23, T45, T57, T127, T257
5. recognize the distinct features of letters and words	<i>Hello!</i> , p. T16, T17, T29, T31, T50, T51, T52, T53, T54, T56, T64, T65, T72, T74, T77, T86, T89, T93, T140, T142, T143, T160, T161, T162, T196, T252, T254, T270, T272, R27; <i>Problem Patrol</i> , p. T17, T26, T29, T30, T50, T56, T88, T90, T95, T106, T110, T112, T152, T156, T158, T174, T214, T218, T220, T242, T244, T282, T312, T314, T316; <i>Imagine That!</i> , p. R6–R7; <i>Team Spirit</i> , p. T103, T230, T231; <i>Information Finders</i> , p. T229; <i>Hometowns</i> , p. T84, T175, R35, R37 Reinforced in vocabulary instruction: <i>Hello!</i> , p. T22–23, T58–59, T78–79, T114–115, T134–135, T170–171, T190–191, T226–227, T246–247, T282–283; <i>Problem Patrol</i> , p. T22–23, T64–65, T84–85, T124–125, T148–149, T188–189, T208–209, T254–255, T278–279, T330–331; <i>Team Spirit</i> , p. T20–21, T62, T78–79, T122, T142–143, T168, T184–185, T228, T248–249, T286; <i>Imagine That!</i> , p. T20–21, T52, T68–69, T98, T118–119, T158, T174–175, T218, T238–239, T268; <i>Information Finders</i> , p. T20–21, T62, T78–79, T122, T142–143, T170, T186–187, T226, T246–247, T276; <i>Hometowns</i> , T20–21, T62, T78–79, T104, T124–125, T172, T188–189, T220, T240–241, T276
6. generate the sounds from all the letters and letter patterns	<i>Hello!</i> , 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; <i>Problem Patrol</i> , 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; <i>Team Spirit</i> , 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; <i>Imagine That!</i> , 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; <i>Information Finders</i> , 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; <i>Hometowns</i> , 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
7. use context to determine the meaning of words (semantics)	<i>Hello!</i> , p. T27, T32, T76, T106, T138, T210, T254; <i>Problem Patrol</i> , p. T55, T117, T190, T217, T218, T220, T256, T316, T320; <i>Team Spirit</i> , p. T102, T109, T191, T204, T262; <i>Imagine That!</i> , p. T28, T29, T35, T136, T139, T190; <i>Information Finders</i> , p. T44, T97, T142, T152; <i>Imagine That!</i> , p. T35; <i>Hometowns</i> , p. T26, T38, T62, T152

1.3.5 Comprehension and Interpretation of Informational Text *

LITERACY PLACE™ • GRADE ONE	
1. state a purpose for reading (MLO.R. 2.1.3, MLO .R. 3.1.1) and identify who would use the text, (MLO.R. 3.1.4)	Hello! , p. T50, T80, T156, T248, T268; Problem Patrol , p. T46, T210, T212, T310; Team Spirit , p. T50, T146; Imagine That! , p. T72; Information Finders , p. T24, T82; Hometowns , p. T82
2. follow simple written instructions and describe the importance of specific steps in a set of directions (MLO .R. 3.2.5)	Team Spirit , p. T64–65, T176; Information Finders , p. T172–173
3. relate prior knowledge and experience to literal and inferential information found in text (MLO.R. 1.3.3, MLO.R. 2.3.1, MLO .R. 3.3.1)	Hello! , p. T50, T80, T156, T248, T268; Problem Patrol , p. T46, T210, T212, T310; Team Spirit , p. T141; Imagine That! , p. T67; Information Finders , p. T19; Hometowns , p. T77
4. know and use different focusing, monitoring and assessing reading strategies (e.g., finding information to support particular ideas) to comprehend text	See guided reading the nonfiction selections: Hello! , p. T17–19, T50–53, T82–89, T108–109, T156–163, T248–257, T268–275; Problem Patrol , p. T46–57, T58–59, T182–183, T210–211, T212–227, T310–323; Team Spirit , p. T50–51, T146–155, T156–157; Imagine That! , p. T40–41, T72–85, T212–213; Information Finders , p. T24–49, T50–51, T82–110, T265, T290; Hometowns , p. T82–91, T92–93, T160–161
5. ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text	Mini-lesson on asking questions for information, Problem Patrol , p. T70 Answering <i>how</i> and <i>why</i> questions: Hello! , p. T160, T250, T254; Problem Patrol , p. T222, T304–305, T311, T312, T314, T318; ; Team Spirit , p. T150, T278–279; ; Imagine That! , p. T76, T82; Information Finders , p. T26, T32, T40, T46, T48, T84, T90, T92T96, T100, T102, T104; Hometowns , p. T86, T164–165
6. summarize the text (MLO.R. 2.1.1)	Team Spirit , p. T50, T155; Imagine That! , p. T80; Information Finders , p. T34, T42, T47, T50, T94; Hometowns , p. T92
7. determine author’s purpose (MLO .R. 2.1.2, MLO .R. 3.1.2.	Hello! , p. T9, T108–110, T275; Imagine That! , p. T209, T283; Information Finders , p. T291
8. extract appropriate and significant information from text, including problems and solutions, major points (MLO.R.1.1.3, MLO. R. 2.1.4.), and identify central ideas in the text, (MLO R.3.1.3)	Problem Patrol , p. T40–41, T46, T47, T48, T56, T210, T225, T228, T323, T326; Team Spirit , p. T147, T150, T154, T156, T160–161; Imagine That! , p. T75, T83, T84; Information Finders , p. T2 T26, T27, T28, T30, T32, T34, T42, T44, T48, T50, T52, 85, T86, T90, T92, T94, T98, T100, T101, T103, T106, T108, T110, T112; Hometowns , p. T84, T85, T86, T88, T90, T92, T93, T96–97
9. distinguish between cause and effect, and fact and opinion, (MLO.R.2.2.5)	Problem Patrol , p. T304–305, T311, T312, T318; T278–279; Information Finders , p. T84; Hometowns , p. T164–165
10. interpret information from diagrams, charts, and graphs (MLO.R. 2.2.1, MLO.R. 3.2.3)	Diagrams, Information Finders , p. T124–125 K-W-L charts, Hello! , p. T8; Problem Patrol , p. T337 Charts and tables, Hello! , p. T88, T140, T173, T200, T229; Team Spirit , p. T41, T90, T122, R9, R16; Information Finders , p. T110; Hometowns , p. T106–107 Graphs, Problem Patrol , p. R40
11. reorganize information from the text into different forms (charts, drawings, or graphic organizers), (MLO.R.2.2.4, MLO.R.3.2.2.)	Problem Patrol , p. T337; Hometowns , p. T107; Imagine That! , p. T100–101
12. compare and contrast information in different texts (MLO.R. 2.2.2, MLO.R. 3.2.6)	Hello! , p. T296–297; Problem Patrol , p. T344–345; Team Spirit , p. T300–T301; Imagine That! , p. T282–T283; Information Finders , p. T290–T291; Hometowns , p. T290–T291
13. compare and contrast information in text with prior knowledge (MLO.R. 3.3.2)	Hometowns , p. T28, T34, T258; Imagine That! , p. T28, T136, T174
14. restate information from the text (MLO. R. 3.2.1.)	Problem Patrol , p. T228, T323, T326; Team Spirit , p. T154, T155; Imagine That! , p. T75, T83, T84; Information Finders , p. T27, T30, T32, T42, T44, T47, T48, T52, T85, T86, T90, T92, T94, T98, T100, T101, T103, T106, T108, T110, T112; Hometowns , p. T84, T85, T86T88, T90, T93

1.3.6 Evaluation of Informational Text *

LITERACY PLACE™ • GRADE ONE	
1. explain the connections between illustrations and text and how they support the text (MLO.R. 3.2.7)	See using picture clues: Hello! , p. T17, T52, T108, T158, T164; Problem Patrol , p. T48, T52, T58, T59, T183, T210, T217, T227, T316, T318, T320, T322; Team Spirit , p. T148, T150; Information Finders , p. T26, T32, T40, T46, T54–55, T84, T90, T92, T100, T102, T104; Hometowns , p. T86, T90, T160 See also visual literacy: Problem Patrol , p. T55, T226, T313, T323; Team Spirit , p. T51; Information Finders , p. T35, T37, T41, T51, T109
2. evaluate directions for clarity (MLO .R.3.4.1) and identify additional information needed to perform the task (MLO.R.3.2.8)	Team Spirit , p. T64–65, T176; Information Finders , p. T172–173; Imagine That! , p. T106
3. evaluate common text features (MLO.R.3.4.2, MLO. R. 2.4.1.)	Teachers can emphasize in the context of identifying parts of books: Hello! , p. T17, T24, T50, T73, T80, T100, T129, T136, T153, T156, T185, T192, T212, T241, T248; Problem Patrol , p. T17, T108, T150, T172; Team Spirit , p. T10, T216; Imagine That! , p. T24, T242, T294–295; Information Finders , p. T10, T24, T302–303; Hometowns , p. T10, T128, T192, T302–303

1.3.7 Reading Fluency

LITERACY PLACE™ • GRADE ONE	
1. read story passages silently and aloud with fluency and accuracy aloud with appropriate intonation and expression	Oral reading: Hello! , p. T26, T42, T56, T92, T108, T111, T112, T132, T148, T168, T204, T224, T243, T260, T280, R3 ; Problem Patrol , p. T28, T38, T39, T63, T68, T100, T101, T113, T126, T145, T155, T164, T165, T186, T187, T204, T223, T230, T231, T252, T253, T292, T296, T302, T303, T327, T328, T329, R11, R27; Team Spirit , p. T31, T58, T63, T88, T91, T171, T213, T263, R3, R27; Imagine That! , p. T154, T183, T205, T214, T264, R19; Information Finders , p. T63, T118, T122, T123, T171, T222, T227, T272, T277, R11; Hometowns , p. T48, T58, T63, T100, T105, T168, T173, T207, T216, T221, T272, T277, R19 Read aloud with expression and intonation: Hello! , p. T85, T149, T162, T169, T205, T225, T261, T281; Problem Patrol , p. T287; Team Spirit , p. T216, T258; Information Finders , p. T214; Hometowns , p. T202 Teachers listen to students read aloud for fluency and accuracy in Reading Assessment: Hello! , p. T62–63, T118–119, T174–175, T230–231, T286–287; Problem Patrol , p. T68–69, T128–129, T192–193, T258–259, T334–335; Team Spirit , p. T66–67, T126–127, T172–173, T232–233, T290–291; Imagine That! , p. T56–57, T102–103, T162–163, T222–223, T272–273; Information Finders , p. T66–67, T126–127, T174–175, T230–231, T280–281; Hometowns , T66–67, T108–109, T176–177, T224–225, T280–281

1.3.8 Independent Reading

LITERACY PLACE™ • GRADE ONE	
1. self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment)	Teachers develop and maintain classroom libraries providing easy access to titles selected to meet the reading level needs of the class. These titles are selected to enhance and expand upon the unit themes and topics. A bibliography of titles for independent reading accompanies every unit: Hello! , p. T6; Problem Patrol , p. T6; Team Spirit , p. T6; Imagine That! , p. T6; Information Finders , p. T6; Hometowns , p. T6 Teachers include multiple resources in the classroom workplace model: Hello! , p. T8; Problem Patrol , p. T8; Information Finders , p. T8; Imagine That! , p. T8; Team Spirit , p. T8; Hometowns , p. T8 See the trade book library: Hello! , p. T296–297; Problem Patrol , p. T344–345; Team Spirit , p. T300–T301; Imagine That! , p. T282–T283; Information Finders , p. T290–T291; Hometowns , p. T290–T291 The Independent Reading Center is stocked with titles: Hello! , p. R3, R11, R19, R27, R35; Problem Patrol , p. R3, R11, R19, R27, R35; Team Spirit , p. R3, R11, R19, R27, R35; Imagine That! , p. R3, R11, R19, R27, R35; Information Finders , p. R3, R11, R19, R27, R35; Hometowns , p. R3, R11, R19, R27, R35 Phonics Readers , Phonics Chapter Books and My Books contribute to building fluency: Hello! p. T43, T57, T93, T113, T149, T169, T205, T225, T261, T281; Problem Patrol , p. T39, T63, T101, T123, T165, T187, T231, T253, T303, T329; Team Spirit , p. T58, T63, T118, T123, T164, T169, T224, T229, T282, T287; Imagine That! , p. T48, T53, T94, T99, T154, T159, T214, T219, T264, T269; Information Finders , p. T58, T63, T118, T123, T166, T171, T222, T227, T272, T277; Hometowns , p. T58, T63, T100, T105, T168, T173, T216, T221, T272, T277

2.0 Literature - Students interpret and analyze the meaning of literary works from diverse cultures and authors by applying different critical lenses and analytic techniques.

By the end of grade 3, students know and are able to read for literary experience:

2.3.1 Characteristics of Literary Genres

LITERACY PLACE™ • GRADE ONE	
1. identify the characteristics that define the literary genres of poetry, drama, and prose	Students discuss and identify the characteristics of a wide variety of genres: Nonfiction, Hometowns , p. T82–91; Imagine That! , p. T67–85; Information Finders , p. T82–110 Informational article, Hometowns , p. T92–93

	<p>Recipe, <i>Imagine That!</i>, p. T40–41 ABC Book, <i>Hello!</i>, p. T17–19, T50–53 Article, <i>Hello!</i>, p. T156–163 Fine Arts Book, <i>Hello!</i>, p. T248–257, T268–275 Fine Art, <i>Problem Patrol</i>, p. T182–183 Photo Essay, <i>Hello!</i>, p. T82–89; <i>Information Finders</i>, p. T24–49; <i>Team Spirit</i>, p. T146–155 Profile, <i>Team Spirit</i>, p. T156–157; <i>Hello!</i>, p. T108–109; <i>Problem Patrol</i>, p. T210–211; <i>Information Finders</i>, p. T50–51; <i>Hometowns</i>, p. T160–161; <i>Imagine That!</i>, p. T212–213 Picture Puzzle, <i>Problem Patrol</i>, p. T24–35 Picture Puzzle Story, <i>Problem Patrol</i>, p. T46–57 Picture Riddle, <i>Problem Patrol</i>, p. T58–59 Science nonfiction, <i>Problem Patrol</i>, p. T212–227, T310–323; <i>Information Finders</i>, p. T290 How-to Instructions, <i>Team Spirit</i>, p. T50–51 Map, <i>Information Finders</i>, p. T265 Poems, <i>Imagine That!</i>, p. T153; <i>Hometowns</i>, p. T50–51, T208–209; <i>Information Finders</i>, p. T111, T158–159, T214–215; <i>Problem Patrol</i>, p. T118–119, T324; <i>Hello!</i>, p. T220–221, T276–277; <i>Team Spirit</i>, p. T216–217, T274–275 Hand rhyme, <i>Team Spirit</i>, p. T216–217 Song, <i>Imagine That!</i>, p. T86–87; <i>Team Spirit</i>, p. T111 Realistic fiction, <i>Team Spirit</i>, p. T24–49, T82–110; <i>Information Finders</i>, p. T250–264; <i>Problem Patrol</i>, p. T280–299; <i>Imagine That!</i>, p. T178–204; <i>Hometowns</i>, p. T144–159 Fantasy, <i>Team Spirit</i>, p. T252–273; <i>Hello!</i>, p. T164–165, T192–201, T212–219; <i>Information Finders</i>, p. T190–213, T147–163; <i>Imagine That!</i>, p. T128–159; <i>Hometowns</i>, p. T192–207; <i>Problem Patrol</i>, p. T238–249 Repetitive story, <i>Hello!</i>, p. T24–39 Personal Narrative, <i>Hello!</i>, p. T137–145 African folk tale, <i>Hometowns</i>, p. T24–49 Traditional folk tale, <i>Hometowns</i>, p. T244–265; <i>Imagine That!</i>, p. T24–39, T248–263; <i>Team Spirit</i>, p. T188–215 Fairy tale, <i>Problem Patrol</i>, p. T86–97, T108–117 Drama, <i>Problem Patrol</i>, p. T150–161, T172–183; <i>Imagine That!</i>, p. T248–263</p>
--	---

2.3.2 Comprehension, Interpretation and Analysis of Text

LITERACY PLACE™ • GRADE ONE	
1. identify themes in fictional works and relate them to prior experience or the experiences of others (MLO.R.1.3.2, MLO. R. 2.3.2.)	<p><i>Hello!</i>, p. T40, T297; <i>Team Spirit</i>, p. T51, T53, T113, T301; <i>Imagine That!</i>, p. T149; <i>Information Finders</i>, p. T290; <i>Hometowns</i>, p. T48, T290</p>
2. identify the elements of plot, character, and setting in literary works (MLO.R.1.1.2) and use these elements in their own stories	<p>Character, <i>Hello!</i>, p. T138, T140, T142, T143, T144, T146, T150–151, T155, T157, T161, T173, T174, T198, T218, T219; <i>Problem Patrol</i>, p. T95, T152, T153, T154, T156, T158, T160, T166–167, T167, T173, T176, T178, T180, T192, T244, T312, T319, T322, T345; <i>Team Spirit</i>, p. T40, T41, T48, T199, T208; <i>Information Finders</i>, p. T194; <i>Hometowns</i>, p. T38, T46, T140, T194, T195, T196, T198, T202, T206, T212–213, T253 Plot, <i>Problem Patrol</i>, p. T180; T181; <i>Team Spirit</i>, p. T25, T26, T28, T30, T34, T42, T44, T46, T54–55, T207; <i>Imagine That!</i>, p. T124, T125, T128, T130, T138, T146, T150–151, T190, T194, T200, T201, T202; <i>Information Finders</i>, p. T211 Point of View, <i>Hello!</i>, p. T36; <i>Imagine That!</i>, p. T122 Setting, <i>Hello!</i>, p. T82, T83, T84, T86, T88, T90, T94–95, T101, T102, T104, T106, T118, T142, T296; <i>Problem Patrol</i>, p. T116, T117, T174, T178, T179, T180, T182, T248, T249, T293, T312, T319, T322; <i>Team Spirit</i>, p. T86, T91, T98, T100, T106, T174, T178, T180, T182, T248, T249, T293, T312, T319, T322; <i>Imagine That!</i>, p. T194; <i>Information Finders</i>, p. T148, T149, T154, T158, T257; <i>Hometowns</i>, p. T26, T28, T41, T130, T132, T136, T140, T148, T154, T156</p>
3. recognize a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry	<p><i>Hello!</i>, p. T64; <i>Problem Patrol</i>, p. T118, T119; <i>Team Spirit</i>, p. T258, T259, T270, T274; <i>Hometowns</i>, p. T179 See also using the Big Book of Rhymes and Rhythms, poem and rhymes: <i>Hello!</i>, p. T16, T48, T76, T98, T132, T154, T188, T210, T244, T266; <i>Problem Patrol</i>, p. T16, T20, T82, T106, T146, T170, T206, T236, T276, T308; <i>Team Spirit</i>, p. T22, T56, T80, T116, T144, T162, T186, T222, T250, T280; <i>Imagine That!</i>, p. T22, T46, T70, T92, T120, T152, T176, T212, T240, T260; <i>Information Finders</i>, p. T22, T80, T116, T144, T164, T188, T248, T270; <i>Hometowns</i>, p. T22, T56, T80, T126, T191, T242, T270 Alliteration, <i>Hello!</i>, p. T132, T173, T184, T206; <i>Problem Patrol</i>, p. T170, T196; <i>Information Finders</i>, p. R20</p>
4. distinguish between cause and effect, and fact and opinion	<p>Cause/Effect, <i>Problem Patrol</i>, p. T92, T282, T283, T284, T286, T290, T294, T304–305, T311, T312, T318,</p>

LITERACY PLACE™ • GRADE ONE	
(MLO.R.1.2.1)	T334; <i>Team Spirit</i> , p. T208, T252, T253, T254, T256, T260, T262, T266, T270, T278–279, T290; <i>Information Finders</i> , p. T84; <i>Hometowns</i> , p. T131, T134, T140, T142, T144, T146, T152, T154, T158, T164–165, T262
5. summarize stories, plays, poems (MLO.R.1.1.1)	<i>Hello!</i> , p. T34, T38, T106, T166, T218; <i>Problem Patrol</i> , p. T32, T54, T96, T116, T172, T228, T326; <i>Team Spirit</i> , p. T36, T50, T98, T155, T200, T204; <i>Imagine That!</i> , p. T30, T32, T80, T134, T188, T248, T256; <i>Information Finders</i> , p. T34, T42, T47, T50, T94, T152, T158, T204, T214, T256, T262; <i>Hometowns</i> , p. T32, T50, T92, T144, T200, T252
6. explain the connections between illustrations and text and how they support text (MLO.R.1.2.2)	<i>Hello!</i> , p. T17, T24, T50, T73, T80, T100, T129, T136, T156, T185, T192, T212, T241, T248, T268; <i>Problem Patrol</i> , p. T17, T24, T46, T79, T86, T108, T143, T150, T172, T203, T210, T212, T238, T273, T280, T310; <i>Team Spirit</i> , p. T24, T82, T146, T188, T252; <i>Imagine That!</i> , p. T24, T72, T122, T178, T242; <i>Information Finders</i> , p. T22, T24, T82, T146, T190, T250; <i>Hometowns</i> , p. T24, T82, T128, T192, T244 Use Illustrations to understand text, <i>Imagine That!</i> , p. T78; <i>Information Finders</i> , p. T26, T84; <i>Problem Patrol</i> , p. T294 See also focusing on illustrator’s craft: Cartoon, <i>Hello!</i> , p. T29 Examine illustrations of people and their pets, , <i>Hello!</i> , p. T29 Picture Details, <i>Problem Patrol</i> , p. T32, T93, T226, T295 Setting, <i>Problem Patrol</i> , p. T293

2.3.3 Comparison of Literary Text From Diverse Cultures

LITERACY PLACE™ • GRADE ONE	
1. compare and contrast different versions of the same stories reflecting different cultures (MLO.R.1.2.3) (e.g., the way people live, view themselves, and view others)	Connecting to folk tales: <i>Imagine That!</i> , p. T27 Teachers can introduce in the context of reading Cinderella, or other folk tales, <i>Problem Patrol</i> , p. T79–81
2. identify basic plots of classic myths, folk tales, legends, and fables from around the world and connect them to prior experience or the experiences of others (MLO.R.1.3.1)	<i>Problem Patrol</i> , p. T79–81; <i>Imagine That!</i> , p. T27

2.3.4 Evaluation of Literary Works

LITERACY PLACE™ • GRADE ONE	
1. evaluate the author's use of various techniques to influence the reader's feelings and attitudes (MLO.R.1.4.1)	See especially focusing on author's craft: Descriptive Words, <i>Hello!</i> , p. T60, T131, T284; <i>Imagine That!</i> , p. T55; <i>Information Finders</i> , p. T100 Figurative Language, jargon, <i>Imagine That!</i> , p. T246 Figurative Language, personification, <i>Hometowns</i> , p. T136, T142 Personification, <i>Imagine That!</i> , p. T246; <i>Hometowns</i> , p. T142
2. evaluate the appropriateness of a title (MLO.R.1.4.2)	Teachers can address in the context of identifying titles: <i>Hello!</i> , p. T17, T24, T50, T129, T156, T207, T212, T220, T241, T248, T276; <i>Problem Patrol</i> , p. T17, T24, T41, T46, T86, T103, T212, T238, T280; <i>Team Spirit</i> , p. T10, T24, T50, T54, T82, T160, T188, T216, T252, T288; <i>Imagine That!</i> , p. T10, T24, T40, T72, T79, T86, T146, T270; <i>Information Finders</i> , p. T10, T24, T64, T82, T111, T158, T190, T214, T250; <i>Hometowns</i> , p. T10, T50, T64, T92, T128, T192, T208, T244

3.0 Writing - Students produce informational, practical, persuasive, and narrative writing that demonstrates an awareness of audience, purpose, and form using stages of the writing process as needed (i.e., pre-writing, drafting, revising, editing, and publishing).

By the end of grade 3, students know and are able to:

3.3.1 Organization and Focus

LITERACY PLACE™ • GRADE ONE	
1. group related ideas and maintain a consistent focus (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1)	Students use the writing process at Literacy Place™. The prewriting process helps students group ideas and plan for a consistent focus: <i>Hello!</i> , p. T293; <i>Problem Patrol</i> , p. T341; <i>Team Spirit</i> , p. T49, T111, T157, T215, T261, T297; <i>Imagine That!</i> , p. T35, T85, T147, T205, T257, T278–279; <i>Information Finders</i> , p. T49, T111, T157, T265, T274, T287; <i>Hometowns</i> , p. T49, T91, T159, T207, T265, T287
2. develop a topic sentence and supporting sentences (MLO.W.1.2, MLO.W.2.2, MLO.W.3.2)	Teachers can include in the context of addressing features of a paragraph as they determine appropriate: <i>Information Finders</i> , p. T287; <i>Imagine That!</i> , p. T278
3. use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3)	<i>Hello!</i> , p. T264–265; <i>Problem Patrol</i> , p. T306–307, T340–345; <i>Imagine That!</i> , p. T173, T205, T216–217; <i>Information Finders</i> , p. T77, T111, T120–121, T274–275

3.3.2 Research

LITERACY PLACE™ • GRADE ONE	
1. recognize and use the organizational features of research resources such as encyclopedias, computerized (card) catalogs, almanacs, and periodicals to locate relevant information	<i>Hello!</i> , p. T32; <i>Problem Patrol</i> , p. T222, T254, T318; <i>Information Finders</i> , p. T48, T284; <i>Hometowns</i> , p. T222–223

3.3.3 Revision and Evaluation of Writing

LITERACY PLACE™ • GRADE ONE	
1. improve the clarity and focus by revising writing based on given or self-generated criteria, and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5)	<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
2. provide an oral or written explanation of decisions about the topic, use of words, and/or details	Students talk about their revisions: <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

LITERACY PLACE™ • GRADE ONE	
3. prepare writing for publication by purposefully using drawings, legible handwriting (cursive or manuscript), labeling, and graphics (electronic or traditional)	See especially the publishing step of the writing process: <i>Hello!</i> , p. T61, T117, T173, T229, T285, T294; <i>Problem Patrol</i> , p. T67, T127, T191, T257, T333, T342; <i>Team Spirit</i> , p. T298; <i>Imagine That!</i> , p. T280; <i>Information Finders</i> , p. T288; <i>Hometowns</i> , p. T288 Teachers encourage students to carry all writing lessons through to the publishing step: <i>Hello!</i> , p. T208–209, T264–265; <i>Problem Patrol</i> , p. T42–43, T104–105, T168–169, T234–235, T306–307; <i>Team Spirit</i> , p. T60–61, T120–121, T166–167, T226–227, T284–285; <i>Imagine That!</i> , p. T50–51, T96–97, T156–157, T216–217, T266–267; <i>Information Finders</i> , p. T60–61, T120–121, T168–169, T224–225, T274–275; <i>Hometowns</i> , p. T60–61, T102–103, T170–171, T218–219, T275–276

3.3.4 Personal Narrative Writing

LITERACY PLACE™ • GRADE ONE	
1. write to express personal ideas in stories, poems, plays, and other writings that <ul style="list-style-type: none"> · convey a message · include well-chosen detail to develop the impressions (MLO.W.3.4) 	Students create narrative compositions: <i>Hello!</i> , p. T61, T166, T173, T208–209, T222, T229; <i>Imagine That!</i> , p. T19, T39, T50–51, T117, T147, T156–157, T237, T257, T266–267, T278–281; <i>Hometowns</i> , p. T187, T207, T211, T218–219, T239, T265, T274–275, T286–289; <i>Information Finders</i> , p. T141, T153, T168–169, T185, T213, T224–225, T245, T265, T274–275; <i>Problem Patrol</i> , p. T104–105, T168–169, T234–235; <i>Team Spirit</i> , p. T19, T49, T60–61, T219, T247, T261, T284–285, T293, T296–299

3.3.5 Practical Writing

LITERACY PLACE™ • GRADE ONE	
1. write a friendly letter that addresses the knowledge and interests of the recipient (MLO.W.1.6, MLO.W.2.5) and is complete with date, salutation, body, closing, and signature that	<i>Hello!</i> , p. T31, T171; <i>Team Spirit</i> , p. T296–299; <i>Imagine That!</i> , p. T105, T149, T275; <i>Information Finders</i> , p. 267, T286–289; <i>Hometowns</i> , p. T53, T69, T95, T112, T228

3.3.4 Informational Writing

LITERACY PLACE™ • GRADE ONE	
1. write summaries that contain the main ideas of a reading selection and the most significant details	<i>Hello!</i> , p. T232; <i>Problem Patrol</i> , p. T71; <i>Team Spirit</i> , p. T175, T294; <i>Information Finders</i> , p. T69; <i>Hometowns</i> , p. T180, T227
2. write descriptions that move through a logical sequence of events (MLO.W. 1.5)	<i>Hello!</i> , p. T96-97; <i>Team Spirit</i> , p. T227; <i>Hometowns</i> , p. T103, T180

3.3.7 Persuasive Writing

LITERACY PLACE™ • GRADE ONE	
1. write to persuade an intended audience by organizing a composition that <ul style="list-style-type: none"> · establishes a position · supports the position with organized and relevant evidence (MLO.W.2.6) 	<i>Hello!</i> , p. T232; <i>Problem Patrol</i> , p. T71; <i>Team Spirit</i> , p. T175, T294; <i>Information Finders</i> , p. T69; <i>Hometowns</i> , p. T180, T227

3.3.8 Independent Writing

LITERACY PLACE™ • GRADE ONE	
1. write independently for an extended period of time to produce at least five final products in different writing contexts (e.g., narration, description) annually	<i>Hello!</i> , p. T292–295; <i>Problem Patrol</i> , p. T340–343; <i>Team Spirit</i> , p. T296–299; <i>Imagine That!</i> , p. T278–281; <i>Information Finders</i> , p. T286–289; <i>Hometowns</i> , p. T286–289

4.0 Language -- Students understand and use the structures and conventions of the English language (i.e., vocabulary, spelling, grammar, mechanics, and usage) in their oral and written communications. A language is a system of sounds, vocabulary, semantics, syntax, and conventions

By the end of grade 3, students know and are able to:

4.3.1 Acquisition and Application of New Vocabulary

LITERACY PLACE™ • GRADE ONE	
1. use prior word knowledge such as prefixes and suffixes to determine the meaning of words	Developing word attack skills: <i>Hello!</i> , p. T26, T32, T52, T75, T86, T102, T104, T138, T142, T160, T196, T214, T252, T254, T256, T270, T272; <i>Problem Patrol</i> , p. T26, T30, T50, T88, T90, T110, T112, T152, T156, T158, T174, T214, T218, T220, T242, T244, T282, T312, T314, T316; <i>Team Spirit</i> , p. T28, T38, T84, T96, T102, T108, T148, T152, T194, T260, T262, T266; <i>Imagine That!</i> , p. T131, T137, T193, T199; <i>Hometowns</i> , p. T37, T153, T195
2. monitor texts for unknown words using sentence and word context to find meaning	Teaching self-monitoring skills: <i>Hello!</i> , p. T219; <i>Problem Patrol</i> , p. T294; <i>Team Spirit</i> , p. T28, T258; <i>Imagine That!</i> , p. T28, T78, T130, T136, T174, T246; <i>Information Finders</i> , p. T26, T84, T92, T196; <i>Hometowns</i> , p. T28, T30, T198, T246 Applying context clues: <i>Hello!</i> , p. T27, T32, T76, T106, T138, T210, T254; <i>Problem Patrol</i> , p. T55, T117,

LITERACY PLACE™ • GRADE ONE	
	T190, T217, T218, T220, T256, T316, T320; <i>Team Spirit</i> , p. T102, T109, T191, T204, T262; <i>Imagine That!</i> , p. T28, T29, T35, T136, T139, T190; <i>Information Finders</i> , p. T44, T97, T142, T152; <i>Imagine That!</i> , p. T35; <i>Hometowns</i> , p. T26, T38, T62, T152
3. use resources such as dictionaries and thesaurus to determine the meaning of unknown words	Picture Dictionary, <i>Hello!</i> , p. T18; <i>Problem Patrol</i> , p. T254, T342; <i>Information Finders</i> , p. T255, T276
4. use prior knowledge of individual words in unknown compound words to predict their meaning	<i>Hello!</i> , p. T196; <i>Problem Patrol</i> , p. T27; <i>Information Finders</i> , p. T201, T220–221, T227, R28–R29; <i>Hometowns</i> , p. T201, T221, T259

4.3.2 Comprehension and Application of Standard English Language Conventions

LITERACY PLACE™ • GRADE ONE	
1. identify and use standard English language conventions correctly to communicate clearly, including <ul style="list-style-type: none"> · sentence structure (e.g., simple, compound, complex sentences) · punctuation (e.g., end marks, commas in a short series) · capitalization (e.g., countries, names, months) · usage (e.g., subject/verb agreement by number) (MLO.L.1.1) 	Instruction on sentence types: <i>Hello!</i> , T243, R6–R7, R30–R31; <i>Problem Patrol</i> , p. T19, R6–R7; <i>Imagine That!</i> , R6–R7; <i>Team Spirit</i> , R6–R7, R38–R39 Instruction on grammar, use of nouns, verbs, pronouns, adjectives: <i>Hello!</i> , p. T120, T130, T160, T172, R22–R23; <i>Problem Patrol</i> , p. T81, T205, R14–R15, R30–R31, R38–R39; <i>Team Spirit</i> , R14–R15, R22–R23, R30–R31; <i>Imagine That!</i> , p. R22–R23, R30–R31; <i>Information Finders</i> , p. T70, T234, R30–R31, R38–R39; <i>Hometowns</i> , p. T32, R6–R7, R22–R23, R30–R31 Punctuation: <i>Hello!</i> , R14–R15; <i>Problem Patrol</i> , p. T57, R6–R7; <i>Team Spirit</i> , p. T101, R38–R39 Capitalization: <i>Hello!</i> , T152, R6–R7; <i>Problem Patrol</i> , R22–R23; <i>Team Spirit</i> , p. T129; <i>Imagine That!</i> , R38–R39; <i>Information Finders</i> , R14–R15, R22–R23 Usage, including verb tense, irregular verbs, subject/verb agreement and using pronouns: <i>Hello!</i> , p. T120, T130, R22–R23; <i>Imagine That!</i> , R22–R23; <i>Information Finders</i> , R22–R23, R38–R39; <i>Hometowns</i> , T32, R6–R7, R14–R15, R30–R31, R38–R39
2. use language appropriate for a specific audience, purpose, and context (MLO.L.1.2)	Teachers observe and reinforce in oral language activities: <i>Hello!</i> , p. T60, T116, T172, T228, T284; <i>Problem Patrol</i> , p. T29, T66, T126, T190, T256, T332; <i>Team Spirit</i> , p. T54, T87, T89, T114, T124, T160, T201, T220, T278; <i>Imagine That!</i> , p. T44, T67, T74, T90, T135, T165, T195, T210, T259, T275; <i>Information Finders</i> , p. T37, T54, T101, T114, T178, T197, T218; <i>Hometowns</i> , p. T54, T96, T164, T212, T268 See the writing lessons where using appropriate language for purpose and audience is addressed: <i>Hello!</i> , p. T46–47, T96–97, T152–153, T208–209, T264–265, T292–295; <i>Problem Patrol</i> , p. T42–43, T104–105, T168–169, T234–235, T306–307, T340–343; <i>Team Spirit</i> , p. T60–61, T120–121, T166–167, T226–227, T284–285, T296–299; <i>Imagine That!</i> , p. T50–51, T96–97, T156–157, T216–217, T266–267, T278–281; <i>Information Finders</i> , p. T60–61, T120–121, T168–169, T224–225, T274–275, T286–289; <i>Hometowns</i> , p. T60–61, T102–103, T170–171, T218–219, T275–276, T286–289 See also Integrated Language Arts Speaking activities to reinforce: <i>Hello!</i> , p. T64, T65, T120, T121, T176, T177, T232, T233, T288, T289; <i>Problem Patrol</i> , p. T70, T71, T131, T260, T336; <i>Team Spirit</i> , p. T70, T130, T175, T176, T236, T293, T294; <i>Imagine That!</i> , p. T166, T225, T226, T276; <i>Information Finders</i> , p. T130, T233, T282; <i>Hometowns</i> , p. T111, T112, T179, T283, T284
3. spell correctly: assigned high-frequency and pattern words in their own writing (MLO.L.1.3)	Spelling instruction: <i>Hello!</i> , R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Problem Patrol</i> , R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Team Spirit</i> , R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Imagine That!</i> , R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Information Finders</i> , R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Hometowns</i> , R4–R5, R12–R13, R20–R21, R28–R29, R36–R37 See the proofreading step of the writing process where students correct spelling errors: <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

5.0 Listening – Students demonstrate effective listening to learn, process, and analyze the meaning of information.

By the end of grade 3, students know and are able to:

5.3.1 Active Listening Strategies

LITERACY PLACE™ • GRADE ONE	
1. demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues	Students listen to the Big Books and the Read Aloud selections: <i>Hello!</i> , p. T17–18, T73–75, T129–130, T185–186, T241–243; <i>Problem Patrol</i> , p. T79–81, T143–145, T203–204; <i>Team Spirit</i> , p. T10–11, T170–171, T288–289; <i>Imagine That!</i> , p. T10–11, T54–55, T270–T271; <i>Information Finders</i> , p. T10–11, T64–T65, T228–229; <i>Hometowns</i> , p. T10–T11, T64–T65, T174–175 Students listen to literature read aloud every day: <i>Hello!</i> , 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; <i>Problem Patrol</i> , 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; <i>Team Spirit</i> , p. T35, T49, T59, T65, T70, T97, T111, T119, T125, T155, T157,

	<p>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, Tp. 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</p> <p>Listening instruction: Hello!, p. T131; Imagine That!, p. T271; Hometowns, p. T65</p> <p>Listening activities: Hello!, p. T9, T121, T176, T232, T289, Problem Patrol, p. T9, T70, T130, T131, T260, T261, T336, T337, Team Spirit, p. T9, T130, T175, T176, T236, T293, T294, Imagine That!, p. T9, T166, T223, Information Finders, p. T9, T69, T130, T177, T233, T282, Hometowns, p. T9, T70, T179, T283, T284</p> <p>Students engage in discussion and participate as active listeners: Hello!, p. T9, T18, T54, T74, T130, T186, T207, T228, T243, T300; Problem Patrol, p. T9, T18, T24, T46, T81, T86, T108, T145, T150, T172, T204, T210, T238, T273, T280, T310; Team Spirit, p. T9, T11, T19, T21, T53, T77, T113, T141, T159, T170, T171, T183, T219, T236, T247, T277, T289, T301; Imagine That!, p. T9, T11, T19, T43, T55, T67, T89, T117, T149, T173, T209, T237, T259, T271, T283; Information Finders, p. T9, T19, T53, T77, T113, T141, T161, T185, T217, T245, T267, T291; Hometowns, p. T9, T11, T19, T53, T65, T77, T95, T123, T163, T175, T187, T211, T239, T267, T291</p>
--	--

5.3.2 Comprehension and Analysis

LITERACY PLACE™ • GRADE ONE	
1. determine a speaker’s general purpose (e.g., to inform, to persuade, to entertain)	<p>Hello!, p. T64, T65, T120, T121, T176, T177, T232, T233, T288, T289, Problem Patrol, p. T70, T71, T131, T260, T336, Team Spirit, p. T70, T130, T175, T176, T236, T293, T294, Imagine That!, p. T166, T225, T226, T276, Information Finders, p. T130, T233, T282, Hometowns, p. T111, T112, T179, T283, T284</p>
2. identify the sounds, segments, rhythms, and patterns of language	<p>Alliteration, Hello!, p. T132, T173, T184, T206; Problem Patrol, p. T170, T196</p> <p>Rhyme, Hello!, p. T48, T77, T92, T98, T128, T140, T142, T143, T155, T160, T165, T199, T221, T241, R4, R12, R20, R28, R36; Problem Patrol, p. T16, T44, T82, T106, T147, T236, T272, T276, T308; Team Spirit, p. T22, T80, T116, T144, T162, T186, T222; Imagine That!, p. T22, T70, T92, T152, T176, T212; Information Finders, p. T22, T80, T116, T144, T164, T188, T248, T270; Hometowns, p. T22, T55, T80, T126, T190, T214, T242</p> <p>Onomatopoeia, Hello!, p. T37; ; Problem Patrol, p. T126, T321; Team Spirit, p. T193; Imagine That!, p. T254, T257; Hometowns, p. T150</p> <p>Reinforced in selections in the Big Book of Rhymes and Rhythms: Hello!, p. T16, T48, T76, T98, T132, T154, T188, T210, T244, T266; Problem Patrol, p. T20, T82, T106, T146, T170, T206, T236, T276, T308; Team Spirit, p. T22, T56, T80, T116, T144, T162, T186, T222, T250, T280; Imagine That!, p. T22, T70, T92, T120, T152, T176, T212, ; Information Finders, p. T22, T80, T116, T144, T164, T188, T248; Hometowns, p. T22, T56, T80, T126, T214</p>
3. gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions)	<p>Hello!, p. T9, T17-18, T73-75, T121, T129-130, T131, T176, T185-186, T232, T241-243, T289; Problem Patrol, p. T9, T70, T79-81, T130, T131, T143-145, T203-204, T260, T261, T336, T337; Team Spirit, p. T9, T10-11, T130, T170-171, T175, T176, T236, T288-289, T293, T294, Imagine That!, p. T9, T10-11, T54-55, T166, T223, T270-T271; Information Finders, p. T9, T10-11, T64-T65, T69, T130, T177, T228-229, T233, T282, T283, T296-297; Hometowns, p. T9, T10-T11, T64-T65,, T70, T174-175, T179, T283, T284</p>
4. use simple memory techniques (e.g., mnemonic devices, rhyme, personal experiences, visualizing)	<p>Hello!, p. T162; Information Finders, p. T159 ; Hometowns, p. T208-209</p>

6.0 Speaking – Students communicate effectively in a variety of situations, with different audiences, purposes, and formats.

By the end of grade 3, students know and are able to:

6.3.1 Organization and Delivery Strategies

LITERACY PLACE™ • GRADE ONE	
1. speak clearly enough to be heard and understood in a variety of situations for a variety of purposes	<p>Speaking instruction that reinforces speaking clearly, slowly, with appropriate volume and expression: Hello!, p. T131, T166, T232, T284, R11; Problem Patrol, p. T70, T126, T131, T260, T351; Team Spirit, p. T306-307; Hometowns, p. T175, T180</p> <p>Appropriate speaking behavior is reinforced in the Integrated Language Arts Speaking activities: Hello!, p. T64, T65, T120, T121, T176, T177, T232, T233, T288, T289, Problem Patrol, p. T70, T71, T131, T260, T336, Team Spirit, p. T70, T130, T175, T176, T236, T293, T294, Imagine That!, p. T166, T225, T226, T276, Information Finders, p. T130, T233, T282, Hometowns, p. T111, T112, T179, T283, T284</p>

2. recognize verbal and non-verbal techniques useful in communication	<i>Imagine That!</i> , p. T195, T203
3. use props in oral presentations	<i>Hello!</i> , p. T120, T233; <i>Problem Patrol</i> , p. T145, T340–345; <i>Imagine That!</i> , p. T288–289; <i>Team Spirit</i> , p. T171, T306–307; <i>Hometowns</i> , p. T284

6.3.2 Oral Presentations

LITERACY PLACE™ • GRADE ONE	
I. speak in a variety of situations to inform and/or to relate experiences	<p>Speak to Inform, make eye contact, speak clearly. <i>Team Spirit</i>, p. T306–307</p> <p>Speaking in a variety of situations: <i>Hello!</i>, p. T60, T64, T65, T116, T120, T121, T172, T176, T177, T228, T232, T233, T284, T288, T289; <i>Problem Patrol</i>, p. T29, T66, T70, T71, T126, T131, T190, T256, T260, T332, T336; <i>Team Spirit</i>, p. T54, T70, T87, T89, T114, T124, T130, T160, T175, T176, T201, T220, T236, T278, T293, T294; <i>Imagine That!</i>, p. T44, T67, T74, T90, T135, T165, T166, T195, T210, T225, T226, T259, T275, T276; <i>Information Finders</i>, p. T37, T54, T101, T114, T130, T178, T197, T218, T233, T282; <i>Hometowns</i>, p. T54, T96, T111, T112, T164, T179, T212, T268, T283, T284</p> <p>Engaging in discussion and communicating ideas: <i>Hello!</i>, p. T9, T18, T54, T60, T74, T116, T130, T172, T186, T207, T228, T243, T284, T300; <i>Problem Patrol</i>, p. T9, T18, T24, T29, T46, T66, T81, T86, T108, T126, T145, T150, T172, T190, T204, T210, T238, T256, T273, T280, T310, T332; <i>Team Spirit</i>, p. T9, T11, T19, T21, T53, T54, T62, T77, T87, T89, T113, T114, T122, T124, T141, T159, T160, T168, T170, T171, T183, T201, T219, T220, T228, T236, T247, T277, T278, T286, T289, T301; <i>Imagine That!</i>, p. T9, T11, T19, T43, T44, T52, T55, T67, T74, T89, T90, T98, T117, T135, T149, T158, T165, T173, T195, T209, T210, T218, T237, T259, T268, T271, T283; <i>Information Finders</i>, p. T9, T19, T37, T53, T54, T62, T77, T90, T98, T101, T113, T114, T122, T141, T161, T170, T178, T185, T197, T217, T218, T226, T245, T267, T275, T276, T291; <i>Hometowns</i>, p. T9, T11, T19, T53, T54, T62, T65, T77, T95, T96, T104, T123, T163, T164, T172, T175, T187, T211, T212, T220, T239, T267, T268, T276, T291</p>

LITERACY PLACE™ • GRADE ONE	
2. state a position and support it with details	<i>Hello!</i> , p. T232; <i>Team Spirit</i> , p. T294; <i>Information Finders</i> , p. T69; <i>Hometowns</i> , p. T227
3. assume and present the role of a character	<i>Hello!</i> , p. T120, T151, T177, T233; <i>Problem Patrol</i> , p. T94, T110, T131, T205, T223; <i>Imagine That!</i> , p. T226; <i>Information Finders</i> , p. T130; <i>Team Spirit</i> , p. T294
4. plan and deliver effective oral presentations (e.g., participate in dramatic presentations)	Students participate in a variety of oral presentations: Give a Tour, <i>Information Finders</i> , p. T283 Radio News Broadcast, <i>Imagine That!</i> , p. T59 Retell the Story, <i>Imagine That!</i> , p. T166 Describe a Friend, <i>Hello!</i> , p. T233 Act Out the story, <i>Hello!</i> , p. T120, T233 Seasonal Plays, <i>Team Spirit</i> , p. T129 Choral Reading, <i>Hello!</i> , p. T55, T56, T224, T132, T243; <i>Problem Patrol</i> , p. T28, T325; <i>Team Spirit</i> , p. T162, T283; <i>Information Finders</i> , p. T122; <i>Hometowns</i> , p. T48 Dramatization, <i>Problem Patrol</i> , p. T145, T155, T223, T292, T296; <i>Team Spirit</i> , p. T171 Pantomime, <i>Hello!</i> , p. T30, T78, T98, T160; <i>Team Spirit</i> , p. T26, T28, T36, T52, T171, T196, T201; <i>Imagine That!</i> , p. T70, T84, T120 Reader’s Theater, <i>Hometowns</i> , Trade Book Teaching Guide, <i>Fox on Wheels</i> , p.9

6.3.3 Evaluation of Oral Presentations

LITERACY PLACE™ • GRADE ONE	
1. participate in peer review of oral presentations with teacher guidance	See the Presentation Skills lessons to include. Students engage in self-assessment and review of oral presentations. Teachers can include peer review: Speak to Inform, <i>Team Spirit</i> , p. T306–307; Present a mural, <i>Imagine That!</i> , p. T288–289; Use Words to Signal Sequence, <i>Hometowns</i> , p. T296–297 Can include in contexts such as viewing videotaped presentations: <i>Hello!</i> , p. T289; <i>Problem Patrol</i> , p. T66, T342, T351; <i>Imagine That!</i> , p. T271; <i>Team Spirit</i> , p. T130, T298; <i>Imagine That!</i> , p. T27; <i>Information Finders</i> , p. T18, T69; <i>Hometowns</i> , p. T288