

LITERACY PLACE™ ©2000 by Scholastic
correlated to
Illinois Learning Standards for English Language Arts

Early Elementary

Grade 1

STATE GOAL 1: Read with understanding and fluency.

A. Apply word analysis and vocabulary skills to comprehend selections.

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1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	<i>Hello!</i> , p. T31, T32, T36, T104; <i>Problem Patrol</i> , p. T245; <i>Team Spirit</i> , p. T102, T259; <i>Hometowns</i> , p. T35
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	<i>Hello!</i> , p. T102; <i>Problem Patrol</i> , p. T217; <i>Team Spirit</i> , p. T230; <i>Imagine That!</i> , p. T35, T136

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B. Apply reading strategies to improve understanding and fluency.

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1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	<i>Hello!</i> , p. T24, T50, T80, T100, T136, T156, T192, T212, T248, T268; <i>Problem Patrol</i> , p. T24, T46, T86, T108, T150, T172, T210, T212, T238, T273, T280, T310; <i>Team Spirit</i> , p. T19, T77, T141, T183, T247; <i>Imagine That!</i> , p. T19, T67, T117, T173, T237; <i>Information Finders</i> , p. T19, T77, T141, T185, T245; <i>Hometowns</i> , p. T19, T123, T177, T187, T239
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	<i>Hello!</i> , p. T81, T193; <i>Problem Patrol</i> , p. T87, T151-T152; <i>Team Spirit</i> , p. T51, T103, T261; <i>Imagine That!</i> , p. T83, T145, T203
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	<i>Hello!</i> , p. T106, T202, T276, T286; <i>Problem Patrol</i> , p. T154, T225; <i>Imagine That!</i> , p. T84, T190, T198; <i>Information Finders</i> , p. T30
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	<i>Hello!</i> , p. T287; <i>Problem Patrol</i> , p. T193, T325; <i>Imagine That!</i> , p. T188; <i>Information Finders</i> , p. T146, T175

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C. Comprehend a broad range of reading materials.

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1.C.1a Use information to form questions and verify predictions.	<i>Hello!</i> , p. T24,T26-T27; <i>Problem Patrol</i> , p. T28, T109, T161, T320, T322; <i>Team Spirit</i> , p. T102
1.C.1b Identify important themes and topics.	<i>Team Spirit</i> , p. T301; <i>Information Finders</i> , p. T149, T255
1.C.1c Make comparisons across reading selections.	<i>Hello!</i> , p. T276, T296; <i>Problem Patrol</i> , p. T88, T96, T313, T345, T104; <i>Team Spirit</i> , p. T195; <i>Imagine That!</i> , p. T28; <i>Information Finders</i> , p. T87, T291
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	<i>Team Spirit</i> , p. T36, T50, T98, T204
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	<i>Problem Patrol</i> , p. T32, T93, T226, T295; <i>Team Spirit</i> , p. T28, T46; <i>Imagine That!</i> , p. T74, T136, T142, T245, T127; <i>Information Finders</i> , p. T43
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	<i>Problem Patrol</i> , p. T67, T333; <i>Team Spirit</i> , p. T235, T175, T259; <i>Imagine That!</i> , p. T135; <i>Information Finders</i> , p. T205

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STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

A. Understand how literary elements and techniques are used to convey meaning.

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2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.	<i>Hello!</i> , p. T94, T90, T139, T150, T157; <i>Problem Patrol</i> , p. T95, T153, T179, T182, T319; <i>Problem Patrol</i> , p. T117, T166, T173, T179, T181, T319; <i>Team Spirit</i> , p. T25, T41, T91, T199; <i>Imagine That!</i> , p. T125, T201; <i>Information Finders</i> , p. T43, T103, T149, T191, T211
2.A.1b Classify literary works as fiction or nonfiction.	<i>Hello!</i> , p. T138, T158, T164, T198; <i>Problem Patrol</i> , p. T211, T248; <i>Team Spirit</i> , p. T103, T218, T260, T266; <i>Imagine That!</i> , p. T283
2.A.1c Describe differences between prose and poetry.	The opportunity to address this objective is available on the following pages: <i>Imagine That!</i> , p. T147; <i>Information Finders</i> , p. T 159, T169

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B. Read and interpret a variety of literary works.

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2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.	<i>Hello!</i> , p. T130; <i>Problem Patrol</i> , p. T80; <i>Team Spirit</i> , p. T40; <i>Imagine That!</i> , p. T142, T210; <i>Information Finders</i> , p. T216
2.B.1b Identify common themes in literature from a variety of eras.	<i>Hello!</i> p. T24-T39; <i>Problem Patrol</i> , p. T86-T97, T108-T117; <i>Team Spirit</i> , p. T188-T215; <i>Imagine That!</i> , p. T248-T263; <i>Hometowns</i> , p. T244-T265
2.B.1c Relate character, setting and plot to real-life situations.	<i>Hello!</i> , p. T173, T219; <i>Imagine That!</i> , p. T216; <i>Information Finders</i> , p. T65; <i>Hometowns</i> , p. T19, T65

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STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

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3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.	<i>Hello!</i> , p. T131, T161, T175; <i>Imagine That!</i> , p. T51; <i>Information Finders</i> , p. T62

B. Compose well-organized and coherent writing for specific purposes and audiences.

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3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle, and end; use descriptive words when writing about people, places, things, events).	<i>Hello!</i> , p. T121, T229, T293; <i>Problem Patrol</i> , p. T42, T195; <i>Team Spirit</i> , p. T227; <i>Imagine That!</i> , p. T39; <i>Information Finders</i> , p. T111, T264
3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	<i>Hello!</i> , p. T117, T233; <i>Problem Patrol</i> , p. T36, T43, T71, T105; <i>Imagine That!</i> , p. T276; <i>Information Finders</i> , p. T69

C. Communicate ideas in writing to accomplish a variety of purposes.

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3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	<i>Imagine That!</i> , p. T165; <i>Information Finders</i> , p. T121, T169, T233, T283, T286; <i>Hometowns</i> , p. T60, T112, T227, T283
3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	<i>Hello!</i> , p. T293, T299; <i>Information Finders</i> , p. T129; <i>Hometowns</i> , p. R9, R17, R25

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STATE GOAL 4: Listen and speak effectively in a variety of situations.

A. Listen effectively in formal and informal situations.

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4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	The opportunity to address this objective is available on the following pages: <i>Problem Patrol</i> , p. T170; <i>Team Spirit</i> , p. T69; <i>Information Finders</i> , p. T296-T267
4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.	<i>Problem Patrol</i> , p. T260, T336; <i>Information Finders</i> , p. T197; <i>Hometowns</i> , p. T162, T210
4.A.1c Follow oral instructions accurately	<i>Team Spirit</i> , p. T64, T176; <i>Information Finders</i> , p. T178
4.A.1d Use visually oriented and auditorily based media.	<i>Hello!</i> , p. T120, T233; <i>Problem Patrol</i> , p. T195; <i>Information Finders</i> , p. T69

B. Speak effectively using language appropriate to the situation and audience.

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4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	<i>Hello!</i> , p. T176-T177; <i>Problem Patrol</i> , p. T131, T350-T351; <i>Team Spirit</i> , p. T307; <i>Information Finders</i> , p. T37; <i>Hometowns</i> , p. T69
4.B.1b Participate in discussions around a common topic.	<i>Problem Patrol</i> , p. T144; <i>Team Spirit</i> , p. T175; <i>Information Finders</i> , p. T173, T217, T233; <i>Hometowns</i> , p. T175, T227

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STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

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5.A.1a Identify questions and gather information.	<i>Hello!</i> , p. T65; <i>Problem Patrol</i> , p. T337; <i>Information Finders</i> , p. T209, T263
5.A.1b Locate information using a variety of resources.	<i>Hello!</i> , p. T88, T130; <i>Problem Patrol</i> , p. T223, T337; <i>Team Spirit</i> , p. T103, T182

B. Analyze and evaluate information acquired from various sources.

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5.B.1a Select and organize information from various sources for a specific purpose.	<i>Hello!</i> , p. T88; <i>Information Finders</i> , p. T201, T284
5.B.1b Cite sources used.	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T292-T295; <i>Problem Patrol</i> , p. T42-T43, T60-T61, T306-T307, T340-T345; <i>Information Finders</i> , p. T19, T49

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

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5.C.1a Write letters, reports and stories based on acquired information.	<i>Hello!</i> , p. T305; <i>Information Finders</i> , p. T61
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	<i>Hello!</i> , p. T17, T105; <i>Problem Patrol</i> , p. T93, T196