



Literacy and Intervention

SOUTH CAROLINA STATE STANDARDS

Explode The Code[®]

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

Grades Pre-K–4



***Explode the Code*[®]**
Correlated to the
South Carolina Academic Standards for English Language Arts

Grade K

The following pages contain examples from components in *Explode the Code* that align to the South Carolina Academic Standards for English Language Arts. 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
Understanding and Using Literary Texts	
K-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
K-1.1 Summarize the main idea and details from literary texts read aloud.	All selections in Beyond the Code can be used to meet this standard.
K-1.2 Use pictures and words to make predictions regarding a story read aloud.	All selections in Beyond the Code can be used to meet this standard.
K-1.3 Understand that a narrator tells the story.	All selections in Beyond the Code can be used to meet this standard.
K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.	BC 1, p. 16
K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	BC 1, p. 53
K-1.6 Discuss how the author’s choice of words affects the meaning of the text (for example, <i>yell</i> rather than <i>said</i>).	All selections in Beyond the Code can be used to meet this standard.
K-1.7 Use relevant details in summarizing stories read aloud.	All selections in Beyond the Code can be used to meet this standard.
K-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	All selections in Beyond the Code can be used to meet this standard.
K-1.9 Recall the characteristics of fantasy.	N/A
K-1.10 Explain the cause of an event described in stories read aloud.	All selections in Beyond the Code can be used to meet this standard.
K-1.11 Read independently for pleasure.	N/A

STANDARDS/EXPECTATIONS	Component
Learning to Read	
K-3 The student will learn to read by applying appropriate skills and strategies.	
ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT	
K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.	All selections in Beyond the Code can be used to meet this standard.
K-3.2 Create a different form of a familiar word by adding an –s or –ing ending.	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 9; BC 1, p. 89
K-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).	N/A
K-3.4 Recognize high words. (See Instructional Appendix: High-Frequency Words.)	BC 1, pp. 5–7; BK 1, Lesson 1, p. 8; TG 1, Lesson 1, p. 8
K-3.5 Understand that multiple small words can make compound words.	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 1, p. 58
Fluency	
K-3.6 Use oral rhymes, poems, and songs to build fluency.	BC 1, pp. 15–17
K-3.7 Use appropriate voice level when speaking.	All selections in Beyond the Code can be used to meet this standard.
Phonemic Awareness	
K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.	TG 1, Lesson 2, p. 11
K-3.9 Create rhyming words in response to an oral prompt.	TG 1, Lesson 2, p. 11
K-3.10 Create words by orally adding, deleting, or changing sounds.	TG 2, Lesson 2, p. 35
K-3.11 Use blending to generate words orally.	TG 1, Lesson 1, p. 7
Phonics	
K-3.12 Match consonant and short-vowel sounds to the appropriate letters.	A, B, C
K-3.13 Recognize uppercase and lowercase letters and their order in the alphabet.	A, B, C
K-3.14 Identify beginning and ending sounds in words.	TG 1, Lesson 2, p. 10; Bk 1, Lesson 1, p. 5
K-3.15 Classify words by categories (for example, beginning and ending sounds).	BK 1, Lesson 1, p. 4; TG 1, Lesson 4, p. 14

STANDARDS/EXPECTATIONS	Component
K-3.16 Use blending to begin reading words.	TG 1, Lesson 5, p. 16; BK 1, Lesson 1, p. 5
K-3.17 Begin to spell high-frequency words.	TG 1, Lesson 6, p. 21
K-3.18 Use letters and relationships to sounds to write words.	TG 1, Lesson 3, p. 13
ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT	
K-3.19 Use prior knowledge and life experiences to construct meaning from texts.	All selections in Beyond the Code can be used to meet this standard.
K-3.20 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.	N/A
CONCEPTS ABOUT PRINT	
K-3.21 Know the parts of a book (including the front and back covers, the title, and the author's name).	N/A
K-3.22 Carry out left-to-right and top-to-bottom directionality on the printed page.	TG A, p. 9
K-3.23 Distinguish between letters and words.	N/A

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Grade 1

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STANDARDS/EXPECTATIONS	Component
Understanding and Using Literary Texts	
1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
1-1.1 Summarize the main idea and supporting evidence in literary text during classroom discussion.	All selections in Beyond the Code can be used to meet this standard.
1-1.2 Use pictures and words to make and revise predictions about a given literary text.	All selections in Beyond the Code can be used to meet this standard.
1-1.3 Analyze a narrative text to determine the narrator.	All selections in Beyond the Code can be used to meet this standard.
1-1.4 Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.	BC 1, p. 16
1-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	BC 1, p. 53
1-1.6 Explain how elements of author’s craft (for example, word choice) affect the meaning of a given literary text.	All selections in Beyond the Code can be used to meet this standard.
1-1.7 Use relevant details in summarizing stories read aloud.	All selections in Beyond the Code can be used to meet this standard.
1-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	All selections in Beyond the Code can be used to meet this standard.
1-1.9 Classify a text as either fiction or nonfiction.	N/A
1-1.10 Explain cause-and-effect relationships presented in literary text.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
1-1.11 Read independently for extended periods of time for pleasure.	N/A
Learning to Read	
1-3 The student will learn to read by applying appropriate skills and strategies.	
ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT	
1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words.	All selections in Beyond the Code can be used to meet this standard.
1-3.2 Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est).	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 9; BC 1, p. 89
1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).	N/A
1-3.4 Recognize high-frequency words encountered in texts.	BC 1, pp. 5–7; BK 1, Lesson 1, p. 8; TG 1, Lesson 1, p. 8
1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).	BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms)
1-3.6 Use structural analysis to determine the meaning of compound words and contractions.	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 1, p. 58 (compound words); BC 1, p. 22 (contractions)
Fluency	
1-3.7 Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.	All selections in Beyond the Code can be used to meet this standard.
1-3.8 Use appropriate voice level and intonation when speaking and reading aloud.	All selections in Beyond the Code can be used to meet this standard.
Phonemic Awareness	
1-3.9 Create rhyming words in response to an oral prompt.	TG 1, Lesson 2, p. 11
1-3.10 Create words by orally adding, deleting, or changing sounds.	TG 2, Lesson 2, p. 35
1-3.11 Use blending to generate words orally.	TG 1, Lesson 1, p. 7
Phonics	
1-3.12 Use onsets and rimes to decode and generate words.	BC 1, p. 23; TG 2, Lesson 7, p. 49; BK 2, Lesson 7, p. 57
1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.	TG 1, Lesson 3, p. 13

STANDARDS/EXPECTATIONS	Component
1-3.14 Organize a series of words by alphabetizing to the first letter.	N/A
1-3.15 Identify beginning, middle, and ending sounds in single-syllable words.	TG 1, Lesson 4, p. 14; BK 1, Lesson 4, p. 31
1-3.16 Classify words by categories (for example, beginning and ending sounds).	BK 1, Lesson 1, p. 4; TG 1, Lesson 4, p. 14
1-3.17 Use blending to read.	TG 1, Lesson 5, p. 16; BK 1, Lesson 1, p. 5
1-3.18 Spell three- and four-letter short-vowel words and high-frequency words correctly.	TG 2, Lesson 1, p. 33; BK 2, Lesson 2, p. 15
1-3.19 Use known words to spell new words.	BC 1, p. 1
ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT	
1-3.20 Use pictures and words to construct meaning.	All selections in Beyond the Code can be used to meet this standard.
1-3.21 Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).	N/A
CONCEPTS ABOUT PRINT	
1-3.22 Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).	N/A
1-3.23 Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.	TG A, p. 9
1-3.24 Distinguish among letters, words, and sentences.	N/A

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Grade 2

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STANDARDS/EXPECTATIONS	Component
Understanding and Using Literary Texts	
2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
2-1.1 Analyze the details that support the expression of the main idea in a given literary text.	All selections in Beyond the Code can be used to meet this standard.
2-1.2 Analyze a given literary text to make, revise, and confirm predictions.	All selections in Beyond the Code can be used to meet this standard.
2-1.3 Analyze the text to determine the narrator.	All selections in Beyond the Code can be used to meet this standard.
2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).	BC 1, p. 16
2-1.5 Analyze a narrative text to identify characters, setting, and plot.	All selections in Beyond the Code can be used to meet this standard.
2-1.6 Explain the effect of the author’s craft (for example, word choice and the use of repetition) on the meaning of a given literary text.	All selections in Beyond the Code can be used to meet this standard.
2-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	All selections in Beyond the Code can be used to meet this standard.
2-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.	N/A
2-1.9 Explain cause-and-effect relationships in literary texts.	All selections in Beyond the Code can be used to meet this standard.
2-1.10 Read independently for extended periods of time for pleasure.	N/A

STANDARDS/EXPECTATIONS	Component
Learning to Read	
ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT	
2-3 The student will use word analysis and vocabulary strategies to read fluently.	
Vocabulary Development	
2-3.1 Use context clues to determine the meaning of unfamiliar words.	All selections in Beyond the Code can be used to meet this standard.
2-3.2 Construct meaning through a knowledge of base words, prefixes (including un-, re-, pre-, bi-, mis-, dis-) and suffixes (including -er, -est, -ful) in context.	WB 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39
2-3.3 Recognize high-frequency words in context.	TG 1, Lesson 1, p. 8; WB 1, Lesson 1, p. 8
2-3.4 Identify idioms in context.	BC 2, p. 24
2-3.5 Recognize synonyms, antonyms, and homonyms in context.	BC 2, p. 9
2-3.6 Use knowledge of individual words to determine the meaning of compound words.	WB 4, Lesson 1, p. 1; BC 2, pp. 5–10
Fluency	
2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently.	All selections in Beyond the Code can be used to meet this standard.
Phonics	
2-3.8 Use knowledge of spelling patterns and high-frequency words to read fluently.	All selections in Beyond the Code can be used to meet this standard.
2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).	BC 1, pp. 91–94
2-3.10 Spell frequently used irregular words correctly (for example, <i>was, were, says, said, who, what, why</i>).	TG 2, Lesson 11, p. 57
2-3.11 Spell basic short- vowel, long- vowel, r- controlled, and consonant-blend patterns correctly.	BK 6, Lesson 1, p. 1 (r-controlled vowels); TG 6, Lesson 1, p. 31
2-3.12 Spell high-frequency words.	TG 2, Lesson 11, p. 57
2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters.	N/A

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Grade 3

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STANDARDS	Component
Understanding and Using Literary Texts	
3-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
3-1.1 Analyze the details that support the expression of the main idea in a given literary text.	All reading selections from BC 1-4 and BK 7 and 8 BC 4, pp. 51-57 BK 8, Lesson 8, pp. 64-65
3-1.2 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.	All reading selections from BC 1-4 and BK 7 and 8 BC 4, pp. 35-44
3-1.3 Analyze the text to determine first-person point of view.	N/A
3-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	TG 6, Lesson 10, pp. 51-52 TG 8, Lesson 2, p. 38
3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.	All reading selections from BC 1-4 and BK 7 and 8 BC 4, pp. 17-26
3-1.6 Analyze the effect of the author’s craft (for example, word choice and sentence structure) on the meaning of a given literary text.	BC 4, pp. 83-96
3-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	All reading selections from BC 1-4 and BK 7 and 8 BC 3, pp. 35-46 TG 7, Lesson 12, p. 27 TG 8, Lesson 10, p. 52; Lesson 11, p. 54; Lesson 12 – Fluency, p. 56

STANDARDS	Component
3-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.	BC 3, pp. 35-44 TG 8, Lesson 5, p. 41
3-1.9 Recognize the characteristics of poetry (including stanza, rhyme, and repetition).	TG 3, Lesson 10, p. 27 TG 4, Lesson 11, p. 30 TG 6, Lesson 10, pp. 51-52 BC 2, pp. 87-95
3-1.10 Analyze cause- and -effect relationships in literary texts.	N/A
3-1.11 Read independently for extended periods of time for pleasure.	All reading selections from BC 1-4 and BK 7 and 8
Building Vocabulary	
3-3 The student will use word analysis and vocabulary strategies to read fluently.	
3-3.1 Generate the meaning of unfamiliar and multiple -meaning words by using context clues.	TG 3, Lesson 7, p. 21 TG 6, Lesson 6 – Challenge, p. 44 TG 8, Lesson 9, p. 51 BC 1, p. 5
3-3.2 Use base words and affixes to determine the meanings of words.	BK 4, Lesson 2, p. 9 TG 4, Lesson 2, p. 9 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 7, Lesson 9, p. 21 BK 8, Lesson 8, pp. 64-65
3-3.3 Interpret the meaning of idioms encountered in texts.	N/A
3-3.4 Read high-frequency words in texts.	All reading selections from BC 1-4 and BK 7 and 8 New high-frequency words, vocabulary and sight words are introduced in each lesson for all levels. TG 3, Lesson 11 – Vocabulary, p. 29 TG 7, Lesson 10, p. 25
3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).	All reading selections from BC 1-4 and BK 7 and 8 TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 6, Lesson 1, p. 32 TG 7, Lesson 10, p. 23 BC 4, pp. 44-61 BK 8, Lesson 5, p. 37; Lesson 9, p. 69

STANDARDS	Component
3-3.6 Spell high-frequency words.	<p>New high-frequency words, vocabulary and sight words are introduced in each lesson for all levels.</p> <p>TG 3, Lesson 11 – Vocabulary, p. 29</p> <p>TG 7, Lesson 10, p. 25</p>
<p>3-3.7 Spell correctly</p> <ul style="list-style-type: none"> • words that have blends, • contractions, • compound words, • orthographic patterns (for example, qu, consonant doubling, • changing the ending of a word from -y to -ies when forming the plural), and • common homonyms. 	<p>BC 2, pp. 47-56</p> <p>BC 3, pp. 5-12; pp. 51-59</p> <p>BC 4, pp. 17-23; p. 35-43</p> <p>BK 4, Lesson 12, pp. 83-88</p> <p>TG 3, Lesson 7, p. 21; Lesson 10, p. 28</p> <p>TG 6, Lesson 3 – Challenge, p. 37</p>

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Grade 4

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STANDARDS	Component
Understanding and Using Literary Texts	
4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
4-1.1 Analyze the details that support the expression of the main idea in a given literary text.	All reading selections from BC 1-4 and BK 7 and 8 BC 4, pp. 51-57 BK 8, Lesson 8, pp. 64-65
4-1.2 Analyze literary texts to draw conclusions and make inferences.	All reading selections from BC 1-4 and BK 7 and 8
4-1.3 Distinguish between first-person and third-person points of view.	N/A
4-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	TG 6, Lesson 10, pp. 51-52 TG 8, Lesson 2, p. 38
4-1.5 Analyze the impact of characterization and conflict on plot.	All reading selections from BC 1-4 and BK 7 and 8
4-1.6 Interpret the effect of the author’s craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.	All reading selections from BC 1-4 and BK 7 and 8 BC 4, pp. 83-96 TG 6, Lesson 8, p. 47TG 8, Lesson 11, p. 54
4-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	All reading selections from BC 1-4 and BK 7 and 8 BC 3, pp. 35-46 TG 7, Lesson 12, p. 27 TG 8, Lesson 10, p. 52; Lesson 11, p. 54; Lesson 12 – Fluency, p. 56

STANDARDS	Component
4-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.	BC 3, pp. 35-44 TG 8, Lesson 5, p. 41
4-1.9 Recognize the characteristics of poetry (including stanza, rhyme, and repetition).	TG 3, Lesson 10, p. 27 TG 4, Lesson 11, p. 30 TG 6, Lesson 10, pp. 51-52 BC 2, pp. 87-95
4-1.10 Analyze cause-and-effect relationships in literary texts.	N/A
4-1.11 Read independently for extended periods of time for pleasure.	All reading selections from BC 1-4 and BK 7 and 8
Building Vocabulary	
4-3 The student will use word analysis and vocabulary strategies to read fluently.	
4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).	TG 3, Lesson 7, p. 21 TG 6, Lesson 6 – Challenge, p. 44 TG 8, Lesson 9, p. 51 BC 1, p. 5
4-3.2 Use base words and affixes to determine the meanings of words.	BK 4, Lesson 2, p. 9 TG 4, Lesson 2, p. 9 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 7, Lesson 9, p. 21 BK 8, Lesson 8, pp. 64-65
4-3.3 Interpret the meaning of idioms encountered in texts.	N/A
4-3.4 Spell correctly <ul style="list-style-type: none"> • words with prefixes and suffixes and • multisyllabic words. 	BC 2, pp. 47-56 BC 3, pp. 5-12; pp. 51-59 BC 4, pp. 17-23; p. 35-43 BK 4, Lesson 12, pp. 83-88 TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 6, Lesson 3 – Challenge, p. 37