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**correlated to**  
**New York English-Language Arts Learning Standards**

**Grade 1**

**Standard 1**

**Students will read, write, listen, and speak for information and understanding.**

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

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<p><b>LISTENING &amp; READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams</li> </ul>	<p><i>Hello!</i>, p. T29, T81-T89; <i>Problem Patrol</i>, p. T130, T195; <i>Team Spirit</i>, p. T51; <i>Imagine That!</i>, p. T59; <i>Information Finders</i>, p. T43, T92; <i>Hometowns</i>, p. T161</p>
<ul style="list-style-type: none"> <li>select information appropriate to the purpose of their investigation and relate ideas from one text to another</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T140, T160, T250, T262; <i>Problem Patrol</i>, p. T28, T154, T216, T222, T294; <i>Team Spirit</i>, p. T32, T44, T90, T92, T100; <i>Imagine That!</i>, p. T38, T74, T82, T86, T254; <i>Information Finders</i>, p. T156, T206, T212, T253; <i>Hometowns</i>, p. T33, T34, T77</p>
<ul style="list-style-type: none"> <li>select and use strategies that have been taught for notetaking, organizing, and categorizing information</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T73, T252, T276; <i>Problem Patrol</i>, p. T175, T179, T217, T224; <i>Information Finders</i>, p. T92; <i>Hometowns</i>, p. T130, T264</p>

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<ul style="list-style-type: none"> <li>• ask specific questions to clarify and extend meaning</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T272, T276; <i>Problem Patrol</i>, p. T24, T28, T30; <i>Team Spirit</i>, p. T82, T88; <i>Imagine That!</i>, p. T26, T86, T204;  <i>Information Finders</i>, p. T86; <i>Hometowns</i>, p. T24, T48, T246</p>
<ul style="list-style-type: none"> <li>• make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words</li> </ul>	<p><i>Hello!</i>, p. T175, T217, T224; <i>Problem Patrol</i>, p. T17, T28, T32, T46, T88; <i>Team Spirit</i>, p. T77, T141, T183, T247; <i>Imagine That!</i>, p. T94, T99, T269; <i>Information Finders</i>, p. T88, T89, T106, T148, T156; <i>Hometowns</i>, p. T26, T27</p>
<ul style="list-style-type: none"> <li>• support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T216, T254, T270; <i>Problem Patrol</i>, p. T48, T90, T314, T318; <i>Team Spirit</i>, p. T32, T50, T86, T152, T192; <i>Imagine That!</i>, p. T26, T27, T30, T34, T38; <i>Information Finders</i>, p. T36, T40; <i>Hometowns</i>, p. T26, T27, T30, T42</p>

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<p><b>SPEAKING &amp; WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts</li> </ul>	<p><i>Hello!</i>, p. T73, T252, T276; <i>Problem Patrol</i>, p. T306, T312; <i>Imagine That!</i>, p. T82, T88, T186, T198; <i>Information Finders</i>, p. T69, T102, T198; <i>Hometowns</i>, p. T162, T227</p>
<ul style="list-style-type: none"> <li>• select a focus, organization, and point of view for oral and written presentations</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T131, T176, T284, T288; <i>Problem Patrol</i>, p. T70, T194; <i>Information Finders</i>, p. T69; <i>Hometowns</i>, p. T175, T227</p>
<ul style="list-style-type: none"> <li>• use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T176, T232, T289; <i>Problem Patrol</i>, p. T71; <i>Imagine That!</i>, p. T276; <i>Information Finders</i>, p. T69, T233; <i>Hometowns</i>, p. T180, T227, T284</p>
<ul style="list-style-type: none"> <li>• use details, examples, anecdotes, or personal experiences to explain or clarify information</li> </ul>	<p><i>Hello!</i>, p. T176; <i>Problem Patrol</i>, p. T71; <i>Information Finders</i>, p. T69; <i>Hometowns</i>, p. T227; <i>Imagine That!</i>, p. T59, T165</p>

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<ul style="list-style-type: none"> <li>• include relevant information and exclude extraneous material</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T232, T233; <i>Problem Patrol</i>, p. T306-307; <i>Team Spirit</i>, p. T183, T214, T226-227</p>
<ul style="list-style-type: none"> <li>• use the process of pre-writing, drafting, revising, and proofreading ( the “writing process”) to produce well-constructed informational texts</li> </ul>	<p><i>Hello!</i>, p. T61, T117, T173, T229, T285, T293, T294; <i>Problem Patrol</i>, p. T341, T342; <i>Team Spirit</i>, p. T49, T111, T157, T261; <i>Imagine That!</i>, p. T35, T85, T279, T280; <i>Information Finders</i>, p. T49, T111, T157, T215, T261; <i>Hometowns</i>, p. T49, T91, T207, T265, T287</p>
<ul style="list-style-type: none"> <li>• observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms</li> </ul>	<p><i>Hello!</i>, p. R6-R7, R14-R15, R16; <i>Problem Patrol</i>, p. R6-R7, R22-R23; <i>Team Spirit</i>, p. R38-R39, T101, T129; <i>Imagine That!</i>, p. R22-R23, R38-R39; <i>Information Finders</i>, p. R14-R15, R22-R23; <i>Hometowns</i>, p. R38-R39</p>

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**Standard 2**

**Students will read, write, listen, and speak for literary response and expression.**

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

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<p><b>LISTENING &amp; READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers</li> </ul>	<p><i>Hello!</i>, p. T24, T192-T201; <i>Problem Patrol</i>, p. T87, T239; <i>Team Spirit</i>, p. T183, T261; <i>Imagine That!</i>, p. T19, T37, T117, T144, T145, T225, T237, T243, T254; <i>Information Finders</i>, p. T43, T103, T263; <i>Hometowns</i>, p. T93, T161, T203, T263</p>
<ul style="list-style-type: none"> <li>• recognize some features that distinguish the genres and use those features to aid comprehension</li> </ul>	<p><i>Hello!</i>, p. T151, T152, T193, T198; <i>Problem Patrol</i>, p. T239; <i>Team Spirit</i>, p. T183, T261; <i>Imagine That!</i>, p. T19, T37, T117, T144, T145, T225, T237, T243, T254; <i>Information Finders</i>, p. T43, T103, T263; <i>Hometowns</i>, p. T93, T161, T203</p>
<ul style="list-style-type: none"> <li>• understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T138, T140, T142, T144, T146; <i>Problem Patrol</i>, p. T152, T154, T158; <i>Team Spirit</i>, p. T25, T28, T30, T42, T44, T207; <i>Imagine That!</i>, p. T194; <i>Information Finders</i>, p. T148, T149, T154, T158, T257; <i>Hometowns</i>, p. T48, T130, T132, T136, T148</p>

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<ul style="list-style-type: none"> <li>• use inference and deduction to understand the text</li> </ul>	<p><i>Hello!</i>, p. T194, T216, T254, T270; <i>Problem Patrol</i>, p. T48, T90, T286, T314, T318; <i>Team Spirit</i>, p. T32, T86, T152, T196, T200, T254, T274; <i>Imagine That!</i>, p. T27, T28, T30, T34, T36; <i>Information Finders</i>, p. T40, T88, T89, T106, T148, T156; <i>Hometowns</i>, p. T27, T28, T30, T32, T44</p>
<ul style="list-style-type: none"> <li>• read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T34, T75, T115, T132, T243; <i>Problem Patrol</i>, p. T28, T145, T155, T223, T292, T296; <i>Team Spirit</i>, p. R3, R27, T201, T216; <i>Imagine That!</i>, p. T35, T43, T54, T103; <i>Hometowns</i>, p. T35, T43, T51, T54, T103, T133, T164</p>
<ul style="list-style-type: none"> <li>• evaluate literary merit</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Problem Patrol</i>, p. T151, T152; <i>Imagine That!</i>, p. T225, T243, T254; <i>Information Finders</i>, p. T141, T191; <i>Hometowns</i>, p. T209</p>

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<p><b>SPEAKING &amp; WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T138, T140, T143, T146, T150-T151; <i>Problem Patrol</i>, p. T180, T181; <i>Team Spirit</i>, p. T86, T91, T100, T106, T180, T182; <i>Imagine That!</i>, p. T19, T37, T225, T237, T243, T254; <i>Information Finders</i>, p. T141, T191; <i>Hometowns</i>, p. T28, T41, T130, T132, T136, T148, T152</p>
<ul style="list-style-type: none"> <li>• explain the meaning of literary works with some attention to meanings beyond the literal level</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T19, T144, T200, T250, T251, T254, T256, T268, T270, T274; <i>Problem Patrol</i>, p. T56; <i>Team Spirit</i>, p. T148, T196; <i>Imagine That!</i>, p. T128, T244; <i>Information Finders</i>, p. T30, T150, T258; <i>Hometowns</i>, p. T38</p>
<ul style="list-style-type: none"> <li>• create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T120, T288, T289; <i>Problem Patrol</i>, p. T71 <i>Team Spirit</i>, p. T129, T130, T170, T175, T293, T294; <i>Imagine That!</i>, p. T165, T166, T275, T276; <i>Information Finders</i>, p. T69, T129, T178; <i>Hometowns</i>, p. T69, T180, T227</p>

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<ul style="list-style-type: none"><li>• observe the conventions of grammar and usage, spelling, and punctuation</li></ul>	<i>Hello!</i> , p. R14-R15, T88, T106, T109, T138, T254; <i>Problem Patrol</i> , p. T22, T55, R6-R7; <i>Team Spirit</i> , p. R38-R39, T101, T171, T191, T204; <i>Imagine That!</i> , p. T28, T136, T139, T190; <i>Information Finders</i> , p. T116, T162; <i>Hometowns</i> , p. T26, T38, T152

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**Standard 3**

**Students will read, write, listen, and speak for critical analysis and evaluation.**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

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<p><b>LISTENING &amp; READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T81; <i>Problem Patrol</i>, p. T25, T109, T210, T211, T323;  <i>Team Spirit</i>, p. T51, T235; <i>Imagine That!</i>, p. T83 T135;  <i>Information Finders</i>, p. T43, T47, T64, T65, T103, T256-T264;  <i>Hometowns</i>, p. T93, T161</p>
<ul style="list-style-type: none"> <li>• make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T37, T43, T138, T158, T164; <i>Problem Patrol</i>, p. T52;  <i>Team Spirit</i>, p. T32, T44, T84, T88, T92, T94</p>

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<ul style="list-style-type: none"> <li>• recognize that the criteria that one uses to analyze and evaluate anything depend on one’s point of view and purpose for the analysis</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T272, T274, T276; <i>Team Spirit</i>, p. T34, T104, T160, T212; <i>Imagine That!</i>, p. T26, T186, T189, T204, T244;  <i>Information Finders</i>, p. T32, T44, T94, T100, T104, T156, T258; <i>Hometowns</i>, p. T196, T204</p>
<ul style="list-style-type: none"> <li>• evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T24, T50, T80, T100, T129, T185, T241, T248;  <i>Problem Patrol</i>, p. T24, T46, T108, T143; <i>Team Spirit</i>, p. T24, T82, T188, T252; <i>Imagine That!</i>, p. T72, T79; <i>Information Finders</i>, p. T24, T82, T146, T250</p>

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<p><b>SPEAKING &amp; WRITING for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence</li> </ul>	<p><i>Hello!</i>, p. T131, T176, T232, T284, T289; <i>Problem Patrol</i>, p. T71, T126, T131, T170, T261; <i>Team Spirit</i>, p. T176, T294; <i>Information Finders</i>, p. T69; <i>Hometowns</i>, p. T69, T175, T227</p>
<ul style="list-style-type: none"> <li>• present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost)</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T284; <i>Problem Patrol</i>, p. T131, T261, T350-T351; <i>Team Spirit</i>, p. T306-T307; <i>Hometowns</i>, p. T175</p>
<ul style="list-style-type: none"> <li>• monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact)</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T131, T176, T232, T288; <i>Problem Patrol</i>, p. T126, T131, T261; <i>Imagine That!</i>, p. T59, T225, T288; <i>Hometowns</i>, p. T175</p>

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<ul style="list-style-type: none"><li>• use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing</li></ul>	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T243, T294, R6-R7, R14-R15, R38-R39; <i>Problem Patrol</i> , p. T342; <i>Team Spirit</i> , p. R38-R39, T298; <i>Imagine That!</i> , p. R38-R39, T150, T280; <i>Information Finders</i> , p. T288, R6-R7; <i>Hometowns</i> , p. T288

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**Standard 4**

**Students will read, write, listen, and speak for social interaction.**

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

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<p><b>LISTENING &amp; SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• listen attentively and recognize when it is appropriate for them to speak</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T131, T289; <i>Team Spirit</i>, p. T25, T69, T176; <i>Imagine That!</i>, p. T59, T243, T271; <i>Information Finders</i>, p. T130, T233; <i>Hometowns</i>, p. T65, T69, T70, T83, T129, T175, T193</p>
<ul style="list-style-type: none"> <li>• take turns speaking and respond to others’ ideas in conversations on familiar topics</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T121, T131, T176, T227, T232, T289, T302-R303; <i>Problem Patrol</i>, p. T131, T170; <i>Team Spirit</i>, p. T25, T69, T176, T294; <i>Imagine That!</i>, p. T59, T226, T243; <i>Information Finders</i>, p. T130; <i>Hometowns</i>, p. T69, T284</p>
<ul style="list-style-type: none"> <li>• recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T131, T284, T289; <i>Imagine That!</i>, p. T165; <i>Hometowns</i>, p. T175</p>

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<p><b>READING &amp; WRITING</b> Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T18, T130, T264-T265; <i>Problem Patrol</i>, p. T340-T345; <i>Team Spirit</i>, p. T77, T111, T120, T121, T296-T299; <i>Imagine That!</i>, p. T105, T149, T209, T275; <i>Information Finders</i>, p. T286-T289; <i>Hometowns</i>, p. T19, T49, T53, T60-T61, T69, T112, T228, T267</p>
<ul style="list-style-type: none"> <li>• adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T121, T131, T176, T232, T289, T302-303; <i>Problem Patrol</i>, p. T131, T170; <i>Team Spirit</i>, p. T25, T69, T176, T294; <i>Imagine That!</i>, p. T59, T226, T243; <i>Information Finders</i>, p. T130; <i>Hometowns</i>, p. T69</p>
<ul style="list-style-type: none"> <li>• read and discuss published letters, diaries, and journals to learn the conventions of social writing</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <i>Hello!</i>, p. T18; <i>Problem Patrol</i>, p. T340-T345; <i>Team Spirit</i>, p. T77, T111, T120, T121, T296-T299; <i>Imagine That!</i>, p. T105, T149, T209, T275; <i>Information Finders</i>, p. T286-T289; <i>Hometowns</i>, p. T19, T49, T53, T60-T61, T69, T70</p>