



*Literacy and Intervention*

**INDIANA STATE STANDARDS**

# Explode The Code<sup>®</sup>

**Break Through the Code  
with Direct Phonics Instruction**

Grades Pre-K–4



***Explode the Code*<sup>®</sup>**  
**Correlated to the**  
**Indiana Standards and Resources**

**Grade K**

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STANDARDS/EXPECTATIONS	Component
<b>Standard 1</b> <b>Word Recognition, Fluency, and Vocabulary Development</b>	
<b>Concepts of Print</b>	
K.1.1 Identify the front cover, back cover, and title page of a book.	N/A
K.1.2 Follow words from left to right and from top to bottom on the printed page.	TG A, p. 9
K. 1.3 Understand that printed materials provide information.	N/A
K. 1.4 Recognize that sentences in print are made up of separate words.	N/A
K. 1. 5 Distinguish letters from words.	N/A
K.1. 6 Recognize and name all capital and lowercase letters of the alphabet.	A, B, C
<b>Phonemic Awareness</b>	
K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.	TG 1, Lesson 4, p. 14
K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.	TG 2, Lesson 2, p. 35

STANDARDS/EXPECTATIONS	Component
K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.	TG 1, Lesson 1, p. 7
K.1.10 Say rhyming words in response to an oral prompt.	TG 1, Lesson 2, p. 11
K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.	TG 1, Lesson 2, p. 10
K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	TG 1, Lesson 3, p. 12
K.1.13 Count the number of syllables in words.	TG 4, Lesson 3, p. 41
<b>Decoding and Word Recognition</b>	
K.1.14 Match all consonant sounds ( <i>mad, red, pin, top, sun</i> ) to appropriate letters.	BK 1, Lesson 1, p. 5; TG 1, Lesson 1, pp. 7–9; BC 1, p. 1
K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.	BK 1, Lesson 1, p. 8; TG 1, Lesson 1, p. 8; BC 1, pp. 5–7
K.1.16 Use self-correcting strategies when reading simple sentences.	N/A
K.1.17 Read their own names.	N/A
K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	N/A
K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	N/A
<b>Vocabulary and Concept Development</b>	
K.1.20 Identify and sort common words in basic categories.	BC 1, p. 64
K.1.21 Identify common signs and symbols.	N/A
K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.	All selections in Beyond the Code can be used to meet this standard.
<b>Standard 2 Comprehension and Analysis of Nonfiction and Informational Text</b>	
<b>Structural Features of Informational Materials</b>	
K.2.1 Locate the title and the name of the author of a book.	N/A

STANDARDS/EXPECTATIONS	Component
<b>Analysis of Grade-Level Appropriate Nonfiction and Informational Text</b>	
K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.	N/A
K.2.3 Generate and respond to questions ( <i>who, what, where</i> ).	N/A
K.2.4 Identify types of everyday print materials.	N/A
K.2.5 Identify the order (first, last) of information.	N/A
<b>Standard 3 Comprehension and Analysis of Literary Text</b>	
<b>Analysis of Grade-Level-Appropriate Literary Text</b>	
K.3.1 Distinguish fantasy from reality.	All selections in Beyond the Code can be used to meet this standard.
K.3.2 Retell (beginning, middle, end) familiar stories.	All selections in Beyond the Code can be used to meet this standard.
K.3.3 Identify characters, settings, and important events in a story.	All selections in Beyond the Code can be used to meet this standard.
K.3.4 Identify favorite books and stories.	N/A
K.3.5 Understand what is heard or seen by responding to questions ( <i>who, what, where</i> ).	All selections in Beyond the Code can be used to meet this standard.

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**Grade 1**

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STANDARDS/EXPECTATIONS	Component
<b>Standard 1</b> <b>Word Recognition, Fluency, and Vocabulary Development</b>	
<b>Concepts of Print</b>	
1.1.1 Match oral words to printed words.	N/A
1.1.2 Identify letters, words, and sentences.	N/A
1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	BK 1 ½, Lesson 1, p. 6; TG 1, Lesson 5, p. 17
<b>Phonemic Awareness</b>	
1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	TG 1, Lessons 1 & 2, pp. 7–11
1.1.5 Recognize different vowel sounds in orally stated single-syllable words.	TG 1, Lesson 5, p. 16
1.1.6 Recognize that vowels’ sounds can be represented by different letters.	BK 3, Lesson 10, p. 76; TG 3, Lesson 10, p. 26; BC 1, p. 35
1.1.7 Create and state a series of rhyming words.	BC 1, p. 11; TG 1, Lesson 4, p. 16
1.1.8 Add, delete, or change sounds to change words.	TG 2, Lesson 2, p. 35
1.1.9 Blend two to four phonemes (sounds) into recognizable words.	TG 2, Lesson 1, p. 33

STANDARDS/EXPECTATIONS	Component
<b>Decoding and Word Recognition</b>	
1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns ( <i>a, e, i, o, u</i> ), and blend those sounds into recognizable words.	BK 3, Lesson 2, p. 11; TG 3, Lesson 2, p. 9; BC 1, p. 1
1.1.11 Read common sight words (words that are often seen and heard).	BK 1, Lesson 1, p. 8; TG 1, Lesson 1, p. 8; BC 1, pp. 5–7
1.1.12 Use phonic and context clues as self-correction strategies when reading.	N/A
1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i> ) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i> ).	BK 3, Lesson 5, p. 36; TG 3, Lesson 5, p. 15; BC 1, pp. 5–7
1.1.14 Read common word patterns ( <i>-ite, -ate</i> ).	BK 3, Lesson 2, p. 11; TG 3, Lesson 2, p. 9; BC 1, p. 11
1.1.15 Read aloud smoothly and easily in familiar text.	All selections in <i>Beyond the Code</i> can be used to practice reading smoothly and easily.
<b>Vocabulary and Concept Development</b>	
1.1.16 Read and understand simple compound words ( <i>birthday, anything</i> ) and contractions ( <i>isn't, aren't, can't, won't</i> ).	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 2, pp. 5–10 (compound words); BC 1, p. 12; TG 2, Lesson 3, p. 39; BK 4, Lesson 1, p. 6 (contractions)
1.1.17 Read and understand root words ( <i>look</i> ) and their inflectional forms ( <i>looks, looked, looking</i> ).	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7
1.1.18 Classify categories of words.	BC 1, p. 64
1.1.19 Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.	N/A
<b>Standard 2 Comprehension and Analysis of Nonfiction and Informational Text</b>	
<b>Structural Features of Informational Materials</b>	
1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.	N/A
1.2.2 Identify text that uses sequence or other logical order.	N/A

STANDARDS/EXPECTATIONS	Component
<b>Analysis of Grade-Level Appropriate Nonfiction and Informational Text</b>	
1.2.3 Respond to <i>who, what, when, where, why,</i> and <i>how</i> questions and recognize the main idea of what is read.	N/A
1.2.4 Follow one-step written instructions.	N/A
1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.	N/A
1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i> ).	N/A
1.2.7 Relate prior knowledge to what is read.	N/A
<b>Standard 3 Comprehension and Analysis of Literary Text</b>	
<b>Analysis of Grade-Level-Appropriate Literary Text</b>	
1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.	All selections in Beyond the Code can be used to meet this standard.
1.3.2 Describe the roles of authors and illustrators.	N/A
1.3.3 Confirm predictions about what will happen next in a story.	All selections in Beyond the Code can be used to meet this standard.
1.3.4 Distinguish fantasy from reality.	All selections in Beyond the Code can be used to meet this standard.
1.3.5 Understand what is read by responding to questions ( <i>who, what, when, where, why, how</i> ).	All selections in Beyond the Code can be used to meet this standard.

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**Grade 2**

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STANDARDS/EXPECTATIONS	Component
<b>Standard 1</b> <b>Word Recognition, Fluency, and Vocabulary Development</b>	
<b>Phonemic Awareness</b>	
2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: <ul style="list-style-type: none"> <li>• distinguishing beginning, middle, and ending sounds in words.</li> <li>• rhyming words.</li> <li>• clearly pronouncing blends and vowel sounds.</li> </ul>	TG 1, Lesson 1, p. 7
<b>Decoding and Word Recognition</b>	
2.1.2 Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i> ) when reading.	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7
2.1.3 Decode (sound out) regular words with more than one syllable ( <i>dinosaur, vacation</i> ).	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 91–94
2.1.4 Recognize common abbreviations ( <i>Jan., Fri.</i> ).	BC 2, pp. 73–79
2.1.5 Identify and correctly use regular plural words ( <i>mountain/mountains</i> ) and irregular plural words ( <i>child/children, mouse/mice</i> ).	BK 1, Lesson 5, p. 40; BC 4, p. 29
2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.	All selections in Beyond the Code can be used to practice reading fluently, accurately, and with appropriate changes in voice and expression.

STANDARDS/EXPECTATIONS	Component
<b>Vocabulary and Concept Development</b>	
2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms)
2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words ( <i>lunchtime, lunchroom, daydream, raindrop</i> ).	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 1, p. 29
2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i> ) and suffixes (word parts added at the end of words such as <i>-ful</i> ).	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; (suffixes); BK 4, Lesson 12, p. 84; TG 3, Lesson 12, p. 59 (prefixes)
2.1.10 Identify simple multiple-meaning words ( <i>change, duck</i> ).	TG 3, Lesson 13, p. 33; BC 1, p. 5
2.1.11 Know and use common word families (such as <i>-ale, -est, -ine, -ock, -ump</i> ) when reading unfamiliar words.	BK 5, Lesson 3, p. 17; TG 5, Lesson 3, p. 11; BC 1, p. 1
<b>Standard 2 Comprehension and Analysis of Nonfiction and Informational Text</b>	
<b>Structural Features of Informational and Technical Materials</b>	
2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.	N/A
<b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</b>	
2.2.2 State the purpose for reading.	N/A
2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	N/A
2.2.4 Ask and respond to questions ( <i>when, who, where, why, what if, how</i> ) to aid comprehension about important elements of informational texts.	N/A
2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.	N/A
2.2.6 Recognize cause-and-effect relationships in a text.	N/A
2.2.7 Interpret information from diagrams, charts, and graphs.	N/A
2.2.8 Follow two-step written instructions.	N/A
2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.	N/A

STANDARDS/EXPECTATIONS	Component
2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i> ).	N/A
2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).	N/A
<b>Standard 3 Comprehension and Analysis of Literary Text</b>	
<b>Analysis of Grade-Level-Appropriate Literary Text</b>	
2.3.1 Compare plots, settings, and characters presented by different authors.	All selections in Beyond the code can be used to meet this standard.
2.3.2 Create different endings to stories and identify the problem and the impact of the different ending.	All selections in Beyond the code can be used to meet this standard.
2.3.3 Compare and contrast versions of same stories from different cultures.	N/A
2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.	BC 1, pp. 15–17
2.3.5 Confirm predictions about what will happen next in a story.	All selections in Beyond the code can be used to meet this standard.
2.3.6 Recognize the difference between fantasy and reality.	All selections in Beyond the code can be used to meet this standard.
2.3.7 Identify the meaning or lesson of a story.	All selections in Beyond the code can be used to meet this standard.

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**Grade 3**

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STANDARDS/RESOURCES	Component
<b>Standard 1</b> <b>Word Recognition, Fluency, and Vocabulary Development</b>	
<b>Decoding and Word Recognition</b>	
3.1.1 Know and use more difficult word families (- <i>igh</i> ) when reading unfamiliar words.	TG 6, Lesson 6, pp. 42-44 TG 7, Lesson 14, pp. 29-30
3.1.2 Read words with several syllables.	TG 4, Lesson 4, p. 43 TG 8, Lesson 8, pp. 48-49
3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.	TG 5, Lesson 5, p. 16 – Fluency TG 7, Lesson 11, p. 25 – Fluency
<b>Vocabulary and Concept Development</b>	
3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).	TG 3, Lesson 7, p. 21 – Comprehension TG 4, Lesson 2, pp. 39-40 TG 4, Lesson 3, p. 42 – Antonyms TG 4, Lesson 4, p. 43 TG 6, Lesson 6, p. 43 – Synonyms TG 6, Lesson 14, p. 60 – Homophones
3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.	TG 6, Lesson 9, p. 49 – Vocabulary TG 7, Lesson 13, p. 28 – Vocabulary

STANDARDS/RESOURCES	Component
3.1.6 Use sentence and word context to find the meaning of unknown words.	TG 6, Lesson 4, p. 39 – Comprehension TG 7, Lesson 8, p. 20 – Comprehension
3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.	BK 7, Lesson 14, p. 115 TG 8, Lesson 9, p. 51
3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-</i> , <i>pre-</i> ) and suffixes (word parts added at the end of words such as <i>-er</i> , <i>-ful</i> , <i>-less</i> ) to determine the meaning of words.	TG 4, Lesson 12, p. 59 TG 8, Lesson 1, pp. 36-37
3.1.9 Identify more difficult multiple-meaning words (such as <i>puzzle</i> or <i>fire</i> ).	TG 3, Lesson 7, p. 21 – Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge
<b>Standard 2</b> <b>Comprehension and Analysis of Nonfiction and Informational Text</b>	
<b>Structural Features of Informational and Technical Materials</b>	
3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	N/A
<b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</b>	
3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.	N/A
3.2.3 Show understanding by identifying answers in the text.	N/A
3.2.4 Recall major points in the text and make and revise predictions about what is read.	N/A
3.2.5 Distinguish the main idea and supporting details in expository (informational) text.	N/A
3.2.6 Locate appropriate and significant information from the text, including problems and solutions.	N/A
3.2.7 Follow simple multiple-step written instructions.	N/A
3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.	N/A
3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical).	N/A

STANDARDS/RESOURCES	Component
<b>Standard 3 Comprehension and Analysis of Literary Text</b>	
<b>Structural Features of Literature</b>	
3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.	TG 3, Lesson 11, p. 30 – Fluency BK 7, Lesson 8, p. 63 TG 8, Lesson 12, p. 56 – Fluency
<b>Analysis of Grade-Level-Appropriate Literary Text</b>	
3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	BK 7, Lesson 12, p. 95
3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	All reading selections from BC 1-4; BK 7-8
3.3.4 Determine the theme or author’s message in fiction and nonfiction text.	All reading selections from BC 1-4; BK 7-8 BK 8, Lesson 13, pp. 104-105
3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.	BC 3, pp. 5-12
3.3.6 Identify the speaker or narrator in a selection.	N/A
3.3.7 Compare and contrast versions of the same stories from different cultures.	N/A
3.3.8 Identify the problem and solutions in a story.	BC 3, pp. 51-62 BC 4, pp. 35-36

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STANDARDS/RESOURCES	Component
<b>Standard 1</b> <b>Word Recognition, Fluency, and Vocabulary Development</b>	
<b>Decoding and Word Recognition</b>	
4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.	TG 5, Lesson 5, p. 16 – Fluency TG 7, Lesson 11, p. 25 – Fluency
<b>Vocabulary and Concept Development</b>	
4.1.2 Apply knowledge of <i>synonyms</i> (words with the same meaning), <i>antonyms</i> (words with opposite meanings), <i>homographs</i> (words that are spelled the same but have different meanings), and <i>idioms</i> (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i> ) to determine the meaning of words and phrases.	TG 3, Lesson 7, p. 21 – Comprehension TG 4, Lesson 2, pp. 39-40 TG 4, Lesson 3, p. 42 – Antonyms TG 4, Lesson 4, p. 43 TG 6, Lesson 6, p. 43 – Synonyms TG 6, Lesson 14, p. 60 – Homophones
4.1.3 Use knowledge of root words ( <i>nation, national, nationality</i> ) to determine the meaning of unknown words within a passage.	BK 8, Lesson 5, p. 41
4.1.4 Use common roots ( <i>meter = measure</i> ) and word parts ( <i>therm = heat</i> ) derived from Greek and Latin to analyze the meaning of complex words ( <i>thermometer</i> ).	TG 8, Lesson 2, p. 39 - Challenge
4.1.5 Use a thesaurus to find related words and ideas.	TG 4, Lesson 10, p. 56

STANDARDS/RESOURCES	Component
4.1.6 Distinguish and interpret words with multiple meanings ( <i>quarters</i> ) by using context clues (the meaning of the text around a word).	TG 3, Lesson 7, p. 21 – Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge
4.1.7 Use context to determine the meaning of unknown words.	TG 3, Lesson 8, p. 23 – Vocabulary and Comprehension TG 6, Lesson 3, pp. 36-37 – Vocabulary and Comprehension
<b>Standard 2</b> <b>Comprehension and Analysis of Nonfiction and Informational Text</b>	
<b>Structural Features of Informational and Technical Materials</b>	
4.2.1 Use the organization of informational text to strengthen comprehension.	N/A
<b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</b>	
4.2.2 Use appropriate strategies when reading for different purposes.	N/A
4.2.3 Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.	N/A
4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.	N/A
4.2.5 Compare and contrast information on the same topic after reading several passages or articles.	N/A
4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.	N/A
4.2.7 Follow multiple-step instructions in a basic technical manual.	N/A
4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.	N/A
4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).	N/A

STANDARDS/RESOURCES	Component
<b>Standard 3 Comprehension and Analysis of Literary Text</b>	
<b>Structural Features of Literature</b>	
4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.	BK 7, Lesson 12, p. 95
<b>Analysis of Grade-Level-Appropriate Literary Text</b>	
4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.	All reading selections from BC 1-4; BK 7-8 BC 4, pp. 17-26
4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.	All reading selections from BC 1-4; BK 7-8
4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	N/A
4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. <ul style="list-style-type: none"> <li>• Simile: a comparison that uses <i>like</i> or <i>as</i></li> <li>• Metaphor: an implied comparison</li> <li>• Hyperbole: an exaggeration for effect</li> <li>• Personification: a description that represents a thing as a person</li> </ul>	TG 6, Lesson 10, p. 51 – Similes TG 8, Lesson 2, p. 38 – Figurative Language TG 8, Lesson 5, p. 44 – Figure of Speech
4.3.6 Determine the theme.	All reading selections from BC 1-4; BK 7-8 BK 8, Lesson 13, pp. 104-105
4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	N/A