

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

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

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1. follow words from left to right and top to bottom	Teachers reinforce the directionality of text using the literature audiocassettes, where students listen and follow along with the text: <i>Snapshots</i> , p. T59, T115, T142, T179, T241, R3, R27; <i>Super Solvers</i> , p. T41, T145, T167, T205, T263, R3, R27; <i>Lights! Camera! Action!</i> , p. T25, T61, T85, T107, T171, T194, T229, T295, R3, R35; <i>Story Studio</i> , p. T61, T85, T107, T135, T171, T181, T226, T255, T283, R3, R19, R35; <i>Animal World</i> , p. T73, T121, T175, T198, T199, T231, T259, T279, R27; <i>Lend a Hand</i> , p. T24, T25, T61, T85, T95, T119, T130, T147, T167, T178, T191, T227, T237, T250, T255, T291, R19
2. identify the front and back covers and title page of a book	Identifying the parts of a book including front and back covers, title and title page: <i>Snapshots</i> , p. T24, T64, T80, T168, T192, T246–247, T252, T284, R35, R57, R65; <i>Super Solvers</i> , p. T24, T142, T202; <i>Lights! Camera! Action!</i> , p. T24, T52, T162, T194, T256; <i>Story Studio</i> , p. T134; <i>Animal World</i> , p. T96, T148, T198, T270; <i>Lend a Hand</i> , p. T84, T190, T239–242
3. differentiate letters from words	Continues to be reinforced, especially in the context of phonics instruction: <i>Snapshots</i> , p. T22–23, T33, T37, T56–57, T58, T63, T67, T80–81, T87, T89, T95, T97, T112–113, T114, T119, T123, T140–141, T147, T151, T159, T161, T176–177, T178, T183, T187, T200–201, T207, T213, T215, T223, T238–239, T240, T245, T266–267, T277, T279, T281, T292–293, T294, T299, T303; <i>Super Solvers</i> , p. T22–23, T31, T38, T39, T40, T45, T49, T62–63, T73, T75, T86–87, T88, T93, T114–115, T123, T125, T129, T131, T135, T142–143, T144, T149, T153, T166–167, T173, T179, T181, T183, T187, T189, T195, T197, T202–203, T204, T209, T213, T230–231, T237, T241, T243, T247, T255, T260–261, T262, T267, T271; <i>Lights! Camera! Action!</i> , p. T22–23, T29, T37, T79, T41, T43, T58–59, T60, T65, T69, T82–83, T91, T95, T97, T104–105, T111, T115, T132–133, T145, T147, T149, T151, T155, T157, T159, T168–169, T170, T175, T179, T192–193, T199, T203, T205, T211, T213, T215, T226–227, T228, T233, T237, T254–255, T261, T263, T265, T271, T277, T281, T292–293, T294, T299, T303; <i>Story Studio</i> , p. T22–23, T33, T35, T41, T43, T49, T58–59, T60, T65, T69, T82–83, T91, T93, T85, T104–105, T106, T111, T115, T132–133, T139, T143, T147, T149, T157, T168–169, T170, T175, T179, T192–193, T199, T201, T207, T209, T215, T224–225, T226, T231, T235, T252–253, T259, T263, T267, T280–281, T282, T287, T291; <i>Animal World</i> , p. T22–23, T31, T33, T35, T49, T51, T53, T55, T57, T59, T70–71, T72, T77, T81, T94–95, T103, T105, T107, T118–119, T120, T125, T129, T146–147, T157, T159, T161, T163, T172–173, T174, T179, T183, T196–197, T203, T207, T211, T213, T215, T228–229, T230, T235, T239, T256–257, T265, T267, T276–277, T278, T283, T287; <i>Lend a Hand</i> , p. T22–23, T29, T33, T35, T39, T43, T51, T58–59, T60, T65, T69, T82–83, T89, T93, T103, T105, T116–117, T118, T123, T127, T144–145, T151, T153, T157, T164–165, T166, T171, T175, T188–189, T195, T209, T211, T215, T224–225, T226, T231, T235, T252–253, T261, T263, T269, T273, T277, T279, T281, T288–289, T290, T295, T299
4. match oral words to printed words	<i>Snapshots</i> , p. T33, T37, T95, T97, T147, T151, T161, T215, T223; <i>Super Solvers</i> , p. T73, T75, T131, T135, T179, T181, T187, T189, T195, T197, T237, T243, T247, T255; <i>Lights! Camera! Action!</i> , p. T29, T37, T39, T43, T145, T149, T151, T155, T157, T203, T211, T215, T231, T260, T261, T263, T165, T271, T277, T281; <i>Story Studio</i> , p. T53, T95, T139, T147, T149, T259, T267; <i>Animal World</i> , p. T31, T33, T49, T51, T55, T57, T59, T103, T157, T159, T161, T163, T203, T207, T211, T213, T267; <i>Lend a Hand</i> , p. T29, T33, T43, T51, T89, T93, T103, T195, T269, T273, T277, T27981

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5. recognize that printed materials provide information	Activities in different contexts continue to reinforce the knowledge that text provides information. For example, how-to text: <i>Snapshots</i> , p. T232; <i>Lights! Camera! Action!</i> , p. T221 Baseball Cards, <i>Snapshots</i> , p. T107 Informational Article/Text, <i>Lend a Hand</i> , p. T218-219 Magazine Article, <i>Animal World</i> , p. T112-113 Article, <i>Snapshots</i> , p. T285; <i>Super Solvers</i> , p. T80, T81; Nonfiction/informational texts, <i>Snapshots</i> , p. T268-283, T284-287; <i>Super Solvers</i> , p. T80-81, T252-255; <i>Lights! Camera! Action!</i> , p. T99, T220-222, T256-283, T284-287; <i>Story Studio</i> , p. T160-163, T274-275; <i>Animal World</i> , p. T96-111, T112-113, T148-165, T166-167, T220-223, T258-277; <i>Lend a Hand</i> , p. T48-53, T84-107, T108-111, T146-155, T218-219
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)	Focused instruction on text features including headings and table of contents, <i>Snapshots</i> , p. T246-247, R57, R65 Headings, <i>Lights! Camera! Action!</i> , p. T274 Labels, <i>Lights! Camera! Action!</i> , p. T258 Guide words, <i>Animal World</i> , p. T284-285, R57, R65; <i>Lend a Hand</i> , p. T124-125, R56, R64 Acquire Information from Charts, <i>Story Studio</i> , p. T232-233, R60, R69 Interpret and Use Graphic Information, <i>Story Studio</i> , p. T66-67, R59, R69 Use Lists, <i>Snapshots</i> , p. T120-121, R56, R64 Use Maps, <i>Lend a Hand</i> , p. T232-234, R57, R65
7. Evaluate common text features. (MLO.R. 2.4.1.)	Identify title, author: <i>Snapshots</i> , p. T24, T64, T80, T168, T192, T252, T284; <i>Super Solvers</i> , p. T24, T142, T202; <i>Lights! Camera! Action!</i> , p. T24, T52, T162, T256; <i>Story Studio</i> , p. T24, T84, T134, T198, T218, T254, T274; <i>Animal World</i> , p. T96, T148, T198, T270; <i>Lend a Hand</i> , p. T84, T218 Focused instruction on text features including headings and table of contents, <i>Snapshots</i> , p. T246-247, R57, R65 Headings, <i>Lights! Camera! Action!</i> , p. T274 Labels, <i>Lights! Camera! Action!</i> , p. T258 Guide words, <i>Animal World</i> , p. T284-285, R57, R65; <i>Lend a Hand</i> , p. T124-125, R56, R64

1.3.2 Phonemic Awareness

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1. distinguish beginning, middle, and ending sounds in words	<i>Snapshots</i> , p. T22, T37, T58, T95, T114, T140, T159, T176, T266, T277; <i>Lights! Camera! Action!</i> , p. T43, T59, T155, T159, T168-169, T205, T213, T215, T226-227, T254, T261, T263, T265, T271, T277, T281, T292, T293, T294; <i>Animal World</i> , p. T256, T257; <i>Lend a Hand</i> , p. T277; <i>Lend a Hand</i> , p. T157, T159, T161, T196, T265, T277
2. distinguish long and short vowel sounds	Long vowels: <i>Snapshots</i> , p. T183; <i>Super Solvers</i> , p. T114-115, T135, T149, T189, T200-201, T207, T245, T281, T287, T281, T292-293, R50, R52, R55, R61, R64; <i>Super Solvers</i> , p. T166-167, T187, T195, T204, T209, T243, T230-231, T241, T262, T267, R52, R54, R62, R63; <i>Story Studio</i> , p. T41, T259; <i>Lights! Camera! Action!</i> , p. T39, T41, T60, T65, T82-83, T95, T106, T111, T149, T151, T199, T252-253, T265, T267, T277, T282, T287, R47, R49, R57, R59, R60, R68; <i>Animal World</i> , p. T22-23, T53, T77, T94-95, T103, T107, T109, T125, T163, R46, R48, R59, R60; <i>Lend a Hand</i> , p. T42, T268-269, T273, T281, T288-289, T295, R55, R64 r-Controlled vowels: <i>Super Solvers</i> , p. T62-62, T75, T93, T123, T143, R48, R60; <i>Lights! Camera! Action!</i> , p. T132-133, T145, T147, T175, T211, R51, R61; <i>Story Studio</i> , p. T82-83, T91, T111, T149, R51, R65; <i>Lend a Hand</i> , p. T188-189, T195, T231, T261, R52, R62 Short vowels: <i>Snapshots</i> , p. T22-23, T33, T63, T80-81, T89, T140-141, T147, T151, T183, T213, T95, R46, R48, R50, R59, R60, R61; <i>Super Solvers</i> , p. T125
3. identify and produce rhyming words	<i>Snapshots</i> , p. T23, T112, T154, T200; <i>Super Solvers</i> , p. T63, T134, T167, T231; <i>Lights! Camera! Action!</i> , p. T322, T41, T83, T95, T157; <i>Story Studio</i> , p. T41, T71, T82, T250; <i>Animal World</i> , p. T57, T147; <i>Lend a Hand</i> , p. T23, T35, T252, T301 Using the Big Book of Rhymes and Rhythms: <i>Snapshots</i> , p. T22, T56, T80, T140, T200, T238, T266; <i>Super Solvers</i> , p. T22, T38, T114, T166, T230; <i>Lights! Camera! Action!</i> , p. T58, T82, T104, T132, T192, T254; <i>Story Studio</i> , p. T82, T132, T192, T252; <i>Animal World</i> , p. T94, T146, T256; <i>Lend a Hand</i> , p. T144
4. blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables	<i>Snapshots</i> , p. T22, T57, T80, T81, T89, T95, T97, T113, T140, T141, T151, T177, T201, T207, T215, T238, T239, T266, T267; <i>Super Solvers</i> , p. T23, T39, T63, T115, T167, T203, T230-231; <i>Lights!</i>

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	<i>Camera! Action</i> , p. T23, T39, T59, T82, T83, T104, T105, T133, T193, T227, T237; <i>Story Studio</i> , p. T23, T82–83, T105, T133, T173, T192–193, T207, T252–253; <i>Animal World</i> , p. T95, T119, T157, T173, T256–257; <i>Lend a Hand</i> , p. T23, T117, T144–145, T188–189, T225, T253, T288–289
5. add, delete, and change target sounds to change words	<i>Snapshots</i> , p. T22, T23, T33, T63, T183, T200, T292; <i>Super Solvers</i> , p. T62, T63, T114, T166, T167, T197, T230, T231; <i>Lights! Camera! Action</i> , p. T82, T132, T192; <i>Story Studio</i> , p. T82, T132, T252; <i>Animal World</i> , p. T94, T146, T172, R35; <i>Lend a Hand</i> , p. T22, T188
6. track auditorily each word in a sentence and each syllable in a word	<i>Super Solvers</i> , p. T31, T38–39, T45, T173, T237, T260, T263, T267, R47, R55, R60, R64; <i>Lights! Camera! Action</i> !, p. T22, T28, T36, T37, T196, T205; <i>Story Studio</i> , p. T35, T41, T43, T58–59, T61, T65, T95, R50, R64; <i>Animal World</i> , p. T267, T276–277, T279, T287, R55, R64; <i>Lend a Hand</i> , p. T39, T209, T224–225, T235, T263, T269, R53, R63
7. segment words into individual sounds, including consonant blends	<i>Snapshots</i> , p. T22, T80, T112, T119, T140, T176, T200, T238, T241, T266; <i>Super Solvers</i> , p. T39, T62, T75, T114–115, T135, T166–167, T230–231, T241, T243, T255; <i>Lights! Camera! Action</i> , p. T22–23, T28, T58, T82, T104–105, T132–133, T192–193, T199, T203, T211, T254–255; <i>Story Studio</i> , p. T168–169, T192–193, T252–253; <i>Animal World</i> , p. T21, T22, T23, T94, T95, T146, T147, T196, T197, T256, T265; <i>Lend a Hand</i> , p. T222–223, T144–145, T252–253, T288–289

1.3.3 Alphabetic Principle

LITERACY PLACE™ • GRADE TWO	
1. recognize and identify all shapes and upper- and lowercase letters	Print awareness, capitalization: <i>Snapshots</i> , p. T26, T170, T186, T221; <i>Story Studio</i> , p. T138, T213 Lessons on capitalization: <i>Snapshots</i> , p. R6–R7, R38–R39, R66, R67; <i>Lend a Hand</i> , p. R22–R23, R38–R39, R66 Shapes: <i>Animal World</i> , p. R40
2. associate all consonant, consonant blends, and vowel sounds to appropriate letters and combine these sounds into recognizable words	<i>Snapshots</i> , p. T22–23, T33, T37, T56–57, T58, T63, T67, T80–81, T87, T89, T95, T97, T112–113, T114, T119, T123, T140–141, T147, T151, T159, T161, T176–177, T178, T183, T187, T200–201, T207, T213, T215, T223, T238–239, T240, T245, T266–267, T277, T279, T281, T292–293, T294, T299, T303; <i>Super Solvers</i> , p. T22–23, T31, T38, T39, T40, T45, T49, T62–63, T73, T75, T86–87, T88, T93, T114–115, T123, T125, T129, T131, T135, T142–143, T144, T149, T153, T166–167, T173, T179, T181, T183, T187, T189, T195, T197, T202–203, T204, T209, T213, T230–231, T237, T241, T243, T247, T255, T260–261, T262, T267, T271; <i>Lights! Camera! Action</i> !, p. T22–23, T29, T37, T79, T41, T43, T58–59, T60, T65, T69, T82–83, T91, T95, T97, T104–105, T111, T115, T132–133, T145, T147, T149, T151, T155, T157, T159, T168–169, T170, T175, T179, T192–193, T199, T203, T205, T211, T213, T215, T226–227, T228, T233, T237, T254–255, T261, T263, T265, T271, T277, T281, T292–293, T294, T299, T303; <i>Story Studio</i> , p. T22–23, T33, T35, T41, T43, T49, T58–59, T60, T65, T69, T82–83, T91, T93, T85, T104–105, T106, T111, T115, T132–133, T139, T143, T147, T149, T157, T168–169, T170, T175, T179, T192–193, T199, T201, T207, T209, T215, T224–225, T226, T231, T235, T252–253, T259, T263, T267, T280–281, T282, T287, T291; <i>Animal World</i> , p. T22–23, T31, T33, T35, T49, T51, T53, T55, T57, T59, T70–71, T72, T77, T81, T94–95, T103, T105, T107, T118–119, T120, T125, T129, T146–147, T157, T159, T161, T163, T172–173, T174, T179, T183, T196–197, T203, T207, T211, T213, T215, T228–229, T230, T235, T239, T256–257, T265, T267, T276–277, T278, T283, T287; <i>Lend a Hand</i> , p. T22–23, T29, T33, T35, T39, T43, T51, T58–59, T60, T65, T69, T82–83, T89, T93, T103, T105, T116–117, T118, T123, T127, T144–145, T151, T153, T157, T164–165, T166, T171, T175, T188–189, T195, T209, T211, T215, T224–225, T226, T231, T235, T252–253, T261, T263, T269, T273, T277, T279, T281, T288–289, T290, T295, T299

1.3.4 Cueing Systems

LITERACY PLACE™ • GRADE TWO	
1. know and use common (e.g., -ill, -ate) and complex (e.g., -ight) word families to decode unfamiliar words	<i>Snapshots</i> , p. T22, T23, T63, T80–81, T112, T115, T176, T183, T207, T215, T292; <i>Super Solvers</i> , p. T63, T167, T197, T231; <i>Lights! Camera! Action</i> !, p. T83; <i>Story Studio</i> , p. T82, T132–133; <i>Animal World</i> , p. T94, T147, T196–197, T253, T283
2. read high-frequency and common, irregular sight words (e.g., have, said, the, of)	Teachers observe in guided reading and, especially, in Reading Assessment: <i>Snapshots</i> , p. T66–67, T122–123, T186–187, T248–249, T302–303; <i>Super Solvers</i> , p. T48–49, T96–97, T152–153, T212–213, T270–271; <i>Lights! Camera! Action</i> !, p. T68–69, T114–115, T178–179, T236–237, T302–303; <i>Story Studio</i> , p. T68–69, T114–115, T178–179, T234–235, T290–291; <i>Animal World</i> , p. T80–81, T128–129, T182–183, T191, T238–239, T286–287; <i>Lend a Hand</i> , p. T68–69, T126–127, T174–175, T234–235,

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	T298–299
3. recognize compound words, contractions, common abbreviations and common syntax	Compound words: <i>Super Solvers</i> , p. T71, T181, T202–203, T205, T209, T247, R53, R63; <i>Lights! Camera! Action!</i> , p. T97, T240, T265; <i>Story Studio</i> , p. T43, T58–59, T95; <i>Animal World</i> , p. T59, T153, T207, T228–229, T231, T235, R53, R63; <i>Lend a Hand</i> , p. T82–83, T89, T123, T199, R48, R60 Contractions: <i>Super Solvers</i> , p. T73, T86–87, T93, T131, R49, R61; <i>Animal World</i> , p. T49, T55 Abbreviations: <i>Lend a Hand</i> , p. R22–R23, R66 See also plurals, <i>Lights! Camera! Action!</i> , p. T155, T168–169, T263, R52, R61; <i>Lend a Hand</i> , p. T105, T116–117, T119, T123, T157, R49, R61 See also possessives, <i>Story Studio</i> , p. T263, T280–281, T283, T287, R58, R68; <i>Lend a Hand</i> , p. T35
4. read root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled)	<i>Snapshots</i> , p. T39; <i>Story Studio</i> , p. T22–23, T33, T65, T93, T104–105, T107, T147, T157, T207, T224–225, T231, R49, R52, R56, R64, R65, R67; <i>Super Solvers</i> , p. T22–23, T31, T45, T129, T142–143, T149, T179, T183, R46, R51, R59, R62; <i>Lights! Camera! Action!</i> , p. T43, T157, T175, T191, T213, T215, T261, T292–293, T299, R48, R63; <i>Animal World</i> , p. T105, T118–119, T121, T159, T161, T172–173, T175, T179, T211, R49, R51, R61, R62; <i>Lend a Hand</i> , p. T67, T103, T153, T164–165, T171, T175, T206, T209, T224–225, T235, T263, R51, R62
5. recognize the distinct features of letters and words	Emphasized in the context of vocabulary development: <i>Snapshots</i> , p. T20–21, T62, T78–79, T118, T138–139, T182, T198–199, T244, T264–265, T298; <i>Super Solvers</i> , p. T20–21, T44, T60–61, T92, T112–113, T130, T164–165, T208, T228–229, T266; <i>Lights! Camera! Action!</i> , p. T20–21, T64, T80–81, T110, T130–131, T174, T190–191, T232, T252–253, T298; <i>Story Studio</i> , p. T20–21, T64, T80–81, T110, T130–131, T174, T190–191, T230, T250–251, T286; <i>Animal World</i> , p. T20–21, T76, T92–93, T124, T144–145, T178, T194–195, T234, T254–255, T282; <i>Lend a Hand</i> , p. T20–21, T64, T80–81, T122, T142–143, T170, T186–187, T230, T250–251, T294
6. generate the sounds from all the letters and letter patterns	<i>Snapshots</i> , p. T22–23, T33, T37, T56–57, T58, T63, T67, T80–81, T87, T89, T95, T97, T112–113, T114, T119, T123, T140–141, T147, T151, T159, T161, T176–177, T178, T183, T187, T200–201, T207, T213, T215, T223, T238–239, T240, T245, T266–267, T277, T279, T281, T292–293, T294, T299, T303; <i>Super Solvers</i> , p. T22–23, T31, T38, T39, T40, T45, T49, T62–63, T73, T75, T86–87, T88, T93, T114–115, T123, T125, T129, T131, T135, T142–143, T144, T149, T153, T166–167, T173, T179, T181, T183, T187, T189, T195, T197, T202–203, T204, T209, T213, T230–231, T237, T241, T243, T247, T255, T260–261, T262, T267, T271; <i>Lights! Camera! Action!</i> , p. T22–23, T29, T37, T79, T41, T43, T58–59, T60, T65, T69, T82–83, T91, T95, T97, T104–105, T111, T115, T132–133, T145, T147, T149, T151, T155, T157, T159, T168–169, T170, T175, T179, T192–193, T199, T203, T205, T211, T213, T215, T226–227, T228, T233, T237, T254–255, T261, T263, T265, T271, T277, T281, T292–293, T294, T299, T303; <i>Story Studio</i> , p. T22–23, T33, T35, T41, T43, T49, T58–59, T60, T65, T69, T82–83, T91, T93, T85, T104–105, T106, T111, T115, T132–133, T139, T143, T147, T149, T157, T168–169, T170, T175, T179, T192–193, T199, T201, T207, T209, T215, T224–225, T226, T231, T235, T252–253, T259, T263, T267, T280–281, T282, T287, T291; <i>Animal World</i> , p. T22–23, T31, T33, T35, T49, T51, T53, T55, T57, T59, T70–71, T72, T77, T81, T94–95, T103, T105, T107, T118–119, T120, T125, T129, T146–147, T157, T159, T161, T163, T172–173, T174, T179, T183, T196–197, T203, T207, T211, T213, T215, T228–229, T230, T235, T239, T256–257, T265, T267, T276–277, T278, T283, T287; <i>Lend a Hand</i> , p. T22–23, T29, T33, T35, T39, T43, T51, T58–59, T60, T65, T69, T82–83, T89, T93, T103, T105, T116–117, T118, T123, T127, T144–145, T151, T153, T157, T164–165, T166, T171, T175, T188–189, T195, T209, T211, T215, T224–225, T226, T231, T235, T252–253, T261, T263, T269, T273, T277, T279, T281, T288–289, T290, T295, T299
7. use context to determine the meaning of words (semantics)	See especially in vocabulary instruction: <i>Snapshots</i> , p. T20–21, T62, T78–79, T118, T138–139, T182, T198–199, T244, T264–265, T298; <i>Super Solvers</i> , p. T20–21, T44, T60–61, T92, T112–113, T130, T164–165, T208, T228–229, T266; <i>Lights! Camera! Action!</i> , p. T20–21, T64, T80–81, T110, T130–131, T174, T190–191, T232, T252–253, T298; <i>Story Studio</i> , p. T20–21, T64, T80–81, T110, T130–131, T174, T190–191, T230, T250–251, T286; <i>Animal World</i> , p. T20–21, T76, T92–93, T124, T144–145, T178, T194–195, T234, T254–255, T282; <i>Lend a Hand</i> , p. T20–21, T64, T80–81, T122, T142–143, T170, T186–187, T230, T250–251, T294 See also in spelling instruction at grade two: <i>Snapshots</i> , p. R4–5, R12–13, R20–21, R28–29, R36–37; <i>Super Solvers</i> , p. R4–5, R12–13, R20–21, R28–29, R36–37; <i>Lights! Camera! Action!</i> , p. R4–5, R12–13, R20–21, R28–29, R36–37; <i>Story Studio</i> , p. R4–5, R12–13, R20–21, R28–29, R36–37; <i>Animal World</i> , p. R4–5, R12–13, R20–21, R28–29, R36–37; <i>Lend a Hand</i> , p. R4–5, R12–13, R20–21, R28–29, R36–37

1.3.5 Comprehension and Interpretation of Informational Text *

LITERACY PLACE™ • GRADE TWO	
1. state a purpose for reading (MLO.R. 2.1.3, MLO .R. 3.1.1) <i>and</i> identify who would use the text, MLO.R. 3.1.4)	<i>Snapshots</i> , p. T24, T82, T142, T202, T268; <i>Super Solvers</i> , p. T24, T64, T116, T168, T232; <i>Lights! Camera! Action!</i> , p. T24, T84, T134, T194, T256, T258; <i>Story Studio</i> , p. T24, T84, T134, T194, T254; <i>Animal World</i> , p. T24, T96, T148, T198, T258; <i>Lend a Hand</i> , p. T24, T84, T142, T190, T254
2. follow simple written instructions and describe the importance of specific steps in a set of directions (MLO .R. 3.2.5)	<i>Lights, Camera, Action!</i> , p. T220-221; <i>Snapshots</i> , p. T105; <i>Super Solvers</i> , p. T268–269, T273; <i>Animal World</i> , p. T153
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)	<i>Snapshots</i> , p. T19, T77, T137, T197, T263; <i>Super Solvers</i> , p. T19, T59, T111, T158, T163, T227; <i>Lights! Camera! Action!</i> , p. T19, T79, T129, T189, T251, T253; <i>Story Studio</i> , p. T19, T79, T189, T249, T260; <i>Animal World</i> , p. T19, T91, T143, T193;; <i>Lend a Hand</i> , p. T19, T79, T141, T185, T249
4. know and use different focusing, monitoring and assessing reading strategies (e.g., finding information to support particular ideas) to comprehend text	Visualizing: <i>Snapshots</i> , p. T272, T280; <i>Animal World</i> , p. T104 Use graphic organizers to summarize/comprehend informational texts: <i>Snapshots</i> , p. T271, T275; <i>Super Solvers</i> , p. T253; <i>Lights! Camera! Action!</i> , p. T259, T279; <i>Animal World</i> , p. T112, T151, T155, T263, T264; <i>Lend a Hand</i> , p. T87, T149 Reading and applying strategies to the nonfiction/informational selections: <i>Snapshots</i> , p. T268-283, T284-287; <i>Super Solvers</i> , p. T80–81, T252-255; <i>Lights! Camera! Action!</i> , p. T99, T220–222, T256–283, T284–287; <i>Story Studio</i> , p. T160–163, T274–275; <i>Animal World</i> , p. T96–111, T112–113, T148–165, T166–167, T220–223, T258–277; <i>Lend a Hand</i> , p. T48–53, T84–107, T108–111, T146–155, T218–219

LITERACY PLACE™ • GRADE TWO	
5. ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text	<i>Lend a Hand</i> , p. T94 Students read informational selections and are encouraged to ask clarifying questions: <i>Snapshots</i> , p. T268-283, T284-287; <i>Super Solvers</i> , p. T80-81, T252-255; <i>Lights! Camera! Action!</i> , p. T99, T220-222, T256-283, T284-287; <i>Story Studio</i> , p. T160-163, T274-275; <i>Animal World</i> , p. T96-111, T112-113, T148-165, T166-167, T220-223, T258-277; <i>Lend a Hand</i> , p. T48-53, T84-107, T108-111, T146-155, T218-219
6. summarize the text (MLO.R. 2.1.1)	<i>Snapshots</i> , p. T54-55, R43, R58; <i>Super Solvers</i> , p. T274; <i>Lights! Camera! Action!</i> , p. T56-57, T264, T268, T279, R43, R57; <i>Story Studio</i> , p. T274; <i>Animal World</i> , p. T156; <i>Lend a Hand</i> , p. T92, T110
7. determine author's purpose (MLO .R. 2.1.2, MLO .R. 3.1.2.)	Evaluate Author's Purpose, <i>Super Solvers</i> , p. T258-259, T262; <i>Lend a Hand</i> , p. T97
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)	Identify main ideas in informational texts: <i>Snapshots</i> , p. T272; <i>Lights! Camera! Action!</i> , p. T266, T284; <i>Story Studio</i> , p. T160; <i>Animal World</i> , p. T98, T99, T102, T104, T106, T108, T110, T112, T116-117, T154, T155, T166, R43, R58; <i>Lend a Hand</i> , p. T87, T88, T90, T98, T100, T104, T106, T108, T114-115, R44, R58 Identify problem/solution: <i>Animal World</i> , p. T156; <i>Lend a Hand</i> , p. T148 Take Notes, <i>Super Solvers</i> , p. T162, T210-211, R57, R65; <i>Animal World</i> , p. T84, T211 Sort and Organize Information, <i>Super Solvers</i> , p. T94-95, R56, R64 Distinguish important/unimportant, <i>Lend a Hand</i> , p. T148, T149, T152, T154, T162-163, T166, T175, T212, T213
9. distinguish between cause and effect, and fact and opinion, (MLO.R.2.2.5)	Recognize cause/effect in nonfiction selections: <i>Lights! Camera! Action!</i> , p. T102-103, T276, R44, R57; <i>Story Studio</i> , p. T56-57, R43, R61; <i>Animal World</i> , p. T98, T152; <i>Lend a Hand</i> , p. T150
10. interpret information from diagrams, charts, and graphs (MLO.R. 2.2.1, MLO.R. 3.2.3)	Charts and tables: <i>Super Solvers</i> , p. T122, T174; <i>Story Studio</i> , p. T218, T232-233, R60, R69; <i>Animal World</i> , p. T223 Graphs: <i>Story Studio</i> , p. T66-67, R59, R69; <i>Lend a Hand</i> , p. T93 Diagram, <i>Super Solvers</i> , p. T251; <i>Lights! Camera! Action!</i> , p. T99; <i>Lights! Camera! Action!</i> , p. T215; <i>Lend a Hand</i> , p. T91, T149, T151 Poster, <i>Super Solvers</i> , p. T282-283; <i>Story Studio</i> , p. T266 Students use Venn diagrams: <i>Super Solvers</i> , p. T123; <i>Snapshots</i> , p. T313, R12; <i>Lights! Camera! Action!</i> , p. T94, T202, T313; <i>Animal World</i> , p. T263, T264, T274, T275; <i>Lend a Hand</i> , p. T100
11. reorganize information from the text into different forms (charts, drawings, or graphic organizers), (MLO.R.2.2.4, MLO.R.3.2.2.)	Sort and Organize Information, <i>Super Solvers</i> , p. T94-95, R56, R64 Take Notes, <i>Super Solvers</i> , p. T162, T210-211, R57, R65; <i>Animal World</i> , p. T84, T211 Examples of reorganizing information from texts: <i>Animal World</i> , p. T104, T298
12. compare and contrast information in different texts (MLO.R. 2.2.2, MLO.R. 3.2.6)	<i>Snapshots</i> , p. T65; <i>Lights! Camera! Action!</i> , p. T67, T79, T117; <i>Animal World</i> , p. T297
13. compare and contrast information in text with prior knowledge (MLO.R. 3.3.2)	<i>Animal World</i> , p. T297; <i>Snapshots</i> , p. T271
14. restate information from the text (MLO. R. 3.2.1.)	<i>Animal World</i> , p. T162; <i>Lend a Hand</i> , p. T98, T101

1.3.6 Evaluation of Informational Text *

LITERACY PLACE™ • GRADE TWO	
1. explain the connections between illustrations and text and how they support the text (MLO.R. 3.2.7)	<i>Snapshots</i> , p. T270, T272, T274, T276, T280, T281; <i>Lights! Camera! Action!</i> , p. T262, T266, T267, T270, T272; <i>Animal World</i> , p. T156, T160
2. evaluate directions for clarity (MLO .R.3.4.1) and identify additional information needed to perform the task (MLO.R.3.2.8)	Can include when reading directions: <i>Super Solvers</i> , p. T216; <i>Lights! Camera! Action!</i> , p. T220, T221; <i>Lend a Hand</i> , p. T72
3. evaluate common text features (MLO.R.3.4.2, MLO. R. 2.4.1.)	<i>Snapshots</i> , p. T246–247, R57, R65; <i>Lights! Camera! Action!</i> , p. T258, T274; <i>Animal World</i> , p. T284–285, R57, R65; <i>Lend a Hand</i> , p. T124–125, R56, R64

1.3.7 Reading Fluency

LITERACY PLACE™ • GRADE TWO	
1. read story passages silently and aloud with fluency and accuracy aloud with appropriate intonation and expression	<p>Dramatic reading: <i>Lend a Hand</i>, p. T35, T43, T261; <i>Snapshots</i>, p. T149; <i>Story Studio</i>, p. T43, T21</p> <p>See specific activities reading with expression, <i>Snapshots</i>, p. T47, T126, T130, T221; <i>Super Solvers</i>, p. T145, T197, T204; <i>Lights! Camera! Action!</i>, p. T89, T171, T207, T229, T295; <i>Animal World</i>, p. T73, T81, T120, T121, MI T175, T231; <i>Story Studio</i>, p. T34, T61, T95, T107, T171, T227, T238, T293; <i>Lend a Hand</i>, p. T167, T227, T291</p> <p>Read with intonation, pitch, speaking rate, <i>Story Studio</i>, p. T293</p> <p>Reading aloud: <i>Snapshots</i>, p. T30, T44, T47, T58, T59, T69, T101, T105, T110, T114, T115, T126, T149, T152, T178, T179, T221, T240, T241, T294, R11, R35; <i>Super Solvers</i>, p. T40, T88, T89, T144, T204, T205, T262, T263; <i>Lights! Camera! Action!</i>, p. T60, T61, T106, T107, T148, T170, T171, T207, T228, T294, T295; <i>Story Studio</i>, p. T43, T61, T106, T107, T170, T171, T213, T226, T227, T282, T283; <i>Animal World</i>, p. T72, T73, T83, T158, T174, T175, T230, T231, T278, T279; <i>Lend a Hand</i>, p. T35, T43, T53, T60, T166, T167, T226, T227, T261, T275, T291</p>

1.3.8 Independent Reading

LITERACY PLACE™ • GRADE TWO	
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)	<p>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: <i>Snapshots</i>, p. T6-7; <i>Super Solvers</i>, p. T6-7; <i>Lights! Camera! Action!</i>, p. T6-7; <i>Story Studio</i>, p. T6-7; <i>Animal World</i>, p. T6-7; <i>Lend a Hand</i>, p. T6-7</p> <p>Teachers include multiple resources in the classroom workplace model: <i>Snapshots</i>, p. T8; <i>Super Solvers</i>, p. T8; <i>Lights! Camera! Action!</i>, p. T8; <i>Story Studio</i>, p. T8; <i>Animal World</i>, p. T8; <i>Lend a Hand</i>, p. T8</p> <p>See the trade book library: <i>Snapshots</i>, p. T312-313; <i>Super Solvers</i>, p. T280-281; <i>Lights! Camera! Action!</i>, p. T298-299; <i>Story Studio</i>, p. T300-301; <i>Animal World</i>, p. T312-313; <i>Lend a Hand</i>, p. T308-309</p>

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 TWO	
1. identify the characteristics that define the literary genres of poetry, drama, and prose	Instruction on the characteristics of specific genres: <i>Snapshots</i> , p. T25, T83, T107, T143, T203, T232, T269, T285; <i>Super Solvers</i> , p. T65, T68, T80, T8, T253; <i>Lights! Camera! Action!</i> p. T99, T135, T221, T257; <i>Story Studio</i> , p. T135, T160, T162, T255, T275; <i>Animal World</i> , p. T19, T25, T26, T34, T97, T112, T167, T185, T191, T259, T271; <i>Lend a Hand</i> , p. T48, T49, T50, T73, T85, T100, T101, T109, T147, T219

2.3.2 Comprehension, Interpretation and Analysis of Text

LITERACY PLACE™ • GRADE TWO	
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.)	<i>Super Solvers</i> , p. T78; <i>Lights! Camera! Action!</i> , p. T198, T286; <i>Story Studio</i> , p. T256, T257, T260, T264, T270, T272, T278–279, T282; <i>Animal World</i> , p. T216; <i>Lend a Hand</i> , p. T256, T257, T270, T282, T286–287, T290, T298, T299
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	Character, <i>Snapshots</i> , p. T84, T85, T90, T98, T100, T104, T110–111, T152, T156, T157, T217, R44, R58; <i>Super Solvers</i> , p. T66, T68, T180, T227, T238; <i>Lights! Camera! Action!</i> , p. T26, T144, T208; <i>Story Studio</i> , p. T44, T50, T86, T87, T88, T92, T96, T102–103, T106, T146, T214, T264, T271, R44, R61; <i>Animal World</i> , p. T44, T45, T48, T56, T62, T154; <i>Lend a Hand</i> , p. T42, T264, T278 Plot, <i>Super Solvers</i> , p. T281; <i>Story Studio</i> , p. T197, T200, T208, T212, T216, T222–223, T264, T265, T270, T272, T301, R46, R62; <i>Animal World</i> , p. T150, T151, T152, T156, T158, T162, T164, T170–171, T208, T209, T210, R44, R58; <i>Lend a Hand</i> , p. T276 Mood, <i>Snapshots</i> , p. T161; <i>Lights! Camera! Action!</i> , p. T86; <i>Story Studio</i> , p. T201; <i>Animal World</i> , p. T58, T158; <i>Lend a Hand</i> , p. T34, T53, T195, T263, T280 Setting, <i>Snapshots</i> , p. T42, T46, T225, T270; <i>Super Solvers</i> , p. T246; <i>Lights! Camera! Action!</i> , p. T140, T272; <i>Story Studio</i> , p. T36, T136, T137, T142, T144, T146, T156, T166–167, T170, T178, T179, T204, T205, R45, R62; <i>Animal World</i> , p. T100, T200, T208; <i>Lend a Hand</i> , p. T192, T193, T194, T196, T198, T200, T202, T204, T206, T208, T210, T212, T214, T216, T218, T222–223, T228, T234, T235, T238, T266, T267, R45, R59
3. recognize a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry	<i>Snapshots</i> , p. T170; <i>Story Studio</i> , p. T99; <i>Lights! Camera! Action!</i> , p. T53, T163; <i>Lend a Hand</i> , p. T156–T157, T249, T254–283 See also the Big Book of Rhymes and Rhythms: <i>Snapshots</i> , p. T22, T56, T80, T140, T200, T238, T266; <i>Super Solvers</i> , p. T22, T38, T114, T166, T230; <i>Lights! Camera! Action!</i> , p. T58, T82, T104, T132, T192, T254; <i>Story Studio</i> , p. T82, T132, T192, T252; <i>Animal World</i> , p. T94, T146, T256; <i>Lend a Hand</i> , p. T144
4. distinguish between cause and effect, and fact and opinion (MLO.R.1.2.1)	<i>Super Solvers</i> , p. T30, T130, T134, T240, T220; <i>Lights! Camera! Action!</i> , p. T46, T86, T87, T88, T96, T98, T102–103, T106, T198, T216, T217; <i>Story Studio</i> , p. T26, T27, T38, T42, T46, T48, T56–57, T144, T150, T151, R43, R61; <i>Animal World</i> , p. T38, T39, T48, T54, T60, T206; <i>Lend a Hand</i> , p. T28, T44, T268, T272
5. summarize stories, plays, poems (MLO.R.1.1.1)	<i>Snapshots</i> , p. T26, T27, T35, T36, T43, T51, T53, T54–55, T56, T60, T61, T66, T68, T92, T103, T150, T154, T162, T172, T206, T210, T224, T282, T286, T313, R43, R58; <i>Super Solvers</i> , p. T70, T122, T178, T182, T240, T254, T274; <i>Lights! Camera! Action!</i> , p. T26, T27, T32, T36, T56–57, T60, T90, T98, T114, T140, T204, T218, T264, T268, T279, R43, R57; <i>Story Studio</i> , p. T32, T90, T96, T98, T104, T142, T152, T156, T171, T260, T262, T274; <i>Animal World</i> , p. T38, T52, T114, T156, T206, T214, T241, T279; <i>Lend a Hand</i> , p. T32, T92, T110, T162, T266, T272

LITERACY PLACE™ • GRADE TWO	
6. explain the connections between illustrations and text and how they support text (MLO.R.1.2.2)	<p><i>Snapshots</i>, p. T20, T42, T46, T148, T212, T220, T223, T226, T228; <i>Super Solvers</i>, p. T36, T74, T180, T184, T185, T190, T228, T234, T250, T258, T272, T284; <i>Lights! Camera! Action!</i>, p. T28, T38, T130, T138, T142, T154, T158, T196, T202, T210, T266, T280, T284; <i>Story Studio</i>, p. T34, T88, T96, T146, T154, T164, T200, T206, T251, T256, T258, T260, T269, T274; <i>Animal World</i>, p. T19, T42, T48, T110, T144, T160, T162, T202, T218, T262, T266, T268; <i>Lend a Hand</i>, p. T32, T38, T40, T79, T80, T86, T108, T192, T198, T200, T204, T222, T266, T268, T270, T272</p> <p>See also Illustrator’s Craft: Exaggeration, <i>Story Studio</i>, p. T215 Expressions, <i>Story Studio</i>, p. T49 Humor, <i>Snapshots</i>, p. T164, T165; <i>Lights! Camera! Action!</i>, p. T48 Mood, <i>Snapshots</i>, p. T161; <i>Story Studio</i>, p. T201; <i>Lend a Hand</i>, p. T195, T263 Perspective, <i>Lend a Hand</i>, p. T42 Picture Clues, <i>Super Solvers</i>, p. T151; <i>Lend a Hand</i>, p. T110 Realism, <i>Animal World</i>, p. T156; <i>Lend a Hand</i>, p. T33 Setting, <i>Snapshots</i>, p. T43; <i>Story Studio</i>, p. T31 Viewpoint, <i>Snapshots</i>, p. T37</p>

2.3.3 Comparison of Literary Text From Diverse Cultures

LITERACY PLACE™ • GRADE TWO	
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)	<p>Compare and contrast different versions of the same stories from different cultures and eras, <i>Story Studio</i>, p. T29, T53, T84, T88, T94, T96, T199, T201, T206, T207, T218–219, T301; <i>Lights! Camera! Action!</i>, p. T117 Compare story version between book and TV/video, <i>Lights! Camera! Action!</i>, p. T95, T240; <i>Story Studio</i>, p. T41, T207, T219</p>
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)	<p><i>Super Solvers</i>, p. T24–T29, T46–47, T232–T251; <i>Story Studio</i>, p. T24–T52, T84–T98, T194–T217; T218–219; <i>Lights! Camera! Action!</i>, p. T24–T53, T194–T219</p>

2.3.4 Evaluation of Literary Works

LITERACY PLACE™ • GRADE TWO	
1. evaluate the author’s use of various techniques to influence the reader’s feelings and attitudes (MLO.R.1.4.1)	<p>Characterization, <i>Lend a Hand</i>, p. T67 Descriptive Language, <i>Snapshots</i>, p. T38; <i>Lend a Hand</i>, p. T173 Figurative Language, <i>Snapshots</i>, p. T88, T219 Humor, <i>Snapshots</i>, p. T32, T168; <i>Super Solvers</i>, p. T132, T133, T136; <i>Story Studio</i>, p. T109, T202, T206, T212, T213 Personification, <i>Lights! Camera! Action!</i>, p. T143 Sensory Words, <i>Animal World</i>, p. T109 Simile, <i>Snapshots</i>, p. T38; <i>Super Solvers</i>, p. T47; <i>Lend a Hand</i>, p. T34, T50</p>
2. evaluate the appropriateness of a title (MLO.R.1.4.2)	<p>Teachers can include in responding to selections as they determine appropriate: <i>Snapshots</i>, p. T52, T108, T172, T234, T288, T312–313; <i>Super Solvers</i>, p. T34, T82, T138, T198, T256, T280–281; <i>Lights! Camera! Action!</i>, p. T54, T100, T164, T222, T288, T298–299; <i>Story Studio</i>, p. T54, T100, T164, T220, T276, T300–301; <i>Animal World</i>, p. T66, T114, T168, T224, T288, T312–313; <i>Lend a Hand</i>, p. T54, T112, T160, T220, T284, T308–309</p> <p>In the publishing step of the writing process students create a title for their compositions. Teachers can address the appropriateness of titles in this context: <i>Snapshots</i>, p. T310; <i>Super Solvers</i>, p. T278; <i>Lights! Camera! Action!</i>, p. T310; <i>Story Studio</i>, p. T294; <i>Animal World</i>, p. T294; <i>Lend a Hand</i>, p. T306</p>

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 TWO	
1. group related ideas and maintain a consistent focus (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1)	<p>See especially the writer’s craft lessons: Main Idea and Details, <i>Snapshots</i>, p. T309; <i>Animal World</i>, p. T122, T123 Time Order, <i>Snapshots</i>, p. T60, T61 Logical Order, <i>Super Solvers</i>, p. T42, T43</p>

	Steps in order, writing how-to directions, <i>Story Studio</i> , p. T62, T63 Including Important Facts, <i>Snapshots</i> , p. T116, T117; <i>Lend a Hand</i> , p. T168, T169 Plot: Beginning, Middle, End, <i>Super Solvers</i> , p. T264, T265; <i>Lights! Camera! Action!</i> , p. T62, T63; <i>Story Studio</i> , p. T228, T229; <i>Lend a Hand</i> , p. T305; <i>Animal World</i> , p. T66
2. develop a topic sentence and supporting sentences (MLO.W. 1.2, MLO.W.2.2, MLO.W.3.2)	Topic Sentences, <i>Lights! Camera! Action!</i> , p. T296–297; <i>Animal World</i> , p. T78–79 Paragraph instruction, <i>Animal World</i> , p. T78–79 Main Idea and Details, <i>Snapshots</i> , p. T309; <i>Animal World</i> , p. T122, T123
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)	Details, <i>Snapshots</i> , p. T296, T297; <i>Lights! Camera! Action!</i> , p. T172, T173, T309; <i>Lend a Hand</i> , p. T228, T229 Precise Language, <i>Super Solvers</i> , p. T90, T91; <i>Lights! Camera! Action!</i> , p. T230, T231 Descriptive Language, <i>Story Studio</i> , p. T297; <i>Animal World</i> , p. T74, T75, T280, T281, T293; <i>Lend a Hand</i> , p. T62, T63 Including Important Facts, <i>Snapshots</i> , p. T116, T117; <i>Lend a Hand</i> , p. T168, T169 Main Idea and Details, <i>Snapshots</i> , p. T309; <i>Animal World</i> , p. T122, T123 Vivid Verbs, <i>Animal World</i> , p. T232, T233

3.3.2 Research

LITERACY PLACE™ • GRADE TWO	
1. recognize and use the organizational features of research resources such as encyclopedias, computerized (card) catalogs, almanacs, and periodicals to locate relevant information	Encyclopedia, <i>Animal World</i> , p. T284–285, R57, R65 Media Center, <i>Lights! Camera! Action!</i> , p. T112–113, R55, R63 Telephone Directory, <i>Lend a Hand</i> , p. T124–125, R56, R64 Use Lists, <i>Lights! Camera! Action!</i> , p. T300–301, R56, R63 Use Sources/Experts, <i>Animal World</i> , p. T180–181, R56, R64 Using an electronic dictionary/thesaurus, <i>Super Solvers</i> , p. T105, T265; <i>Lend a Hand</i> , p. T55 Using electronic references sources: <i>Super Solvers</i> , p. T13, T265; <i>Lights! Camera! Action!</i> , p. T108, T172, T181, T301; <i>Story Studio</i> , p. T229; <i>Animal World</i> , p. T285 Students use the organizational features of materials they read for information: <i>Snapshots</i> , p. T31, T70, T173; <i>Super Solvers</i> , p. T13, T151, T157, T178, T221, T249; <i>Lights! Camera! Action!</i> , p. T42, T67, T139, T181, T182, T183, T197, T301; <i>Story Studio</i> , p. T93, T123, T137, T261; <i>Animal World</i> , p. T32, T37, T45, T83, T85, T104, T105, T181, T185, T205, T207, T228, T242, T243, T248, T259, T262, T264, T284–285, T298; <i>Lend a Hand</i> , p. T46, T73, T89, T104, T150, T155, T178, T793, T201, T211, T243, T259

3.3.3 Revision and Evaluation of Writing

LITERACY PLACE™ • GRADE TWO	
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)	Students employ the writing process which includes a revising step: <i>Snapshots</i> , p. T60, T116, T180, T242, T296, T310; <i>Super Solvers</i> , p. T42, T90, T146, T206, T264, T278; <i>Lights! Camera! Action!</i> , p. T62, T108, T172, T230, T296; <i>Story Studio</i> , p. T62, T108, T228, T172, T284; <i>Animal World</i> , p. T74, T122, T176, T232, T280; <i>Lend a Hand</i> , p. T62, T120, T168, T228, T292, T306

LITERACY PLACE™ • GRADE TWO	
2. provide an oral or written explanation of decisions about the topic, use of words, and/or details	Students provide explanations in the revising step of the writing process: <i>Snapshots</i> , p. T60, T116, T180, T242, T296; <i>Super Solvers</i> , p. T42, T90, T146, T206, T264, <i>Lights! Camera! Action!</i> , p. T62, T108, T172, T230, T296; <i>Story Studio</i> , p. T62, T108, T172, T228, T284; <i>Animal World</i> , p. T74, T122, T176, T232, T280; <i>Lend a Hand</i> , p. T62, T120, T168, T228, T292
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>Snapshots</i> , p. T310; <i>Super Solvers</i> , p. T278; <i>Lights! Camera! Action!</i> , p. T310; <i>Story Studio</i> , p. T294; <i>Animal World</i> , p. T294; <i>Lend a Hand</i> , p. T306 Students are encouraged to bring all writing compositions to the publishing stage of the writing process. Teachers reinforce as they determine appropriate.

3.3.4 Personal Narrative Writing

LITERACY PLACE™ • GRADE TWO	
1. write to express personal ideas in stories, poems, plays, and other writings that · convey a message · include well-chosen detail to develop the impressions (MLO.W.3.4)	Students write to express personal ideas in a variety of contexts: Poetry, <i>Snapshots</i> , p. T180; <i>Story Studio</i> , p. T108, T165; <i>Lend a Hand</i> , p. T72, T249, T283, T292, T304–307 Realistic Story, <i>Lights! Camera! Action!</i> , p. T129, T163, T172; <i>Story Studio</i> , p. T296–298 Sensory description, <i>Animal World</i> , p. T74 Journal entry, <i>Snapshots</i> , p. T60 Description, <i>Super Solvers</i> , p. T90 Realistic Description, <i>Animal World</i> , p. T232, T273; <i>Lend a Hand</i> , p. T55 Dialogue, <i>Snapshots</i> , p. T252; <i>Super Solvers</i> , p. T207; <i>Story Studio</i> , p. T172 Folk Tale, <i>Super Solvers</i> , p. T273; <i>Story Studio</i> , p. T189, T228 Humorous Story, <i>Super Solvers</i> , p. T111, T146 Narrative with Dialogue, <i>Story Studio</i> , p. T172 New ending for a fable, <i>Super Solvers</i> , p. T42 New Ending for a Story, <i>Lend a Hand</i> , p. T62 Personal Narrative, <i>Snapshots</i> , p. T242 Picture Essay, <i>Snapshots</i> , p. T296

3.3.5 Practical Writing

LITERACY PLACE™ • GRADE TWO	
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	Students write letters, postcards, thank-you's and e-mail: <i>Snapshots</i> , p. T53; <i>Super Solvers</i> , p. T217–220; <i>Story Studio</i> , p. T300; <i>Animal World</i> , p. T296; <i>Lend a Hand</i> , p. T79, T107, T120, T161, T285, T239–242

3.3.4 Informational Writing

LITERACY PLACE™ • GRADE TWO	
1. write summaries that contain the main ideas of a reading selection and the most significant details	Book reports and a book review, <i>Snapshots</i> , p. T168; <i>Story Studio</i> , p. T118, T294; <i>Animal World</i> , p. T131
2. write descriptions that move through a logical sequence of events (MLO.W. 1.5)	<i>Snapshots</i> , p. T116; <i>Super Solvers</i> , p. T90, T273; <i>Animal World</i> , p. T74, T232, T280; <i>Lights! Camera! Action!</i> , p. T230; <i>Lend a Hand</i> , p. T168

3.3.7 Persuasive Writing

LITERACY PLACE™ • GRADE TWO	
1. write to persuade an intended audience by organizing a composition that · establishes a position · supports the position with organized and relevant evidence (MLO.W.2.6)	Persuasive Writing, <i>Super Solvers</i> , p. T52, T156; <i>Lights! Camera! Action!</i> , p. T72, T240, T306; <i>Story Studio</i> , p. T72, T182; <i>Animal World</i> , p. T143, T165, T176; <i>Lend a Hand</i> , p. T79, T107, T120, T177, T238, T302

3.3.8 Independent Writing

LITERACY PLACE™ • GRADE TWO	
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	See the writing lessons students can do independently, <i>Snapshots</i> , p. T60, T116, T180, T242, T296, T308–311; <i>Super Solvers</i> , p. T42, T90, T146, T206, T264, T276–279; <i>Lights! Camera! Action!</i> , p. T62, T108, T172, T230, T296, T308–311; <i>Story Studio</i> , p. T62, T108, T172, T228, T284, T296–299; <i>Animal World</i> , p. T74, T122, T176, T232, T280, T292–295; <i>Lend a Hand</i> , p. T62, T120, T168, T228, T292, T304–307 Integrated Language Arts Writing activities designed for independent writing: <i>Snapshots</i> , p. T189, T190, T305, T306; <i>Super Solvers</i> , p. T100, T216, T273; <i>Lights! Camera! Action!</i> , p. T72, T117, T118, T181, T239; <i>Story Studio</i> , p. T71, T117, T118, T182, T237, T293, T294; <i>Animal World</i> , p. T84, T131, T132, T186, T290; <i>Lend a Hand</i> , p. T129, T177, T178, T238, T302

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 TWO	
1. use prior word knowledge such as prefixes and suffixes to determine the meaning of words	Instruction on prefixes and suffixes and word meaning: <i>Lights! Camera! Action!</i> , p. T96, T157, T191, T261, T292–293, T299, R48, R63; <i>Story Studio</i> , p. T207, T224–225, T231, R56, R67; <i>Animal World</i> , p. T105, T118–119, T159, T161, T172–173, T175, T179, T211, R49, R51, R61, R62; <i>Lend a Hand</i> , p. T67, T103, T153, T164–165, T206, T263, R51, R62 See also developing word attack skills: <i>Snapshots</i> , p. T148, T223, T278; <i>Super Solvers</i> , p. T74, T124; <i>Lights! Camera! Action!</i> , p. T28, T278; <i>Story Studio</i> , p. T198; <i>Animal World</i> , p. T46; <i>Lend a Hand</i> , p. T96, T15
2. monitor texts for unknown words using sentence and word context to find meaning	<i>Snapshots</i> , p. T148, T223, T278; <i>Super Solvers</i> , p. T74, T124; <i>Lights! Camera! Action!</i> , p. T28, T150, T200, T278; <i>Story Studio</i> , p. T40, T198; <i>Animal World</i> , p. T46, T52, T152, T160; <i>Lend a Hand</i> , p. T40, T96, T151, T272
3. use resources such as dictionaries and thesaurus to determine the meaning of unknown words	Consult Dictionary, <i>Snapshots</i> , p. T32 Use a dictionary: <i>Snapshots</i> , p. T139, T285; <i>Super Solvers</i> , p. T165; <i>Lights! Camera! Action!</i> , p. T253; <i>Story Studio</i> , p. T31; <i>Animal World</i> , p. T145; <i>Lend a Hand</i> , p. T81, T151, T187, T209
4. use prior knowledge of individual words in unknown compound words to predict their meaning	<i>Super Solvers</i> , p. T71, T181, T202–203, T205, T209, T247, R53, R63; <i>Lights! Camera! Action!</i> , p. T97, T239, T240; <i>Story Studio</i> , p. T43, T58–59, T95; <i>Animal World</i> , p. T59, T153, T207, T228–229, T235, R53, R63; <i>Lend a Hand</i> , p. T82–83, T89, T123, T199, R48, R60

4.3.2 Comprehension and Application of Standard English Language Conventions

LITERACY PLACE™ • GRADE TWO	
<p>1. identify and use standard English language conventions correctly to communicate clearly, including</p> <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) 	<p>Sentence types: <i>Snapshots</i>, p. R6–R7, R14–R15, R22–R23, R66; <i>Super Solvers</i>, p. R6–R7, R30–R31, R66, R67; <i>Lend a Hand</i>, p. R30–R31, R70, R71</p> <p>Focused instruction on punctuation: <i>Snapshots</i>, p. R6–R7, R14–R15, R22–R23, R66; <i>Lights! Camera! Action!</i>, p. T117; <i>Story Studio</i>, p. R6–R7, R22–R23, R70; <i>Animal World</i>, p. R38–R39, R67; <i>Lend a Hand</i>, p. R14–R15, R22–R23, R66</p> <p>Capitalization: <i>Snapshots</i>, p. R6–R7, R38–R39, R66, R67; <i>Lend a Hand</i>, p. R22–R23, R38–R39, R66</p> <p>Usage: <i>Lights! Camera! Action!</i>, p. R6–R7, R64; <i>Story Studio</i>, p. R30–R31; <i>Lend a Hand</i>, p. R30, R31, R67</p>
<p>2. use language appropriate for a specific audience, purpose, and context (MLO.L.1.2)</p>	<p>Consider Your Audience, <i>Lend a Hand</i>, p. T120, T121</p> <p>Descriptive Language, <i>Story Studio</i>, p. T297; <i>Animal World</i>, p. T74, T75, T280, T281, T293; <i>Lend a Hand</i>, p. T62, T63</p> <p>Natural Dialogue, <i>Super Solvers</i>, p. T206, T207; <i>Lights! Camera! Action!</i>, p. T108, T109; <i>Story Studio</i>, p. T172, T173</p> <p>Persuasive Language, <i>Animal World</i>, p. T176, T177</p> <p>Poetic Language, Repetitive language <i>Snapshots</i>, p. T180, T181; <i>Lend a Hand</i>, p. T292, T293</p> <p>Precise Language, <i>Super Solvers</i>, p. T90, T91; <i>Lights! Camera! Action!</i>, p. T230, T231</p> <p>Vivid Verbs, <i>Animal World</i>, p. T232, T233</p>
<p>3. spell correctly: assigned high-frequency and pattern words in their own writing (MLO.L.1.3)</p>	<p>Spelling instruction: <i>Snapshots</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Super Solvers</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Lights! Camera! Action!</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Story Studio</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Animal World</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Lend a Hand</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37</p> <p>See also proofreading original compositions for correct spelling: <i>Snapshots</i>, p. T60, T116, T180, T242, T296, T310; <i>Super Solvers</i>, p. T42, T90, T146, T206, T264, T278; <i>Lights! Camera! Action!</i>, p. T62, T108, T172, T230, T296; <i>Story Studio</i>, p. T62, T108, T228, T172, T284; <i>Animal World</i>, p. T74, T122, T176, T232, T280; <i>Lend a Hand</i>, p. T62, T120, T168, T228, T292, T306</p>

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 TWO	
<p>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</p>	<p>Set a Purpose for Listening in a Specific Situation, <i>Super Solvers</i>, p. T286–287</p> <p>Active listening: <i>Snapshots</i>, p. T9, T10–11, T64–T65; <i>Super Solvers</i>, p. T9, T10–11, T46–47; <i>Lights! Camera! Action!</i>, p. T9, T10–11, T66–T67, T176–177; <i>Story Studio</i>, p. T9, T10–11, T112–113; <i>Animal World</i>, p. T9, T10–11, T126–127; <i>Lend a Hand</i>, p. T9, T10–11, T66–67, T172–173</p> <p>Integrated Language Arts Listening activities: <i>Snapshots</i>, p. T70, T125, T190; <i>Super Solvers</i>, p. T273; <i>Lights! Camera! Action!</i>, p. T117, T182, T305; <i>Story Studio</i>, p. T71, T238, T294; <i>Animal World</i>, p. T84; <i>Lend a Hand</i>, p. T9, T71, T130, T178, T237, T301, T315</p>

5.3.2 Comprehension and Analysis

LITERACY PLACE™ • GRADE TWO	
<p>1. determine a speaker’s general purpose (e.g., to inform, to persuade, to entertain)</p>	<p>Can include in the context of speaking activities: <i>Snapshots</i>, p. T70, T125, T190, T305; <i>Super Solvers</i>, p. T100, T156, T274; <i>Lights! Camera! Action!</i>, p. T71, T118, T181, T239, T240, T305; <i>Story Studio</i>, p. T294; <i>Animal World</i>, p. T84, T290; <i>Lend a Hand</i>, p. T71, T72, T130, T237, T301</p>

LITERACY PLACE™ • GRADE TWO	
2. identify the sounds, segments, rhythms, and patterns of language	Rhythm, rhyme: <i>Snapshots</i> , p. T112, T154; <i>Super Solvers</i> , p. T134; <i>Story Studio</i> , p. T39, T250; <i>Lend a Hand</i> , p. T292, T304–306 Alliteration, <i>Super Solvers</i> , p. T174, T175, T208; <i>Lend a Hand</i> , p. T259 Onomatopoeia, <i>Snapshots</i> , p. T32, T65, T88, T220; <i>Lights! Camera! Action!</i> , p. T209; <i>Story Studio</i> , p. T48; <i>Animal World</i> , p. T30, T217
3. gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions)	<i>Snapshots</i> , p. T9, T10–11, T64–T65; <i>Super Solvers</i> , p. T9, T10–11, T46–47, T286–287; <i>Lights! Camera! Action!</i> , p. T9, T10–11, T66–T67, T176–177; <i>Story Studio</i> , p. T9, T10–11, T112–113; <i>Animal World</i> , p. T9, T10–11, T126–127; <i>Lend a Hand</i> , p. T9, T10–11, T66–67, T172–173
4. use simple memory techniques (e.g., mnemonic devices, rhyme, personal experiences, visualizing)	Play a Memory Game, <i>Super Solvers</i> , p. T99 Learn and recite: <i>Snapshots</i> , p. T157; <i>Story Studio</i> , p. T39, T40, T41

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 TWO	
1. speak clearly enough to be heard and understood in a variety of situations for a variety of purposes	Speak Clearly and Expressively, <i>Snapshots</i> , p. T149, T318–319; <i>Animal World</i> , p. T318–319; <i>Story Studio</i> , p. T43, T213, T306–307; <i>Lights! Camera! Action!</i> , p. T118, T318–319; <i>Lend a Hand</i> , p. T314–315
2. recognize verbal and non-verbal techniques useful in communication	<i>Snapshots</i> , p. T241; <i>Lights! Camera! Action!</i> , p. T229; <i>Story Studio</i> , p. T117, T294
3. use props in oral presentations	<i>Snapshots</i> , p. T70, T190, T234, T251, T252, T263, T205, T206, T313, T318, T319; <i>Super Solvers</i> , p. T239; <i>Lights! Camera! Action!</i> , p. T71, T72, T118, T165, T181, T239, T244, T317; <i>Story Studio</i> , p. T72, T113, T117, T118, T238, T293, T294, T305, T306–307; <i>Animal World</i> , p. T83, T104, T131, T132, T242, T289, T290, T302–303; <i>Lend a Hand</i> , p. T71, T91, T129, T134, T177, T178, T238, T242, T301, T302, T306, T314–315

6.3.2 Oral Presentations

LITERACY PLACE™ • GRADE TWO	
1. speak in a variety of situations to inform and/or to relate experiences	Oral reports and presentations: <i>Snapshots</i> , p. T70, T190, T234, T251, T252, T263, T205, T206, T313, T318, T319; <i>Super Solvers</i> , p. T239; <i>Lights! Camera! Action!</i> , p. T71, T72, T118, T165, T181, T239, T244, T317; <i>Story Studio</i> , p. T72, T113, T117, T118, T238, T293, T294, T305, T306–307; <i>Animal World</i> , p. T83, T104, T131, T132, T242, T289, T290, T302–303; <i>Lend a Hand</i> , p. T71, T91, T129, T134, T177, T178, T238, T242, T301, T302, T306, T314–315 Integrated Language Arts Speaking activities: <i>Snapshots</i> , p. T70, T125, T190, T305; <i>Super Solvers</i> , p. T100, T156, T274; <i>Lights! Camera! Action!</i> , p. T71, T118, T181, T239, T240, T305; <i>Story Studio</i> , p. T294; <i>Animal World</i> , p. T84, T290; <i>Lend a Hand</i> , p. T71, T72, T130, T237, T301 Discussions: <i>Snapshots</i> , p. T9, T19, T53, T65, T77, T85, T137, T109, T173, T189, T197, T235, T263, T289; <i>Super Solvers</i> , p. T9, T19, T35, T46, T59, T83, T111, T137, T139, T150, T151, T158, T163, T199, T227, T235, T257, R3, R11, R17, R32, R35; <i>Lights! Camera! Action!</i> , p. T9, T19, T55, T67, T79, T101, T129, T165, T176, T177, T189, T223, T251, T253, T275, T289; <i>Story Studio</i> , p. T9, T19, T55, T79, T101, T189, T165, T221, T249, T260, T277; <i>Animal World</i> , p. T9, T19, T67, T91, T115, T126, T127, T143, T169, T193, T225, T289; <i>Lend a Hand</i> , p. T9, T19, T55, T79, T113, T141, T161, T185, T221, T249, T285
2. state a position and support it with details	Speak to Persuade, <i>Lend a Hand</i> , p. T314–315 Speaking with persuasive tone, <i>Lights! Camera! Action!</i> , p. T72; <i>Story Studio</i> , p. T72
3. assume and present the role of a character	Put on a Play, <i>Lights! Camera! Action!</i> , p. T314–317 Dramatize a Story, <i>Snapshots</i> , p. T126; <i>Lights! Camera! Action!</i> , p. T118; <i>Story Studio</i> , p. T238; <i>Lend a Hand</i> , p. T178 Record a Radio Play, <i>Story Studio</i> , p. T238 Role Playing the Characters, <i>Animal World</i> , p. T185 Role playing/acting out: <i>Snapshots</i> , p. T20, T30, T32, T44, T46, T54, T78, T87, T88, T90, T92, T97, T138, T157, T204, T208, T211, T219, T228, T284, T286; <i>Super Solvers</i> , p. T28, T32, T53, T65, T66, T76, T84, T118, T126, T134, T135, T140, T180, T183, T184, T185, T187, T197, T231, T238, T251, T252, T253, T254, R19; <i>Lights! Camera! Action!</i> , p. T11, T30, T66, T79, T102, T107, T118, T132, T138, T142, T144, T156, T200, T203, T204, T210, T252, T262, T274; <i>Story Studio</i> , p. T46, T61; <i>Animal World</i> , p. T20, T30,

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	T40, T46, T52, T54, T60, T100, T156, T159, T166, T168, T175, T194, T209, T216, T221, T223, T272; <i>Lend a Hand</i> , p. T149, T200, T210, T264, T268, T272, T274, T301, T302
4. plan and deliver effective oral presentations (e.g., participate in dramatic presentations)	Put on a Play, <i>Lights! Camera! Action!</i> , p. T314–317 Dramatize a Story, <i>Snapshots</i> , p. T126; <i>Lights! Camera! Action!</i> , p. T118; <i>Story Studio</i> , p. T238; <i>Lend a Hand</i> , p. T178 Record a Radio Play, <i>Story Studio</i> , p. T238 Oral presentations and reports: <i>Snapshots</i> , p. T70, T190, T234, T251, T252, T263, T205, T206, T313, T318, T319; <i>Super Solvers</i> , p. T239; <i>Lights! Camera! Action!</i> , p. T71, T72, T118, T165, T181, T239, T244, T317; <i>Story Studio</i> , p. T72, T113, T117, T118, T238, T293, T294, T305, T306–307; <i>Animal World</i> , p. T83, T104, T131, T132, T242, T289, T290, T302–303; <i>Lend a Hand</i> , p. T71, T91, T129, T134, T177, T238, T242, T301, T302, T306, T314–315

6.3.3 Evaluation of Oral Presentations

LITERACY PLACE™ • GRADE TWO	
1. participate in peer review of oral presentations with teacher guidance	<i>Snapshots</i> , p. T318–319; <i>Lights! Camera! Action!</i> , p. T318–319; <i>Story Studio</i> , p. T306–307; <i>Lend a Hand</i> , p. T314–315