



Literacy and Intervention

MARYLAND STATE STANDARDS

Explode The Code[®]

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

Grades Pre-K–4



Explode the Code®
Correlated to the
Maryland State English Language Arts Expectations

Grade K

The following pages contain examples from components in *Explode the Code* that align to the Maryland Voluntary State 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
STANDARD 1	
A. Phonemic Awareness	
1. Discriminate sounds and words	
a. Identify whether isolated sounds are same or different	TG 2, Lesson 3, p. 38
b. Identify initial and final sounds in a word	TG 1, Lesson 2, p. 10
c. Categorize words as same or different by initial or final sounds	TG 2, Lesson 3, p. 38
2. Discriminate and produce rhyming words and alliteration	
a. Repeat and produce rhyming words	TG 1, Lesson 2, p. 11
b. Identify and repeat sentences that use alliteration	TG 1, Lesson 7, p. 21
3. Blend sounds and syllables to form words	
a. Orally blend syllables into a whole word, such as fun-ny=funny	TG 4, Lesson 4, p. 43
b. Orally blend onset and rimes (word families) into a whole word, such as b-at=bat	TG 1, Lesson 4, p. 14
c. Orally blend 2-3 phonemes into one syllable words, such as m-e=me; f-u-n=fun	TG 1, Lesson 3, p. 12
4. Segment and manipulate sounds in spoken words	
a. Clap words in a sentence	N/A
b. Clap syllables in a word	TG 4, Lesson 3, p. 41

STANDARDS/EXPECTATIONS	Component
c. Say syllables	TG 4, Lesson 4, p. 43
d. Identify the initial sound in a word	TG 1, Lesson 1, p. 7
e. Segment individual sounds in words	TG 1, Lesson 4, p. 14
f. Substitute initial sounds in words to form new words	TG 2, Lesson 10, p. 54
B. Phonics	
1. Identify letters and corresponding sounds	
a. Identify in isolation all upper and lower case letters of the alphabet	A, B, C
b. Identify letters matched to sounds	A, B, C
c. Generate the sounds associated with individual letters and letter patterns, such as s-, st-, -at, -ack, -ed	TG 2, Lesson 1, p. 33; BK 2, Lesson 1, p. 1; BC 1, p. 1 (blends)
2. Decode words in grade-level texts	
a. Identify similarities and differences in letters and words	N/A
b. Blend letter sounds in one-syllable words (CVC)	TG 1, Lesson 1, p. 7; BK 1, Lesson 1, p. 2; BC 1, pp. 5–7
c. Use onset and rime (word families) to decode one-syllable words	TG 1, Lesson 4, p. 14; BK 1, Lesson 1, p. 6
C. Fluency	
1. Engage in imitative reading at an appropriate rate	
a. Listen to models of fluent reading	All lessons in TGs require teachers to model fluent reading.
b. Recite nursery rhymes, poems, and finger plays with expression	N/A
2. Read orally from familiar texts at an appropriate rate	
a. Read familiar text with accuracy and expression	All selections in Beyond the Code can be used to meet this standard.
b. Use knowledge of end punctuation to signal expression in reading	All selections in Beyond the Code can be used to meet this standard.
c. Recognize some words by sight, such as student's first and last name, <i>a, the, my, you, is, are</i>	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3

STANDARDS/EXPECTATIONS	Component
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to and reading a variety of texts on a daily basis	All selections in Beyond the Code can be used to meet this standard.
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	All selections in Beyond the Code can be used to meet this standard.
c. Ask questions to clarify meaning about objects and words related to topics discussed	All selections in Beyond the Code can be used to meet this standard.
d. Listen to and identify the meaning of new vocabulary in multiple contexts	All selections in Beyond the Code can be used to meet this standard.
e. Listen to and identify the meaning of content-specific vocabulary	All selections in Beyond the Code can be used to meet this standard.
f. Read signs, labels, and environmental print	N/A
g. Collect and manipulate favorite words	All selections in Beyond the Code can be used to meet this standard.
2. Develop a conceptual understanding of new words	
a. Use words to describe location, size, color, and shape	N/A
b. Name pictures of common concepts, such as sleeping, running, walking	N/A
c. Use names and labels of basic concepts, such as <i>stop, go, boys, girls, in, out, poison</i>	N/A
d. Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons	BC 1, p. 21
3. Understand, acquire, and use new vocabulary	
a. Use text and illustrations to identify meaning of unknown words	All selections in Beyond the Code can be used to meet this standard.
b. Use newly learned vocabulary on multiple occasions to reinforce meaning	All selections in Beyond the Code can be used to meet this standard.
c. Use word structure to determine meaning of words <ul style="list-style-type: none"> • Inflectional endings 	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7

STANDARDS/EXPECTATIONS	Component
d. Use resources to determine meaning of unknown words <ul style="list-style-type: none"> • Picture dictionaries • Charts • Diagrams • Posters 	N/A
E. Comprehension	
1. Demonstrate an understanding of concepts of print to determine how print is organized and read	
a. Understand that speech can be written and read	N/A
b. Read a minimum of 15 books, both literary and informational	N/A
c. Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages	N/A
d. Track print from left to right and top to bottom	TG A, p. 9
e. Make return sweep to next line of text	N/A
f. Match oral words to printed words	N/A
g. Differentiate numerals, letters and words	N/A
h. Recognize that printed words are separated by spaces	N/A
i. Recognize that letters build words and words build sentences	N/A
2. Use strategies to prepare for reading (before reading)	
a. Make connections to the text using illustrations, photographs, and prior knowledge	All selections in Beyond the Code can be used to meet this standard.
b. Make predictions by examining the title, cover, illustrations/photographs/text, and familiar author or topic	All selections in Beyond the Code can be used to meet this standard.
c. Ask questions about the text by examining the title, cover, illustrations, photographs, text	All selections in Beyond the Code can be used to meet this standard.
d. Set a purpose for reading	All selections in Beyond the Code can be used to meet this standard.
3. Use strategies to make meaning from text (during reading)	
a. Use illustrations to construct meaning from text	All selections in Beyond the Code can be used to meet this standard.
b. Make, confirm, or adjust predictions	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
c. Make comments and ask relevant questions	All selections in Beyond the Code can be used to meet this standard.
d. Reread sentences when meaning is not clear	All selections in Beyond the Code can be used to meet this standard.
e. Connect events, characters, and actions in stories to specific life experiences	All selections in Beyond the Code can be used to meet this standard.
4. Demonstrate understanding of text (after reading)	
a. Recall and discuss information from text	All selections in Beyond the Code can be used to meet this standard.
b. Respond to questions (who, what, and where) and verify answers using illustrations/text	All selections in Beyond the Code can be used to meet this standard.
c. Respond to text by drawing, speaking, dramatizing, or writing	BC 1, p. 9
d. Compare information in text with prior knowledge	All selections in Beyond the Code can be used to meet this standard.
e. Validate/determine the purpose for reading	All selections in Beyond the Code can be used to meet this standard.
f. Retell a story using text as support	All selections in Beyond the Code can be used to meet this standard.

***Explode the Code*[®]**
Correlated to the
Maryland Voluntary State Curriculum Standards

Grade 1

The following pages contain examples from components in *Explode the Code* that align to the Maryland Voluntary State 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.

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STANDARDS/EXPECTATIONS	Component
STANDARD 1	
A. Phonemic Awareness	
Students will master the ability to hear, identify, and manipulate individual sounds in spoken words.	
1. Discriminate sounds and words	
a. Identify initial, medial, and final sounds in one-syllable words	TG 1, Lesson 2, p. 10
b. Compare one-syllable words using initial, medial, and final sounds	TG 1, Lesson 4, p. 16
c. Categorize words as same or different by medial sounds	TG 1, Lesson 4, p. 16
2. Discriminate and produce rhyming words and alliteration	
a. Produce sentences with rhyming and alliteration	TG 1, Lesson 7, p. 21
3. Blend sounds and syllables to form words	
a. Blend 3-4 phonemes into a word, such as f-a-s-t=fast	TG 2, Lesson 4, p. 41
4. Segment and manipulate sounds in spoken words	
a. Segment words into syllables	TG 4, Lesson 4, p. 43
b. Segment one-syllable words into phonemes	TG 1, Lesson 4, p. 14
c. Delete sounds to form new words	TG 3, Lesson 4, p. 13
d. Add sounds to form new words	TG 1, Lesson 2, p. 35
e. Substitute sounds to form new words	

STANDARDS/EXPECTATIONS	Component
B. Phonics Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
1. Identify letters and corresponding sounds	
a. Produce letter/sound correspondences rapidly (1 per second)	N/A
b. Combine sounds to form letter combinations, such as <i>pl-</i> , <i>bl-</i> , <i>tr-</i> , <i>-nt</i>	TG 2, Lesson 1, p. 32; BK 2, Lesson 1, p. 1; BC 1, p. 1
2. Decode words in grade-level texts	
a. Recognize and apply short vowels, long vowels, and “y” as a vowel	BK 3, Lesson 1, p. 6; TG 3, Lesson 1, p. 7
b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns	BK 3, Lesson 5, p. 36; TG 3, Lesson 5, p. 15; BC 1, pp. 5–7
c. Read one-syllable words fluently (CVC, CVCE)	BK 1, Lesson 1, p. 8; TG 1, Lesson 1, p. 9; BC 1, pp. 5–7
d. Use known word/part to decode unknown words, such as <i>car</i> → <i>card</i>	BC 1, p. 1
C. Fluency Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally from familiar text at an appropriate rate	
a. Listen to models of fluent reading	All lessons in TGs require teachers to model fluent reading.
b. Read familiar text at a rate that is conversational and consistent	All selections in <i>Beyond the Code</i> can be used to meet this standard.
c. Reread text multiple times to increase familiarity with words	All selections in <i>Beyond the Code</i> can be used to meet this standard.
2. Read grade-level text accurately	
a. Reread and self-correct while reading	All selections in <i>Beyond the Code</i> can be used to meet this standard.
b. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	All selections in <i>Beyond the Code</i> can be used to meet this standard.
c. Read sight words automatically, such as <i>have</i> , <i>said</i> , <i>where</i> , <i>two</i>	All selections in <i>Beyond the Code</i> can be used to meet this standard.
3. Read grade-level text with expression	
a. Demonstrate appropriate use of phrasing when reading familiar text <ul style="list-style-type: none"> • Use end punctuation, commas, and quotation marks to guide expression • Use intonation (emphasis on certain words) to convey meaning 	All selections in <i>Beyond the Code</i> can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
D. Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily	All selections in Beyond the Code can be used to meet this standard.
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	All selections in Beyond the Code can be used to meet this standard.
c. Asks questions to clarify meaning about objects and words related to topics discussed	All selections in Beyond the Code can be used to meet this standard.
d. Listen to and identify the meaning of new vocabulary in multiple contexts	All selections in Beyond the Code can be used to meet this standard.
e. Connect unfamiliar words from texts, instruction, and conversation to prior knowledge to enhance meaning	All selections in Beyond the Code can be used to meet this standard.
f. Learn 5-8 new words every week (independent reading)	N/A
2. Develop a conceptual understanding of new words	
a. Sort grade-appropriate words with or without pictures into categories	BC 1, p. 21
b. Identify antonyms and synonyms	BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms)
c. Identify and use correctly new words acquired through study of their relationship to other words	All selections in Beyond the Code can be used to meet this standard.
3. Understand, acquire, and use new vocabulary	
a. Determine the meanings of words using their context <ul style="list-style-type: none"> • Reread • Use context clues • Examine illustrations 	All selections in Beyond the Code can be used to meet this standard.
b. Use unfamiliar words introduced in literary and informational texts	All selections in Beyond the Code can be used to meet this standard.
c. Use word structure to determine meanings of words <ul style="list-style-type: none"> • Contractions • Inflectional endings • Compound words • Root/base words 	BC 1, p. 12 (contractions); BK 4, Lesson 2, p. 9 (inflectional endings); BK 4, Lesson 1, p. 1 (compound words)

STANDARDS/EXPECTATIONS	Component
d. Use resources to determine meanings of unknown words <ul style="list-style-type: none"> • Picture dictionaries • Charts • Diagrams • Posters • Content texts 	N/A
E. Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop comprehension skills through exposure to a variety of texts	
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	N/A
b. Self-select appropriate text for a variety of purposes	N/A
c. Read a minimum of 25 books representing various genres	N/A
d. Discuss ideas/information gained from reading experiences with adults and peers	N/A
2. Use strategies to prepare for reading (before reading)	
a. Make connections to the text using their prior knowledge and experiences with the text	All selections in Beyond the Code can be used to meet this standard.
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	All selections in Beyond the Code can be used to meet this standard.
c. Set a purpose for reading and identify type of text (fiction or nonfiction)	All selections in Beyond the Code can be used to meet this standard.
3. Use strategies to make meaning from text (during reading)	
a. Recall and discuss what they understand	All selections in Beyond the Code can be used to meet this standard.
b. Identify and question what did not make sense	All selections in Beyond the Code can be used to meet this standard.
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	All selections in Beyond the Code can be used to meet this standard.
d. Make, confirm, or adjust predictions	All selections in Beyond the Code can be used to meet this standard.
e. Look back through the text to search for connections between topics, events, characters, and actions in stories to specific life experiences	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Describe what the text is about	All selections in Beyond the Code can be used to meet this standard.
b. Describe what is directly stated in the text (details, literal meaning)	All selections in Beyond the Code can be used to meet this standard.
c. Engage in conversation to understand what has been read	All selections in Beyond the Code can be used to meet this standard.
d. Answer simple questions (who, what, when, where, and how) in writing	All selections in Beyond the Code can be used to meet this standard.
e. Respond to text by drawing, speaking, dramatizing, or writing	BC 1, p. 9
f. Retell the main idea of texts	All selections in Beyond the Code can be used to meet this standard.
STANDARD 3 A. Comprehension of Literary Text Students will read, comprehend, interpret, analyze, and evaluate literary text.	
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts	
a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	N/A
b. Listen to, read, and discuss a variety of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)	N/A
2. Use text features to facilitate understanding of literary texts	
a. Identify and explain how the title contributes to meaning	All selections in Beyond the Code can be used to meet this standard.
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	All selections in Beyond the Code can be used to meet this standard.
3. Use elements of narrative texts to facilitate understanding	
a. Identify the elements of a story, including characters, setting, problem, and solution	All selections in Beyond the Code can be used to meet this standard.
b. Identify and explain character traits and actions	All selections in Beyond the Code can be used to meet this standard.
c. Sequence the important events	BC 1, p. 53
4. Use elements of poetry to facilitate understanding	
a. Identify rhyme, rhythm, and repetition in poems read to them	BC 1, pp. 15–17

STANDARDS/EXPECTATIONS	Component
b. Summarize the events or tell the meaning of the poem	BC 1, p. 18
5. Use elements of drama to facilitate understanding	
a. Identify the characters, dialogue, and scenery of a play read to them	N/A
6. Determine important ideas and messages in literary texts	
a. Recognize the main idea	All selections in Beyond the Code can be used to meet this standard.
b. Recognize a similar message in more than one text	All selections in Beyond the Code can be used to meet this standard.
c. Summarize the text by stating the main idea and sequencing the important events	All selections in Beyond the Code can be used to meet this standard.
d. Identify personal connections to the text	All selections in Beyond the Code can be used to meet this standard.
7. Identify and describe the author's use of language	
a. Identify language that appeals to the senses and feelings	All selections in Beyond the Code can be used to meet this standard.
b. Identify repetition	All selections in Beyond the Code can be used to meet this standard.
c. Identify specific words and punctuation that create tone	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
STANDARD 1	
B. Phonics	
Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
1. Identify letters and their corresponding sounds	
a. Identify digraphs, such as <i>ch, ph, sh, th,</i> and <i>wh</i>	BK 3, Lesson 5, p. 36; TG 3, Lesson 5, p. 15; BC 3, pp. 67–75
b. Identify diphthongs, such as <i>oy, ow, ay</i>	BK 6, Lesson 11, p. 81; TG 6, Lesson 11, p. 52; BC 2, pp. 5–10
2. Decode words in grade-level texts	
a. Use phonics to decode words	All selections in Beyond the Code can be used to meet this standard.
b. Break compound words, contractions, and inflectional endings into known parts	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37 (compounds)
c. Identify and apply vowel patterns to read words, such as CVC, CVCE, CVCV	BK 3, Lesson 2, p. 11; TG 2, Lesson 2, p. 9; BC 1, p. 93 (CVCe)
d. Read blends fluently, such as <i>spl, str</i>	BK 5, Lesson 9, p. 65; TG 5, Lesson 9, p. 23; BC 3, p. 6
C. Fluency	
Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally from familiar text at an appropriate rate	
a. Listen to models of fluent reading	All lessons in TGs require teachers to model fluent reading.

STANDARDS/EXPECTATIONS	Component
b. Read familiar text at a rate that is conversational and consistent	All selections in Beyond the Code can be used to meet this standard.
c. Reread text multiple times to increase familiarity with words	All selections in Beyond the Code can be used to meet this standard.
2. Read grade-level text accurately	
a. Reread and self-correct while reading	All selections in Beyond the Code can be used to meet this standard.
b. Decode words automatically	All selections in Beyond the Code can be used to meet this standard.
c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	All selections in Beyond the Code can be used to meet this standard.
d. Read sight words automatically	
3. Read grade-level text with expression	
a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text <ul style="list-style-type: none"> • Use punctuation marks to guide expression • Use intonation (emphasis on certain words) to convey meaning 	All selections in Beyond the Code can be used to meet this standard.
D. Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to and independently reading a variety of literary and informational texts	All selections in Beyond the Code can be used to meet this standard.
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	All selections in Beyond the Code can be used to meet this standard.
c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts	All selections in Beyond the Code can be used to meet this standard.
d. Make inferences about the meaning of a word based on its use in a sentence	All selections in Beyond the Code can be used to meet this standard.
e. Identify simple multiple-meaning words	BC 1, p. 5
f. Learn 8-12 new words every week (independent reading)	All selections in Beyond the Code can be used to meet this standard.
2. Develop a conceptual understanding of new words	
a. Classify and categorize words into sets and groups, such as animals, adult/baby	BC 1, p. 21

STANDARDS/EXPECTATIONS	Component
b. Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills	BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms)
c. Identify and use correctly new words acquired through study of their relationship to other words	All selections in Beyond the Code can be used to meet this standard.
3. Understand, acquire, and use new vocabulary	
a. Determine the meanings of unknown words <ul style="list-style-type: none"> • Reread • Use context clues • Read on • Use text features 	All selections in Beyond the Code can be used to meet this standard.
b. Use unfamiliar words introduced in literary and informational texts	All selections in Beyond the Code can be used to meet this standard.
c. Use word structure to determine meanings of words <ul style="list-style-type: none"> • Prefixes • Suffixes • Root/base words 	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 3, p. 2 (suffixes); BC 2, p. 15 (prefixes)
d. Use resources to determine meaning of unknown words <ul style="list-style-type: none"> • Dictionaries • Textbook glossaries • Thesauruses 	N/A
E. General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop comprehension skills through exposure to a variety of texts	
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	N/A
b. Self-select appropriate text for a variety of purposes	All selections in Beyond the Code can be used to meet this standard.
c. Read a minimum of 25-30 self-selected and/or assigned books representing various genres	N/A
d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	N/A

STANDARDS/EXPECTATIONS	Component
2. Use strategies to prepare for reading (before reading)	
a. Make and explain the connections made from prior knowledge and experiences with the text	All selections in Beyond the Code can be used to meet this standard.
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	All selections in Beyond the Code can be used to meet this standard.
c. Set a purpose for reading and identify type of text (fiction or nonfiction)	All selections in Beyond the Code can be used to meet this standard.
3. Use strategies to make meaning from text (during reading)	
a. Recall and discuss what they understand	All selections in Beyond the Code can be used to meet this standard.
b. Identify and question what did not make sense	All selections in Beyond the Code can be used to meet this standard.
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	All selections in Beyond the Code can be used to meet this standard.
d. Read on, revisit, and restate the difficult parts in your own words	All selections in Beyond the Code can be used to meet this standard.
e. Make, confirm, or adjust predictions	All selections in Beyond the Code can be used to meet this standard.
f. Ask and answer questions about the text	All selections in Beyond the Code can be used to meet this standard.
g. Periodically summarize while reading	All selections in Beyond the Code can be used to meet this standard.
h. Visualize what was read	All selections in Beyond the Code can be used to meet this standard.
i. Look back through the text to search for connections between and among ideas	All selections in Beyond the Code can be used to meet this standard.
j. Explain personal connections to the topics, events, characters, and actions in texts	All selections in Beyond the Code can be used to meet this standard.
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Review/restate and explain what the text is mainly about	All selections in Beyond the Code can be used to meet this standard.
b. Identify and explain what is directly stated in the text (details, literal meaning)	All selections in Beyond the Code can be used to meet this standard.
c. Identify and explain what is not stated in the text (implied or inferential meaning)	All selections in Beyond the Code can be used to meet this standard.
d. Summarize the text orally	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
e. Confirm, refute, or make predictions to form new ideas	All selections in Beyond the Code can be used to meet this standard.
f. Connect the text to prior knowledge or personal experience	All selections in Beyond the Code can be used to meet this standard.
g. Engage in conversation to understand what has been read	All selections in Beyond the Code can be used to meet this standard.
h. Retell explicit and implicit main ideas of texts	All selections in Beyond the Code can be used to meet this standard.
i. Answer questions (what if, why, and how) in writing	All selections in Beyond the Code can be used to meet this standard.

Explode the Code®
Correlated to the
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Grade 3

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STANDARDS/EXPECTATIONS	Component
STANDARD 1 B. Phonics Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
1. Use a variety of phonetic skills to read unfamiliar words	
a. a. Apply phonics skills <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Hard and soft consonants • Initial consonant blends (2 letters) • Open and closed syllables • Digraphs 	TG 2, Lesson 1, pp. 33-35 TG 3, Lesson 3, pp. 41-42 TG 3, Lesson 6, pp. 18-19 TG 3, Lesson 13, pp. 33-34 TG 4, Lesson 7, pp. 48-50
2. Decode words in grade-level texts	
a. Sound out common word parts	TG 3, Lesson 4, pp. 13-14 TG 3, Lesson 13, p. 33
b. Break words into familiar parts	TG 3, Lesson 9, pp. 24-25
c. Use word meanings and order in sentences to confirm decoding efforts	TG 3, Lesson 8, pp. 23-24
C. Fluency Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally from familiar text at an appropriate rate	
a. Listen to models of fluent reading	TG 3, Lesson 8, p. 23 – Fluency TG 3, Lesson 13, p. 34 – Fluency
b. Read familiar text at a rate that is conversational and consistent	TG 4, Lesson 3, p. 42 – Fluency

STANDARDS/EXPECTATIONS	Component
2. Read grade-level text accurately	
a. Reread and self-correct while reading	TG 5, Lesson 11, p. 28 – Fluency
b. Decode words automatically	TG 5, Lesson 8, pp. 21-23
c. Use word context clues, sentence structure, and visual clues to guide self-correction	TG 6, Lesson 8, p. 47 – Fluency
d. Increase sight words read fluently	TG 5, Lesson 11, p. 28 - Fluency
3. Read grade-level text with expression	
a. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately to convey meaning and expression 	TG 3, Lesson 5, p. 17 – Comprehension TG 6, Lesson 12, p. 55 – Fluency TG 6, Lesson 5, p. 41 – Fluency
D. Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	TG 5, Lesson 4, pp. 13-14 – Vocabulary
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	TG 5, Lesson 9, pp. 23-24 – Vocabulary
c. Collect 12-20 new words for deeper study each week	All TG Lessons – Vocabulary
2. Develop a conceptual understanding of new words	
a. Identify and sort common words into conceptual categories such as general to specific, lesser to greater	BC 4, p. 62
b. Identify and explain word relationships to determine the meanings of words	TG 6, Lesson 3, pp. 35-37
c. Identify and use correctly new words acquired through study of their relationships to other words	TG 6, Lesson 6, pp. 42-43

STANDARDS/EXPECTATIONS	Component
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Above grade-level words used in context • Words with multiple meanings 	TG 3, Lesson 7, p. 21 – Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge BK 8, Lesson 13, pp. 104-109
b. Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Grade-appropriate prefixes and suffixes 	TG 4, Lesson 12, p. 59 TG 8, Lesson 1, pp. 36-37
c. Use resources to determine the meanings of words	TG 5, Lesson 9, p. 24 – Vocabulary
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	TG 6, Lesson 5, pp. 40-41
E. General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts	
a. Listen to critically , read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	N/A
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	N/A
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	BC 4, pp. 5-12 BK 8, Lesson 6, p. 49
2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs	BC 4, pp. 67-75
b. Set a purpose for reading the text	All reading selections from BC 1-4; BK 7-8
c. Make predictions and ask questions about the text	All reading selections from BC 1-4; BK 7-8
d. Make connections to the text from prior knowledge and experiences	BC 4, pp. 51-58
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	TG 5, Lesson 11, p. 28 – Fluency

STANDARDS/EXPECTATIONS	Component
b. Use own words to restate the difficult part	All reading selections from BC 1-4; BK 7-8
c. Read on and revisit the difficult part	All reading selections from BC 1-4; BK 7-8
d. Look back through the text to search for connections between and among ideas	All reading selections from BC 1-4; BK 7-8
e. Make, confirm, or adjust predictions	All reading selections from BC 1-4; BK 7-8
f. Periodically summarize while reading	All reading selections from BC 1-4; BK 7-8
g. Periodically paraphrase important ideas or information	All reading selections from BC 1-4; BK 7-8
h. Visualize what was read for deeper understanding	TG 6, Lesson 7, p. 45 – Comprehension BC 4, p. 77
i. Explain personal connections to the ideas or information in the text	TG 8, Lesson 7, p. 47 – Comprehension BC 4, p. 97
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea <i>Assessment Limits:</i> • Of the text or a portion of the text	BK 7, Lesson 14, p. 111 BK 8, Lesson 4, pp. 32-33 BK 8, Lesson 13, pp. 104-105
b. Identify and explain what is directly stated in the text <i>Assessment Limits:</i> • In the text or a portion of the text	BK 7, Lesson 11, p. 87 BK 8, Lesson 8, pp. 64-65 BC 3, pp. 35-45 BC 4, pp. 17-24
c. Identify and explain what is not directly stated in the text by drawing inferences <i>Assessment Limits:</i> • From the text or a portion of the text	BK 7, Lesson 11, p. 87 BC 3, p. 78 BC 4, p. 58
d. Draw conclusions based on the text and prior knowledge <i>Assessment Limits:</i> • From the text or a portion of the text	All reading selections from BC 1-4; BK 7-8

STANDARDS/EXPECTATIONS	Component
<p>e. Confirm, refute, or make predictions and form new ideas</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> The development, topics, or ideas that might logically be included if the text were extended 	<p>All reading selections from BC 1-4; BK 7-8 BK 7, Lesson 11, p. 87 BK 8, Lesson 4, pp. 32-33</p>
<p>f. Paraphrase the main idea <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> Of the text or a portion of the text 	<p>All reading selections from BC 1-4; BK 7-8</p>
<p>g. Summarize <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> The text or a portion of the text 	<p>All reading selections from BC 1-4; BK 7-8</p>
<p>h. Connect the text to prior knowledge or personal experience</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text 	<p>BK 8, Lesson 3, p. 25 BK 8, Lesson 12, p. 97 BC 4, pp. 51-58</p>

***Explode the Code*[®]**
Correlated to the
Maryland Voluntary State Curriculum Standards

Grade 4

The following pages contain examples from components in *Explode the Code* that align to the Maryland Voluntary State 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
STANDARD 1 B. Phonics Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
1. Use a variety of phonetic skills to read unfamiliar words	
b. a. Apply phonics skills	TG 2, Lesson 1, pp. 33-35 TG 3, Lesson 3, pp. 41-42 TG 3, Lesson 6, pp. 18-19 TG 3, Lesson 13, pp. 33-34 TG 4, Lesson 7, pp. 48-50
C. Fluency Students will read orally with accuracy and expression at a rate that sounds like speech.	
1. Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	TG 4, Lesson 3, p. 42 - Fluency
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	TG 5, Lesson 8, pp. 21-23 TG 5, Lesson 11, p. 28 – Fluency

STANDARDS/EXPECTATIONS	Component
b. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately 	TG 3, Lesson 5, p. 17 – Comprehension TG 6, Lesson 5, p. 41 – Fluency TG 6, Lesson 8, p. 47 – Fluency TG 6, Lesson 12, p. 55 – Fluency
c. Increase sight words read fluently	TG 5, Lesson 11, p. 28 – Fluency
D. Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	TG 5, Lesson 4, pp. 13-14 – Vocabulary
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	TG 5, Lesson 9, pp. 23-24 – Vocabulary
c. Collect 12-20 new words for deeper study each week	All TG Lessons – Vocabulary
2. Develop a conceptual understanding of new words	
a. Classify and categorize increasingly complex words into sets and groups	TG 8, Lesson 7, p. 47- Comprehension
b. Identify and explain word relationships to determine the meanings of words	TG 6, Lesson 3, pp. 35-37
c. Identify and use correctly new words acquired through study of their relationships to other words	TG 6, Lesson 6, pp. 42-43
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Above grade-level words used in context • Words with multiple meanings 	TG 3, Lesson 7, p. 21 – Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge BK 8, Lesson 13, pp. 104-109

STANDARDS/EXPECTATIONS	Component
a. b. Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Grade-appropriate prefixes and suffixes • Grade-appropriate root words • Grade-appropriate inflectional endings 	TG 4, Lesson 12, p. 59 TG 8, Lesson 1, pp. 36-37
c. Use resources to determine the meanings of words	TG 5, Lesson 9, p. 24 – Vocabulary
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	TG 6, Lesson 5, pp. 40-41
E. General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).	
1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	N/A
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	N/A
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	BC 4, pp. 5-12 BK 8, Lesson 6, p. 49
2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features such as the title, illustrations, photographs, charts, and graphs	BC 4, pp. 67-75
b. Set a purpose for reading the text	All reading selections from BC 1-4; BK 7-8
c. Make predictions and ask questions about the text	All reading selections from BC 1-4; BK 7-8
d. Make connections to the text from prior knowledge and experiences	BC 4, pp. 51-58
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	TG 5, Lesson 11, p. 28 - Fluency
b. Use own words to restate the difficult part	All reading selections from BC 1-4; BK 7-8
c. Read on and revisit the difficult part	All reading selections from BC 1-4; BK 7-8

STANDARDS/EXPECTATIONS	Component
d. Skim the text to search for connections between and among ideas	All reading selections from BC 1-4; BK 7-8
e. Make, confirm, or adjust predictions	All reading selections from BC 1-4; BK 7-8
f. Periodically summarize while reading	All reading selections from BC 1-4; BK 7-8
g. Periodically paraphrase important ideas or information	All reading selections from BC 1-4; BK 7-8
h. Visualize what was read for deeper understanding	TG 6, Lesson 7, p. 45 - Comprehension
i. Use a graphic organizer or another note-taking technique to record important ideas or information	BC 4, p. 63 and p. 77
j. Explain personal connections to the ideas or information in the text	TG 8, Lesson 7, p. 47 – Comprehension BC 4, p. 97
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea <u>Assessment Limits:</u> • Of the text or a portion of the text	BK 7, Lesson 14, p. 111 BK 8, Lesson 4, pp. 32-33 BK 8, Lesson 13, pp. 104-105
b. Identify and explain what is directly stated in the text <u>Assessment Limits:</u> • In the text or a portion of the text	BK 7, Lesson 11, p. 87 BK 8, Lesson 8, pp. 64-65 BC 3, pp. 35-45 BC 4, pp. 17-24
c. Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> • From the text or a portion of the text	BK 7, Lesson 11, p. 87 BC 3, p. 78 BC 4, p. 58
d. Draw conclusions or make generalizations about the text <u>Assessment Limits:</u> From the text or a portion of the text	All reading selections from BC 1-4; BK 7-8
e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> • The development, topics, or ideas that might logically be included if the text were extended	All reading selections from BC 1-4; BK 7-8 BK 7, Lesson 11, p. 87 BK 8, Lesson 4, pp. 32-33

STANDARDS/EXPECTATIONS	Component
f. Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Of the text or a portion of the text 	All reading selections from BC 1-4; BK 7-8
g. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> • The text or a portion of the text 	All reading selections from BC 1-4; BK 7-8
h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text 	BK 8, Lesson 3, p. 25 BK 8, Lesson 12, p. 97 BC 4, pp. 51-58