



*Literacy and Intervention*

## CONNECTICUT 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**  
**Connecticut English Language Arts Curriculum Standards**

**Grade K**

The following pages contain examples from components in *Explode the Code* that align to the Connecticut English Language Arts Curriculum 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
<b>Concepts About Print</b>	
1. Recognize words are separated by spaces.	N/A
2. Recognize sentences are made of separate words.	N/A
3. Identify types of everyday print materials, e.g., poems, newspapers, signs, labels and storybooks.	N/A
4. Distinguish letters from words.	N/A
5. Identify parts of books, e.g., spine, cover, pages, title, front, back.	N/A
6. Emergently “read” familiar books, i.e., recognize print and pictures tell the story.	BC 1, pp. 5–7
7. Track printed words from left to right demonstrating one-to-one correspondence.	TG A, p. 9
<b>Phonological Awareness</b>	
8. Produce rhyming words orally in response to spoken words.	TG 1, Lesson 2, p. 11
9. Blend onset and rime to form words, e.g., /d/ /o/g/ = <i>dog</i> .	TG 1, Lesson 3, p. 12
10. Identify spoken words with similar initial sounds.	TG 1, Lesson 3, p. 13
11. Identify spoken words with similar ending sounds.	TG 1, Lesson 1, p. 7
12. Produce groups of words orally that begin with the same initial sounds.	TG 2, Lesson 3, p. 38

STANDARDS/EXPECTATIONS	Component
13. Segment and isolate initial, medial and final sounds of CVC (consonant-vowel-consonant) words.	TG 1, Lesson 4, p. 14
14. Blend up to three orally presented phonemes into a correct word.	TG 1, Lesson 1, p. 7
15. Substitute initial phoneme sounds.	TG 2, Lesson 10, p. 54
16. Identify the number of syllables in three-syllable words.	TG 4, Lesson 2, p. 39
<b>Phonics</b>	
17. Demonstrate letter-sound correspondences for all single consonants.	A, B, C
18. Identify letters matched to short vowel sounds.	TG 1, Lesson 11, p. 29; BK 1, Lesson 11, p. 85; BC 1, pp. 47–49
19. Use common consonant sounds with short vowels to decode three letter words.	BC 1, pp. 47–49; TG 1, Lesson 11, p. 29; BK 1, Lesson 11, p. 85
<b>High-Frequency Words</b>	
20. Read at least 25 high-frequency words, e.g., Dolch or Fry.	All selections in Beyond the Code can be used to meet this standard.
21. Recognize some high-frequency words taught in context.	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3
<b>Fluency</b>	
22. Read decodable texts to practice and gain fluency.	All selections in Beyond the Code can be used to meet this standard.
23. Identify patterns in books, rhymes and songs.	N/A
24. Read or sing along with correct expression and pace in books, rhymes and songs.	All selections in Beyond the Code can be used to meet this standard.
<b>Vocabulary</b>	
25. Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.	All selections in Beyond the Code can be used to meet this standard.
26. Identify common words in basic categories, i.e., can give examples of favorite foods or favorite colors.	BC 1, p. 21
<b>Reading Comprehension</b>	
<b>Before Reading</b>	
1. Use pre-reading strategies, such as predicting, picture walks, and questioning to set context for reading and to aid comprehension.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
2. Activate prior knowledge to aid comprehension of fiction and nonfiction texts in terms of what is true and what is not true.	All selections in Beyond the Code can be used to meet this standard.
<b>During Reading</b>	
3. Ask questions when things do not make sense.	All selections in Beyond the Code can be used to meet this standard.
4. Create pictures from read-aloud and shared readings.	BC 1, p. 9
5. Identify parts of a text that seem important.	All selections in Beyond the Code can be used to meet this standard.
6. Make connections between text and self.	All selections in Beyond the Code can be used to meet this standard.
7. Make predictions about what may happen next.	All selections in Beyond the Code can be used to meet this standard.
<b>After Reading: General Interpretation</b>	
8. Answer literal and easy inferential questions about texts read aloud.	All selections in Beyond the Code can be used to meet this standard.
9. Retell information from a story, using proper sequence.	BC 1, p. 53
10. Identify the setting, theme, conflict, and important events of the plot in a story.	All selections in Beyond the Code can be used to meet this standard.
11. Identify the topic of a nonfiction text.	N/A
12. Make text-to-self connections.	All selections in Beyond the Code can be used to meet this standard.
13. Identify the specific purposes of a text, e.g., to find information, to enjoy a story, to receive a message.	All selections in Beyond the Code can be used to meet this standard.
14. Express opinions about texts and the reasons why, e.g., <i>I liked ...</i> , <i>I did not like ...</i>	All selections in Beyond the Code can be used to meet this standard.
<b>Reading Reflection/Behaviors</b>	
15. Choose a book to read, and share it with the teacher and classmates.	N/A
16. Independently “read” books for 5-10 minutes.	N/A

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**Grade 1**

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STANDARDS/EXPECTATIONS	Component
<b>Concepts About Print</b>	
1. Identify title page, table of contents, author and illustrator of books.	N/A
2. Distinguish words from sentences.	N/A
3. Match oral word to printed word, e.g., pointing to a word as one.	N/A
4. Read simple graphs, charts and diagrams.	N/A
<b>Phonological Awareness</b>	
5. Identify initial, medial and final sounds in words.	TG 1, Lesson 4, p. 14
6. Distinguish long and short vowel sounds in spoken one syllable words, e.g., <i>bit/bite</i> .	TG 3, Lesson 2, p. 9
7. Delete, add and substitute letter sounds in initial position to make different words.	TG 2, Lesson 2, p. 35
8. Identify the number of syllables in a spoken word.	TG 4, Lesson 2, p. 39
9. Blend up to four orally presented phonemes into a correct CVC word.	TG 2, Lesson 4, p. 41
10. Segment one-syllable spoken words into phonemes.	TG 1, Lesson 4, p. 14
<b>Phonics</b>	
11. Identify uppercase and lowercase letters when shown out of order.	A, B, C

STANDARDS/EXPECTATIONS	Component
12. Match sounds to letters to read words.	A, B, C
13. Know sounds for common letter patterns, e.g., <i>sh, th, ch, oo, ee, igh, ing, ed</i> .	TG 3, Lesson 5, p. 15; BK 3, Lesson 5, p. 36; BC 1, pp. 5–7
14. Decode words with common letter patterns, e.g. <i>-ake, -ick</i> .	BK 1, Lesson 11, p. 86; TG 2, Lesson 10, p. 54; BC 1, p. 1
15. Decode orthographically regular one-syllable words, e.g., <i>sit, take, need</i> and nonsense words, e.g., <i>vit, dake, jeed</i> .	TG 3, Lesson 3, p. 11; BC 1, pp. 91–94; BK 3, Lesson 3, p. 21
16. Decode compound words, contractions and words with common inflectional endings, e.g., <i>-s, -es, -ed, -ing</i> .	BK 4, Lesson 1, p. 1; TG 4, Lesson 4, p. 37; BC 1, pp. 91–94
17. Use context clues and pictures to aid in the decoding of new words when letters are not sufficient.	All selections in Beyond the Code can be used to meet this standard.
<b>High-Frequency Words</b>	
18. Read at least 110 high-frequency words, e.g., Dolch or Fry.	All selections in Beyond the Code can be used to meet this standard.
<b>Fluency</b>	
19. Read aloud, attending to punctuation, e.g., pause at commas and periods, use inflection with question marks, use excitement with exclamation marks.	All selections in Beyond the Code can be used to meet this standard.
20. Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.	All selections in Beyond the Code can be used to meet this standard.
21. Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute.	All selections in Beyond the Code can be used to meet this standard.
<b>Vocabulary</b>	
22. Recognize words have more than one meaning.	BC 1, p. 5
23. Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.	BC 1, p. 21
24. Explain content-specific vocabulary.	All selections in Beyond the Code can be used to meet this standard.
25. Identify common antonyms and synonyms.	BC 1, p. 33 (antonyms); BC 1, p. 4 (synonyms)

STANDARDS/EXPECTATIONS	Component
<b>Reading Comprehension</b>	
<b>Before Reading</b>	
26. Identify the elements of a genre to help understand the characteristics of different text, e.g., fairy tales, problem and solution in fictional stories, repetitive phrases of nursery rhymes.	N/A
27. Make predictions about text by looking at the title, cover and author.	All selections in Beyond the Code can be used to meet this standard.
28. Tell the purpose for reading a text when the objective is stated.	All selections in Beyond the Code can be used to meet this standard.
29. Make connections to texts based on prior knowledge of the topics.	All selections in Beyond the Code can be used to meet this standard.
<b>During Reading</b>	
30. Ask and answer questions about text.	All selections in Beyond the Code can be used to meet this standard.
31. Recognize and use text features, such as a map or graph, to find information.	N/A
32. Read nonfiction text to gain specific information, e.g., main idea and details.	N/A
33. Read and follow simple directions.	N/A
34. Create mental imagery about text when prompted by the teacher.	All selections in Beyond the Code can be used to meet this standard.
35. Make connections, including text-to-text and text-to-self connections.	All selections in Beyond the Code can be used to meet this standard.
36. Make and confirm predictions.	All selections in Beyond the Code can be used to meet this standard.
37. Make inferences to construct meaning.	All selections in Beyond the Code can be used to meet this standard.
38. Reread when simple sentences fail to make sense.	All selections in Beyond the Code can be used to meet this standard.
39. Use cueing system to determine meaning of unknown words, e.g., meaning, structure and visual.	All selections in Beyond the Code can be used to meet this standard.
<b>After Reading: General Interpretation</b>	
40. Answer “who,” “what,” “when,” “where,” “why” and “how” questions about nonfiction text.	All selections in Beyond the Code can be used to meet this standard.
41. Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view.	All selections in Beyond the Code can be used to meet this standard.
42. Identify the topic of and two facts about nonfiction text.	N/A

STANDARDS/EXPECTATIONS	Component
43. Summarize information with a beginning, middle and end.	All selections in Beyond the Code can be used to meet this standard.
44. Follow one-step written directions.	N/A
<b>After Reading: Developing an Interpretation</b>	
45. Identify whether text is fiction or nonfiction.	N/A
46. Support oral and written responses with evidence from text.	All selections in Beyond the Code can be used to meet this standard.
<b>After Reading: Making Reader/Text Connections</b>	
47. Make text-to-self and text-to-text connections.	All selections in Beyond the Code can be used to meet this standard.
<b>After Reading: Content and Structure</b>	
48. Identify the words an author or orator uses to create an image in the reader's mind.	All selections in Beyond the Code can be used to meet this standard.
49. Develop and ask one question that would provide more information about a topic after reading a nonfiction text.	N/A
50. Write a different ending to a story.	N/A
<b>Reading Reflection/Behaviors</b>	
51. Select "just right" books to independently read based on known criteria, e.g., five-finger rule, favorite author, etc.	N/A
52. Choose a variety of genres to read.	N/A
53. Read or listen to a text and explain its appeal.	N/A
54. Reflect orally on reading behaviors when prompted, i.e., <i>What did I learn today as a reader?</i>	N/A

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**Grade 2**

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STANDARDS/EXPECTATIONS	Component
<b>Phonological Awareness</b>	
1. Understand that sounds of language contribute to fluency of texts, e.g., rhyme and rhythm of poetry, books by Dr. Seuss.	N/A
2. Add, delete and change targeted sounds to modify or change words, e.g., <i>cat</i> to <i>cot</i> .	TG 2, Lesson 10, p. 54
<b>Phonics/Word Study</b>	
3. Identify sounds automatically for all long and short vowels.	All selections in Beyond the Code can be used to meet this standard.
4. identify sounds for common vowel-r patterns, e.g., <i>ar, er, ir, or, ur</i> , and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., <i>-ful, -ness, and dis-, in-</i> .	BK 6, Lesson 1, p. 1; TG 6, Lesson 1, p. 31; BC 2, pp. 19–25 (r-controlled vowels)
5. apply knowledge of basic syllabication rules when reading, e.g., V/C =su/per, VC/CV=sup/per	BK 4, Lesson 7, p. 43; TG 4, Lesson 7, p. 48; BC 1, pp. 91–94
6. Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.	All selections in Beyond the Code can be used to meet this standard.
7. Decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes	TG 4, Lesson 3, p. 41; BK 4, Lesson 3, p. 17; BC 1, pp. 91–94

STANDARDS/EXPECTATIONS	Component
8. Decode orthographically regular multisyllable words, e.g., <i>butterfly</i> , <i>happiness</i> , by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.	BK 4, Lesson 3, p. 17; TG 4, Lesson 3, p. 41; BC 3, pp. 5–12
9. Read irregularly spelled words, e.g., <i>ocean</i> , <i>angel</i> .	BK 7, Lesson 14, p. 105; TG 7, Lesson 14, p. 29; BC 3, pp. 67–74
10. Read unfamiliar words, containing complex letter patterns/word families, e.g., <i>-ought</i> , <i>-aught</i> , in isolation and in context.	BK 7, Lesson 14, p. 105; TG 7, Lesson 14, p. 29; BC 3, pp. 67–74
<b>High-Frequency Words</b>	
11. Read at least 300 high-frequency words, e.g., Dolch or Fry.	All selections in Beyond the Code can be used to meet this standard.
<b>Fluency</b>	
12. Read aloud informational/expository text and literary/narrative text, attending to intonation.	All selections in Beyond the Code can be used to meet this standard.
13. Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute.	All selections in Beyond the Code can be used to meet this standard.
<b>Vocabulary</b>	
14. Use content-specific vocabulary in speaking and writing.	All selections in Beyond the Code can be used to meet this standard.
15. Explain common antonyms, e.g., <i>big</i> , <i>little</i> ; <i>day</i> , <i>night</i> , and synonyms, e.g., <i>little</i> , <i>small</i> .	BC 1, p. 33 (antonyms); BC 1, p. 4 (synonyms)
16. Explain multiple meanings of common words, e.g., <i>fly</i> , <i>duck</i> .	BC 1, p. 5
17. Use glossaries and dictionaries to identify word meanings.	N/A
18. Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.	BC 2, p. 15 (prefixes); BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39 (suffixes)
19. Reread and read on to determine meaning of unknown words.	All selections in Beyond the Code can be used to meet this standard.
20. Use new vocabulary from narrative and expository text in well-constructed sentence.	All selections in Beyond the Code can be used to meet this standard.
21. Identify unfamiliar words.	All selections in Beyond the Code can be used to meet this standard.
<b>Reading Comprehension</b>	
<b>Before Reading</b>	
22. Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables.	N/A

STANDARDS/EXPECTATIONS	Component
23. Preview parts of books, e.g., table of contents and glossary, to gain understanding.	N/A
24. Activate prior knowledge about an author or genre in order to make connections to text.	N/A
25. Identify chapter headings, pictures, illustrations and charts in the text.	N/A
26. Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).	N/A
<b>During Reading</b>	
27. Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.	All selections in Beyond the Code can be used to meet this standard.
28. Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.	N/A
29. Identify and use important words in a text to perform a task, e.g., math problem solving, follow multistep directions.	N/A
30. Identify the speaker in a poem and the narrator in a story.	All selections in Beyond the Code can be used to meet this standard.
31. Monitor comprehension while reading and self-correct using visual cues first, followed by meaning and auditory cues (decoding should be rapid enough not to impede comprehension).	All selections in Beyond the Code can be used to meet this standard.
32. Identify elements of author's craft, e.g., similes.	BC 4, pp. 83 –93 (idioms, similes)
33. Read nonfiction materials for answers to specific questions or for specific purposes.	N/A
34. Interpret information from simple graphs and charts.	N/A
<b>After Reading: General Interpretation</b>	
35. Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.	All selections in Beyond the Code can be used to meet this standard.
36. Respond to oral and written questions about the facts in nonfiction text.	N/A
37. Identify rhythm, rhyme, alliteration and assonance in poetry.	BC 1, pp. 15–17

STANDARDS/EXPECTATIONS	Component
38. Follow two-step or more written directions.	N/A
<b>After Reading: Developing an Interpretation</b>	
39. Compare similarities and differences of characters in a story.	All selections in Beyond the Code can be used to meet this standard.
40. Compare information across nonfiction selections, e.g., <i>seagulls</i> vs. <i>hawks</i> .	N/A
41. State fact versus opinion, e.g., <i>I am a boy</i> ; <i>Everyone loves ice cream</i> .	N/A
42. Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.	N/A
<b>After Reading: Making Reader/Text Connections</b>	
43. Make text-to-text and text-to-world connections.	All selections in Beyond the Code can be used to meet this standard.
44. Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.	All selections in Beyond the Code can be used to meet this standard.
<b>After Reading: Content and Structure</b>	
45. Identify the author’s use of literary devices, e.g., interesting word choice.	All selections in Beyond the Code can be used to meet this standard.
46. Identify what is important to an author based on the content of text.	All selections in Beyond the Code can be used to meet this standard.
47. Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.	N/A
<b>Reading Behaviors</b>	
48. Select “just right” books of different genres for independent reading and explain why the book choice was appropriate.	N/A
49. Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.	N/A
50. Explain what good readers do and identify own good reader behaviors.	N/A

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**Grade 3**

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STANDARDS/EXPECTATIONS	Component
<b>Phonics/Word Study</b>	
1. Use phonetic, structural, syntactical and contextual clues to read and understand words.	All lessons and reading selections. TG 3, Lesson 10, pp. 26-27 BC 3, pp. 18-30 BK 7, Lesson 3, pp. 17-24
2. Know sounds for a wide range of suffixes and prefixes, e.g., <i>-able, -tion, -ment, ex-, re-</i> .	TG 4, Lesson 12, p. 59 TG 8, Lesson 1, pp. 36-37 TG 8, Lesson 5, pp. 43-44 BK 8, Lesson 8, pp. 58-65
3. Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words.	TG 4, Lesson 4, p. 43 BK 7, Lesson 10, pp. 75-76 BC 4, p. 62 TG 8, Lesson 8, p. 49 – Fluency BK 8, Lesson 8, p. 59
4. Infer word meanings from roots, prefixes, and suffixes.	TG 8, Lesson 9, pp. 50-51 BK 8, Lesson 10, pp. 74-81
5. Recognize automatically common regular and irregular words.	All lessons. TG 4, Lesson 2, pp. 39-40 TG 6, Lesson 4, pp. 38-40

STANDARDS/EXPECTATIONS	Component
6. Analyze the meaning of words and phrases in context.	All reading selections and lessons.
7. Use context to accurately read words with more than one pronunciation, e.g., <i>an object vs. to object</i> .	TG 3, Lesson 7, p. 21 – Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge
8. Explain common homophones, e.g. <i>fair/fare</i> or <i>made/maid</i> , and homographs, e.g., <i>a lead weight vs. lead the way</i> .	TG 6, Lesson 3, p. 37 – Challenge TG 6, Lesson 14, p. 60 – Challenge TG 7, Lesson 9, p. 22 – Challenge
9. Identify pronoun referents in text.	BC 3, pp. 5-12
10. Read words containing complex letter patterns and/or word families, e.g., <i>-ieve, -ive, -ield</i> , in isolation and in context.	TG 6, Lesson 9, pp. 48-50 BK 6, Lesson 9, pp. 65-72
<b>High-Frequency Words</b>	
11. Read at least 600 high-frequency words, e.g., Dolch or Fry.	All lessons (Vocabulary and Comprehension) and reading selections from BC and BK.
<b>Fluency</b>	
12. Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.	TG 3, Lesson 12, p. 32 – Fluency TG 6, Lesson 6, p. 43 – Fluency TG 8, Lesson 6, p. 45 – Fluency
13. Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute.	All reading selections from BC and BK.
14. Silently read longer, more complex texts.	All reading selections from BC and BK.
<b>Vocabulary</b>	
15. Use glossary, dictionary and thesaurus to find and confirm word meanings.	BK 7, Lesson 8, p. 59 TG 8, Lesson 6, p. 46 – Challenge
16. Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.	All reading selections from BC and BK. TG 3, Lesson 10, p. 28 – Comprehension TG 5, Lesson 9, p. 24 – Comprehension TG 6, Lesson 6, p. 44 – Challenge

STANDARDS/EXPECTATIONS	Component
17. Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.	TG 8, Lesson 1, p. 37 - Writing
18. Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.	TG 4, Lesson 12, p. 59 – Vocabulary TG 8, Lesson 2, p. 39 – Challenge
<b>Reading Comprehension</b>	
<b>Before Reading</b>	
19. Choose the appropriate text for a specific purpose.	N/A
20. Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.	BC 4, pp. 32-47
21. Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.	BC 4, pp. 64-79
22. Make predictions and connections.	BC 3, pp. 64-79
23. Ask and answer questions.	BK 7, Lesson 14, pp. 105-112 TG 8, Lesson 6, pp. 44-46
24. Describe the mental imagery that occurs while reading.	TG 3, Lesson 12, p. 32 – Fluency TG 6, Lesson 7, p. 45 – Comprehension BC 4, p. 63
25. Identify specific words or phrases that cause comprehension difficulties and self monitor.	TG 5, Lesson 11, p. 28 – Fluency TG 8, Lesson 11, p. 54 – Fluency TG 8, Lesson 12, p. 56 – Fluency
26. Explain first-, second-, and third-person point of view.	N/A
27. Interpret graphical information, e.g., charts, tables, diagrams.	N/A
28. Make inferences based on explicit information in the text; provide justification for those inferences.	All reading selections from BC and BK.

STANDARDS/EXPECTATIONS	Component
<b>After Reading: General Interpretation</b>	
29. Describe characters' physical and personality traits.	BC 4, pp. 83-96 BK 8, Lesson 9, p. 73
30. Develop a new title that best fits a text.	TG 7, Lesson 11, p. 25 – Writing BK 8, Lesson 4, pp. 32-33
31. Describe the conflict faced by a character in a story.	BK 8, Lesson 6, p. 49
32. State the main idea with supporting details in informational text.	BK 8, Lesson 8, pp. 64-65 BK 8, Lesson 13, pp. 104-105
33. State the theme in literary text.	All reading selections from BC and BK.
<b>After Reading: Developing an Interpretation</b>	
34. Explain similarities and differences in a story.	All reading selections from BC and BK.
35. Draw conclusions based on implicit or explicit evidence from text.	All reading selections from BC and BK.
36. Decide an author's purpose for including particular information in text.	All reading selections from BC and BK.
37. Interpret meaning based on charts, graphs, maps, illustrations, photos in text.	N/A
38. Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.	All reading selections from BC and BK.
<b>After Reading: Making Reader/Text Connections</b>	
a. Identify most surprising/interesting/important part of a text and explain why.	BK 8, Lesson 4, pp. 32-33
<b>After Reading: Content and Structure</b>	
39. Recognize values, ethics and beliefs included in a text.	BC 4, 17-26
40. Select, synthesize and use relevant information from a text to include in an extension or response to the text, e.g., journal response, questions to ask the author, points to include in a speech.	TG 8, Lesson 7, p. 47 - Writing

STANDARDS/EXPECTATIONS	Component
41. Identify the author's use of literary devices, e.g., simile, personification.	TG 6, Lesson 10, p. 51 – Comprehension TG 8, Lesson 2, p. 38 – Vocabulary TG 8, Lesson 5, p. 44 – Writing
42. Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.	N/A
<b>Reading Reflection/Behaviors</b>	
43. Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition.	All reading selections from BC and BK.
44. Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.	TG 6, Lesson 6, p. 43 - Fluency
45. Cite favorite authors and books and support with reasons.	N/A

***Explode the Code*<sup>®</sup>**  
**Correlated to the**  
**Connecticut English Language Arts Curriculum Standards**

**Grade 4**

The following pages contain examples from components in *Explode the Code* that align to the Connecticut English Language Arts Curriculum 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/EXPECTATIONS	Component
<b>Word Study</b>	
1. Know sounds for letter patterns common to multisyllable or low frequency words, e.g., <i>ch</i> as in <i>machinery</i> , <i>chemistry</i> and <i>chip</i> .	All lessons and reading selections. TG 3, Lesson 10, pp. 26-27 BC 3, pp. 18-30 TG 4, Lesson 12, pp. 58-60 BK 7, Lesson 3, pp. 17-24
2. Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.	TG 4, Lesson 12, p. 59 TG 8, Lesson 1, pp. 36-37 TG 8, Lesson 5, pp. 43-44 BK 8, Lesson 8, pp. 58-65
3. Use context to read and understand words with more than one pronunciation, e.g., <i>an object</i> vs. <i>to object</i> .	TG 3, Lesson 7, p. 21 – Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge
4. Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words across all content areas.	All lessons – Vocabulary.
<b>Fluency</b>	
5. Adjust reading rate to match text complexity, type of text and purpose for reading, e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas.	All lessons – Fluency.

STANDARDS/EXPECTATIONS	Component
6. Read aloud, while comprehending, unpracticed text with fluency at 120-135+ words correct per minute.	All reading selections from BC and BK.
<b>Vocabulary</b>	
7. Develop a high-frequency word vocabulary list from literary and content area texts, e.g., across content vocabulary notebook.	All lessons – Vocabulary and Comprehension. TG 6, Lesson 11, p. 53 – Vocabulary (Personal Dictionaries)
8. Identify specific words or phrases causing comprehension difficulties and apply strategies to support comprehension.	All lessons – Vocabulary and Comprehension.
9. Explain common homophones, homographs, e.g., <i>maid/made; to/two/too; pencil lead vs. to lead the way</i> , words with multiple meanings, and meanings of words specific to various content areas, e.g., <i>product in math</i> .	TG 3, Lesson 7, p. 21 – Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge TG 6, Lesson 3, p. 37 – Challenge TG 6, Lesson 14, p. 60 – Challenge TG 7, Lesson 9, p. 22 – Challenge
10. Infer word meanings from common roots, prefixes, suffixes, e.g., <i>port: transportation, porter, import, report</i> .	TG 8, Lesson 9, pp. 50-51 BK 8, Lesson 10, pp. 74-81
11. Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.	All lessons and reading selections from BC and BK.
12. Understand and respond to words in directions, e.g., <i>mainly, brief, evidence, information, support</i> .	BC 4, p. 62 BK 8, Lesson 12, p. 90
13. Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.	All lessons – Vocabulary.
14. Explain that some words have a different meaning in different content areas, e.g., concept of <i>shade</i> in science and art.	TG 6, Lesson 6, p. 44 - Challenge
15. Apply the necessary strategy, e.g., Concept of Definition Map, Context Clues for Determining Word Meanings, List-Group-Label, Possible Sentences, Semantic Feature Analysis, Word Walls, Knowledge Rating Scale to better comprehend vocabulary.	All lessons – Vocabulary and Comprehension.
<b>Reading Comprehension</b>	
<b>Before and During Reading</b>	
16. Activate prior knowledge before reading, e.g., Direct Reading-Thinking Activity, KWL Chart, Anticipation Guide, Response Notebooks.	TG 8, Lesson 7, p. 46 – Link to Prior Knowledge

STANDARDS/EXPECTATIONS	Component
17. Examine the text before reading, e.g., Chapter Tour, Read Around the Text, Concept of Definition Map.	All reading selections from BC and BK.
18. Evaluate predictions and adjust as necessary.	All reading selections from BC and BK.
19. Use cueing system and context clues to determine meanings of words.	
20. Summarize information to maintain focus and provide clarity.	All reading selections from BC and BK.
21. Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.	BK 7, Lesson 8, p. 59 TG 8, Lesson 6, p. 46 – Challenge
<b>After Reading: General Interpretation</b>	
22. Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.	BK 8, Lesson 8, pp. 64-65
23. Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles, content journals.	All reading selections from BC and BK.
24. Describe the components of setting, e.g., time, location, descriptive surroundings.	All reading selections from BC and BK.
25. Infer characteristics, setting, plot events, theme, conflict.	All reading selections from BC and BK.
<b>After Reading: Developing an Interpretation</b>	
26. Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative.	N/A
27. Distinguish fact vs. opinion in text.	N/A
28. Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.	All reading selections from BC and BK.
29. Recognize organizational patterns of text, e.g., main ideas and supporting details, compare/contrast, cause/effect, sequence of events.	All reading selections from BC and BK.
30. Determine character traits, using knowledge of the characters' situations.	BC 4, pp. 83-96 BK 8, Lesson 9, p. 73
31. Identify and explain the difference between first-, second- and third-person point of view.	N/A

STANDARDS/EXPECTATIONS	Component
32. Determine an author’s purpose for including or omitting details to create meaning.	All reading selections from BC and BK.
33. Determine an author’s purpose for choosing a certain genre.	N/A
<b>After Reading: Making Reader/Text Connections</b>	
34. Analyze how characters deal with diversity and adversity relating to real-world situations.	BC 4, pp. 14-31
35. Identify the best/worst part of an event or situation in text.	All reading selections from BC and BK.
<b>After Reading: Content and Structure</b>	
36. Identify literacy devices the author uses to appeal to the reader, e.g., humor, imagery.	BK 8, Lesson 13, pp. 104-105
37. Identify and explain the author’s use of metaphor and onomatopoeia.	BC 3, pp. 5-14
38. Synthesize information in the text to extend the meaning, e.g., what might the next paragraph be about.	All reading selections from BC and BK.
39. Recognize and discuss an author’s values, ethics and beliefs included in many texts.	N/A
40. Make generalizations about a topic after reading more than one text, e.g., life during the Civil War after reading several informational/expository and literary/narrative accounts of this historic period.	N/A
<b>Reading Reflection/Behaviors</b>	
41. Choose a variety of genres to read for personal enjoyment.	N/A
42. Elicit, discuss and respect the opinions of others about written, oral and visual texts.	TG 7, Lesson 11, p. 24 – Writing TG 8, Lesson 3, p. 40 – Writing
43. Share opinions and judgments based on texts.	All reading selections from BC and BK.
44. Explain the appeal of a text.	All reading selections from BC and BK. BC 4, pp. 83-98
45. Identify reading strengths and weaknesses and select targets on which to work.	All lessons – Fluency and Comprehension