

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

**Reading**

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<b>Concepts About Print</b>	
1.1 Match oral words to printed words.	<i>Hello!</i> p. T17, T26, T29, T37, T43, T52, T57, T62, T73, T84, T85, T93, T113, T205, T261; <i>Problem Patrol</i> p. T26, T39
1.2 Identify the title and author of a reading selection.	<i>Hello!</i> p. T10, T17, T24, T64; <i>Problem Patrol</i> p. T86, T150, T212, T238, T273; <i>Team Spirit</i> p. T24, T82; <i>Imagine That!</i> p. T10; <i>Information Finders</i> p. T146, T190; <i>Hometowns</i> p. T192, T244
1.3 Identify letters, words, and sentences.	<i>Hello!</i> p. T16, T17, T19, T50, T51, T52, T53, T72, T75, T89, T93, T113; <i>Problem Patrol</i> p. T19, T42, T208; <i>Team Spirit</i> p. T26, T101, T220
<b>Phonemic Awareness</b>	
1.4 Distinguish initial, medial, and final sounds in single-syllable words.	<i>Hello!</i> p. T168, T224, T280; <i>Problem Patrol</i> p. T38, T62, T164, T252, T302; <i>Team Spirit</i> p. T103, T116, T162
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ).	<i>Imagine That!</i> p. T22, T70, T77, T191; <i>Hometowns</i> p. T145
1.6 Create and state a series of rhyming words, including consonant blends.	<i>Hello!</i> p. T21, T31, T48, T77, T98, T266; <i>Problem Patrol</i> p. T49, T55, T325; <i>Team Spirit</i> p. T23, T27, T81, T89, T109, T259; <i>Imagine That!</i> p. T191; <i>Information Finders</i> p. T81, T145, T249
1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).	<i>Problem Patrol</i> p. T78, T100, T122, T186, T219, T230, T313, T315; <i>Team Spirit</i> p. T186, T197, T217, T222; <i>Imagine That!</i> p. T71

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

<b>California English-Language Arts Content Standards</b>	<b>LITERACY PLACE™ ©2000 by Scholastic</b>
1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat).	<i>Hello!</i> p. T20, T48, T76, T98, T132, T154, T188, T210, T244, T266; <i>Problem Patrol</i> p. T44, T78, T82, T106, T146, T170, T206, T236, T276, T308; <i>Team Spirit</i> p. T22, T80, T144, T250; <i>Imagine That!</i> p. T22, T46, T70, T92, T120, T152, T176, T212
1.9 Segment single-syllable words into their components (e.g., /c/a/t/=cat; /s/p/l/a/t/=splat; /r/i/ch/=rich).	<i>Hello!</i> p. T168, T224, T280; <i>Problem Patrol</i> p. T38, T62, T164, T252, T302; <i>Team Spirit</i> p. T103, T116, T162
<b>Decoding and Word Recognition</b> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	This objective is addressed throughout the text in the Daily Phonics feature. See, for example: <i>Hello!</i> p. T21, T49, T77, T99, T168, T211, T245; <i>Problem Patrol</i> p. T55, T83, T122, T147, T207, T277; <i>Team Spirit</i> p. T163, T251, T267, T281; <i>Imagine That!</i> p. T71, T93, T121, T153, T177, T213, T263; <i>Information Finders</i> p. T81, T107, T165, T271; <i>Hometowns</i> p. T23, T57, T81, T99, T191, T243, T271
1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	<i>Hello!</i> p. T22, T49, T63, T190, T211, T231, T246, T267, T287; <i>Problem Patrol</i> p. T167, T170, T175, T186, T223, T231; <i>Team Spirit</i> p. T20, T142, T248; <i>Imagine That!</i> p. T68, T95, T103; <i>Hometowns</i> p. T101, T169, T177, T188, T217, T225, T240, T273, T276, T281
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	<i>Problem Patrol</i> p. T27; <i>Imagine That!</i> p. T81, T92-T93, T121, T153, T177, T185, T213; <i>Information Finders</i> p. T107, T116, T145, T156, T165, T189, T249, T259, T270, T271, T277; <i>Hometowns</i> p. T23, T29, T57, T81, T126, T143, T149, T153, T167, T190, T203, T216, T249, T255, T261, T272, T277
1.13 Read compound words and contractions.	<i>Imagine That!</i> p. T240, T241, T249, T264; <i>Information Finders</i> p. T201, T220, T221, T227; <i>Hometowns</i> p. T98, T99, T105, T133, T201, T221, T259
1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).	<i>Team Spirit</i> p. T191; <i>Imagine That!</i> p. T33, T46, T47, T137; <i>Information Finders</i> p. T153, T164, T165, T199, T271; <i>Hometowns</i> p. T22, T23, T45, T57, T127, T257

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

<b>California English-Language Arts Content Standards</b>	<b>LITERACY PLACE™ ©2000 by Scholastic</b>
1.15 Read common word families (e.g., <i>-ite, -ate</i> ).	<i>Hello!</i> p. T20, T26, T42, T48, T51, T76, T98, T105, T107, T133, T148, T155, T189, T253, T277, T280; <i>Problem Patrol</i> p. T20, T55, T61, T276; <i>Team Spirit</i> p. T22, T23, T57, T80, T81, T280, T287; <i>Imagine That!</i> p. T54, T70, T71; <i>Information Finders</i> p. T58, T144, T155, T271; <i>Hometowns</i> p. T35, T56, T190, T216, T270, T277
1.16 Read aloud with fluency in a manner that sounds like natural speech.	<i>Problem Patrol</i> p. T113; <i>Team Spirit</i> p. T31, T58, T63, T213, T263; <i>Imagine That!</i> p. T154, T214, T264; <i>Information Finders</i> p. T63, T118, T123, T171, T227, T272, T277; <i>Hometowns</i> p. T58, T100, T168, T173, T207, T216, T221, T272, T277
<b>Vocabulary and Concept Development</b>	
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	<i>Hello!</i> p. T88; <i>Problem Patrol</i> p. T22; <i>Information Finders</i> p. T116, T162

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

**2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<p><b>Structural Features of Informational Materials</b></p> <p>2.1 Identify text that uses sequence or other logical order.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Team Spirit</i> p. T50; <i>Information Finders</i> p. T85, T86, T90, T92, T98, T100, T108, T110, T114-T115</p>
<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p>2.2 Respond to <i>who, what, when, where, and how</i> questions.</p>	<p>This objective is covered throughout the text. See the following pages for example:  <i>Hello!</i> p. T102, T164, T250, T270; <i>Problem Patrol</i> p. T98, T120, T162, T211, T212, T228, T326; <i>Team Spirit</i> p. T51, T112; <i>Imagine That!</i> p. T76, T78, T80, T83, T84, T148, T208, T258; <i>Information Finders</i> p. T112; <i>Hometowns</i> p. T93</p>
<p>2.3 Follow one-step written instructions.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Team Spirit</i> p. T64-T65; <i>Information Finders</i> p. T172-T173</p>
<p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p>	<p><i>Hello!</i> p. T27, T106, T138, T254; <i>Problem Patrol</i> p. T55, T117, T190, T256, T320; <i>Team Spirit</i> p. T109, T191, T204; <i>Imagine That!</i> p. T28, T29, T35, T136, T139, T190; <i>Information Finders</i> p. T44, T97, T142, T152; <i>Hometowns</i> p. T26, T38, T62, T152</p>
<p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p>	<p>The opportunity to address this objective is available on the following pages: <i>Problem Patrol</i> p. T89, T109, T161, T247, T289; <i>Team Spirit</i> p. T99, T110, T274, T278; <i>Information Finders</i> p. T48, T151, T156, T264; <i>Hometowns</i> p. T48, T87, T158, T206, T264</p>

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

<b>California English-Language Arts Content Standards</b>	<b>LITERACY PLACE™ ©2000 by Scholastic</b>
2.6 Relate prior knowledge to textual information.	<i>Hello!</i> p. T24, T80, T100, T156, T212, T248, T268; <i>Problem Patrol</i> p. T24, T86, T108, T150, T172, T210, T212, 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, T77, T123, T187, T239
2.7 Retell the central ideas of simple expository or narrative passages.	<i>Hello!</i> p. T28, T40, T131, T160, T202, T222, T276, T286; <i>Problem Patrol</i> p. T60, T98, T120, T180, T248, T298; <i>Team Spirit</i> p. T30, T39, T156, T201, T205, T264; <i>Imagine That!</i> p. T19, T173, T194; <i>Information Finders</i> p. T34, T96, T110, T161; <i>Hometowns</i> p. T36, T42, T46, T47, T134, T138, T146, T180, T260

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

**3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<p><b>Narrative Analysis of Grade-Level-Appropriate Text</b></p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.</p>	<p><i>Hello!</i> p. T82, T83, T84, T86, T88, T90, T94-T95; <i>Team Spirit</i> p. T25, T26, T28, T30, T34, T42, T44, T46, T54-T55, T207; <i>Imagine That!</i> p. T150-T151; <i>Hometowns</i> p. T38, T46, T140, T194, T195, T196, T198, T202, T206, T212-T213, T253</p>
<p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Hello!</i> p. T24, T80, T136, T192, T248; <i>Problem Patrol</i> p. T86, T150, T238, T280; <i>Team Spirit</i> p. T53, T113, T159, T219, T277; <i>Imagine That!</i> p. T43, T89, T149, T209, T259; <i>Information Finders</i> p. T53, T113, T161, T217, T267; <i>Hometowns</i> p. T53, T95, T163, T211, T267</p>
<p>3.3 Recollect, talk, and write about books read during the school year.</p>	<p><i>Hello!</i> p. T18-T19, T61, T74-T75, T90, T110, T117, T118, T130-T131, T186-T187, T202, T222, T229, T242-T243; <i>Problem Patrol</i> p. T18-T19, T36, T79, T80-T81, T98, T120, T144-T145, T204-T205, T274-T275; <i>Hometowns</i> p. T52-T53, T162-T163, T166-T167, T290, T291</p>

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

**Writing**

**1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<p><b>Organization and Focus</b></p> <p>1.1 Select a focus when writing.</p>	<p><i>Hello!</i> p. T293; <i>Problem Patrol</i> p. T341; <i>Team Spirit</i> p. T297; <i>Imagine That!</i> p. T278-T279; <i>Information Finders</i> p. T287; <i>Hometowns</i> p. T287</p>
<p>1.2 Use descriptive words when writing.</p>	<p><i>Hello!</i> p. T293; <i>Problem Patrol</i> p. T195, T306, T341-T343; <i>Team Spirit</i> p. T234, T299; <i>Imagine That!</i> p. T173, T205, T216-T217; <i>Information Finders</i> p. T120; <i>Hometowns</i> p. T170-T171, T178</p>
<p><b>Penmanship</b></p> <p>1.3 Print legibly and space letters, words, and sentences appropriately.</p>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i> p. T61, T117, T173, T229, T285, R5, R13, R21, R29, R37; <i>Problem Patrol</i> p. R5, R13, R21, R29, R37; <i>Team Spirit</i> p. R5, R13, R21, R29, R37; <i>Imagine That!</i> p. R5, R13, R21, R29, R37; <i>Information Finders</i> p. R5, R13, R21, R29, R37; <i>Hometowns</i> p. R5, R13, R21, R29, R37</p>

**LITERACY PLACE™ ©2000 by Scholastic  
correlated to  
California English-Language Arts Content Standards**

**Grade 1**

**2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

<b>California English-Language Arts Content Standards</b>	<b>LITERACY PLACE™ ©2000 by Scholastic</b>
2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	<i>Problem Patrol</i> p. T104, T168; <i>Team Spirit</i> p. T284; <i>Imagine That!</i> p. T156, T278-T281; <i>Information Finders</i> p. T224, T245, T265, T274; <i>Hometowns</i> p. T218, T287
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	<i>Hello!</i> p. T293; <i>Problem Patrol</i> p. T306-T307; T340-T345; <i>Team Spirit</i> p. T234; <i>Information Finders</i> p. T120; <i>Hometowns</i> p. T170-T171

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

**Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

**1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<p><b>Sentence Structure</b></p> <p>1.1 Write and speak in complete, coherent sentences.</p>	<p><i>Hello!</i> p. T27, T60, T103, T116, T173, T229, T284; <i>Team Spirit</i> p. T68, T128, T173, T233, T234, T298; <i>Imagine That!</i> p. T58, T105, T224, T289, R6-R7; <i>Information Finders</i> p. T37, T122; <i>Hometowns</i> p. T109, T177, T226</p>
<p><b>Grammar</b></p> <p>1.2 Identify and correctly use singular and plural nouns.</p>	<p><i>Team Spirit</i> p. R14-R15; <i>Information Finders</i> p. T234; <i>Hometowns</i> p. R22-R23</p>
<p>1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/ mine, his/her, hers, your/s</i>) in writing and speaking.</p>	<p>SE T240-T241; <i>Hometowns</i> p. T98-T99, T166-T167</p>
<p><b>Punctuation</b></p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p>	<p><i>Hello!</i> p. R6-R7, R14-R15, R30-R31; <i>Problem Patrol</i> p. T19, R6-R7; <i>Team Spirit</i> p. R38-R39</p>
<p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p>	<p><i>Hello!</i> p. R6-R7, R14-R15, R30-R31; <i>Problem Patrol</i> p. T19, T6-T7; <i>Team Spirit</i> p. R6-R7, R38-R39; <i>Imagine That!</i> p. R6-R7</p>
<p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p>	<p><i>Hello!</i> p. T294; <i>Problem Patrol</i> p. T342, R5, R13, R29, R37; <i>Team Spirit</i> p. T298, R5, R13, R29, R37; <i>Imagine That!</i> p. T280, R5, R13, R21, R29, R37; <i>Information Finders</i> p. T288, R5, R13, R21, R37; <i>Hometowns</i> p. T288, R5, R13, R23, R29, R37</p>

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

<b>California English-Language Arts Content Standards</b>	<b>LITERACY PLACE™ ©2000 by Scholastic</b>
<p><b>Capitalization</b></p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p>	<p><i>Hello!</i> p. T16, R6-R7; <i>Problem Patrol</i> p. R22-R23; <i>Team Spirit</i> p. T129; <i>Imagine That!</i> p. R38-R39; <i>Information Finders</i> p. R14-R15, R22-R23</p>
<p><b>Spelling</b></p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p>	<p><i>Hello!</i> p. R20-R21, R28-R29, R36-R37; <i>Problem Patrol</i> p. R4-R5, R12-R13, R28-R29, R36-R37; <i>Team Spirit</i> p. T4-T5, T12-T13, T28-T29, T36-T37; <i>Imagine That!</i> p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Information Finders</i> p. R4-R5, R12-R13, R20-R21, R36-R37; <i>Hometowns</i> p. R4-R5, R12-R13, R22-R23, R28-R29, R36-R37</p>

**LITERACY PLACE™ ©2000 by Scholastic  
correlated to  
California English-Language Arts Content Standards**

**Grade 1**

**Listening and Speaking**

**1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<p><b>Comprehension</b></p> <p>1.1 Listen attentively.</p>	<p><i>Hello!</i> p. T131; <i>Problem Patrol</i> p. T261; <i>Team Spirit</i> p. T25, T176, T306-T307; <i>Imagine That!</i> p. T59, T243, T271; <i>Information Finders</i> p. T177, T296-T297; <i>Hometowns</i> p. T65, T83, T129, T174, T193, T284</p>
<p>1.2 Ask questions for clarification and understanding.</p>	<p><i>Hello!</i> p. T177, T284; <i>Problem Patrol</i> p. T70; <i>Team Spirit</i> p. T306-T307; <i>Information Finders</i> p. T130, T234, T296-T297</p>
<p>1.3 Give, restate, and follow simple two-step directions.</p>	<p><i>Information Finders</i> p. T178; <i>Hometowns</i> p. T296-T297</p>
<p><b>Organization and Delivery of Oral Communication</b></p> <p>1.4 Stay on the topic when speaking.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Hello!</i> p. T70, T131, T232; <i>Problem Patrol</i> p. T131, T261; <i>Imagine That!</i> p. T59, T288-T289; <i>Hometowns</i> p. T296-T297</p>
<p>1.5 Use descriptive words when speaking about people, places, things, and events.</p>	<p><i>Hello!</i> p. T70, T176, T233; <i>Imagine That!</i> p. T226, T288-T289; <i>Information Finders</i> p. T284; <i>Hometowns</i> p. T296-T297</p>

**LITERACY PLACE™ ©2000 by Scholastic**  
**correlated to**  
**California English-Language Arts Content Standards**

**Grade 1**

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

<b>California English-Language Arts Content Standards</b>	<b>LITERACY PLACE™ ©2000 by Scholastic</b>
2.1 Recite poems, rhymes, songs, and stories.	<i>Hello!</i> p. T48, T76, T132, T154, T188, T210, T244, T266; <i>Problem Patrol</i> p. T16, T44, T82, T106, T147, T272, T308; <i>Team Spirit</i> p. T22, T80, T116, T144, T162, T186, T222; <i>Imagine That!</i> p. T22, T92, T152, T176, T212; <i>Information Finders</i> p. T22, T80, T116, T144, T164, T188, T248, T270; <i>Hometowns</i> p. T22, T55, T80, T126, T190, T214, T242
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.	The opportunity to address this objective is available on the following pages: <i>Hello!</i> p. T28, T40, T131, T160, T202, T222, T276, T286; <i>Problem Patrol</i> p. T60, T94, T98, T120, T180, T298; <i>Team Spirit</i> p. T30, T39, T156, T201, T264; <i>Imagine That!</i> p. T19, T173, T194; <i>Information Finders</i> p. T34, T96, T110, T161; <i>Hometowns</i> p. T34, T52, T220, T246, T252, T256
2.3 Relate an important life event or personal experience in a simple sequence.	<i>Hello!</i> p. T176; <i>Team Spirit</i> p. T40; <i>Imagine That!</i> p. T210; <i>Information Finders</i> p. T216
2.4 Provide descriptions with careful attention to sensory detail.	<i>Hello!</i> p. T70, T176, T233; <i>Imagine That!</i> p. T226, T288-T289; <i>Information Finders</i> p. T161, T217, T284; <i>Hometowns</i> p. T296-T297