

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

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 THREE	
1. follow words from left to right and top to bottom	By third grade students understand the flow of text left to right, top to bottom. See instruction on parts of a book to reinforce: <i>What's New?</i> , p. T48–49 Teachers observe as students read aloud: <i>What's New?</i> , p. T42, T48, T81, T86, T137, T175, T284; <i>Big Plans</i> , p. T99, T157; <i>On the Job</i> , p. T48, T148, T186, T194, T195; <i>Hit Series</i> , p. T37, T179, T225; <i>Time Detectives</i> , p. T46, T87, T96, T106, T150, T246; <i>Community Quilt</i> , p. T25, T140, T142, T143, T169, T172
2. identify the front and back covers and title page of a book	<i>What's New?</i> , p. T22, T32, T48–49, T66, T80, T156, T222; <i>Big Plans</i> , p. T48, T78, T86, T128, T148; <i>On the Job</i> , p. T140, T172, T186, T224, T240; <i>Hit Series</i> , p. T22, T36, T68, T168, T178, T218; <i>Time Detectives</i> , p. T22, T36, T136, T154, T184, T182, T232; <i>Community Quilt</i> , p. T22, T84, T96, T162, T196, T250
3. differentiate letters from words	Students in third grade differentiate between letters and words. This distinction is reinforced in phonics instruction where students focus on letters, syllables and words: <i>What's New?</i> , p. T64-65, T75, T86, T87, T91, T114-115, T125, T132, T133, T137, T154-155, T165, T182, T183, T187, T210-211, T221, T28, T229, T233; <i>Big Plans</i> , p. T20-21, T39, T54, T55, T59, T76-77, T85, T78, T103, T126-127, T147, T56, T161, T178-179, T191, T204, T205, T209, T232-233, T245, T268, T269, T273; <i>On the Job</i> , p. T20-21, T37, T48, T53, T70-71, T79, T96, T101, T124-125, T135, T148, T149, T170-171, T178, T183, T194, T195, T199, T222-223, T231, T246, T247, T251; <i>Hit Series</i> , p. T20-21, T44, T45, T49, T66-67, T77, T90, T95, T118-119, T131, T144, T145, T149, T166-167, T177, T188, T189, T193, T216-217, T227, T240, T245; <i>Time Detectives</i> , p. T20-21, T46, T47, T51, T68-69, T93, T106, T107, T111, T134-135, T147, T165, T182-183, T195, T202, T203, T207, T230-231, T239, T246, T251; <i>Community Quilt</i> , p. T20-21, T41, T60, T65, T82-83, T91, T106, T107, T111, T134-135, T153, T172, T177, T194-195, T203, T212, T217, T240-241, T249, T256, T261
4. match oral words to printed words	<i>What's New?</i> , p. T31, T165; <i>Big Plans</i> , p. T85, T191; <i>On the Job</i> , p. T37, T79, T183; <i>Time Detectives</i> , p. T239; <i>Community Quilt</i> , p. T153, T203
5. recognize that printed materials provide information	Students use printed materials to acquire information: <i>What's New?</i> , p. T150, T188–T189, T194, T200, R49, R55; <i>Big Plans</i> , p. T210–T211, T216, R50, R56; <i>Time Detectives</i> , p. T58, T75, T208–T209, R50, R55; <i>Hit Series</i> , p. T102, T194–T195, R50, R57; <i>On the Job</i> , p. T54–T55, T102–T103, T154–T155, R44, R47, R54, R56; <i>Community Quilt</i> , p. T218–T219, R52, R59 Students research and acquire information: <i>What's New?</i> , p. T25, T27, T53, T116-123, T124-127, T121, T143, T156-173, T174-177, R9, <i>Big Plans</i> , p. T27, T39, T45, T46, T61, T66, T78-86, T131, T136, T143, T182, T185, T196-198, T234-259, T260-263, T248, R8, R33, R41, <i>On the Job</i> , p. T40-43, T88, T103, T126-139, T140, T141 T154, T161, T179, T186-189, T240-241, T266-269, R33, <i>Hit Series</i> , p. T51, T134, T136-139, T156, T174, T175, T178-181, T195, T221, T232-235,, T251, R25, <i>Time Detectives</i> , p. T29, T36-39, T57, T58, T70-97, T98-101, T184-190, T192-198, T257, R16, R24, <i>Community Quilt</i> , p. T29, T40, T45, T52-55, T96-99, T117, T196-205, T219, T242-249, T279, R9, R25
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)	<i>What's New?</i> , p. T48–T49; <i>Big Plans</i> , p. T104–105, T210–T211, R50, R56; <i>On the Job</i> , p. T102–T103, T154–T155, R47, R56; <i>Hit Series</i> , p. T246–247, R53, R59
7. Evaluate common text features. (MLO.R. 2.4.1.)	<i>What's New?</i> , p. T48–T49; <i>Big Plans</i> , p. T210–T211, R50, R56; <i>Community Quilt</i> , p. T86

1.3.2 Phonemic Awareness

LITERACY PLACE™ • GRADE THREE	
1. distinguish beginning, middle, and ending sounds in words	Students identify initial sounds in words: <i>What's New?</i> , p. T87, T114; <i>On the Job</i> , p. T124–125, T135, T153; <i>Time Detectives</i> , p. T20, T51, T182, T195; <i>Community Quilt</i> , p. T240 Students identify medial sounds: <i>What's New?</i> , p. T87; <i>On the Job</i> , p. T153; <i>Time Detectives</i> , p. T182 Students identify final sounds: <i>What's New?</i> , p. T87; <i>On the Job</i> , p. T124–125, T135, T153, T231; <i>Time Detectives</i> , p. T182
2. distinguish long and short vowel sounds	Long Vowels, <i>What's New?</i> , p. T64–T65, T75, T91, R44, R52 r-Controlled Vowels, <i>Big Plans</i> , p. T20–T21, T39, R44, R53; <i>Hit Series</i> , p. T66–T67, T77, T90, T95, T118–T119, T131, T144, T149, T216–T217, T227, T240, T245, T249, R45, R48, R51, R55, R56, R58 Schwa, <i>What's New?</i> , p. T114–T115, T125, T132, T133, T137, R45, R53 Variant Vowels, <i>What's New?</i> , p. T210, T221, T233, R51, R56; <i>Hit Series</i> , p. T164, T166–T167, T177, T185, T193, R49, R57 Vowel Diphthongs, <i>Hit Series</i> , p. T20–T21, T21, T49, T77, T95, T240, R43, R56
3. identify and produce rhyming words	<i>What's New?</i> , p. T34, T53, T114, T210, T233; <i>On the Job</i> , p. T199, T222; <i>Hit Series</i> , p. T27, T192; <i>Community Quilt</i> , p. T32, T250
4. blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables	<i>What's New?</i> , p. T65, T75, T115, T211–212; <i>Big Plans</i> , p. T20–21, T126–127, T179, T233; <i>On the Job</i> , p. T125, T171, T223; <i>Hit Series</i> , p. T20–21, T66–67, T119, T147, T167, T217; <i>Time Detectives</i> , p. T69, T135, T183, T195; <i>Community Quilt</i> , p. T261
5. add, delete, and change target sounds to change words	<i>What's New?</i> , p. T65, T91, T115, T155, T211; <i>Big Plans</i> , p. T21, T127, T179, T233; <i>On the Job</i> , p. T21, T71, T125, T171, T223; <i>Hit Series</i> , p. T21, T67, T95, T119, T167, T217; <i>Time Detectives</i> , p. T21, T69, T135, T183, T231; <i>Community Quilt</i> , p. T21, T83, T135, T195, T241
6. track auditorily each word in a sentence and each syllable in a word	<i>What's New?</i> , p. T21, T115, T154–T155, T165, T182, T183, T187, R47, R54; <i>Big Plans</i> , p. T126–T127, T132, T147, T153, T161, T233, R48, R55; <i>Hit Series</i> , p. T240; <i>Time Detectives</i> , p. T68–T69, T93, T111; T230–T231, T239, T247, T251, R45, R51, R53, R56; <i>On the Job</i> , p. T21, T70–T71, T79, T101, T126, T127, T171, T223, R46, R55
7. segment words into individual sounds, including consonant blends	<i>What's New?</i> , p. T19, T63, T65, T113, T210; <i>Big Plans</i> , p. T20; <i>On the Job</i> , p. T124, T170, T171; <i>Hit Series</i> , p. T20, T21, T66, T67; <i>Time Detectives</i> , p. T20, T134, T135, T182, T183; <i>Community Quilt</i> , p. T240, T241, T249, T261

1.3.3 Alphabetic Principle

LITERACY PLACE™ • GRADE THREE	
1. recognize and identify all shapes and upper- and lowercase letters	At third grade students focus on conventions of capitalization: <i>What's New?</i> , p. R22–R23, R57; <i>Community Quilt</i> , p. R6–R7, R61
2. associate all consonants, consonant blends, and vowel sounds to appropriate letters and combine these sounds into recognizable words	See especially phonics instruction: <i>What's New?</i> , p. T64–65, T75, T86, T87, T91, T114–115, T125, T132, T133, T137, T154–155, T165, T182, T183, T187, T210–211, T221, T28, T229, T233; <i>Big Plans</i> , p. T20–21, T39, T54, T55, T59, T76–77, T85, T78, T103, T126–127, T147, T56, T161, T178–179, T191, T204, T205, T209, T232–233, T245, T268, T269, T273; <i>On the Job</i> , p. T20–21, T37, T48, T53, T70–71, T79, T96, T101, T124–125, T135, T148, T149, T170–171, T178, T183, T194, T195, T199, T222–223, T231, T246, T247, T251; <i>Hit Series</i> , p. T20–21, T44, T45, T49, T66–67, T77, T90, T95, T118–119, T131, T144, T145, T149, T166–167, T177, T188, T189, T193, T216–217, T227, T240, T245; <i>Time Detectives</i> , p. T20–21, T46, T47, T51, T68–69, T93, T106, T107, T111, T134–135, T147, T165, T182–183, T195, T202, T203, T207, T230–231, T239, T246, T251; <i>Community Quilt</i> , p. T20–21, T41, T60, T65, T82–83, T91, T106, T107, T111, T134–135, T153, T172, T177, T194–195, T203, T212, T217, T240–241, T249, T256, T261

1.3.4 Cueing Systems

LITERACY PLACE™ • GRADE THREE	
1. know and use common (e.g., -ill, -ate) and complex (e.g., -ight) word families to decode unfamiliar words	<i>What's New?</i> , p. T64–65, T91, T115, T211; <i>Big Plans</i> , p. T20–21; <i>Hit Series</i> , p. T20, T119, T216–217; <i>Community Quilt</i> , p. T240–241
2. read high-frequency and common, irregular sight words (e.g., have, said, the, of)	Teachers observe and record in Reading Assessment: <i>What's New?</i> , p. T50–51, T94–95, T140–141, T190–191, T236–237; <i>Big Plans</i> , p. T62–63, T106–107, T164–165, T212–213, T276–277; <i>On the Job</i> , p. T56–57, T104–105, T156–157, T202–203, T254–255; <i>Hit Series</i> , p. T52–53, T98–99, T152–153, T196–197, T248–249; <i>Time Detectives</i> , p. T54–55, T114–115, T168–169, T210–211, T254–255; <i>Community Quilt</i> , p. T68–69, T114–115, T180–181, T220–221, T264–265
3. recognize compound words, contractions, common abbreviations and common syntax	Compound Words, <i>What's New?</i> , p. T136; <i>On the Job</i> , p. T123, T250; <i>Hit Series</i> , p. T117, T191, T192; <i>Time Detectives</i> , p. T93, T133; <i>Community Quilt</i> , p. T19–T20, T31, T41, T65, R44, R55 Contractions/Possessives, <i>Community Quilt</i> , p. T82–T83, T91, T111, R41, R57 Inflected Endings, <i>What's New?</i> , p. T186; <i>Time Detectives</i> , p. T110; <i>Community Quilt</i> , p. T134–T135, T153, T177, T193, R48, R57 Common abbreviations are addressed in the Scholastic Guide <i>Putting It In Writing</i> , page 132
4. read root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled)	Root words: <i>Big Plans</i> , p. T172, T173, T185, T198, T203, T232, T245, T272; <i>On the Job</i> , p. T20, T53, T169; <i>Time Detectives</i> , p. T50 Inflected Endings, <i>What's New?</i> , p. T186; <i>Time Detectives</i> , p. T110; <i>Community Quilt</i> , p. T134–T135, T153, T177, T193, R20–R21, R28–R29, R36–R37, R48, R57
5. recognize the distinct features of letters and words	At third grade students address distinct features of letters and words in the context of decoding as a self-monitoring skill: <i>What's New?</i> , p. T24, T168; <i>Big Plans</i> , p. T138; <i>Community Quilt</i> , p. T166; <i>Time Detectives</i> , p. 24 See also spelling instruction: <i>What's New?</i> , p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Big Plans</i> , p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>On the Job</i> , p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Hit Series</i> , p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Time Detectives</i> , p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Community Quilt</i> , p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37
6. generate the sounds from all the letters and letter patterns	<i>What's New?</i> , p. T64–65, T75, T86, T87, T91, T114–115, T125, T132, T133, T137, T154–155, T165, T182, T183, T187, T210–211, T221, T28, T229, T233; <i>Big Plans</i> , p. T20–21, T39, T54, T55, T59, T76–77, T85, T78, T103, T126–127, T147, T56, T161, T178–179, T191, T204, T205, T209, T232–233, T245, T268, T269, T273; <i>On the Job</i> , p. T20–21, T37, T48, T53, T70–71, T79, T96, T101, T124–125, T135, T148, T149, T170–171, T178, T183, T194, T195, T199, T222–223, T231, T246, T247, T251; <i>Hit Series</i> , p. T20–21, T44, T45, T49, T66–67, T77, T90, T95, T118–119, T131, T144, T145, T149, T166–167, T177, T188, T189, T193, T216–217, T227, T240, T245; <i>Time Detectives</i> , p. T20–21, T46, T47, T51, T68–69, T93, T106, T107, T111, T134–135, T147, T165, T182–183, T195, T202, T203, T207, T230–231, T239, T246, T251; <i>Community Quilt</i> , p. T20–21, T41, T60, T65, T82–83, T91, T106, T107, T111, T134–135, T153, T172, T177, T194–195, T203, T212, T217, T240–241, T249, T256, T261
7. use context to determine the meaning of words (semantics)	Using context clues as a self-monitoring strategy: <i>On the Job</i> , p. T30; <i>Time Detectives</i> , p. T190 Instruction on using context (semantics): <i>What's New?</i> , p. T20–T21, T31, T43, T46, T47, T159, T169, T232, R43, R52; <i>Big Plans</i> , p. T58, T75, T76–T77, T82, T85, T98, T102, T103, T109, T135, T182, T257, R45, R54; <i>On the Job</i> , p. T69, T133, T198; <i>Hit Series</i> , p. T129, T177, T231, T244; <i>Time Detectives</i> , p. T31, T44–T45, T94; <i>Community Quilt</i> , p. T35, T64, T149, T216

1.3.5 Comprehension and Interpretation of Informational Text *

LITERACY PLACE™ • GRADE THREE	
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)	Students set a purpose for reading informational texts: <i>What's New?</i> , p. T116, T124, T156, T174; <i>Big Plans</i> , p. T78, T180, T196, T234, T260; <i>On the Job</i> , p. T40, T88, T126, T186, T240; <i>Hit Series</i> , p. T136, T178, T182, T232, T258; <i>Time Detectives</i> , p. T36, T70, T98, T184, T192; <i>Community Quilt</i> , p. T52, T96, T196, T242 Identifying reference sources and reasons to use them: <i>What's New?</i> , p. T188–189, R49, R55; <i>On the Job</i> , p. T102–103, R47, R56; <i>Hit Series</i> , p. T102; <i>Time Detectives</i> , p. T75, T208–209, R50, R55; <i>Time Detectives</i> , p. T58; <i>Community Quilt</i> , p. T218–219, R52, R59
2. follow simple written instructions and describe the importance of specific steps in a set of directions (MLO .R. 3.2.5)	<i>Big Plans</i> , p. T167 Students follow written instructions: <i>What's New?</i> , p. T248–T253; <i>Big Plans</i> , p. T288–293; <i>On the Job</i> , p. T266–T271; <i>Hit Series</i> , p. T260–265; <i>Time Detectives</i> , p. T266–T271; <i>Community Quilt</i> , p. T276–281
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>What's New?</i> , p. T126; <i>Big Plans</i> , p. T186, T188, T262; <i>Time Detectives</i> , p. T32
4. know and use different focusing, monitoring and assessing reading strategies (e.g., finding information to support particular ideas) to comprehend text	Students learn and employ a variety of self-monitoring and assessing strategies: <i>What's New?</i> , p. T24, T30, T34, T81, T70, T78, T160, T168, T217, T222, <i>Big Plans</i> , p. T34, T90, T138, T186, T188, T190, T250, T262, <i>On the Job</i> , p. T30, T32, T78, T86, T130, T174, T178, T186, T226, <i>Hit Series</i> , p. T24, T70, T78, T122, T222, T132, T170, T174, <i>Time Detectives</i> , p. T24, T29, T32, T38, T76, T86, T94, T138, T188, T194, T190, T194, <i>Community Quilt</i> , p. T24, T30, T32, T92, T164, T166, T244, T250
5. ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text	<i>What's New?</i> , p. T70; <i>Big Plans</i> , p. T34; <i>On the Job</i> , p. T32; <i>Hit Series</i> , p. T174; <i>Time Detectives</i> , p. T86
6. summarize the text (MLO.R. 2.1.1)	Students summarize informational texts: <i>What's New?</i> , p. T162; <i>Big Plans</i> , p. T84, T198, T236, T242, T244, T246, T250, T256, T258, T266–T267; <i>On the Job</i> , p. T127, T132, T133, T138, T240; <i>Hit Series</i> , p. T234; <i>Time Detectives</i> , p. T38, T80, T186, T188, T189, T190, T196, T200–T201; <i>Community Quilt</i> , p. T248, R45, R56
7. determine author's purpose (MLO .R. 2.1.2, MLO .R. 3.1.2)	Determine Author's Purpose, <i>What's New?</i> , p. T118, T119, T120, T122, T130–T131, T140, T141; <i>On the Job</i> , p. T74, T86, T138; <i>Hit Series</i> , p. T178; <i>Community Quilt</i> , p. T206
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)	Students articulate main ideas in informational texts: <i>Big Plans</i> , p. T124, T172, T202–T203, R52, R57; <i>Time Detectives</i> , p. T94, T95, T100; <i>Community Quilt</i> , p. T199, T204, T210–T211, T246, R54, Distinguish Important/Unimportant Information, <i>Big Plans</i> , p. T254, T255; <i>Community Quilt</i> , p. T246 Identify Problem/Solution, <i>Big Plans</i> , p. T80, T81, T82, T84, T86, T88, T96–T97, T98, T136, T250, T260; <i>On the Job</i> , p. T26, T31, T73, T85, T105, T180, <i>Time Detectives</i> , p. T91, T190; <i>Community Quilt</i> , p. T38, T155
9. distinguish between cause and effect, and fact and opinion, (MLO.R.2.2.5)	Cause/effect: <i>What's New?</i> , p. T176, T226–T227; <i>Big Plans</i> , p. T252, T253, R43, R53; <i>On the Job</i> , p. T192–T193, R53, R59; <i>Community Quilt</i> , p. T244
10. interpret information from diagrams, charts, and graphs (MLO.R. 2.2.1, MLO.R. 3.2.3)	Diagrams, <i>What's New?</i> , p. T48, T146; <i>Big Plans</i> , p. T98, T104–T105, T210–T211, R46, R54, R50, R56; <i>Community Quilt</i> , p. T112 Maps and Globes, <i>What's New?</i> , p. T194, T200; <i>On the Job</i> , p. T154–T155 Graph, <i>Time Detectives</i> , p. T253; <i>Hit Series</i> , p. T246–247 Timeline, <i>Hit Series</i> , p. T247 Bar graph, <i>What's New?</i> , p. T187 Pictograph, <i>What's New?</i> , p. T221
11. reorganize information from the text into different forms (charts, drawings, or graphic organizers), (MLO.R.2.2.4, MLO.R.3.2.2.)	Graphic Aids, <i>Hit Series</i> , p. T246–T247, R53, R59 Outlining, <i>Time Detectives</i> , p. T112–T113, R46, R53 See also taking notes: <i>Time Detectives</i> , p. T52–T53 Make a Baby-sitter's Safety Chart, CE: R40 Make a Milestone Chart, <i>What's New?</i> , p. T99–T104
12. compare and contrast information in different texts (MLO.R. 2.2.2, MLO.R. 3.2.6)	<i>What's New?</i> , p. T38–39; <i>Hit Series</i> , p. T258
13. compare and contrast information in text with prior knowledge (MLO.R. 3.3.2)	<i>What's New?</i> , p. T38–39; <i>On the Job</i> , p. T88, T132, T136, T138; <i>Hit Series</i> , p. T180, T258; <i>Time Detectives</i> , p., T192, T196; <i>Community Quilt</i> , p. T98, T99

LITERACY PLACE™ • GRADE THREE	
14. restate information from the text (MLO. R. 3.2.1.)	<i>What's New?</i> , p. T176; <i>Big Plans</i> , p. T250, T254; <i>On the Job</i> , p. T40, T130, T188; <i>Time Detectives</i> , p. T88, T188, T190

1.3.6 Evaluation of Informational Text *

LITERACY PLACE™ • GRADE THREE	
1. explain the connections between illustrations and text and how they support the text (MLO.R. 3.2.7)	<i>What's New?</i> , p. T30, T117, T124, T127, T174; <i>Big Plans</i> , p. T98, T103, T194, T210; <i>On the Job</i> , p. T86, T226; <i>Hit Series</i> , p. T156; <i>Community Quilt</i> , p. T42, T96, T97, T197
2. evaluate directions for clarity (MLO .R.3.4.1) and identify additional information needed to perform the task (MLO.R.3.2.8)	<i>Big Plans</i> , p. T92, T167, T217–T222; <i>Hit Series</i> , p. T200
3. evaluate common text features (MLO.R.3.4.2, MLO. R. 2.4.1.)	<i>What's New?</i> , p. T48–T49; <i>Big Plans</i> , p. T210–T211, R50, R56

1.3.7 Reading Fluency

LITERACY PLACE™ • GRADE THREE	
1. read story passages silently and aloud with fluency and accuracy aloud with appropriate intonation and expression	<i>What's New?</i> , p. T22-31, T32-35, T66-79, T80-81, T116-123, T124-127, T153-173, T174-177, T212-221, T222-223; <i>Big Plans</i> , p. T22-47, T47-49, T78-86, T87, T88-93, T128-148, T149, T180-195, T196-199, T234-259, T260-263; <i>On the Job</i> , p. T22-39, T40-43, T72-85, T86-87, T88-91, T126-139, T140-141, T172-185, T186-189, T224-239, T240-241; <i>Hit Series</i> , p. T22-35, T36-37, T69-81, T82-85, T120-135, T136-139, T168-176, T177, T178-181, T182-183, T218-231, T232-235; <i>Time Detectives</i> , p. T22-35, T36-39, T70-97, T98-101, T136-153, T154-155, T184-191, T192-197, T234-240, T241; <i>Community Quilt</i> , p. T22-50, T51, T52-55, T84-95, T96-99, T136-161, T162-167, T196-205, T206-207, T242-249, T250-251 See specific references to reading aloud with expression, intonation, appropriate volume, rate, pitch and tone: <i>What's New?</i> , p. T42, T48, T81, T86, T137, T175, T284; <i>Big Plans</i> , p. T99, T157; <i>On the Job</i> , p. T48, T148, T186, T194, T195; <i>Hit Series</i> , p. T37, T179, T225; <i>Time Detectives</i> , p. T46, T87, T96, T106, T150, T246; <i>Community Quilt</i> , p. T25, T140, 142, 143, 169, T172

1.3.8 Independent Reading

LITERACY PLACE™ • GRADE THREE	
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: <i>What's New?</i> , p. T6-7; <i>Big Plans</i> , p. T6-7; <i>On the Job</i> , p. T6-7; <i>Hit Series</i> , p. T6-7; <i>Time Detectives</i> , p. T6-7; <i>Community Quilt</i> , p. T6-7 Teachers include multiple resources in the classroom workplace model: <i>What's New?</i> , p. T8; <i>Big Plans</i> , p. T8; <i>Time Detectives</i> , p. T8; <i>Hit Series</i> , p. T8; <i>On the Job</i> , p. T8; <i>Community Quilt</i> , p. T8 See the trade book library: PV: <i>What's New?</i> p. T246-247; <i>Big Plans</i> , p. T286-287; <i>On the Job</i> , p. T264-265; <i>Hit Series</i> , p. T258-259; <i>Time Detectives</i> , p. T264-265; <i>Community Quilt</i> , p. T274-275 See the Reader's Log in the Student Practice Book Volume 1, page 215.

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 THREE	
1. identify the characteristics that define the literary genres of poetry, drama, and prose	Identify the characteristics of a variety of genres: <i>What's New?</i> , p. T23, T33, T67, T117, T124, T157, T175, T207, T213; <i>Big Plans</i> , p. T17, T23, T49, T89, T129, T138; <i>On the Job</i> , p. T17, T23, T41, T67, T73, T173, T187, T225; <i>Hit Series</i> , p. T23, T69, T82, T156, T169, T219; <i>Time Detectives</i> , p. T23, T36, T37, T71, T137, T179, T187, T233; <i>Community Quilt</i> , p. T52, T53, T97, T163, T197, T243

2.3.2 Comprehension, Interpretation and Analysis of Text

LITERACY PLACE™ • GRADE THREE	
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>What's New?</i> , p. T240, T246; <i>Big Plans</i> , p. T286; <i>On the Job</i> , p. T39, T42, T45, T181, T259, T264; <i>Time Detectives</i> , p. T240, T265; <i>Community Quilt</i> , p. T49, T159, T254–T255, T256, T264, T265, T275
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	Identifying and understanding plot, <i>Big Plans</i> , p. T24, T25, T26, T28, T30, T34, T44, T48, T52–T53, T54, T56, T63, T129, T145, T286, R47, R55; <i>Hit Series</i> , p. T170, T224, T225; <i>Community Quilt</i> , p. T138, T139, T140, T142, T144, T150, T160, T162, T163, T164, T170–T171, T172, T173, T180, T181, R50, R58; Identifying and understanding character, and characterization, <i>What's New?</i> , p. T68, T69, T70, T72, T76, T78, T83, T84–T85, T94, T95, T160, T168, T169, T170, T176, T201, T207, T230, R48, R54; <i>Big Plans</i> , p. T44, T45, T136, T148, T240, T249, T269, T275, T280; <i>On the Job</i> , p. T24, T45, T226, T227, T228, T232, T234, T236, T238, T240, T244–T245, T254, T255; <i>Hit Series</i> , p. T33, T44, T126, T174, T189, T219, T220, T228, R44, R54; <i>Time Detectives</i> , p. T148, T149, T157, T186, T213; <i>Community Quilt</i> , p. T24, T30, T40, T42, T54, T138, T144, T158, T164, T167 Identifying and understanding point of View, <i>Big Plans</i> , p. T42, T43; <i>Hit Series</i> , p. T156, T219; <i>Community Quilt</i> , p. T27 Identifying and understanding setting, <i>What's New?</i> , p. T158, T159, T162, T164, T180–T181, T182, T218, T219, T236, T237, T246, R50, R55; <i>Time Detectives</i> , p. T150, T158, T159, T162, T164, T180–T181, T182, T190, T191; <i>Big Plans</i> , p. T130, T137, T140; <i>Time Detectives</i> , p. T26, T28, T71, T82, T83, T88, T107, T114, T115, T234, T235, T244–T245; T246 <i>Community Quilt</i> , p. T26, T28, T31, T36, T50, T60, T69, R43, R55 Students use these literary elements in original compositions: <i>What's New?</i> , p. T207, T223, T230–231, T242–T245; <i>Big Plans</i> , p. T17, T56, T100–101; <i>On the Job</i> , p. T45; <i>Hit Series</i> , p. T46–47, T190–191, T201–T206; <i>Time Detectives</i> , p. T157
3. recognize a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry	<i>What's New?</i> , p. T32–35, T80–81, T222–223; <i>Big Plans</i> , p. T48–49, T149; <i>On the Job</i> , p. T86–87; <i>Hit Series</i> , p. T36–37; <i>Time Detectives</i> , p. T154–155; <i>Community Quilt</i> , p. T250–251
4. distinguish between cause and effect, and fact and opinion (MLO.R.1.2.1)	Cause/Effect, <i>What's New?</i> , p. T68, T176, T204, T213, T214, T215, T216, T220, T226–T227, T236, T237, T247; <i>Big Plans</i> , p. T37, T38, T42, T46, T110, T252, T253, R43, R53; <i>On the Job</i> , p. T26, T80, T90, T122, T164, T173, T174, T175, T176, T180, T182, T184, T192–T193, T194, T202, T203, T235, R53, R59; <i>Hit Series</i> , p. T70; <i>Time Detectives</i> , p. T142; <i>Community Quilt</i> , p. T38, T148, T155, T162, T244 Evaluate fact/opinion, fact/non–fact: <i>What's New?</i> , p. T28, T29, T36, T40–41; <i>Hit Series</i> , p. T124, T125, T174
5. summarize stories, plays, poems (MLO.R.1.1.1)	<i>What's New?</i> , p. T28, T68, T72, T78, T162, T218, T220; <i>Big Plans</i> , p. T32, T48, T84, T136, T188, T198, T226, T236, T242, T244, T246, T250, T256, T258, T266–T267, T268; <i>On the Job</i> , p. T28, T78, T84, T127, T132, T133, T138, T178, T230, T240; <i>Hit Series</i> , p. T28, T32, T36, T78, T86, T128, T172, T173, T224, T234; <i>Time Detectives</i> , p. T30, T38, T80, T146, T186, T188, T189, T190, T196, T200–T201, T202, T210, T211, T238; <i>Community Quilt</i> , p. T146, T248, R45, R56
6. explain the connections between illustrations and text and how they support text (MLO.R.1.2.2)	<i>What's New?</i> , p. T30, T50, T124; <i>Big Plans</i> , p. T130, T176, T225, T184, T196, T250; <i>On the Job</i> , p. T24, T25, T34, T82, T86, T156, T168, T174, T226; <i>Time Detectives</i> , p. T26, T32, T76, T78, T86, 87, T90, T188, T194, T235; <i>Community Quilt</i> , p. T24, T26, T30, T44, T50, T58, T93, T96, T151, T202

2.3.3 Comparison of Literary Text From Diverse Cultures

LITERACY PLACE™ • GRADE THREE	
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)	<i>What's New?</i> , p. T240; <i>Big Plans</i> , p. T65 See the Trade Book Teaching Guide that includes discussion comparing and contrasting this Red-Riding Hood Story from China to other tales: <i>Big Plans</i> , Trade Book Teaching Guide, <i>Lon Po Po</i> , p. 11

<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>	<p>Connecting to legends, compare stories, <i>Community Quilt</i>, p. T99 <i>What's New?</i>, p. T23, T207, T212-221; <i>Big Plans</i>, p. T17, T22-47, T89; <i>On the Job</i>, p. T172-185; <i>Hit Series</i>, p. T22-35; <i>Time Detectives</i>, p. T179, T187; <i>Community Quilt</i>, p. T136-161</p>
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2.3.4 Evaluation of Literary Works

LITERACY PLACE™ • GRADE THREE	
<p>1. evaluate the author's use of various techniques to influence the reader's feelings and attitudes (MLO.R.1.4.1)</p>	<p>See specific authors' crafts: Descriptive Language, <i>What's New?</i>, p. T170, T171 Exaggeration/Hyperbole, <i>What's New?</i>, p. T23, T29, T35, T39 Figurative Language, <i>What's New?</i>, p. T222; <i>Big Plans</i>, p. T133 Humor, <i>What's New?</i>, p. T17, T23, T33 Imagery, <i>What's New?</i>, p. T34, T226; <i>On the Job</i>, p. T176 Metaphor, <i>What's New?</i>, p. T162; <i>Big Plans</i>, p. T189 Personification, <i>On the Job</i>, p. T82, T226 Puns, <i>Big Plans</i>, p. T232; <i>Hit Series</i>, p. T127, T131 Similes, <i>What's New?</i>, p. T164; <i>Big Plans</i>, p. T133; <i>Hit Series</i>, p. T148, T230; <i>Community Quilt</i>, p. T143, T147</p>
<p>2. evaluate the appropriateness of a title (MLO.R.1.4.2)</p>	<p>Teachers can include in responding to selections as they determine appropriate: <i>What's New?</i>, p. T36, T82, T128, T178, T224; <i>Big Plans</i>, p. T50, T94, T150, T200, T264; <i>On the Job</i>, p. T44, T92, T142, T190, T242; <i>Hit Series</i>, p. T38, T86, T134, T138, T140, T184, T236; <i>Time Detectives</i>, p. T40, T102, T156, T198, T242; <i>Community Quilt</i>, p. T56, T100, T168, T208, T252 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>What's New?</i>, p. T241-T245; <i>Big Plans</i>, p. T282-T285; <i>On the Job</i>, p. T260-T263; <i>Hit Series</i>, p. T260-T263; <i>Time Detectives</i>, p. T260-T263; <i>Community Quilt</i>, p. T270-T273</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 THREE	
<p>1. group related ideas and maintain a consistent focus (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1)</p>	<p>Students use prewriting organizers to group ideas and develop a consistent focus: <i>On the Job</i>, p. T50-51, T248-249; <i>Time Detectives</i>, p. T48-49 See specific Writer's Craft lessons focusing on organization: Arrange Details, Time order, <i>Big Plans</i>, p. T56, T57; <i>Time Detectives</i>, p. T204, T205; <i>Hit Series</i>, p. T146, T147 Logical Order, <i>What's New?</i>, p. T134, T135 Main Idea and Details, <i>Big Plans</i>, p. T206, T207, T282</p>
<p>2. develop a topic sentence and supporting sentences (MLO.W. 1.2, MLO.W.2.2, MLO.W.3.2)</p>	<p><i>Big Plans</i>, p. T206, T207, T270, T271, T282-284</p>
<p>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)</p>	<p>Students use a variety of techniques in original compositions to clarify topics and messages. See selected Writer's Craft lessons: Descriptive Details, <i>What's New?</i>, p. T44, T45; <i>On the Job</i>, p. T98, T99 First-Person Point of View, <i>Time Detectives</i>, p. T162, T163 Opening Sentences, <i>Hit Series</i>, p. T46, T47; <i>Community Quilt</i>, p. T258, T259 Opinion and Supporting Text, <i>What's New?</i>, p. T184, T185, T192, T193; <i>Big Plans</i>, p. T270, T271; <i>Community Quilt</i>, p. T62, T63 Precise Adjectives, <i>What's New?</i>, p. T230, T231; <i>Community Quilt</i>, p. T271 Sensory Language, <i>Time Detectives</i>, p. T48, T49 Vivid Verbs, <i>What's New?</i>, p. T88, T89; <i>On the Job</i>, p. T248, T249 Students use the information they acquire from research in their writing: <i>What's New?</i>, p. T53, T66, T143, R9; <i>Big Plans</i>, p. T131; <i>On the Job</i>, p. T258; <i>Hit Series</i>, p. T156; <i>Time Detectives</i>, p. R16; <i>Community Quilt</i>, p. T40, T72, T117, T219</p>

3.3.2 Research

LITERACY PLACE™ • GRADE THREE

<p>1. recognize and use the organizational features of research resources such as encyclopedias, computerized (card) catalogs, almanacs, and periodicals to locate relevant information</p>	<p>Students use reference sources to acquire information: <i>What's New?</i>, p. T150, T188–T189, T194, T200, R49, R55; <i>Big Plans</i>, p. T210–T211, T216, R50, R56; <i>Time Detectives</i>, p. T58, T75, T208–T209, R50, R55; <i>Hit Series</i>, p. T102, T194–T195, R50, R57; <i>On the Job</i>, p. T54–T55, T102–T103, T154–T155, R44, R47, R54, R56; <i>Community Quilt</i>, p. T218–T219, R52, R59</p> <p>Study Skills lessons specifically focus on using research sources: Encyclopedia, <i>On the Job</i>, p. T102–T103, R47, R56; <i>Time Detectives</i>, p. T58, T208–T209, R50, R55; <i>Community Quilt</i>, p. T218–T219, R52, R59 Reference Sources, <i>Hit Series</i>, p. T102; <i>Time Detectives</i>, p. T208–T209, R50, R55 Using the Library/Media Center, <i>On the Job</i>, p. T54–T55, R44, R54; <i>Hit Series</i>, p. T194–T195, R50, R57 Use an atlas, <i>Time Detectives</i>, p. T75</p> <p>In addition, students the Internet to acquire information: <i>What's New?</i>, p. T11, T71, T105, T121, T129, T145, T179, T201, T225, T244, T257; <i>Big Plans</i>, p. T11, T61, T66, T67, T112, T117, T135, T183, T237, T284; <i>On the Job</i>, p. T11, T61, T77, T93, T115, T154, T177, T191, T213, T229; <i>Hit Series</i>, p. T11, T27, T71, T75, T109, T127, T157, T175, T223, T237, T256; <i>Time Detectives</i>, p. T25, T41, T59, T73, T144, T157, T173, T191, T213, T216, T221, T237, T262; <i>Community Quilt</i>, p. T33, T85, T117, T120, T125, T145, T201, T231, T251, T253</p>
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3.3.3 Revision and Evaluation of Writing

LITERACY PLACE™ • GRADE THREE	
<p>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)</p>	<p>Students use the writing process at Literacy Place™ which involves prewriting, drafting, revising, proofreading and publishing. See the revising step of the writing process: <i>What's New?</i>, p. T44, T88, T134, T184, T230, T244; <i>Big Plans</i>, p. T56, T100, T158, T206, T270, T284; <i>On the Job</i>, p. T50, T98, T150, T196, T248, T262; <i>Hit Series</i>, p. T46, T92, T146, T190, T242, T262; <i>Time Detectives</i>, p. T48, T108, T162, T204, T248, T256; <i>Community Quilt</i>, p. T62, T108, T174, T214, T258, T272</p>
<p>2. provide an oral or written explanation of decisions about the topic, use of words, and/or details</p>	<p>Students engage in revising with a partner and the teacher, explaining and describing the decisions they made about the topic and their use of words and details. See especially each Writing Process Workshop: <i>What's New?</i>, p. T245; <i>Big Plans</i>, p. T285; <i>On the Job</i>, p. T263; <i>Hit Series</i>, p. T263; <i>Time Detectives</i>, p. T257; <i>Community Quilt</i>, p. T273</p> <p>Students are encouraged to use this process in all writing lessons: <i>What's New?</i>, p. T44, T88, T134, T184, T230, T244; <i>Big Plans</i>, p. T56, T100, T158, T206, T270, T284; <i>On the Job</i>, p. T50, T98, T150, T196, T248, T262; <i>Hit Series</i>, p. T46, T92, T146, T190, T242, T262; <i>Time Detectives</i>, p. T48, T108, T162, T204, T248, T256; <i>Community Quilt</i>, p. T62, T108, T174, T214, T258</p>
<p>3. prepare writing for publication by purposefully using drawings, legible handwriting (cursive or manuscript), labeling, and graphics (electronic or traditional)</p>	<p>See the publishing step of the writing process: <i>What's New?</i>, p. T245; <i>Big Plans</i>, p. T285; <i>On the Job</i>, p. T263; <i>Hit Series</i>, p. T263; <i>Time Detectives</i>, p. T257; <i>Community Quilt</i>, p. T273</p> <p>See also the Unit Workshops: <i>What's New?</i>, p. T99–T104, T195–T200; <i>Big Plans</i>, p. T111–T116, T217–T222; <i>On the Job</i>, p. T109–T116, T207, T212; <i>Hit Series</i>, p. T103–T108, T201–T206; <i>Time Detectives</i>, p. T119–T124, T215–T220; <i>Community Quilt</i>, p. T119–T124, T225–T230</p> <p>See also the Unit Projects: <i>What's New?</i>, p. T248–T253; <i>Big Plans</i>, p. T288–293; <i>On the Job</i>, p. T266–T271; <i>Hit Series</i>, p. T260–265; <i>Time Detectives</i>, p. T266–T271; <i>Community Quilt</i>, p. T276–281</p>

3.3.4 Personal Narrative Writing

LITERACY PLACE™ • GRADE THREE	
<p>1. write to express personal ideas in stories, poems, plays, and other writings that</p> <ul style="list-style-type: none"> · convey a message · include well-chosen detail to develop the impressions (MLO.W.3.4) 	<p>Students use a variety of genres to express personal ideas: Personal Narrative, <i>What's New?</i>, p. T193 Persuasive essay, <i>Big Plans</i>, p. T270, T271 Persuasive argument, <i>Community Quilt</i>, p. T62, T63 Poem, rhyme, song, <i>What's New?</i>, p. T53, T114, T151, T233; <i>On the Job</i>, p. T191, T222; <i>Hit Series</i>, p. T27, T39, T252; <i>Community Quilt</i>, p. T32, T57, T86, T154, T250, T270–273 Humorous story, <i>What's New?</i>, p. T44; Realistic Description, <i>What's New?</i>, p. T79, T88 Personal essay, <i>What's New?</i>, p. T257 Letters, postcards, thank-yous, <i>What's New?</i>, p. T37, T72, T77, T195–T200, T239; <i>Big Plans</i>, p. T51, T256; <i>Hit Series</i>, p. T185, T213, T231, T242; <i>On the Job</i>, p. T121, T206; <i>Time Detectives</i>, p. T41, T227, T241; <i>Community Quilt</i>, p. T71, T183 Write an E-mail message, <i>What's New?</i>, p. T83; <i>Time Detectives</i>, p. T248 Travel Guide Entry, <i>Hit Series</i>, p. T63, T81, T92</p>

3.3.5 Practical Writing

LITERACY PLACE™ • GRADE THREE	
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 a friendly letter in the Unit Workshop, <i>What's New?</i> , p. T195-T200 Students write friendly letters: <i>What's New?</i> , p. T72, T77, T239; <i>Big Plans</i> , p. T51, T256; <i>Hit Series</i> , p. T185; <i>On the Job</i> , p. T206; <i>Time Detectives</i> , p. T41; <i>Time Detectives</i> , Trade Book Teaching Guide, <i>Let's Go Traveling</i> , p. 14; <i>Hit Series</i> , Trade Book Teaching Guide, <i>Ramona Quimby, Age 8</i> , write a letter, p. 15; <i>On the Job</i> , Trade Book Teaching Guide, <i>Mirette on the High Wire</i> , p. 14 Write an E-mail message, <i>What's New?</i> , p. T83; <i>Time Detectives</i> , p. T248

3.3.4 Informational Writing

LITERACY PLACE™ • GRADE THREE	
1. write summaries that contain the main ideas of a reading selection and the most significant details	Write summaries: <i>Big Plans</i> , p. T266-T267; <i>Hit Series</i> , p. T32, T78; <i>Time Detectives</i> , p. T200-T201; <i>Community Quilt</i> , p. T248, R45, R56 Research the Braille alphabet and it's inventor, write a summary of research findings, <i>What's New?</i> , Trade Book Teaching Guide, <i>Hannah</i> , p. 15
2. write descriptions that move through a logical sequence of events (MLO.W. 1.5)	Writing descriptions: <i>What's New?</i> , p. T54, T76, T88-89, T97, T134-135, T137, T214, T221, T257; <i>Big Plans</i> , p. T110, T216; <i>Time Detectives</i> , p. T48-49, T199; <i>Hit Series</i> , p. T17, R25; <i>On the Job</i> , p. T84, T85, T98-99, T160, T176, T205, T258; <i>Community Quilt</i> , p. T79, T92, T95, T108-109, T258-259 Writing descriptions in the Trade Book Teaching Guides, <i>Big Plans</i> , Trade Book Teaching Guide, <i>Chicken Sunday</i> , p.14; <i>On the Job</i> , Trade Book Teaching Guide, <i>The Boxcar Children</i> , <i>The Pizza Mystery</i> , p. 14, <i>Alvin Ailey</i> , p. 14; <i>Big Plans</i> , Trade Book Teaching Guide, <i>Catwings Return</i> , p.14; <i>Hit Series</i> , Trade Book Teaching Guide, <i>Go Fish</i> , p. 14

3.3.7 Persuasive Writing

LITERACY PLACE™ • GRADE THREE	
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>What's New?</i> , p. T97, T184-185, T239; <i>Big Plans</i> , p. T167, T270-271; <i>On the Job</i> , p. T50-51, T108, T248-249; <i>Hit Series</i> , p. T56, T101, T242-243; <i>Time Detectives</i> , p. T118, T171, T204-205, T257; <i>Community Quilt</i> , p. T62-63, T183, T223

3.3.8 Independent Writing

LITERACY PLACE™ • GRADE THREE	
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>What's New?</i> , p. T44, T88, T134, T184, T230; <i>Big Plans</i> , p. T56, T100, T158, T206, T270; <i>On the Job</i> , p. T50, T98, T150, T196; <i>Hit Series</i> , p. T46, T92, T146, T190, T242; <i>Time Detectives</i> , p. T48, T108, T162, T204, T248; <i>Community Quilt</i> , p. T62, T108, T174, T214, T258 Integrated Language Arts Writing activities include independent, individual grouping: <i>What's New?</i> , p. T97, T144, T193, T240; <i>Big Plans</i> , p. T65, T109, T167, T168, T216; <i>On the Job</i> , p. T59, T108, T205, T206, T257; <i>Hit Series</i> , p. T55, T56, T101, T102, T155, T156, T200, T251; <i>Time Detectives</i> , p. T57, T58, T117, T118, T214, T257; <i>Community Quilt</i> , p. T71, T72, T117, T118, T184

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 THREE	
1. use prior word knowledge such as prefixes and suffixes to determine the meaning of words	<i>Big Plans</i> , p. T19, T178-T179, T184, T191, T209, T232-T233, T245, T247, T272, T273, R49, R51, R56, R57; <i>On the Job</i> , p. T20-T21, T37, T53, R43, R54; <i>Hit Series</i> , p. T165; <i>Time Detectives</i> , p. T50, T195
2. monitor texts for unknown words using sentence and word context to find meaning	Self-monitoring strategies for decoding/word attack: <i>What's New?</i> , p. T24, T78, T168; <i>Big Plans</i> , p. T138; <i>On the Job</i> , p. T30, T178; <i>Time Detectives</i> , p. T24, T29, T94, T190; <i>Community Quilt</i> , p. T166 Using context clues: <i>What's New?</i> , p. T20-T21, T31, T43, T46, T47, T159, T169, T232, R43, R52; <i>Big Plans</i> , p. T58, T75, T76-T77, T82, T85, T98, T102, T103, T109, T135, T182, T257, R45, R54; <i>On the Job</i> , p. T69, T133, T198; <i>Hit Series</i> , p. T129, T177, T231, T244; <i>Time Detectives</i> , p. T31, T44-T45, T94; <i>Community Quilt</i> , p. T35, T64, T149, T216
3. use resources such as dictionaries and thesaurus to determine the meaning of unknown words	See the Study Skills lesson on using a dictionary: <i>What's New?</i> , p. T188-T189, R49, R55 Mini-lesson on using a thesaurus: <i>Hit Series</i> , p. T102

	<p>Consult/use a dictionary: <i>What's New?</i>, p. T19, T46, T63, T90, T113, T136, T153, T186, T187, T188-189, T209, T232; ; <i>Big Plans</i>, p. T19, T58, T75, T102, T125, T160, T177, T208, T231, T272; <i>On the Job</i>, p. T19, T52, T60, T69, T100, T123, T152, T169, T198, T208, T221, T250; <i>Hit Series</i>, p. T19, T48, T58, T65, T94, T100, T102, T117, T148, T165, T192, T215, T244; <i>Time Detectives</i>, p. T19, T50, T67, T110, T133, T164, T181, T206, T229, T250; <i>Community Quilt</i>, p. T19, T64, T81, T110, T133, T149, T176, T193, T216, T239, T260</p>
<p>4. use prior knowledge of individual words in unknown compound words to predict their meaning</p>	<p><i>What's New?</i>, p. T136; <i>On the Job</i>, p. T123, T250; <i>Hit Series</i>, p. T117, T191, T192; <i>Time Detectives</i>, p. T93, T133; <i>Community Quilt</i>, p. T19–T20, T31, T41, T65, R4–R5, R44, R55</p>

4.3.2 Comprehension and Application of Standard English Language Conventions

LITERACY PLACE™ • GRADE THREE	
<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>See focused instruction on types of sentences: <i>What's New?</i>, p. R6–R7, R14–R15, R56; <i>Time Detectives</i>, p. R22–R23, R57; <i>Community Quilt</i>, p. R38–R39, R62</p> <p>See instruction on grammar including adjectives, adverbs, nouns, pronouns and verbs: <i>What's New?</i>, p. R6–R7, R14–R15, R22–R23, R30–R31, R38–R39, R56, R57; <i>Big Plans</i>, p. R6–R7, R14–R15, R22–R23, R30–R31, R38–R39, R58; <i>On the Job</i>, p. R6–R7, R14–R15, R22–R23, R30–R31, R38–R39, R59, R60; <i>Hit Series</i>, p. R6–R7, R14–R15, R22–R23, R38–R39, R59, R60; <i>Time Detectives</i>, p. R14–R15, R22–R23, R30–R31, R38–R39, R57; <i>Community Quilt</i>, p. R22–R23, R30–R31, R38–R39, R61, R62</p> <p>See focused instruction on punctuation: <i>What's New?</i>, p. R6–R7, R56; <i>On the Job</i>, p. R30–R31, R60; <i>Hit Series</i>, p. R22–R23, R30–R31, R60; <i>Time Detectives</i>, p. R22–R23, R57</p> <p>See instruction on capitalization: <i>What's New?</i>, p. R22–R23, R57; <i>Community Quilt</i>, p. R6–R7, R61</p> <p>See instruction on usage including subject-verb agreement, pronoun-verb agreement and using pronouns and I: <i>Time Detectives</i>, p. R6–R7, R56; <i>Community Quilt</i>, p. R6–R7, R14–R15, R61</p>
<p>2. use language appropriate for a specific audience, purpose, and context (MLO.L.1.2)</p>	<p>See especially the Writer's Craft lessons focusing on audience: <i>On the Job</i>, p. T50, T51; <i>Hit Series</i>, p. T92, T93; <i>Time Detectives</i>, p. T108, T109</p> <p>Using natural dialogue, <i>What's New?</i>, p. T243; <i>On the Job</i>, p. T261</p> <p>Sensory language, <i>Time Detectives</i>, p. T48, T49</p> <p>Addressed in Oral Language activities: <i>What's New?</i>, p. T143, T239; <i>Big Plans</i>, p. T65, T110, T279, T280; <i>Hit Series</i>, p. T55; <i>Time Detectives</i>, p. T117, T171, T172</p> <p>Students address in all writing lessons: <i>What's New?</i>, p. T44, T88, T134, T184, T230, T241–T245; <i>Big Plans</i>, p. T56, T100, T158, T206, T270, T282–T285; <i>On the Job</i>, p. T50, T98, T150, T196, T248, T260–T263; <i>Hit Series</i>, p. T46, T92, T146, T190, T242, T260–T263; <i>Time Detectives</i>, p. T48, T108, T162, T209, T248, T260–T263; <i>Community Quilt</i>, p. T62, T108, T174, T214, T258, T270–T273</p>
<p>3. spell correctly: assigned high-frequency and pattern words in their own writing (MLO.L.1.3)</p>	<p>See spelling lessons, <i>What's New?</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Big Plans</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>On the Job</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Hit Series</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Time Detectives</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37; <i>Community Quilt</i>, p. R4–R5, R12–R13, R20–R21, R28–R29, R36–R37</p> <p>Students proofread for correct spelling: <i>What's New?</i>, p. T44, T88, T134, T184, T230, T244; <i>Big Plans</i>, p. T56, T100, T158, T206, T270, T284; <i>On the Job</i>, p. T50, T98, T150, T196, T248, T262; <i>Hit Series</i>, p. T46, T92, T146, T190, T242, T262; <i>Time Detectives</i>, p. T48, T108, T162, T204, T248, T256; <i>Community Quilt</i>, p. T62, T108, T174, T214, T258, T272</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 THREE	
<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>Focused instruction on listening, <i>Big Plans</i>, p. T162–163; <i>Hit Series</i>, p. T150–T151</p> <p>Focused instruction on Listening to Directions, <i>Community Quilt</i>, p. T112–T113</p> <p>Students demonstrate active listening skills in listening activities: <i>What's New?</i>, p. T9, T54, T98, T193, T194, T240; <i>Big Plans</i>, p. T9, T65, T167, T168, T216; <i>On the Job</i>, p. T9, T107, T159, T205, T257; <i>Hit Series</i>, p. T9, T199, T200; <i>Time Detectives</i>, p. T9, T57, T214, T258; <i>Community Quilt</i>, p. T9, T118, T223, T267</p>

5.3.2 Comprehension and Analysis

LITERACY PLACE™ • GRADE THREE	
1. determine a speaker's general purpose (e.g., to inform, to persuade, to entertain)	<i>What's New?</i> , p. T97, T234–T235; <i>On the Job</i> , p. T108; <i>Hit Series</i> , p. T56; <i>Time Detectives</i> , p. T118, T257; <i>Community Quilt</i> , p. T223, T253
2. identify the sounds, segments, rhythms, and patterns of language	<i>What's New?</i> , p. T32, T34, T35, T53, T114, T210, T222, T233; <i>Big Plans</i> , p. T27, T33, T87, T89; <i>Big Plans</i> , p. T75; <i>Hit Series</i> , p. T32, T48, T84, T226; <i>On the Job</i> , p. T199, T222; <i>Time Detectives</i> , p. T30; <i>Community Quilt</i> , p. T32, T110, T250
3. gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions)	Students view, listen and communicate information from seeing the mentor videos: <i>What's New?</i> , p. T9; <i>Big Plans</i> , p. T9; <i>On the Job</i> , p. T9; <i>Hit Series</i> , p. T9; <i>Time Detectives</i> , p. T9; <i>Community Quilt</i> , p. T9 Use the Listening Center audiocassettes: <i>What's New?</i> , p. T38, T82, T87, T117, T150, T157, T183, T213, T229, R3, R11, R19, R27, R35; <i>Big Plans</i> , p. T23, T26, T55, T78, T79, T99, T128, T143, T151, T157, T181, T205, T230, R3, R11, R19, R27, R35; <i>On the Job</i> , p. T23, T49, T57, T97, T100, T166, T172, T195, T220, T224, T225, T230, T247, R3, R11, R19, R27, R35; <i>Hit Series</i> , p. T22, T45, T48, T68, T69, T73, T91, T113, T120, T121, T126, T145, T169, T189, T218, T219, T241, R3, R11, R19, R27, R35; <i>Time Detectives</i> , p. T22, T23, T47, T63, T70, T71, T107, T136, T137, T161, T164, T184, T185, T190, T191, T203, T233, T247, T255, R3, R11, R19, R27, R35; <i>Community Quilt</i> , p. T22, T23, T61, T85, T107, T136, T137, T173, T197, T213, T243, T257, R3, R11, R19, R27, R35 See the Integrated Language Arts Listening Activities, <i>What's New?</i> , p. T54, T98, T193, T194, T240; <i>Big Plans</i> , p. T65, T167, T168, T216; <i>On the Job</i> , p. T107, T159, T205, T257; <i>Hit Series</i> , p. T199, T200; <i>Time Detectives</i> , p. T57, T214, T258; <i>Community Quilt</i> , p. T118, T223, T267
4. use simple memory techniques (e.g., mnemonic devices, rhyme, personal experiences, visualizing)	<i>Hit Series</i> p. T150–T151; <i>Community Quilt</i> , p. T112–T113 Teachers can emphasize in the context of using the mentor videos: <i>What's New?</i> , p. T9; <i>Big Plans</i> , p. T9; <i>On the Job</i> , p. T9; <i>Hit Series</i> , p. T9; <i>Time Detectives</i> , p. T9; <i>Community Quilt</i> , p. T9

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 THREE	
1. speak clearly enough to be heard and understood in a variety of situations for a variety of purposes	See speaking instruction: Public Speaking, <i>Big Plans</i> , p. T279 Speak and change voice tone for meaning, <i>Time Detectives</i> , p. T191 Dramatic Reading, <i>Hit Series</i> , p. T150–T151 Oral Report with Graphic Aids, <i>Time Detectives</i> , p. T252–T253 Persuasive Speech, <i>On the Job</i> , p. T200–T201 Tell a Story to Entertain, <i>What's New?</i> , p. T234–T235 Speak to Entertain, <i>What's New?</i> , p. T254–T255
2. recognize verbal and non-verbal techniques useful in communication	<i>What's New?</i> , p. T234–T235, T254–T255; <i>Hit Series</i> , p. T150–T151; <i>On the Job</i> , p. T200–T201
3. use props in oral presentations	<i>Time Detectives</i> , p. T252–T253; <i>Hit Series</i> , p. T156; <i>On the Job</i> , p. T160; <i>Community Quilt</i> , p. T112–T113, T209

6.3.2 Oral Presentations

LITERACY PLACE™ • GRADE THREE	
1. speak in a variety of situations to inform and/or to relate experiences	<p>Speaking activities: <i>What's New?</i>, p. T54, T98, T194, T234–T235, T254–T255; <i>Big Plans</i>, p. T65, T168, T279; <i>On the Job</i>, p. T59, T60, T107, T159, T160, T200–T201, T257, T258; <i>Hit Series</i>, p. 102, T199, T200, T251, T252; <i>Time Detectives</i>, p. T57, T117, T191, T214, T252–T253, T258; <i>Community Quilt</i>, p. T72, T224, T267</p> <p>Engaging in discussion: <i>What's New?</i>, p. T9, T17, T37, T61, T83, T111, T129, T126, T179, T207, T223; <i>Big Plans</i>, p. T9, T17, T49, T51, T73, T95, T123, T151, T162–163, T175, T199, T201, T229, T265; <i>On the Job</i>, p. T9, T17, T45, T67, T89, T93, T98, T121, T143, T167, T191, T243; <i>Hit Series</i>, p. T9, T17, T39, T87, T115, T135, T141, T163, T185, T213, T224, T237, T251; <i>Time Detectives</i>, p. T9, T17, T41, T65, T103, T131, T157, T179, T199, T243; <i>Community Quilt</i>, p. T9, T17, T57, T79, T101, T131, T169, T191, T209, T237, T253</p> <p>Participate in Literature Circles: <i>What's New?</i>, p. T37, T83, T129, T179, T223; <i>Big Plans</i>, p. T51, T95, T151, T201, T265; <i>On the Job</i>, p. T45, T93, T143, T191, T243; <i>Hit Series</i>, p. T39, T87, T135, T141, T185, T237; <i>Time Detectives</i>, p. T41, T103, T157, T199, T243; <i>Community Quilt</i>, p. T57, T101, T169, T209</p> <p>Oral language activities: <i>What's New?</i>, p. T143, T239; <i>Big Plans</i>, p. T65, T110, T279, T280; <i>Hit Series</i>, p. T55; <i>Time Detectives</i>, p. T117, T171, T172</p>
2. state a position and support it with details	<i>What's New?</i> , p. T97; <i>On the Job</i> , p. T108, T166; <i>Hit Series</i> , p. T56; <i>Time Detectives</i> , p. T118, T257; <i>Community Quilt</i> , p. T223, T253
3. assume and present the role of a character	<i>What's New?</i> , p. T34, T153, T177; <i>Big Plans</i> , p. T32, T36, T37, T51, T66, T90, T99, T142, T186, T236, T240, T241, T251; <i>On the Job</i> , p. T34, T43, T74, T80, T128, T233, T236; <i>Hit Series</i> , p. T24, T30, T81, T88, T134, T139, T222, T236; <i>Time Detectives</i> , p. T36, T39, T94, T98, T101, T144, T149, T234, T240; <i>Community Quilt</i> , p. T30, T86, T138, T150, T158
4. plan and deliver effective oral presentations (e.g., participate in dramatic presentations)	<p>Dramatic reading: <i>What's New?</i>, p. T73, T80, T163, T244; <i>Big Plans</i>, p. T31, T89, T151; <i>On the Job</i>, p. T24, T33, T179, T231, T247; <i>Hit Series</i>, p. T84, T91, T150-151; <i>Time Detectives</i>, p. T27, T143, T190; <i>Community Quilt</i>, p. T49, T149, 209</p> <p>Stage a drama, <i>Community Quilt</i>, p. T224</p> <p>Create a Play, <i>Hit Series</i>, p. T55</p> <p>Write a Play, <i>On the Job</i>, p. T107</p> <p>Reader's Theater: <i>Big Plans</i>, p. T65; <i>Hit Series</i>, p. T125, T144, T188; <i>Time Detectives</i>, p. T171, T214; <i>Community Quilt</i>, p. T61</p>

6.3.3 Evaluation of Oral Presentations

LITERACY PLACE™ • GRADE THREE	
1. participate in peer review of oral presentations with teacher guidance	<i>Time Detectives</i> , p. T84, T252–T253; <i>Hit Series</i> , p. T156; <i>On the Job</i> , p. T241; <i>Community Quilt</i> , p. T117, T282–T283