

Explode The Code[®]



Correlated to the:

Ohio

English Language Academic Content Standards
K-4

PRODUCTS BY



Explode the Code®
Correlated to the
Ohio English Language Academic Content Standards

Grade K

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STANDARDS	Component
Phonemic Awareness, Word Recognition, and Fluency	
1. Read own first and last name.	N/A
2. Identify and complete rhyming words and patterns.	TG 1, Lesson 2, p. 11
3. Distinguish the number of syllables in words by using rhythmic clapping, snapping, or counting.	TG 4, Lesson 5, p. 45
4. Distinguish and name all upper-and lowercase letters.	A, B, C
5. Recognize, say and write the common sounds of letters.	A, B, C
6. Distinguish letters from words by recognizing that words are separated by spaces.	N/A
7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.	TG 1, Lesson 1, p. 7
8. Read one-syllable and often-heard words by sight.	TG 1 Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3
9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.	All selections in Beyond the Code can be used to meet this standard.
Acquisition of Vocabulary	
1. Understand new words from the context of conversations or from the use of pictures within a text.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS	Component
2. Recognize and understand words, signs, and symbols seen in everyday life.	N/A
3. Identify words in common categories such as color words, number words and directional words.	BC 1, p. 21
4. Determine the meaning of unknown words, with assistance, using a beginner's dictionary.	N/A
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.	N/A
2. Hold books right side up, know that people read pages from front to back and read words from left to right.	TG A, p. 9
3. Know the differences between illustrations and print.	N/A
4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.	BC 1, p. 9
5. Predict what will happen next, using pictures and content as a guide.	All selections in Beyond the Code can be used to meet this standard.
6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.	All selections in Beyond the Code can be used to meet this standard.
7. Recall information from a story by sequencing pictures and events.	All selections in Beyond the Code can be used to meet this standard.
8. Answer literal questions to demonstrate comprehension or orally read grade-appropriate texts.	All selections in Beyond the Code can be used to meet this standard.
9. Monitor comprehension of orally read texts by asking and answering questions.	All selections in Beyond the Code can be used to meet this standard.
10. Identify favorite books and stories and participate in shared oral reading.	N/A
Reading Applications: Literary Text	
1. Identify favorite books and stories.	N/A
2. Identify the characters and setting in a story.	All selections in Beyond the Code can be used to meet this standard.
3. Retell or re-enact a story that has been heard.	All selections in Beyond the Code can be used to meet this standard.
4. Distinguish between fantasy and reality.	All selections in Beyond the Code can be used to meet this standard.
5. Recognize predictable patterns in stories.	All selections in Beyond the Code can be used to meet this standard.

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Grade 1

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STANDARDS	Component
Phonemic Awareness, Word Recognition, and Fluency	
1. Identify and distinguish between letters, words and sentences.	N/A
2. Identify and say the beginning and ending sounds in words.	TG 1, Lesson 5, p. 16
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.	TG 2, Lesson 1, p. 33; BK 2, Lesson 1, p. 1
4. Decode by using letter-sound matches.	BK 1, Lesson 1, p. 1; TG 1, Lesson 1, p. 7
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	TG 1, Lesson 4, p. 16; BK 1, Lesson 4, p. 28; BC 1, p. 1
6. Blend two to four phonemes (sounds) into words.	TG 2, Lesson 4, p. 40; BK 2, Lesson 4, p. 29; BC 1, p. 1
7. Add, delete or change sounds in a given word to create new or rhyming words.	TG 2, Lesson 2, p. 35; BK 2, Lesson 2, p. 11
8. Demonstrate a growing stock of sight words.	All selections in Beyond the Code can be used to meet this standard.
9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.	All selections in Beyond the Code can be used to meet this standard.
10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS	Component
Acquisition of Vocabulary	
1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	All selections in Beyond the Code can be used to meet this standard.
2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).	BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms)
3. Classify words into categories (e.g., colors, fruits, vegetables).	BC 1, p. 21
4. Recognize common sight words.	BK 1, Lesson 1, p. 8; BC 1, pp. 5–7
5. Recognize that words can sound alike but have different meanings (e.g., homophones such as <i>hair</i> and <i>hare</i>).	BC 1, p. 15
6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).	BC 1, p. 58; BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37
7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).	BC 1, p. 12 (contractions); BC 2, p. 86 (abbreviations)
8. Read root words and their inflectional endings (e.g., walk, walked, walking).	BC 1, p. 1; BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39
9. Determine the meaning of unknown words using a beginner's dictionary.	N/A
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Describe the role of authors and illustrators.	N/A
2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	N/A
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.	BC 1, p. 9
4. Make predictions while reading and support predictions with information from the text or prior experience.	BC 1, p. 29
5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.	BC 1, p. 42
6. Recall the important ideas in fictional and non-fictional texts.	All selections in Beyond the Code can be used to meet this standard.
7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.	N/A

STANDARDS	Component
8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	All selections in Beyond the Code can be used to meet this standard.
9. Monitor comprehension of independently- or group-read texts by asking and answering questions.	All selections in Beyond the Code can be used to meet this standard.
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	N/A
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	N/A
Reading Applications: Literary Text	
1. Provide own interpretation of story, using information from the text.	All selections in Beyond the Code can be used to meet this standard.
2. Identify characters, setting and events in a story.	All selections in Beyond the Code can be used to meet this standard.
3. Retell the beginning, middle and ending of a story, including its important events.	All selections in Beyond the Code can be used to meet this standard.
4. Identify differences between stories, poems and plays.	N/A
5. Recognize predictable patterns in stories and poems.	N/A

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Grade 2

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STANDARDS/EXPECTATIONS	Component
Phonemic Awareness, Word Recognition, and Fluency	
1. Identify rhyming words with the same or different spelling patterns.	BK 1, Lesson 1, p. 2; TG 1, Lesson 2, p. 11; BC 1, p. 11
2. Read regularly spelled multi-syllable words by sight.	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, p. 58
3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.	TG 1, Lesson 3, p. 12; BK 1, Lesson 3, p. 21
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	BK 1, Lesson 6, p. 43; TG 1, Lesson 3, p. 13
5. Segment letter, letter blends and syllable sounds in words.	TG 1, Lesson 4, p. 14; BK 1, Lesson 1, p. 5
6. Distinguish and identify the beginning, middle and ending sounds in words.	TG 1, Lesson 2, p. 10; BK 1, Lesson 2, p. 13
7. Identify words as having either short- or long-vowel sounds.	BK 3, Lesson 3, p. 20; TG 3, Lesson 3, p. 11
8. Demonstrate a growing stock of sight words.	All selections in Beyond the Code can be used to meet this standard.
9. Read text using fluid and automatic decoding skills.	All selections in Beyond the Code can be used to meet this standard.
10. Read passages fluently with appropriate changes in voice, timing and expression.	All selections in Beyond the Code can be used to meet this standard.
Acquisition of Vocabulary	
1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).	BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms)
3. Classify words into categories (e.g., colors, fruits, vegetables).	BC 1, p. 21
4. Read accurately high-frequency sight words.	All selections in Beyond the Code can be used to meet this standard.
5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.	BC 1, p. 14
6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.	BC 1, p. 58; BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37
7. Identify contractions and common abbreviations and connect them to whole words.	BC 1, p. 12 (contractions); BC 2, p. 86 (abbreviations)
8. Determine the meaning of prefixes, including un-, re-, pre-, and suffixes, including -er, -est, -ful, -less.	WB 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39
9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.	BC 1, p. 1; BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39
10. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology.	N/A
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	N/A
2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.	All selections in Beyond the Code can be used to meet this standard.
3. Compare and contrast information in texts with prior knowledge and experience.	All selections in Beyond the Code can be used to meet this standard.
4. Summarize text by recalling main ideas and some supporting details.	All selections in Beyond the Code can be used to meet this standard.
5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	N/A
6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.	All selections in Beyond the Code can be used to meet this standard.
8. Monitor reading comprehension by identifying word errors and self-correcting.	All selections in Beyond the Code can be used to meet this standard.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	N/A
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	N/A
Reading Applications: Literary Text	
1. Compare and contrast different versions of the same story.	N/A
2. Describe characters and setting.	All selections in Beyond the Code can be used to meet this standard.
3. Retell the plot of a story.	All selections in Beyond the Code can be used to meet this standard.
4. Distinguish between stories, poems, plays, fairy tales and fables.	N/A
5. Identify words from texts that appeal to the senses.	All selections in Beyond the Code can be used to meet this standard.
6. Identify the theme of a text.	All selections in Beyond the Code can be used to meet this standard.

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Grade 3

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STANDARDS	Component
Phonemic Awareness, Word Recognition, and Fluency	
1. Identify rhyming words with the same or different spelling patterns.	TG 3, Lesson 10, p. 27 TG 4, Lesson 4, p. 43; Lesson 11, p. 30 TG 6, Lesson 10, pp. 51-52
2. Use letter-sound knowledge and structural analysis to decode words.	TG 4, Lesson 4, p. 43 TG 7, Lesson 9, pp. 20-22 BK 7, Lesson 9, p. 67 TG 8, Lesson 8 – Fluency, p. 49 BK 8, Lesson 8, p. 59
3. Use knowledge of common word families (e.g., –ite or –ate) and complex word families (e.g., –ould, –ight) to sound out unfamiliar words.	BK 4, Lesson 12, pp. 83-88 BC 2, pp. 47-56
4. Demonstrate a growing stock of sight words.	New high frequency words and sight words are introduced in each lesson for all levels. TG 3, Lesson 11 – Vocabulary, p. 29
5. Read text using fluid and automatic decoding skills.	All reading selections from BC 1-4 and BK 7-8 BC 3, pp. 35-44
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.	TG 4, Lesson 11, p. 30 BK 6, Lesson 5 – Fluency, p. 41

STANDARDS	Component
Acquisition of Vocabulary	
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	All reading selections from BC 1-4 and BK 7-8 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 7, Lesson 9, p. 21
2. Use context clues to determine the meaning of homophones, homonyms and homographs.	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 6, Lesson 3 – Challenge, p. 37
3. Apply the meaning of the terms synonyms and antonyms.	TG 3, Lesson 7, p. 21 TG 6, Lesson 1, p. 32; Lesson 6, p. 43 TG 7, Lesson 9, p. 21; Lesson 10, p. 23 BK 7, Lesson 9, p. 67 BC 4, pp. 44-61 BK 8, Lesson 5, p. 37; Lesson 9, p. 69
4. Read accurately high-frequency sight words.	New high frequency words and sight words are introduced in each lesson for all levels. TG 3, Lesson 11 – Vocabulary, p. 29
5. Apply knowledge of individual words in unknown compound words to determine their meanings.	BK 4, Lesson 12, pp. 83-88 BC 2, pp. 47-56
6. Use knowledge of contractions and common abbreviations to identify whole words.	BC 2, pp. 73-79 BC 3, pp. 51-59 BC 4, pp. 35-43
7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.	BK 4, Lesson 2, p. 9 TG 4, Lesson 2, p. 39 BK 8, Lesson 8, pp. 64-65
8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.	TG 7-8, BK 7-8, BC 3-4 TG 8, Lesson 7, pp. 46-47 BK 8, Lesson 8, pp. 59 and 67
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 7, Lesson 9, p. 21
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	All reading selections from BC 1-4 and BK 7-8

STANDARDS	Component
2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.	BK 7-8 and BC 1-4 The reading selections presented in the books can be used to predict events and actions by previewing with the teacher.
3. Compare and contrast information between texts and across subject areas.	N/A
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.	All reading selections from BC 1-4 and BK 7-8
5. Make inferences regarding events and possible outcomes from information in text.	BK 7-8 and BC 1-4 All reading selections can be used to teach reading strategies and discuss cause and effect, make inferences, and sequence events.
6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	BK 4, Lesson 5, pp. 34-36; 38-39 BK 8, Lesson 7, p. 55
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	All reading selections from BC 1-4 and BK 7-8 BC 4, p. 96 BK 7, Lesson 13, p. 103 BK 8, Lesson 10, p. 81
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	All reading selections from BC 1-4 and BK 7-8
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	N/A
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	N/A
Reading Applications: Literary Text	
1. Recognize and describe similarities and differences of plot across literary works.	N/A
2. Use concrete details from the text to describe characters and setting.	All reading selections from BC 1-4 and BK 7-8 TG 8, Lesson 12, p. 56 BK 8, Lesson 10, p. 81; Lesson 13, pp. 104-105
3. Retell the plot sequence.	All reading selections from BC 1-4 and BK 7-8

STANDARDS	Component
4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	TG 3, Lesson 10, p. 27 TG 4, Lesson 11, p. 30 TG 6, Lesson 10, pp. 51-52 TG 7, Lesson 12 – Challenge, p. 27 TG 8, Lesson 5, p. 41; Lesson 10, p. 52; Lesson 11, p. 54; Lesson 12, p. 56
5. Explain how an author’s choice of words appeals to the senses.	N/A
6. Identify stated and implied themes.	N/A
7. Describe methods authors use to influence readers’ feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).	BC 4, pp. 83-93 TG 6, Lesson 10, pp. 51-52 BK 7, Lesson 13, p. 103 BK 7, Lesson 15, p. 119 BK 8, Lesson 10, p. 81 TG 8, Lesson 2, p. 38

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Grade 4

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STANDARDS/EXPECTATIONS	Component
Acquisition of Vocabulary	
1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.	All reading selections from BC 1-4 and BK 7-8 TG 8, Lesson 3 – Fluency, p. 40 BK 8, Lesson 3, p. 25
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 4 Lesson 10, p. 56 TG 6, Lesson 1, p. 32; Lesson 3 – Challenge, p. 37 TG 7, Lesson 10, p. 23 BC 4, pp. 44-61 BK 8, Lesson 5, p. 37; Lesson 9, p. 69
3. Recognize the difference between the meanings of connotation and denotation.	N/A
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 4 Lesson 10, p. 56 TG 6, Lesson 1, p. 32; Lesson 3 – Challenge, p. 37 TG 7, Lesson 10, p. 23 BC 4, pp. 44-61 BK 8, Lesson 5, p. 37; Lesson 9, p. 69
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	TG 6, Lesson 10, p. 51

STANDARDS/EXPECTATIONS	Component
6. Identify word origins to determine the meaning of unknown words and phrases.	TG 8, Lesson 2 – Challenge, p. 39
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.	Reference the Key on the last page of each BK TG 4, Lesson 2, pp. 39-40 BK 4, Lesson 2, pp. 9-16 TG 6, Lesson 6, pp. 42-44 BK 6, Lesson 6, pp. 41-48
8. Identify the meanings of abbreviations.	BC 2, pp. 73-79 BC 3, pp. 51-59
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 7, Lesson 9, p. 21
Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies	
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	All reading selections from BC 1-4 and BK 7-8
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.	BK 7-8 and BC 1-4 The reading selections presented in the books can be used to predict events and actions by previewing with the teacher.
3. Compare and contrast information on a single topic or theme across different text and non-text resources.	N/A
4. Summarize important information in texts to demonstrate comprehension.	All reading selections from BC 1-4 and BK 7-8
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.	All reading selections from BC 1-4 and BK 7-8
6. Select, create and use graphic organizers to interpret textual information.	BK 4, Lesson 5 pp. 34-36; 38-39 TG 6, Lesson 9, p. 50 BK 8, Lesson 10, p. 81
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	All reading selections from BC 1-4 and BK 7-8 BC 4, p. 96 BK 7, Lesson 13, p. 103 BK 8, Lesson 10, p. 81

STANDARDS/EXPECTATIONS	Component
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	All reading selections from BC 1-4 and BK 7-8
9. List questions and search for answers within the text to construct meaning.	All reading selections from BC 1-4 and BK 7-8
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	N/A
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	N/A
Reading Applications: Literary Text	
1. Describe the thoughts, words and interactions of characters.	All reading selections from BC 1-4 and BK 7-8 TG 8, Lesson 12, p. 56
2. Identify the influence of setting on the selection.	All reading selections from BC 1-4 and BK 7-8 TG 8, Lesson 10, p. 81
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	All reading selections from BC 1-4 and BK 7-8 TG 8, Lesson 13, pp. 104-105
4. Identify the speaker and recognize the difference between first- and third-person narration.	N/A
5. Determine the theme and whether it is implied or stated directly.	N/A
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	TG 3, Lesson 10, p. 27 TG 4, Lesson 11, p. 30 TG 6, Lesson 10, pp. 51-52 TG 7, Lesson 12 – Challenge, p. 27 TG 8, Lesson 5, p. 41; Lesson 10, p. 52; Lesson 11, p. 54; Lesson 12, p. 56
7. Explain how an author’s choice of words appeals to the senses and suggests mood.	N/A
8. Identify figurative language in literary works, including idioms, similes and metaphors.	BC 4, pp. 83-93 TG 6, Lesson 10, pp. 51-52 BK 7, Lesson 13, p. 103 BK 7, Lesson 15, p. 119 BK 8, Lesson 10, p. 81 TG 8, Lesson 2, p. 38