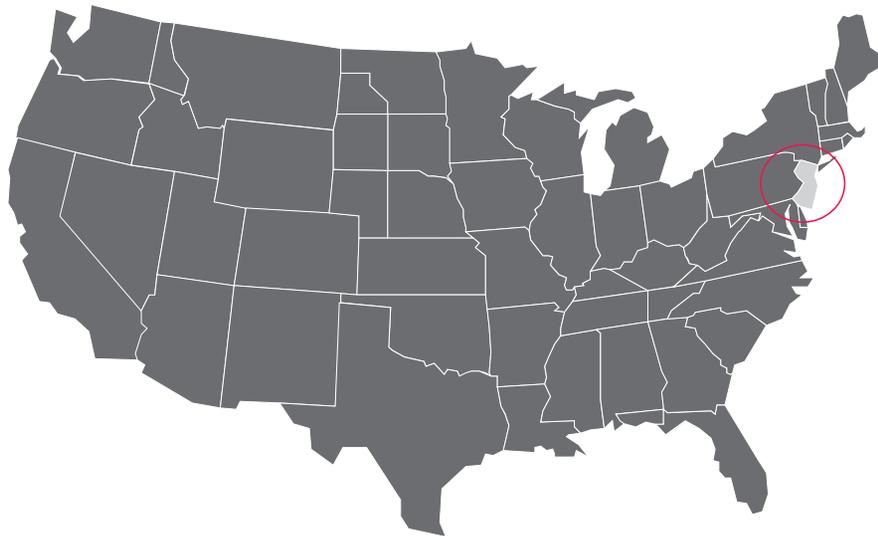




Explode The Code[®]



Correlated to the:

New Jersey

Academic & Professional Standards

K-4

PRODUCTS BY



Explode the Code®
Correlated to the
New Jersey Academic & Professional Standards

Grade K

The following pages contain examples from components in *Explode the Code* that align to the New Jersey Academic & Professional Standards. This correlation is intended to illustrate the program’s approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code*. If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager. All examples are taken from Level 1 unless specified.

For purposes of this correlation, the following abbreviations apply: TG = Teacher’s Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS/EXPECTATIONS	Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).	N/A
2. Distinguish letters from words.	N/A
3. Recognize that words are separated by spaces.	N/A
4. Follow words left to right and from top to bottom.	TG A, p. 9
5. Recognize that print represents spoken language.	N/A
6. Demonstrate understanding of the function of a book and its parts, including front and back and title page.	N/A
B. Phonological Awareness (includes phonemic awareness)	
1. Demonstrate understanding that spoken words consist of sequences of phonemes.	N/A
2. Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.	TG 2, Lesson 10, p. 54 (phoneme substitution)
3. Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).	TG 1, Lesson 1, p. 7

STANDARDS/EXPECTATIONS	Component
4. Learn many, though not all, one-to-one letter-sound correspondences.	A, B, C
5. Given a spoken word, produce another word that rhymes with it.	TG 1, Lesson 2, p. 11 (rhyming)
C. Decoding and Word Recognition	
1. Recognize some words by sight.	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, pp. 5–7
2. Recognize and name most uppercase and lowercase letters of the alphabet.	A, B, C
3. Recognize and read one’s name.	N/A
D. Fluency	
1. Practice reading behaviors such as retelling, reenacting, or dramatizing stories.	All selections in Beyond the Code can be used to meet this standard.
2. Recognize when a simple text fails to make sense when listening to a story read aloud.	All selections in Beyond the Code can be used to meet this standard.
3. Attempt to follow along in book while listening to a story read aloud.	All selections in Beyond the Code can be used to meet this standard.
4. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).	N/A
E. Reading Strategies (before, during, and after reading)	
1. Begin to track or follow print when listening to a familiar text being read.	N/A
2. Think ahead and make simple predictions about text.	All selections in Beyond the Code can be used to meet this standard.
3. Use picture clues to aid understanding of story content.	All selections in Beyond the Code can be used to meet this standard.
4. Relate personal experiences to story characters’ experiences, language, customs, and cultures with assistance from teacher.	All selections in Beyond the Code can be used to meet this standard.
5. “Read” familiar texts from memory, not necessarily verbatim from the print alone.	All selections in Beyond the Code can be used to meet this standard.
F. Vocabulary and Concept Development	
1. Continue to develop a vocabulary through meaningful, concrete experiences.	All selections in Beyond the Code can be used to meet this standard.
2. Identify and sort words in basic categories.	BC 1, p. 3

STANDARDS/EXPECTATIONS	Component
3. Explain meanings of common signs and symbols.	N/A
4. Use new vocabulary and grammatical construction in own speech.	All selections in Beyond the Code can be used to meet this standard.
G. Comprehension Skills and Response to Text	
1. Respond to a variety of poems and stories through movement, art, music, and drama.	N/A
2. Verbally identify the main character, setting, and important events in a story read aloud.	All selections in Beyond the Code can be used to meet this standard.
3. Identify favorite books and stories.	N/A
4. Retell a story read aloud using main characters and events.	All selections in Beyond the Code can be used to meet this standard.
5. Participate in shared reading experiences.	N/A
6. Make predictions based on illustrations or portions of stories.	All selections in Beyond the Code can be used to meet this standard.

Explode the Code®
Correlated to the
New Jersey Academic & Professional Standards

Grade 1

The following pages contain examples from components in *Explode the Code* that align to the New Jersey Academic & Professional Standards. This correlation is intended to illustrate the program’s approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code*. If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager. All examples are taken from Level 1 unless specified.

For purposes of this correlation, the following abbreviations apply: TG = Teacher’s Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS/EXPECTATIONS	Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Match oral words to printed words (e.g., pointing to print as one reads).	N/A
2. Practice reading print in the environment at school and at home with assistance.	N/A
3. Locate and identify the title, author, and illustrator of a book or reading selection.	N/A
4. Interpret simple graphs, charts, and diagrams.	N/A
B. Phonological Awareness (includes phonemic awareness)	
1. Demonstrate understanding of all sound- symbol relationships.	A, B, C
2. Blend or segment the phonemes of most one-syllable words.	TG 1, Lesson 4, p. 14
3. Listen and identify the number of syllables in a word.	TG 4, Lesson 2, p. 39
4. Merge spoken segments into a word.	TG 1, Lesson 1, p. 7
5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can).	TG 2, Lesson 2, p. 35
C. Decoding and Word Recognition	
1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).	TG 2, Lesson 1, p. 33; BK 2, Lesson 1, p. 1; BC 1, pp. 5–7 (blends)

STANDARDS/EXPECTATIONS	Component
2. Recognize and use rhyming words to reinforce decoding skills.	TG 1, Lesson 2, p. 11
3. Decode regular one-syllable words and nonsense words (e.g., sit, zot).	BK 1, Lesson 1, p. 8; BC 1, pp. 5–7
4. Use sound-letter correspondence knowledge to sound out unknown words when reading text.	All selections in Beyond the Code can be used to meet this standard.
5. Recognize high frequency words in and out of context.	All selections in Beyond the Code can be used to meet this standard.
6. Decode unknown words using basic phonetic analysis.	All selections in Beyond the Code can be used to meet this standard.
7. Decode unknown words using context clues.	All selections in Beyond the Code can be used to meet this standard.
D. Fluency	
1. Answer questions correctly that are posed about stories read.	All selections in Beyond the Code can be used to meet this standard.
2. Begin to read simple text with fluency.	All selections in Beyond the Code can be used to meet this standard.
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.	All selections in Beyond the Code can be used to meet this standard.
E. Reading Strategies (before, during, and after reading)	
1. Use prior knowledge to make sense of text.	All selections in Beyond the Code can be used to meet this standard.
2. Establish a purpose for reading and adjust reading rate.	All selections in Beyond the Code can be used to meet this standard.
3. Use pictures as cues to check for meaning.	All selections in Beyond the Code can be used to meet this standard.
4. Check to see if what is being read makes sense.	All selections in Beyond the Code can be used to meet this standard.
5. Monitor their reading by using fix-up strategies (e.g., searching for clues).	All selections in Beyond the Code can be used to meet this standard.
6. Use graphic organizers to build on experiences and extend learning.	N/A
7. Begin to apply study skills strategies (e.g., survey, question, read, recite, and review—SQ3R) to assist with retention and new learning.	N/A
F. Vocabulary and Concept Development	
1. Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words.	All selections in Beyond the Code can be used to meet this standard.
2. Use and explain common antonyms and synonyms.	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms)
3. Comprehend common and/or specific vocabulary in informational texts and literature.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
G. Comprehension Skills and Response to Text	
1. Draw simple conclusions from information gathered from pictures, print, and people.	All selections in Beyond the Code can be used to meet this standard.
2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.	N/A
3. Sequence information learned from text into a logical order to retell facts.	BC 1, p. 53
4. Identify, describe, compare, and contrast the elements of plot, setting, and characters.	All selections in Beyond the Code can be used to meet this standard.
5. Make simple inferences.	All selections in Beyond the Code can be used to meet this standard.
6. Read regularly in independent-level materials.	N/A
7. Engage in silent independent reading for specific purposes.	N/A
H. Inquiry and Research	
1. Ask and explore questions related to a topic of interest.	N/A
2. Draw conclusions from information and data gathered.	N/A
3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.	N/A

***Explode the Code*[®]**
Correlated to the
New Jersey Academic & Professional Standards

Grade 2

The following pages contain examples from components in *Explode the Code* that align to the New Jersey Academic & Professional Standards. This correlation is intended to illustrate the program’s approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code*. If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager. All examples are taken from Level 1 unless specified.

For purposes of this correlation, the following abbreviations apply: TG = Teacher’s Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS/EXPECTATIONS	Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Use titles, tables of contents, and chapter headings to locate information.	N/A
2. Recognize the purpose of a paragraph.	N/A
B. Phonological Awareness (includes phonemic awareness)	
1. Add, delete, or change middle sounds to change words (e.g., pat to put).	TG 1, Lesson 5, p. 16
2. Use knowledge of letter-sound correspondences to sound out unknown words.	All selections in Beyond the Code can be used to meet this standard.
C. Decoding and Word Recognition	
1. Look for known chunks or small words to attempt to decode an unknown word.	TG 4, Lesson 1, p. 37; BK 4, Lesson 1, p. 1; BC 1, pp. 91–94
2. Reread inserting the beginning sound of the unknown word.	N/A
3. Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo).	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 91–94
4. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings.	BK 6, Lesson 11, p. 81; TG 6, Lesson 11, p. 52

STANDARDS/EXPECTATIONS	Component
D. Fluency	
1. Pause at appropriate end points (e.g., comma, period).	All selections in Beyond the Code can be used to meet this standard.
2. Use appropriate pace; “not choppy” or word-by-word.	All selections in Beyond the Code can be used to meet this standard.
3. Use appropriate inflection (e.g., dialogue, exclamations, questions).	All selections in Beyond the Code can be used to meet this standard.
4. Read silently without finger or lip movement.	All selections in Beyond the Code can be used to meet this standard.
5. Self-monitor when text does not make sense.	All selections in Beyond the Code can be used to meet this standard.
6. Employ learned strategies to determine if text makes sense without being prompted.	All selections in Beyond the Code can be used to meet this standard.
E. Reading Strategies (before, during, and after reading)	
1. Skip over difficult words in an effort to read on and determine meaning.	N/A
2. Return to the beginning of a sentence and try again.	N/A
F. Vocabulary and Concept Development	
1. Develop a vocabulary of 500-800 regular and irregular sight words.	All selections in Beyond the Code can be used to meet this standard.
2. Know and relate meanings of simple prefixes and suffixes.	BC 2, p. 15 (prefixes); BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39 (suffixes)
3. Demonstrate evidence of expanding language repertory.	All selections in Beyond the Code can be used to meet this standard.
4. Understand concept of antonyms and synonyms.	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms)
5. Begin to use a grade-appropriate dictionary with assistance from teacher.	N/A
G. Comprehension Skills and Response to Text	
1. Demonstrate ability to recall facts and details of text.	All selections in Beyond the Code can be used to meet this standard.
2. Recognize cause and effect in text.	All selections in Beyond the Code can be used to meet this standard.
3. Make inferences and support them with textual information.	All selections in Beyond the Code can be used to meet this standard.
4. Continue to identify story elements in text.	All selections in Beyond the Code can be used to meet this standard.
5. Respond to text by using how, why, and what-if questions.	All selections in Beyond the Code can be used to meet this standard.
H. Inquiry and Research	
1. Locate information using alphabetical order.	N/A
2. Read a variety of nonfiction and fiction books and produce evidence of reading.	N/A

Explode the Code®
Correlated to the
New Jersey Academic Standards

Grade 3

The following pages contain examples from components in *Explode the Code* that align to the New Jersey Academic Standards. This correlation is intended to illustrate the program’s approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code*. If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager.

For purposes of this correlation, the following abbreviations apply: TG = Teacher’s Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS	Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Recognize that printed materials provide specific information.	All lessons and reading selections teach students to recognize that printed materials provide specific information. TG 6, Lesson 5, p. 41
2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.	TG 5, Lesson 11, p. 28 TG 6, Lesson 8 – Fluency, p. 47; Lesson 12 – Fluency, p. 55
3. Use a glossary or index to locate information in a text.	N/A
B. Phonological Awareness (includes phonemic awareness)	
1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).	All lessons teach sound-symbol relationships. TG 6, Lesson 14, pp. 58-60
C. Decoding and Word Recognition	
1. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion).	TG 4, Lesson 2, pp. 39-40; Lesson 12, p. 59 BK 4, Lesson 2, p. 9 TG 8, Lesson 8, pp. 48-49 BK 8, Lesson 8, pp. 64-65
2. Use letter-sound knowledge and structural analysis to decode words.	All lessons use letter-sound knowledge and structural analysis to decode words. TG 3, Lesson 13, p. 33 TG 4, Lesson 7, pp. 48-49

STANDARDS	Component
3. Use context to accurately read words with more than one pronunciation.	BC 4, pp. 51-55 TG 8, Lesson 6, pp. 44-46 BK 8, Lesson 6. pp. 42-44
D. Fluency	
1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.	All lessons and reading selections from BC 4 and BK 7-8 TG 8, Lesson 10 – Fluency, p. 52
2. Read longer text and chapter books independently and silently.	N/A
3. Read aloud with proper phrasing, inflection, and intonation.	TG 6, Lesson 5 – Fluency, p. 41 TG 7, Lesson 3 – Fluency, p. 11 TG 8, Lesson 4 - Fluency, p. 42; Lesson 6 – Fluency, p. 45
E. Reading Strategies (before, during, and after reading)	
1. Set purpose for reading and check to verify or change predictions during/ after reading.	All reading selections from BC 4; BK 7 and 8
2. Monitor comprehension and accuracy while reading in context and self-correct errors.	All reading selections from BC 4; BK 7 and 8
3. Use pictures and context clues to assist with decoding of new words.	BC 4, pp. 32-46 BK 8, Lesson 7, p. 55
4. Develop and use graphic organizers to build on experiences and extend learning.	TG 6, Lesson 7 – Comprehension, p. 45 TG 8, Lesson 7 – Comprehension, p. 47
F. Vocabulary and Concept Development	
1. Spell previously studied words and spelling patterns accurately.	TG 6, Lesson 1, p. 31 TG 7, Lesson 15, p. 31
2. Point to or clearly identify specific words or wording that cause comprehension difficulties.	TG 7, Lesson 14, p. 30
3. Infer word meanings from taught roots, prefixes, and suffixes.	TG 8, Lesson 9, pp. 50-51
4. Use a grade-appropriate dictionary with assistance from teacher.	TG 6, Lesson 3 – Challenge, p. 37 TG 8, Lesson 9, p. 51
5. Use pictures and context clues to assist with meaning of new words.	BC 4, pp. 67-77 BK 7, Lesson 9, pp. 70-71

STANDARDS	Component
G. Comprehension Skills and Response to Text	
1. Recognize purpose of the text.	All reading selections from BC 4; BK 7 and 8
2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.	BK 8, Lesson 8, pp. 64-65; Lesson 13, pp. 104-105
3. Interpret information in graphs, charts, and diagrams.	BK 8, Lesson 8, p. 58
4. Ask how, why, and what-if questions in interpreting nonfiction texts.	N/A
5. Recognize how authors use humor, sarcasm, and imagery to extend meaning.	BK 7, Lesson 13, p. 103; Lesson 15, p. 119 BK 8, Lesson 10, p. 81 TG 8, Lesson 2, p. 38
6. Discuss underlying theme or message in interpreting fiction.	N/A
7. Summarize major points from fiction and nonfiction texts.	All reading selections from BC 4; BK 7 and 8
8. Draw conclusions and inferences from texts.	All reading selections from BC 4; BK 7 and 8
9. Recognize first-person “I” point of view.	BC 4, pp. 83-93
10. Compare and contrast story plots, characters, settings, and themes.	All reading selections from BC 4; BK 7 and 8
11. Participate in creative responses to texts (e.g., dramatizations, oral presentations).	TG 6, Lesson 8, p. 47 TG 8, Lesson 11 – Fluency, p. 54; Lesson 12 – Fluency, p. 56
12. Read regularly in materials appropriate for their independent reading level.	All reading selections from BC 4; BK 7 and 8
13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.	All reading selections from BC 4; BK 7 and 8
14. Use information and reasoning to examine bases of hypotheses and opinions.	N/A
H. Inquiry and Research	
1. Use library classification systems, print or electronic, to locate information.	N/A
2. Draw conclusions from information and data gathered.	N/A
3. Read a variety of nonfiction and fiction books and produce evidence of understanding.	N/A

***Explode the Code*[®]**
Correlated to the
New Jersey Academic Standards

Grade 4

The following pages contain examples from components in *Explode the Code* that align to the New Jersey Academic Standards. This correlation is intended to illustrate the program’s approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code*. If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager.

For purposes of this correlation, the following abbreviations apply: TG = Teacher’s Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS	Component
Standard 3.1 (Reading)	
A. Concepts About Print	
1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources.	N/A
2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.	TG 5, Lesson 11, p. 28 TG 6, Lesson 8 – Fluency, p. 47; Lesson 12 – Fluency, p. 55
3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).	BC 4, pp. 35-43
B. Phonological Awareness (includes phonemic awareness)	
No additional indicators at this grade level.	
C. Decoding and Word Recognition	
1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.	All lessons in the TG use letter-sound correspondences and structural analysis to decode words. TG 3, Lesson 13, p. 33 TG 4, Lesson 7, pp. 48-49

STANDARDS	Component
2. Know and use common word families to decode unfamiliar words.	Each lesson uses word families to decode unfamiliar words. TG 4, Lesson 2, pp. 39-40 BK 4 Lesson 2, p. 9 TG 6, Lesson 9, pp. 48-50 TG 8, Lesson 1, pp. 36-37; Lesson 8, pp. 48-49 BK 8, Lesson 8, pp. 64-65
3. Recognize compound words, contractions, and common abbreviations.	BC 2, pp. 73-79 BC 3, pp. 5-12; pp. 51-59 BC 4, pp. 35-43 TG 4, Lesson 12, pp. 58-60 BK 4, Lesson 12, p. 88
D. Fluency	
1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.	TG 8, Lesson 4 – Fluency, p. 42
2. Read at different speeds using scanning, skimming, or careful reading as appropriate.	TG 6, Lesson 12, p. 55
E. Reading Strategies (before, during, and after reading)	
1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.	All reading selections from BC 4; BK 7 and 8
2. Identify specific words or passages causing comprehension difficulties and seek clarification.	All reading selections from BC 4; BK 7 and 8 TG 7, Lesson 14, p. 30
3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).	N/A
F. Vocabulary and Concept Development	
1. Infer word meanings from learned roots, prefixes, and suffixes.	TG 8, Lesson 9, pp. 50-51
2. Infer specific word meanings in the context of reading passages.	BC 4, pp. 67-77 BK 7, Lesson 9, pp. 70-71

STANDARDS	Component
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 4, Lesson 10, p. 56 BC 4, p. 44; p. 61 TG 6, Lesson 1, p. 32; Lesson 3, p. 37 TG 7, Lesson 9, p. 22; Lesson 10, p. 23 TG 8, Lesson 5, p. 37; Lesson 9, p. 69
4. Use a grade-appropriate dictionary (independently) to define unknown words.	TG 7, Lesson 9, p. 21 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 8, Lesson 9 – Challenge, p. 51; Lesson 10, p. 53
G. Comprehension Skills and Response to Text	
1. Discuss underlying themes across cultures in various texts.	N/A
2. Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).	N/A
3. Cite evidence from text to support conclusions.	N/A
4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.	N/A
5. Follow simple multiple-steps in written instructions.	N/A
6. Recognize an author's point of view.	N/A
7. Identify and summarize central ideas in informational texts.	N/A
8. Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.	All reading selections from BC 4; BK 7 and 8 TG 3, Lesson 11, p. 30 TG 8, Lesson 12, p. 56
9. Recognize literary elements in stories, including setting, characters, plot, and mood.	BK 8, Lesson 8, pp. 64-65; Lesson 10, p. 81; Lesson 13, pp. 104-105
10. Identify some literary devices in stories.	TG 6, Lesson 10, pp. 51-52 BK 7, Lesson 13, p. 103; Lesson 15, p. 119 TG 8, Lesson 2, p. 38
11. Identify the structures in poetry.	TG 3, Lesson 11, p. 30
12. Identify the structures in drama.	TG 8, Lesson 11, p. 54; Lesson 12, p. 56

STANDARDS	Component
13. Read regularly in materials appropriate for their independent reading level.	All reading selections from BC 4; BK 7 and 8
H. Inquiry and Research	
1. Use library classification systems, print or electronic, to locate information.	N/A
2. Investigate a favorite author and produce evidence of research.	N/A
3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.	N/A