



Literacy and Intervention

MISSISSIPPI STATE STANDARDS

Explode The Code[®]

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

Grades Pre-K–4



***Explode the Code*[®]**
Correlated to the
Mississippi Language Arts Framework, Revised

Grade K

The following pages contain examples from components in *Explode the Code* that align to the Mississippi Language Arts Framework, Revised. 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
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
a. The student will apply knowledge of concepts about print.	
1) Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).	N/A
2) Demonstrate that print carries meaning for the reader.	N/A
3) Identify front cover, back cover, and title page of a book.	N/A
4) Point to words in a text when reading aloud, matching spoken words to print.	N/A
5) Track words from left to right and top to bottom on a printed page.	TG A, p. 9
6) Recognize that sentences in print are made up of separate words.	N/A
7) Distinguish letters from words.	N/A
8) Distinguish between uppercase and lowercase letters.	A, B, C
b. The student will apply knowledge of phonological and phonemic awareness.	
1) Break spoken sentences into individual words (e.g., claps, taps, speaks).	N/A
2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).	TG 1, Lesson 2, p. 11

STANDARDS/EXPECTATIONS	Component
3) Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ō/ in hop).	TG 1, Lesson 2, p. 10
4) Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).	TG A, p. 11
5) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in “letter,” sum + mer = summer, and football = foot +ball).	TG 4, Lesson 2, p. 39
6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).	TG 1, Lesson 4, p. 14
7) Articulate phonemes correctly.	TG 1, Lesson 1, p. 12
8) Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ŭ/ /g/ = bug).	TG 1, Lesson 1, p. 7
9) Segment phonemes orally within a spoken word (e.g., sit = /s/ /ī/ /t/, rap = /r/ /ă/ /p/).	TG 1, Lesson 4, p. 14
c. The student will use word recognition skills.	
1) Match all consonant and short vowel sounds to the appropriate letters.	A, B, C
2) Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	A, B, C
3) Blend letter sounds in one syllable words.	TG 1, Lesson 3, p. 12
4) Begin to recognize common word families.	TG 1, Lesson 4, p. 14; BK 1, Lesson 1, p. 7; BC 1, p. 1
5) Read some words derived from common word families (e.g., -at, -ig, -ot).	BC 1, p. 1; TG 1, Lesson 4, p. 14; BK 1, Lesson 1, p. 7
6) Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).	BK 1, Lesson 1, p. 8; BC 1, p. 3; TG 1, Lesson 1, p. 8
7) Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).	BK 1, Lesson 1, p. 8; BC 1, p. 3; TG 1, Lesson 1, p. 8
d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing).	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7
e. The student will develop and apply knowledge of words and word meanings to communicate.	
1) Name pictures of common objects and concepts.	N/A

STANDARDS/EXPECTATIONS	Component
2) Use words to describe location, size, color, and shape.	N/A
3) Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).	BC 1, p. 21
4) Begin to recognize word relationships.	N/A
f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad).	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms)
g. The student will use pictures and context to understand the meaning of a word.	All selections in Beyond the Code can be used to meet this standard.
h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource).	N/A
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
a. The student will use text features, parts of a book, text structures, and genres to analyze text.	
1) Text features – titles, illustrations, etc.	N/A
2) Parts of a book – title page, title, author, illustrator, etc.	All selections in Beyond the Code can be used to meet this standard.
3) Text structures – sequential order	All selections in Beyond the Code can be used to meet this standard.
4) Genres – fiction, nonfiction, and poetry (nursery rhymes)	N/A
b. The student will understand and make simple inferences about text.	
1) Answer literal who, what, and where questions.	All selections in Beyond the Code can be used to meet this standard.
2) Identify and discuss main characters, settings, and major events.	All selections in Beyond the Code can be used to meet this standard.
3) Use illustrations to discuss the main idea of a simple story.	All selections in Beyond the Code can be used to meet this standard.
4) Make simple inferences about narrative and/or informational text.	All selections in Beyond the Code can be used to meet this standard.
c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text.	
1) Retell a familiar story with the book as a reference.	All selections in Beyond the Code can be used to meet this standard.
2) Retell a familiar story without the book including a beginning, middle, and end.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
3) Retell two to three steps in the sequence of events in text shared with the student.	BC 1, p. 53
d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation.	
1) Interpret text through moving, drawing, speaking, acting, or singing.	N/A
2) Make connections between self and text after shared reading.	All selections in Beyond the Code can be used to meet this standard.
3) Compose visual images (e.g., draw a picture based on something in the text).	BC 1, p. 41
4) Identify favorite passages.	N/A

Explode the Code®
Correlated to the
Mississippi Language Arts Framework, Revised

Grade 1

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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
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
a. Point to words in text when reading aloud, matching spoken words to print.	
1. Point to words in text when reading aloud, matching spoken words to print.	N/A
2. Distinguish between uppercase and lowercase letters.	A, B, C
3. Identify and use title page, title, author, illustrator, and table of contents of a book.	N/A
4. Identify dialogue in connected text.	BC 1, pp. 25–28
b. The student will apply knowledge of phonological and phonemic awareness.	
1. Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., <i>flat/splat, trap/snap, sing/ring</i>).	TG 2, Lesson 1, p. 33
2. Identify, blend, and segment syllables within compound, two, and three syllable spoken words (e.g., clap the syllables in “bi-cy-cle,” <i>bas + ket + ball = basketball, telephone = tel + e + phone</i>).	TG 4, Lesson 2, p. 39
3. Identify and count the number of syllables in a spoken word.	TG 4, Lesson 3, p. 41
4. Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in <i>chat</i> , /sh/ in <i>wish</i> , /ē/ in <i>read</i>).	TG 1, Lesson 7, p. 20

STANDARDS/EXPECTATIONS	Component
5. Distinguish short and long vowel sounds in spoken one syllable words (e.g., <i>bit/bite, hip/hipe</i>).	TG 3, Lesson 2, p. 9
6. Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ā/ /t/ = <i>bat, treat</i> = /t/ /r/ /ē/ /t/).	TG 2, Lesson 4, p. 41
7. Blend and segment sounds in spoken words containing initial and final blends.	TG 2, Lesson 1, p. 33
8. Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = <i>bat</i> or take /k/ from “cat” = <i>aġ</i>).	TG 2, Lesson 2, p. 35
c. The student will use word recognition skills.	
1. Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.	BK 2, Lesson 1, p. 1; TG 2, Lesson 2, p. 35; BC 1, pp. 57–60 (blends)
2. Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	BK 3, Lesson 5, p. 36; TG 3, Lesson 5, p. 15; BC 1, pp. 5–7
3. Read words derived from common word families (e.g., <i>-it, -at, -ite, -ate</i>).	TG 3, Lesson 3, p. 13; BC 1, p. 1; BK 3, Lesson 3, p. 19
4. Begin to use common spelling patterns to make new words (e.g., <i>make, take, lake, cake, etc.</i>).	BK 3, Lesson 2, p. 11; TG 3, Lesson 2, p. 9; BC 3, p. 18
5. Use inflectional endings (e.g., <i>-s, -es, -ed, or -ing</i>) to produce new words.	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7
6. Identify simple compound words (e.g., <i>dog + house = doghouse</i>). 7. Identify simple contractions correctly (e.g., <i>can + not = can't, has + not = hasn't, did + not = didn't</i>).	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37
8. Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.	All selections in Beyond the Code can be used to meet this standard.
d. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant + e, consonant plus le) to analyze words.	BK 4, Lesson 6, p. 41; TG 4, Lesson 6, p. 47; BC 1, pp. 91–94
e. The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words.	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7
f. The student will develop and apply knowledge of words and word meanings to communicate.	

STANDARDS/EXPECTATIONS	Component
1. Identify and sort pictures and words into basic categories.	BC 1, p. 21
2. Recognize and explain word relationships within categories of words.	BC 1, p. 21
g. The student will begin to identify and use synonyms, antonyms, and homonyms.	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms); BC 1, p. 5 (homonyms)
h. The student will use context to determine the meanings of unfamiliar or multiple meaning words.	All selections in Beyond the Code can be used to meet this standard.
i. The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource).	N/A
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
a. The student will use text features, parts of a book, text structures, and genres to analyze text.	
1. Text features – titles, illustrations, headings, graphs, etc.	All selections in Beyond the Code can be used to meet this standard.
2. Parts of a book – title page, title, author, illustrator, table of contents, etc.	N/A
3. Text structures – sequential order and description	All selections in Beyond the Code can be used to meet this standard.
4. Genres – Fiction, nonfiction, and poetry	N/A
b. The student will understand, infer, and make simple predictions.	
1. Answer and generate <i>who, what, when, where, why,</i> and <i>how</i> questions.	All selections in Beyond the Code can be used to meet this standard.
2. Answer and generate questions about characters, settings, and events.	All selections in Beyond the Code can be used to meet this standard.
3. Make simple inferences based on information from narrative and/or informational text.	All selections in Beyond the Code can be used to meet this standard.
4. Identify the main idea of a simple story or topic of an informational text.	All selections in Beyond the Code can be used to meet this standard.
5. Make a prediction about narrative or informational text and confirm or revise the prediction.	All selections in Beyond the Code can be used to meet this standard.
6. Use key words in text to justify prediction(s).	All selections in Beyond the Code can be used to meet this standard.
c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.	
1. Retell a story including characters, setting, and important events.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
2. Retell the correct sequence of events in narrative and/or informational text.	BC 1, p. 53
d. The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence.	
1. Interpret text through moving, drawing, speaking, acting, or singing.	N/A
2. Make connections between self and text or text and text after sharing text or reading text independently.	All selections in Beyond the Code can be used to meet this standard.
3. Compose visual images based on text.	BC 1, p. 19
4. Identify favorite passages.	N/A

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Grade 2

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STANDARDS/EXPECTATIONS	Component
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
a. The student will apply knowledge of phonological and phonemic awareness.	
1. Blend and segment spoken words into syllables and syllables into phonemes.	TG 4, Lesson 4, p. 43
2. Continue to identify and count the number of syllables in a spoken word.	TG 4, Lesson 3, p. 41
3. Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at” = <i>bat</i> ; or take /k/ from “cat” = <i>at</i> ; change /i/ in <i>hit</i> to /a/ = <i>hat</i> . What happens when you change “spot” to “stop”?).	TG 2, Lesson 2, p. 35
b. The student will use word recognition skills for multi-syllabic words.	
1. Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	BK 6, Lesson 1, p. 1; TG 6, Lesson 6, p. 31; BC 3, pp. 83–92 (r-controlled vowels)
2. Read words derived from word families (e.g., <i>-it, -at, -ite, -ate</i>).	TG 3, Lesson 3, p. 13; BC 1, p. 1; BK 3, Lesson 3, p. 19
3. Use common spelling patterns to make new words (e.g., <i>make, take, lake, cake, etc.</i>).	BK 3, Lesson 2, p. 11; TG 3, Lesson 2, p. 9; BC 3, p. 18
4. Use inflectional endings (e.g., <i>-s, es, -ed, or -ing</i>) to produce or analyze new words.	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7
5. Identify and create compound words.	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 1, pp. 91–94

STANDARDS/EXPECTATIONS	Component
6. Identify and create contractions (e.g., <i>can + not = can't</i>) correctly.	BC 1, p. 12
7. Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)	All selections can be used to practice fluency.
c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	BK 4, Lesson 6, p. 41; TG 4, Lesson 6, p. 47
d. The student will manipulate and analyze roots and affixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>pre-</i>, <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-est</i>, <i>-ful</i>, and <i>-less</i>) to understand unfamiliar words.	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7
e. The student will develop and apply knowledge of words and word meanings to communicate.	
1. Identify and begin to generate words into categories.	BC 1, p. 21
2. Determine the relationship between pairs of words (e.g., <i>icicles/ Popsicle's</i> , <i>oven/heater</i> , <i>friend/enemy</i> , <i>gloves/socks</i> , etc.)	BC 1, p. 21
f. The student will identify and use synonyms, antonyms, and homonyms.	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms); BC 1, p. 5 (homonyms)
g. The student will use context to determine the meanings of unfamiliar or multiple meaning words.	BC 1, pp. 5–7
h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, and/or peer as a resource).	N/A
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
a. The student will use text features, parts of a book, text structures, and genres to analyze text.	
1. Text features – titles, headings, illustrations, graphs, captions, charts, etc.	All selections in Beyond the Code can be used to meet this standard.
2. Parts of a book–title page, title, author, illustrator, table of contents, glossary, etc.	NA
3. Text structures – sequential order, description, simple cause and effect, etc.	All selections can be analyzed by looking at text structures.
4. Genres – Fiction, nonfiction, and poetry	N/A
b. The student will analyze texts in order to identify, understand, infer, or synthesize information.	
1. Answer literal and simple inferential <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , <i>how</i> , and <i>what if</i> questions.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
2. Answer literal and simple inferential questions about main characters, settings, and events.	All selections in Beyond the Code can be used to meet this standard.
3. Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.	All selections in Beyond the Code can be used to meet this standard.
4. Identify the main idea and some details in narrative text or the topic and some details in informational text.	All selections in Beyond the Code can be used to meet this standard.
5. Determine simple cause and effect relationships.	All selections in Beyond the Code can be used to meet this standard.
6. Identify simple fact and opinion.	All selections in Beyond the Code can be used to meet this standard.
7. Draw conclusions based on information from narrative and/or informational text.	All selections in Beyond the Code can be used to meet this standard.
8. Identify and discuss the theme of a text.	All selections can be used to identify theme.
c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.	
1. Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	All selections in Beyond the Code can be used to meet this standard.
2. Arrange in sequential order a listing of events found in narrative and/or informational text.	BC 1, p. 53
d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.	
1. Interpret text through moving, drawing, speaking, acting, or singing.	N/A
2. Make connections between self and characters and events in text.	All selections in Beyond the Code can be used to meet this standard.
3. Compose visual images.	BC 1, p. 19
4. Identify favorite passages and explain why the passage is a favorite, citing text-based evidence.	N/A

***Explode the Code*[®]**
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Grade 3

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STANDARDS/EXPECTATIONS	Component
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
a. The student will use word recognition skills for multi-syllabic words.	
1. Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	TG 3, Lesson 11, pp. 28-31 TG 6, Lesson 1, pp. 31-33 TG 6, Lesson 11, pp. 52-54
2. Continue to use common spelling patterns to make new words (e.g., <i>make, take, lake, cake</i> , etc.).	TG 3, Lesson 1, pp. 7-9
3. Use inflectional endings (e.g., <i>-s, -es, -ed, or -ing</i>) to produce and analyze new words.	TG 4, Lesson 2, pp. 39-40
4. Create and analyze complex compound words (e.g., <i>sky + scraper = skyscraper</i>).	TG 4, Lesson 1, pp. 37-38 TG 7, Lesson 10, pp. 22-24
5. Create and use complex contractions (e.g., <i>will + not = won't</i>) correctly.	N/A
6. Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)	All reading selections from BC and BK. TG 3, Lesson 8, p. 23 - Fluency
b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + <i>e</i>, consonant + <i>le</i>) to decode words.	TG 4, Lesson 3, pp. 41-42 TG 4, Lesson 7, pp. 48-50

STANDARDS/EXPECTATIONS	Component
c. The student will manipulate and analyze root words and affixes (e.g., <i>un-</i> , <i>re-</i> , <i>mis-</i> , <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>ir-</i> , <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-y</i> , <i>-ly</i> , <i>-er</i> , <i>-est</i> , <i>-ful</i> , <i>-less</i> , <i>-able</i> , <i>-ness</i> , <i>-ish</i>) to analyze words.	TG 4, Lesson 2, pp. 39-40 TG 4, Lesson 12, pp. 58-60
d. The student will develop and apply knowledge of words and word meanings to communicate.	
1. Generate words into categories.	All lessons – Vocabulary BC 4, p. 62
2. Determine relationships among words organized in categories.	All lessons – Vocabulary
e. The student will identify and use synonyms, antonyms, and homonyms.	TG 3, Lesson 7, p. 21 – Comprehension TG 4, Lesson 3, p. 42 – Antonyms TG 6, Lesson 6, p. 43 – Synonyms TG 6, Lesson 14, p. 60 - Homophones
f. The student will use context to determine the meanings of unfamiliar or multiple meaning words.	All reading selections from BC and BK. TG 3, Lesson 7, p. 21 – Comprehension
g. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words.	TG 6, Lesson 10, p. 51 – Comprehension TG 8, Lesson 2, p. 38 – Vocabulary TG 8, Lesson 5, p. 44 – Writing
h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource).	BK 7, Lesson 8, p. 59 TG 8, Lesson 6, p. 46 – Challenge
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
a. The student will use text features, parts of a book, text structures, and genres to analyze text.	
1. Text features – titles, headings, captions, illustrations, graphs, charts, diagrams, etc.	All reading selections from BC and BK.
2. Parts of a book – title page, table of contents, glossary, index, etc.	N/A
3. Text structures – sequential order, description, simple cause and effect, simple procedure, etc.	BK 8, Lesson 8, pp. 64-65
4. Genres – Fiction, nonfiction, and poetry	All reading selections from BC and BK.

STANDARDS/EXPECTATIONS	Component
b. The student will analyze texts in order to identify, understand, infer, or synthesize information.	
1. Answer and generate questions about purposes for reading.	All reading selections from BC and BK.
2. Answer literal and inferential questions about main characters, setting, plot, and theme.	BC 4, pp. 35-46 BK 7, Lesson 9, p. 71
3. Answer literal and inferential questions about characters' actions, motives, traits, and emotions.	BC 4, pp. 83-96 BK 8, Lesson 9, p. 73
4. Identify the stated main idea of a narrative text or the topic of an informational text.	BK 8, Lesson 8, pp. 64-65 BK 8, Lesson 13, pp. 104-105
5. Arrange in sequential order a listing of events found in narrative and/or informational text.	All reading selections from BC and BK.
6. Identify cause and effect as stated in text.	N/A
7. Identify simple fact and opinion.	N/A
8. Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	All reading selections from BC and BK.
9. Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.	All reading selections from BC and BK.
10. Use key words in text to justify prediction(s).	All reading selections from BC and BK.
11. Identify important themes from texts and examine from more than one point of view.	BC 4, pp. 17-26
c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.	
1. Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	TG 7, Lesson 11, p. 25 – Writing BK 8, Lesson 4, pp. 32-33
2. Write summaries that contain the main ideas of the reading selection and the most significant details.	All reading selections from BC and BK.
d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.	
1. Interpret text through moving, drawing, speaking, acting, or singing.	TG 8, Lesson 11, p. 54 – Fluency TG 8, Lesson 12, p. 56 – Fluency

STANDARDS/EXPECTATIONS	Component
2. Make connections between self and characters, events, and information in text or among texts.	BC 4, pp. 48-60
3. Compose visual images based upon text.	TG 3, Lesson 12, p. 32 – Comprehension TG 6, Lesson 7, p. 45 – Comprehension BC 4, p. 77

Explode the Code®
Correlated to the
Mississippi Language Arts Framework, Revised

Grade 4

The following pages contain examples from components in *Explode the Code* that align to the Mississippi Language Arts Framework, Revised. 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
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + <i>e</i> , consonant + <i>le</i>) for decoding words.	TG 3, Lesson 11, pp. 28-31 TG 6, Lesson 1, pp. 31-33 TG 6, Lesson 11, pp. 52-54
b. The student will identify roots and affixes (e.g., <i>non-</i> , <i>trans-</i> , <i>over-</i> , <i>anti-</i> , <i>-tion</i> , <i>-or</i> , <i>-ion</i> , <i>-ity</i> , <i>-ment</i> , <i>-ic</i>) in words.	TG 8, Lesson 11-13, pp. 53-58
c. The student will develop and apply expansive knowledge of words and word meanings to communicate.	All lessons - Vocabulary
d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.	TG 3, Lesson 7, p. 21 – Comprehension TG 4, Lesson 3, p. 42 – Antonyms TG 6, Lesson 6, p. 43 – Synonyms TG 6, Lesson 14, p. 60 - Homophones
e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words.	TG 3, Lesson 7, p. 21 – Comprehension TG 4, Lesson 3, p. 42 – Antonyms TG 6, Lesson 6, p. 43 – Synonyms TG 6, Lesson 14, p. 60 - Homophones
f. The student will apply knowledge of simple figurative language (e.g., <i>simile</i> , <i>metaphor</i> , <i>personification</i> , <i>hyperbole</i>) to determine the meaning of words and to communicate.	TG 6, Lesson 10, p. 51 – Comprehension TG 8, Lesson 2, p. 38 – Vocabulary TG 8, Lesson 5, p. 44 – Writing

STANDARDS/EXPECTATIONS	Component
g. The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words.	BK 7, Lesson 8, p. 59 TG 8, Lesson 6, p. 46 – Challenge
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.	
a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text.	
1. Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, maps, icons, pull down menus, key word searches, etc.	All reading selections from BC and BK.
2. Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.	N/A
3. Text structures - sequential order, description, simple cause and effect, simple procedure, compare/contrast, etc.	BK 8, Lesson 8, pp. 64-65
4. Genres – Fiction, nonfiction, and poetry	All reading selections from BC and BK.
b. The student will analyze texts in order to identify, understand, infer, or synthesize information.	
1. Identify the stated main idea or supporting details in a paragraph.	All reading selections from BC and BK.
2. Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.	All reading selections from BC and BK.
3. Identify stated causes and effect relationships in paragraphs and short passages.	N/A
4. Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	BC 4, pp. 51-58
5. Predict a logical outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.	BC 4, pp. 17-26
c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence.	
d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.	
1. Story elements (e.g., setting, characters, character traits, events, resolution, point of view)	All reading selections from BC and BK.

STANDARDS/EXPECTATIONS	Component
2. Literary devices (e.g., imagery, exaggeration, dialogue)	TG 7, Lesson 11, p. 25 – Fluency TG 8, Lesson 11, p. 54 – Fluency
3. Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	TG 5, Lesson 11, p. 27 BC 3, pp. 5-12
4. Author's purpose (e.g., inform, entertain, persuade)	N/A
e. The student will identify facts, opinions, or tools of persuasion in text.	
1. Distinguish between fact and opinion.	N/A
2. Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view).	N/A